If the individual listed on the label above is no longer at your institution, please forward this publication to the person who is now in that position. Please contact the SEAHO Report editorial staff with any changes.

Route To:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
features

16 ‘Twas the night before the closing banquet, when all through the Hyatt…

Nicholas Rachowicz, The University of Southern Mississippi

18 Applying Theory to Hall Government Advising: Advisors Promoting Student Learning

Andrew Rittenberg Wilson, Emory University and
Alicia Caudill Colburn, Gainesville State College

21 Academic and Housing Partnerships can Focus on Creativity

David P. Jones, University of Alabama

21 Confessions of a 1st Year (graduate) Student

Erin Crews, University of Georgia

22 Dirty Little Secrets

Amber Poulsen, Clemson University

23 Facebook: The Final Frontier

Matthew Vanden Boogart & Amanda Mesirov, George Mason University

25 Showrooms Show More than Housing Options: A New Marketing Strategy to Maximize Retention

Julian Carter, Clemson University

26 Generation to Generation

Mitchell Drew Jahr, Emporia State University

28 Programming to Meet the Needs of Graduate Students at The Florida State University

Jillian Bracken, Florida State University

31 You Must Know Your Past to Envision Your Future: The Evolution of Residence Life in American Colleges and Universities

Ruthanna Payne, Auburn University

35 New Payne Hall Display Honors a Lifetime of Service

Katie Gehrt, Virginia Tech

36 Mini-Mock Placement: A University Coming Together to Make Placement Easier

Justin Carter, Clemson University

36 Program Pursuit

Holly Alexander Agati, The College of William & Mary

37 Peer Mediation at UNF Offers Students New Options

Nicole M. Houle & Gregory Connell, University of North Florida

38 First Annual Roommate Roundup is a Hit

Brandi Dawson, Virginia Tech

39 Will You Help “Green” Your Campus?

Gary Gaulin, Clemson University

40 Virginia Tech Student Leaders Coordinate Statewide Conference

Rachel DeLauder, Virginia Tech

41 The RA In Training Series (TRAITS)

Eddie Seavers, Christopher Newport University

43 Student Staff Recognition

Monique N. Colelough, The College of William & Mary
departments

SEAHO President 3

SEAHO Report Co-Editors 4

SEAHO Editorial Staff 5

SEAHO News 7
ACUHO-I Talking Points
Research and Information Committee Update
SEAHO 2007 Award Recipients
SEAHO 2008

Student Affairs Around the Region 43
SAACURH
Florida
Georgia
North Carolina
Virginia
Dear SEAHO Membership,

As we all know, the Virginia Tech family had a very challenging time recently and they are still recovering from the tragedy that occurred on their campus.

I am sure that Virginia Tech has been on the minds and in the hearts of the SEAHO Region and has hurt tremendously for the Virginia Tech Family. Many mechanisms have been put in place to show support on various levels. The SEAHO Governing Council has been made aware of several efforts of support on your campuses and commends you for all that you are doing to support the Virginia Tech community.

If you are still trying to find a way to show your support, take some time to submit an entry on the Virginia Tech Web Journal, located at www.seaho.org. This will be shared with Virginia Tech soon. Numerous members of the SEAHO Region have already submitted their condolences to Virginia Tech through the journal. Thank you for extending your thoughts to the Virginia Tech Family.

The SEAHO Governing Council will continue to discuss other ways to acknowledge this very difficult time for Virginia Tech and the SEAHO Region.

While reflecting on SEAHO 2007, the keynote address from Al Calarco, the quality of programs, exquisite service from the host team, and the entertainment were just a few of the things that made it such an enjoyable and developmental experience.

Directly after SEAHO, I attended the Southwest Association of College and University Housing Officers (SWACUHO) Conference in Oklahoma City, OK. I learned a great deal and developed a lot of new professional relationships. Dr. Susan Komives (Distinguished Professor at Univ. of Maryland) was the keynote speaker at SWACUHO and focused on student learning outcomes, which I think most institutions are placing an emphasis on currently. All conference participants received a copy of both “Learning Reconsidered” and “Learning Reconsidered 2.”

I also attended the Southern Placement Exchange (SPE) for the very first time and was extremely impressed with the efficiency of the process and the facility. The setting was extremely conducive for holding a job placement exchange. The SPE Executive Board invited me to a meeting to discuss the future of SPE. One recurring question that I received from the SPE and SWACUHO leadership was, “What will be SEAHO’s role with Placement Services in the upcoming year?”

The only thing that I can say right now in regards to the SEAHO and SPE relationship is that we will take full advantage of SPE. Next Fall, I will be contacting all regional housing presidents to inform them about SPE. I think there are prospective graduate students from other parts of the country that would be interested in coming to the “South” for graduate school. Next year’s SPE will be Feb. 14 - 16 in Memphis, TN.

The SEAHO Leadership Team is creating a formal process to solicit feedback on how Placement Services should be utilized at future SEAHO Conferences. If you are presented with an opportunity to give feedback, please do so. As we go through this decision-making process your input will have a major role. After reading this letter, feel free to e-mail me (leonm@clemson.edu) directly with any comments pertaining to Placement Services.

As I have mentioned several times already, SEAHO is a very advanced organization. This is attributed to the dedicated housing professionals that we have in our region. In 2002, several chief housing officers came together on different occasions to develop a strategic plan, which was implemented in 2004. If you look on the SEAHO Website (www.seaho.org), you can see the entire document. As you look at this document, you will see that some tasks are still incomplete. My goal, as it has been for my predecessors, is to complete as many tasks as possible during my tenure. The main reason I bring this to your attention is because you may be interested in devoting some time to helping SEAHO bring closure to some of these tasks. If you are, contact me and I will give you the contact information of the “lead” person for that particular task.

Finally, I am looking forward to working with Dr. Tom Hardy and Dr. Paul Jahr over the next year to ensure another wonderful SEAHO Conference in Savannah, Georgia. Hopefully everyone will have great success in closing out this academic year.

Sincerely,

Leon McClinton, Ph.D.
SEAHO President, 2007 - 2008
Greetings and welcome to the spring edition of the SEAHO Report! We certainly hope you made it back safely from the 2007 Annual Conference in Lexington, Kentucky. While the conference came and left us so fast, we are extremely busy enhancing the report so it meets the needs of you as members and other constituencies within the region. With that being said, we are happy to announce that we will continue to be the co-editors of the SEAHO Report for an additional three years.

As we are sure you know, working in Housing and Residence Life is a very fast paced profession and we often plug away to ensure that our programs continually meet the needs of our residents. Although producing the SEAHO Report is much different from running a residence life organization, we believe it’s very important to look back at the past to determine how we all have come to this point in history. As far as the report is concerned, we wanted to give you all a glimpse into the past with how the SEAHO Report began. The first meeting of the organization was hosted at Emory University in the spring of 1965. In February 1966, Raymond C. King from the University of South Florida developed the first SEAHO newsletter as a means of developing interest in the conference. As time went on the newsletter fizzled out and production ceased. In 1974, Ken Stoner of the University of Tennessee, Knoxville revitalized the newsletter. In this same year, SEAHO members voted to accept an organizational structure that had been proposed resulting in SEAHO becoming a more formal organization. The SEAHO Report has come a long way and while the co-editors strive to make the SEAHO Report better for the organization, we must keep in mind the reasons on why the report was initially created so the report can meet the needs of all members, including associates, in the SEAHO organization. We encourage you to find out the rest of the story of how the organization was formed by going to the SEAHO website (http://www.seaho.org/history/index).

We hope you enjoy this edition of the SEAHO Report. In this edition you will find a wrap-up of the 2007 Annual Conference, including pictures and award winners. Beginning with this report, we will be highlighting committees in order for you to become more familiar with all of the committees within the organization. We must give many thanks to Melinda Pullen from the University of Mississippi for taking the lead with this endeavor. You may also notice that this report is extremely thick. We are happy to announce that this edition is our biggest report yet! This could not be possible without all of you submitting updates and articles. Thanks to all who turned in something to us to print in the report. We encourage you to keep submitting articles. Here are the deadline dates for the rest of the year:

Summer Edition (on-line): Tuesday, June 12, 2007
Fall Edition: Tuesday, September 18, 2007

You may submit your articles to seaho@uga.edu. We are very excited to have the opportunity to serve as co-editors for several years to come!

Ralphel Smith
University of Georgia

Scott Nelson
University of Florida

SEAHO Report Co-Editors
Editorial Staff

Back Row (Left to Right): Ralphel Smith, Michael Pennington, Scott Oliver, Scott Nelson and Tamara Burke.
Front Row (Left to Right): Kathryn Hall, Ashley Lester, Kenya McKinley and Gail Cole-Avent.
Not pictured: Mark Whitesel
SIESTA...

SIESTA Mattress Growth Within Residence Halls

WHAT CAN SIESTA DO FOR ME?

1. Eliminate Headaches Such As “Feeling the Springs”, “Depressions In The Mattress”, “Disgusting Stains”, “Bent or Broken Wires”, and “Frequent Replacements”

2. Superb Fire Performance, Even If The Cover and/or Barrier Is Compromised

3. Side Seams Prevent Interior Contamination From Exposure To Beverages or Other Spills

4. Satisfied Residents – Unprecedented Comfort

5. Real Budgetary Savings Through Proven Longevity

6. No Taped Edges Which Trap Impurities, Easy To Clean

7. Performance Specifications Allow Multiple Bidders

"After 2 years I became so spoiled with its comfort, I bought one for my apartment."

Sarah Ziegenfus
Senior at Duquesne University

Chestnut Ridge Foam, Inc.
NFPA MEMBER
PO Box 781 • Latrobe, PA 15650
800-234-2784 • Fax: 724-537-9003
e-mail: crfoamsales@verizon.net

SEAHO Report Spring 2007
ACUHO-I Talking Points

As the ACUHO-I Southern District Representative (representing SEAHO and SWACUHO and serving as liaison to the Information Technology and International Relations Committees) I am happy – but also a little sad – to provide my final report to you. This report is from the Executive Board meeting held in Columbus, Ohio back in February.

Nominations and Elections

As of the date this report is being submitted the election of the new ACUHO-I Officers is still occurring. Runoff elections were necessary and will take place March 19-30 for Vice President candidates David McKelfresh and Michael Schultz and Central District Representative candidates Jaque Bollinger and Von Stange. Patricia Martinez from the University of Miami, Ohio has been elected to serve as Secretary and Sean Duggan from Texas Tech University will be replacing me as the Southern District Rep position rotates back to SWACUHO. Congratulations to Sean! Our District is in good hands. Over the next several months Sean and I will work together to insure a smooth transition.

Strategic Planning Update

Executive Board is currently developing a strategic planning summary document which outlines current and future initiatives with timeframes for completion which will be used to keep the membership updated on association activities. The document will be a dynamic tool which will outline the association’s core values and the relationship of on-going initiatives to the mission of the organization and current and future member needs. Association values are categorized into: service, advocacy, connectivity and education. We are also continuing our focus on the mega issues of relationships, communication, internationalization and certification/continuing education as part of the goals of the strategic plan.

Governance Task Force Update

The executive board is moving ahead with changes to our association governance structure recommended by the Governance Task Force last October. Currently a membership communications plan is being developed which will outline for our members the changes to the governance structure which will take place over the next two years if voted in by the membership. The changes that are recommended move the association toward a structure which is knowledge based, making sure the needed voices of the broader membership are a part of the decision making process. This re-structuring hopefully will make us more nimble and able to more easily respond to the changing needs of members. The communication plan will provide background information to the members, so that they are in a position to vote later in 2007. Check the ACUHO-I website The Talking Stick for details about the proposed plan and timeline.

Member Needs Assessment Update

The member needs assessment was completed last fall with a statistically significant return rate. A summary report is currently being finalized and will be made available to the membership within the next month on the web.

Task Force Updates

The Internationalisation Task Force is continuing its work and will have its final report available later in 2007.

Meanwhile, the expansion to South African is progressing. A delegation from ACUHO-I (including members and staff) will visit the country in May and will provide requested professional training at three institutions which plan to join. The delegation will then also attend the regional South African housing conference after the training programs are over. Additionally, a student affairs study tour focusing on South Africa is available for staff and graduate students interested in visiting the country later in May. This is a joint study tour with NASPA, ACPA, and ACUI and course credit is available.

The Certification Task Force is also continuing a long term study on member education needs. This effort is expected to take approximately three years (this is year 1).

The Mid-Manager’s Institute task force has begun its work on evaluating the feasibility of another educational opportunity for housing staff. The final report is due in July, 2007.
21st Century Project

The 21st Century Design Showcase: The Future of Student Living occurred in Phoenix, Arizona on January 26, 2007. Jonathan Levi Associates from Boston, MA (USA) won the competition. Southern Illinois University & Mackey Mitchell won the People’s Choice Award as well as special notice from the jury for a “compelling commitment to community.” Articles have been featured in the Chronicle of Higher Education and many other media outlets since that time. For more updated information about the project, please visit http://www.21stcenturyproject.com.

The Placement Exchange

The joint ACUHO-I/NASPA placement operation will occur March 6-9, 2008 in Boston, Massachusetts. Plans continue to make this a first-class experience for employers and candidates. The marketing plans will begin to appear at the 2007 joint NASPA/ACPA conference where a booth will be located with the latest information.

Consortium News

A fire safety reporting act is currently on the agenda in the U.S. congress. If passed later this year, it will require Universities to report numerous fire safety statistics and education efforts annually. For more information, please check out the ACUHO-I website.

2007 Annual Conference and Exposition – “Innovation Gateway”

July 7-10, 2007 in Seattle, Washington are the dates and site for our annual event. Registration went live March 1, 2007. Come celebrate our 59th year! It will be an extraordinary venue for our program with many interesting featured speakers talking about issues such as: working with generational differences, sustainability, the role of public service and looking at the 21st Century Project up close. You might also want to consider attending the Standards Institute that will also occur in conjunction with the Annual Conference and Exposition. More details are available on the ACUHO-I website.

Association Professional Salary Survey

The Executive Board has commissioned the University of Florida Housing Department to develop a tool for us to annually conduct a housing staff salary survey which would be made available to members. Stay tuned for updates during the 2007 year.

Budget and Finance Updates

ACUHO-I received a clean and unqualified audit for the 2005 year and the work on 2006 audit will begin soon.

We have hired an outside consulting firm, Todd Herman and Associates, to review our financial systems and practices and make recommendations for ways to enhance our data processing systems, improve our reporting capabilities and update our policies and practices related to financial management for both our association and foundation.

Congratulations and Other Worthy Notes

RLPA (Residence Life Professionals Association), one of our Canadian regional affiliations, will be celebrating its 20th anniversary this year. The ACUHO-I Internship program celebrates their 30th anniversary this year.

A Personal Note

The ACUHO-I Executive Board will convene again in July in Seattle, Washington at the Annual Conference and Exposition. In his new role as our Rep, Sean Duggan will be providing the report from that meeting. Until then please feel free to call or email me with your comments, questions, and concerns. It has been a sincere honor and pleasure for me to represent SEAHO and SWACUHO as the Southern District Representative. Thank you for the opportunity to serve you.

Respectfully submitted,

Deb Boykin
ACUHO-I Southern District Representative
College of William and Mary in Virginia
dxboyk@wm.edu
Research and Information Committee Update

The SEAHO Research & Information Committee left the 2007 annual conference with a very big assignment in front of them. Committee Chairs Keith Cosentino and Justin Carter were given the task of creating a conference evaluation that needed to be sent within one-week of the conference. In addition, data and sample evaluations from previous years were unavailable.

After meeting as a committee at SEAHO and many emails, phone calls, and discussion forums later, the committee collectively was able to find the 2006 annual conference evaluation, decide what questions to add/alter/omit, identify a useable format, gain the necessary feedback and approvals, and email the survey link to all conference participants by the deadline.

As a result of this committee’s hard work, after being live for two weeks the survey has netted a total of 309 respondents. This is an incredible response and the information collected will be used to help plan for the 2008 conference.

This would not have been possible without the help of the entire committee and their commitment to achieve our goal. We wanted to take this opportunity to formerly thank the committee. Sandra Bray, Debbie Daniels, Dustin Davis, Scott Francis, Kawanna Leggett, and Chris Weathers, thank you for everything that you have done and what you will do this upcoming year. This will be a great year for the Research & Information Committee, and SEAHO as a whole because of your talents.

Sincerely,
Keith Cosentino
Residence Life Coordinator
University of South Carolina
Co-Chair, Research & Information

Justin Carter
Area Coordinator
Clemson University
Co-Chair, Research & Information

SEAHO 2007 Award Recipients

CHARLES W. BEENE MEMORIAL SERVICE AWARD

At the 1982 SEAHO Conference, the Charles Beene Memorial Service Award was established in memory of Charles Beene, Director of Housing at the University of Mississippi. This award is presented annually to the individual who is judged to have contributed most to the success of SEAHO during the previous year.

2007 Recipient: Heidi LeCount – Meredith College

THE SEAHO FOUNDERS AWARD

This award gives special recognition to an individual within the Association who through dedicated service and initiative to SEAHO has epitomized the work and endeavors of the founders of the Southeastern Association of Housing Officers such as Harold Riker, Edith McCollum, John Storey, Donald R. Moore, and Raymond C. King.

2007 Recipient: Lorinda Krhut – University of Mississippi
THE HUMANITARIAN RECOGNITION AWARD

This award recognizes an individual or individuals within SEAHO who has/have gone above and beyond the call of duty for a student in crisis by demonstrating physical effort, spiritual commitment, or act of bravery, determination, and courage.

2007 Recipients:
Ellen Jones and Ashley Sieman
University of North Carolina at Chapel Hill

JAMES C. GRIMM OUTSTANDING NEW PROFESSIONAL IN HOUSING/RESIDENCE LIFE AWARD

This award is to be presented to a new professional in Housing/Residence Life who is within his/her first three years of professional-level employment and has demonstrated outstanding performance in that position to his/her campus and profession, therefore demonstrating potential for successful and effective career in housing.

2007 Recipient: Edward Seavers – Christopher Newport University

SEAHO OUTSTANDING MID-LEVEL PROFESSIONAL AWARD

This award is presented to a mid-level housing professional who supports and mentors entry level and support staff, works to recruit students and retain colleagues in the field, and creates new strategies for connecting with students and improving the department, while sharing their experiences in the field. This professional is dedicated to working with students, the department or profession.

2007 Recipient: Jerry Adams – University of Tennessee

THE SEAHO PEACE AWARD

The SEAHO PEACE Award was established in 2002 and first presented at the annual conference in 2003. The PEACE Award (Providing Educational Advocacy for Cultural Excellence) is presented annually at the SEAHO conference to a member of a SEAHO institution to honor and recognize outstanding contributions and service to the SEAHO region through advancement of diversity and multiculturalism. Such advancement can be attributed to advocacy, leadership, mentorship, educational initiatives, and programming.

2007 Recipient: Khaseem Davis – George Mason University
GRADUATE STUDENT OF THE YEAR AWARD

The SEAHO Graduate Student of the Year Award gives special recognition to an individual who, through dedicated service to their home institution, has shown dedication to the profession and the students that they serve.

2007 Recipient: **Amy Zuchlewski** – University of Central Florida

---

SEAHO REPORT FEATURE ARTICLE OF THE YEAR AWARD

The SEAHO Report Feature Article of the Year Award was established in 2001 and first awarded in 2002. The SEAHO Report Editor(s) coordinates the SEAHO Report Feature Article of the Year Award selection.

2007 Recipient: **Jennie Carr**, University of Tennessee for her article, “Housing Book Clubs: They’re Not Just for Oprah Anymore”

---

2007 GRADUATE AND NEW PROFESSIONAL CASE STUDY WINNERS

Graduate Case Study Winners: **Keigan Evans** and **April Shivers** – Columbus State University

Graduate Case Study Honorable Mention: **Erika Glenn** and **Heidi Richards** – Florida International University

New Professional Case Study Winners: **Sarah Olesky** and **Katie Rutkowski** – University of Central Florida

New Professional Case Study Honorable Mention: **Travis Gabriel** – University of Central Florida and **Robert Parker** – Winston-Salem State University
2007 SEAHO TOP FIVE PROGRAMS

“African American Men: Persistence, Retention and Graduation” – Demetrius Johnson and Dante Pelzer, University of South Carolina

“Mistakes New Professionals Make and How to Avoid Them” – Christine Spearman, East Carolina University

“The War on Bedbugs: The Latest Developments” – Amon Wayne Walker, University of Florida

“The Write Stuff – Simple Tips for Business Writing Excellence” – Verna Howell, Clemson University

“Applying the DREAM: Core Session #3” – Chandra Myrick and Miguel Hernandez, Florida State University
2007 SEAHO SPOTLIGHT PROGRAM

“Speedmentoring”

By: Susan Grant
North Carolina State University

2007 PROFESSIONAL PREPARATION PROGRAM (PPP) TRACK PARTICIPANTS

The PPP track was once again a success. This year twenty-one graduate students and new professionals completed the PPP track. Five states were represented. The designated PPP programs received great acclaim from participants!
The Association of Georgia Housing Officers (GHO) is pleased to invite all SEAHO members to make it great in 2008 at the Savannah conference. The details are as follows:

**Theme:**  
*Making it Great in 2008!*

**Host hotels:**  
Westin Savannah Harbor Golf Resort and Spa  
(Overflow/Graduate students) Hyatt Regency Savannah

**Meeting location:**  
Savannah International Trade and Convention Center

**Costs:**

*Registration fee* $160 for delegates and $90 for Graduate students.

*Hotel*  
$175 a night at the Westin which includes the $15 resort fee a night. ($20 extra fee a night for 3-4 people in a room) The Westin is located on Hutchinson Island and has a private beachfront and 18 hole golf course as well as the Greenbrier Spa complex.

$139 a night at the Hyatt Regency ($20 extra fee a night for 3-4 people in a room). Uncovered parking is available at no charge at the Westin.

**Associate area:**  
16,000 square feet of space in the Convention Center’s Exhibit Hall. We can hold 80 8’x8’ booths easily and expand as needed.

**Transportation:**
The Savannah/Hilton Head International Airport is only 20 minutes away and has 7 major airlines (Airtran, American Eagle, Continental, Delta, Northwest, United, US Airways) that offer daily flights from all parts of the Southeast. There are shuttles from the airport for $25 round trip. For those using cars, Savannah is conveniently located near interstate 95 running north/south and 16 running east/west.

**Local attractions:**
Georgia’s first city offers something for everyone, Ghost Tours, Riverboat cruises, old Fort Jackson, Museums, clubs, restaurants, and more all within the historical downtown area.
SEAHO 2008 Conference Update
“Making It Great in 2008”

The 2008 SEAHO Conference Committee would like to take this opportunity to thank the State of Kentucky for a wonderful 2007 conference. The 2008 team is anxious and excited to begin the planning process and we are well underway.

Let us introduce the Conference Co-Chairs and Committee Leadership for the 2008 Conference.

Conference Co-Chairs:
Paul Jahr
Georgia College & State Univ.

Thomas Hardy
Valdosta State Univ.

Associates Committee Co-chairs
Bob Morton
Georgia State Univ.

Todd Myrick
Columbus State Univ.

Local Arrangements Committee Co-Chairs – Michael Sanseviro,
Kennesaw State & Irvin Clarke,
Savannah State (not pictured)

Volunteers Committee Co-Chairs:
Ben Wicker
Mercer Univ.

Dana Larkin
Columbus State

Program Committee Liaison:
Kristina Clement
Georgia Tech

Placement Committee Liaisons:
TJ Greggs
Kennesaw State

LaShandra Little
Kennesaw State

Publications and Website Committee Co-Chairs:
Janna McDonald
Georgia Southern Univ.

Bill Frowine
Georgia College & State Univ.

Meals Committee Co-Chairs:
LaKesha Jackson
Georgia Southwestern Univ.

Darcy Schraunfegel
Georgia Southwestern Univ.

Registration Committee Co-Chair Shay Davis, UGA
and Co-Chair Ralphel Smith,
UGA (not pictured)

Please mark the date! February 19-22, 2008 in Savannah as SEAHO is hosted by the Georgia Housing Officers Association (GHO). Our host committee has been hard at work with plans to make your conference experience an exciting one. Our website is now live and will be constantly updated throughout the year at www.seaho2008.org. Conference rates for attending are only $160 for professionals and $90 for graduate students. Accommodations are at the beautiful Westin Savannah Harbor Golf Resort. Take the 2 minute ferry to River Street in historic downtown! Savannah is Georgia’s oldest city and we are excited to host you for the coming year. Congratulations to KHO for an excellent experience in Lexington and we hope to meet the high bar of expectation you have set.
‘Twas the night before
the closing banquet,
when all through the Hyatt...

Nicholas Rachowicz
The University of Southern Mississippi

Housing professionals come to SEAHO to share ideas & lessons learned, pool resources, network, and reconnect with old friends and colleagues. This year’s SEAHO Conference in Lexington, KY was not short of that! On the morning of the last day of the conference, housing professionals, and vendors alike, were awakened in occupational irony to the sound of that familiar fire alarm in what many of us like to say is the “First Annual SEAHO Fire Drill.” While it’s fun for us to take a break and share our experiences with our friends from the region, it’s also very important that we remain vigilant. One never knows when the weary housing professionals will be called in to action- even in the Hyatt Regency Hotel in Lexington Kentucky!

The Resident Directors were nestled all snug in their beds,

While visions of their residents’ problems and angry helicopter parents complained to them in their heads;

And our CHO in his PJs, and my supervisor in her gown,

Had just got in bed and finally settled down,

When out in the stairwell there arose such a clatter,

With an alarm we sprang up from the bed to see what’s the matter.

With the duty keys to my room and my shoes- I ran to the hall,

Don’t use the elevator during a fire, you don’t want it to fall.

Down twelve flights of stairs I ran in concert with others, “Just like at home” I thought, with hardly a bother,

When, what to my wondering eyes should appear,
But the Lexington Fire Department with sirens that rang in my ear!

They whistled and shouted and called us by name;

Move outside, GCSU, Peace out UNC, Duces Southern Miss- You cannot remain!

They sounded the “all clear” and reported it was burnt paper, and the crowds waited patiently knowing that familiar caper.

But I heard them explain as they drove out of sight “Happy SEAHO to all - but the elevators are out of service- so we’ll see if you sleep tonight”

Nicholas Rachowicz serves as the Elam Arms Hall Director at the University of Southern Mississippi. After four years stationed internationally with the U.S. Navy, Nicholas received his Bachelor of Arts degree in Political Science at Western Illinois University in Macomb, IL in 2004. He will complete his masters in College Student Personnel in May this year at Southern Miss. He has had a variety of experiences in student affairs which include a year as an academic advisor, an ACUHO-I internship at Valdosta State University, Coordinator of Student Life and Housing at Abraham Baldwin College in Tifton, GA and has worked as regional government for the Delta Chi Fraternity. He is currently active on the ACUHO-I Summer Internship Committee and is a recent graduate from the SEAHO D.R.E.A.M. program track.

Gary Kimball is pleased to say the first annual SEAHO Fire Drill was a great success. Everyone was out in 5 minutes! “That’s not too shabby SEAHO!

The Southern Mississippi Housing department, with smiles on their faces, was ready and has plenty of practice at fire drills!
Last week, the student body elected four members of the Residence Hall Association’s (RHA) Executive Committee. It is Friday afternoon and these newly-elected officers convene to select committee chairs based upon applications. Since you have advised RHA for two years, you expect this selection meeting to involve brief application reviews followed by almost unanimous votes because most positions are uncontested.

In reviewing candidates’ applications, the Executive Committee considers Terry Coleman’s application. The group agrees that Terry, an experienced student event planner and outspoken resident, meets the criteria to serve as a chairperson of the Special Events Committee. However, the group struggles with his application because Terry has voiced his concern over the quality of residential programs via an editorial to the student newspaper. While Terry’s open criticism offended some RHA members, the group remains conflicted because Terry submitted a detailed application stating his desire to learn more about residential programming and to offer a commitment to improving residential students’ experiences once he learns more. Furthermore, no other candidates applied for this position, but the RHA Constitution allows great discretion when appointing chairs.

A dialogue regarding Terry’s candidacy continues for almost thirty minutes. Desiree, the RHA President, expresses her concern at Terry’s application, but asks the group to consider allowing him to serve in this role. “Since no one else applied, we should appoint him because Terry meets the criteria and perhaps he can learn more from us,” she states. Chris, a junior and the Vice President for Communications, seems to thrive on the debate over Tony’s application and wavers about possible outcomes. Margo, an outstanding freshman who joined RHA about three months earlier, is outraged by Terry’s application. As conversation ensued, Margo suggests the advisor should make the decision about Terry’s candidacy. Tommy, the RHA Secretary, says he will resign if Terry is appointed. The other members of the RHA Executive Committee mirror these conflicting viewpoints.

Given the late hour, limited progress, and no guidance from the RHA Constitution, you encourage the students to conclude the discussion on Terry’s candidacy and take time to think about their decision. The group will reconvene on Monday. You have the weekend to decide how you to direct this group. You begin to wonder what type of theory you might apply to inform your practice in this situation.

Would you normally consider theory when managing a situation similar to the above scenario? In an effort to enhance theory-to-practice skills, this article uses the scenario to suggest one theory practitioners might find helpful. While many theories could inform your practice in this scenario, this article explores Baxter Magolda’s (1992) Model of Epistemological Reflection as a framework for understanding behavior and students’ needs. Baxter Magolda (1992) describes the cognitive development occurring in students based upon gender patterns. She studied similarities and differences in how males and females develop differently. While Baxter Magolda found patterns between males and females ways of making meaning, she suggested that patterns remain fluid rather than static. Following a summary of Baxter Magolda’s (1992) four stages and the patterns found in each stage, this article also offers insight into how and why males and females may experience different educational situations from varying perspectives. Most importantly, the article addresses how practitioners can support and encourage student growth using this model.
Understanding the Theory

Baxter Magolda’s (1992) first stage, absolute knowing, suggests students in this stage believe one correct answer exists and a person in authority has all of the correct answers. In this stage, male students remain concerned with mastery and act as verbal learners. As such, male students will speak out in meetings and classes more than females. The pattern for females includes receiving knowledge as private learners who think internally versus verbally. In the above scenario, Margo showed signs of absolute knowing when she sought an absolute answer and believed the advisor may have the best answer.

The next stage in Baxter Magolda’s model involves transitional knowing. She suggests that many first-year students are in this stage where students see many possible solutions while remaining cognizant they have knowledge to share. Not only do students in this stage look for authority figures, mainly faculty and staff members, to provide direction, but they also want to explore their questions. For males in this stage, the pattern remains impersonal learning where they prefer to debate and inquire. For females in this stage, the pattern exists mainly in interpersonal learning where they enjoy working in groups and gathering ideas from others. In the above scenario, Chris’s debating and pondering various points of view suggest he is a transitional knower with a male pattern for impersonal learning.

In the third stage offered by Baxter Magolda, independent learning, students acknowledge they possess knowledge to share. Students also decipher how and why certain decisions have more validity than others. The male pattern, called the individual pattern, suggests that men listen to others but often place more emphasis on their own knowledge. Referred to as interindividual, the female pattern in this stage involves female students pondering their ideas and others. At this developmental juncture, female and male patterns are more similar than those in previous stages. In the scenario presented, Desiree’s behaviors might suggest she is an independent knower because she understood the value of varying opinions and including other students’ insight.

Baxter Magolda’s final stage, contextual learning, has no evidence of gender pattern differences. Instead, both female and male students acknowledge their status as legitimate knowledge sources who construct meaning from both active learning processes and personal experience. These students also rely upon each other as “validated knowers.”

Practical Tips for Translating Theory to Practice

Baxter Magolda suggests that student affairs educators (good company) encourage student growth through this model. Specifically, she urges student affairs educators to act intentionally to foster cognitive growth. She states that student affairs educators situate learning in students’ experiences, validate students as knowers, and construct learning jointly with students.

The RHA advisor in the introductory scenario can situate learning in students’ experiences in a myriad ways. For instance, when discussing options with students, the advisor may have students reflect on how they made chairperson decisions in the past. The advisor may also inquire with students about their experiences as a prospective member or committee chair. Finally, an advisor with two years experience should access experiences with these students to draw upon difficult issues managed by the organization.

Baxter Magolda suggests taking time for reflection aids in situating learning in students’ experiences. To validate students as knowers, the RHA advisor might clarify that students should not rely on you for answers. Instead, RHA advisors should validate their students’ skills and abilities to determine how to manage this decision. Talking with students about your confidence in their abilities may also include allowing students to make the ultimate decision regarding Terry’s application. Advisors may find providing this level of autonomy to students uncomfortable, and advisors should have a clear understanding of the group membership selection process so they can offer parameters. Student Organization advisors working with struggling members can validate students as knowers by asking students to consider options and resources. By empowering advisees to seek solutions, advisors allow students to view themselves as self sufficient and capable.

To construct knowledge jointly with students, the RHA advisor should treat them as equals in the learning process. Students in earlier stages of Baxter Magolda’s model look to the advisor for answers.
Advisors should urge students to explore their knowledge and assist them with problem solving. For instance, over the weekend, students may ask you, as the advisor, to tell them what to do. Some advisors might candidly provide a solution. However, lobbing the question back to students so they reflect will develop their skills and open the door for co-constructing learning.

**Conclusions**

Successful students graduate and need to operate without advisors who provide answers or guidance. Students deserve advisors who work to facilitate growth by allowing them the opportunities to reflect on past experiences and engage with the advisor in the learning process. Using Baxter Magolda’s model as one practical approach to advising students, advisors can facilitate intellectual development. Student affairs educators might utilize this model in a variety of arenas including advising other student organizations, one-on-one meetings with students, and staff supervision. By using this model and the associated tips, student affairs educators provide students with lifelong critical thinking skills. Limited situations should exist where advisors feed students answers or act as the only resource for problem solving because this approach robs students of valuable opportunities to develop lifelong critical thinking skills.

While this article focused on linking student learning theory to residence life practice, other theories might have been applicable. For instance, Chickering and Reisser’s (1993) model on psychosocial development might have been helpful since it explores such issues as developing interpersonal relationships and managing emotions. Kohlberg’s (1976) theory on moral development might also inform this scenario since the RHA members must rely upon their moral compass to manage this situation. Regardless of the theory and scenario, housing officers would be well served to utilize the wealth of theoretical resources available to facilitate student growth and manage difficult situations.

**References**


Dr. Andrew Rittenberg Wilson currently serves as the Assistant Dean for Campus Life and Director of Residence Life at Emory University in Atlanta, GA. He also holds an appointment as Adjunct Assistant Professor in the College Student Affairs Administration program at The University of Georgia. Dr. Wilson received his Bachelor’s degree from Winthrop University (SC) in chemistry and psychology, his Master’s in Higher Education in Student Affairs at Virginia Tech, and his Ph.D. from The University of Georgia in Counseling and Human Development.

Ms. Alicia Caudill Colburn is the Associate Vice President and Dean of Students at Gainesville State College in Gainesville, GA. She received her Bachelor’s degree from Otterbein College (OH), her Master’s in Higher Education and Student Affairs from The University of South Carolina, and is currently a doctoral candidate with advanced standing in the Counseling and Human Development Department at The University of Georgia. Her primary research interests are college students and their relationships with their parents as well as women’s issues in higher education.
Academic and Housing Partnerships can Focus on Creativity

David P. Jones
University of Alabama

Recently, the University of Alabama hosted a grand opening celebration for the newly-created Lakeside Media Lab on the second floor of the Lakeside East Residential Community. The Lakeside Media Lab provides residents access to high-end audio and video equipment in the context of a living and learning center. Residents use this collaborative space to create original media content.

The lab represents a pilot facility to examine how living communities in higher education utilize digital media production. This effort is reflective of a growing trend on campuses across the country to provide creative outlets and services to enhance the college experience and educational opportunities, both in and out of class, for students.

“The partnership that created this opportunity is unique and demonstrates the ingenuity in new initiatives on the UA campus,” said Dr. Hank Lazer, UA associate provost. Housing and Residential Communities provided operational direction, physical space, security and furniture for the lab. Academic Affairs provided funding and coordination for the project. University Libraries provided staffing and programming from its digital media production center, the Sanford Media Resource & Design Center.

Often times, partnership with Academic Affairs on a campus means inviting a professor to do a program or developing a new living-learning community. Housing and Residential Communities built upon an idea shared by Dr. Lazar to create a new learning laboratory for our students. Consider expanding your horizons when it comes to creating your own partnership with Academic Affairs.

Confessions of a 1st Year (graduate) Student

Erin Crews
University of Georgia

The new batches of first year students are easy to spot. New to campus they’re moving in to the residence hall, meeting the RAs, studying maps, nervously wondering where to sit in the dining halls, getting lost going to class, calling home to friends and family, trying to make a good impression, highlighting the community living guide—but wait—they aren’t freshmen, they’re brand new Graduate Assistants.

The first year Grad student is in a state of adjustment; not only to a new place, but also to the rigors of graduate school. I remember last year driving hundreds of miles away from my family and friends, thinking that now I have to grow up and create a life for myself, in a new state with new people on an unfamiliar campus. I felt pressured to be the best, to earn my keep, and to not disappoint those that had given me a chance. Being a Graduate Assistant (or Graduate Resident here at UGA) is not only a job but a way of life. The assistantship is everything to us. Grad students must find their place within (an often very large) Housing Department and the University. To undergraduate students, the Grad is kind of a big deal, someone a bit older to look up to. The Graduate has the unique position of being a sort of liaison between undergraduate students and professional staff. Living with mostly freshmen and undergraduate students makes meeting people our own age difficult. Those of us not in the student affairs program find few classmates living on campus, eating at the dining halls, and carrying a pager on weekends. In the evenings when most of our classmates and friends would be ending their days, Grads are attending classes and working with students—their day is just beginning.

Here at UGA we have interviewed and hired new Graduate Residents and are now in the process of planning their training sessions. As my first year as a Graduate Resident here at UGA wraps up, I have started to think about what I have learned. I have learned more than I could put down in this article, but I will list a few things I would tell new Grads:
Experience is the best teacher-training can only take you so far. The first year is all about getting your feet wet by trial and error.

Time will go by faster than you think.

Know that you are living and working in a highly mobile environment—supervisors, co-workers, classmates, friends, and even you will come and go, so enjoy the time you have, but be ready to let go.

Learn from the R.A.s and your students - let them tell you about campus events and help you get connected.

Know that the people make the job worth doing. Though being a Grad Assistant has great monetary benefits in many cases; the long lunches as a Grad/Pro. Staff, spending time with a fellow grad/ BFF, and coffee with a supervisor makes the job worth doing. It’s about the relationships.

Students procrastinate so plan accordingly.

GRs are full-time students and part-time staff. So again, manage time accordingly.

Being a graduate resident at the University of Georgia has given me the unparalleled opportunity to pursue my master’s degree and grow personally and professionally and for that I am grateful. I have loved my time here and I am looking forward to another year at UGA.

Erin Crews is a first year Graduate Resident at the University of Georgia. She is majoring in Social Studies Education. Erin received her B.S. in Social Science Education from the University of Central Florida. She can be reached via email: ecrews@uga.edu

Dirty Little Secrets

Amber Poulsen
Clemson University

What if you had the opportunity to tell the world a secret you have never told anyone else? Now you do!

Following the lead of the highly successful book and web page entitled postsecret.com, Clemson University’s Lever Hall staff put together a program entitled “Dirty Little Secrets”. Lever Hall is an all-female first year student residence hall housing more than 400 students. The staff invited residents to anonymously contribute their secrets to the Lever Hall PostSecret. Residents were asked to write their secret on a piece of paper and drop it in the PostSecret box. The box was placed in an inconspicuous place in the lobby. Residents were also encouraged to look at the postsecret website so they could get an idea of what we were looking for. Each secret could be a regret, a hope, a funny experience, a fantasy, or a confession. The only rules were it had to be true and it could not have been shared with anyone before.

At the beginning of February, sample secrets were compiled by Resident Assistants (RA) and hung up on each floor in Lever. A few examples of secrets were, “I go out after Fellowship of Christian Athletes (FCA)”, “I like making faces in the mirror before I hang out with friends to insure I look good”, “I want to be the first female President,” and “I cut myself”. The intention was to have a good mixture of serious and funny secrets. One of the program’s goals was that people that have serious issues, like cutting or sexual assault, would have the opportunity to come forward anonymously with the secret. That way they could be provided with information on campus resources available.

We gave the residents a month to submit their secrets, during which they wrote almost 50 secrets. The month ended with a “Revealing of the Secrets Party” complete with food, freebies, and good discussion. The secrets were posed throughout the room, with the disclaimer that some of the secrets may be offensive or alarming – but that all were from their community. The freebies were an important part of the program because each bag contained pamphlets that were requested from our student health center that focused on the serious issues that were submitted on secrets. More than 100 residents attended the program.

Most of the residents that attended the revealing party picked up the pamphlets with information regarding depression, HPV, self-breast exams, female health issues, skin cancer, drinking, alcohol, etc. There were also several great discussions had about various secrets.

This was a very successful program and can be adapted and used anywhere!
As researchers, this is the type of thinking we’re used to hearing when we travel to conferences and discuss Facebook with our colleagues:

Institutions around the country are in constant flux over the continued growth and expansion of popular social networking site Facebook.com. What is our place as housing professionals to act on this creature that is flooding our lives? It’s time to answer that question instead of just talking about it.

No one seems to have the answers, but we never seem to sit down to discuss the “solutions” to our “problem.” We’re more apt to just sit around and discuss our experiences and what’s going on our campuses than to figure out what really needs to happen. This, naturally, begs the question, “Do we have the answer to this problem?” Instead, we challenge everyone to ask, “Is this really a problem?”

The challenge we are facing is we are viewing Facebook (and other social mediums) as an impersonal form of communication. We’ve all had the student who has come into our office and discussed problems with a roommate or friend and they’ve used Facebook, IM, email, etc. as the medium to discuss the problem with the individual. Our response is always, “Well, have you talked to them in person?” They respond in the negative and we send them forth, asking that they return once they have at least attempted a face-to-face (rather than Facebook-to-Facebook) conversation. What if we changed our philosophy on our approach?

Let’s flash back to the last major change in communication, the telephone. In the 1940’s, the telephone was seen as an invasion of the home and a highly depersonalized form of communication (Wellman and Gulia, 1999). Today, the telephone is a staple and hardly considered a decentralized medium of communication. The telephone is seen now as a medium that is required at the most minimalist of levels.

Likewise, in our offices, we would be hard-pressed to get away without e-mail, and those who don’t have e-mail tend to have someone replying on their behalf. An industry standard (though impersonal at times), e-mail is seen as a respectable method through which to communicate. E-mail is our given way to communicate with the world. Why can’t this carry true for our students?

Kenneth Gergen (2002) argues we are immersed by a sense of “absent presence.” We don’t need to be physically present to convey thoughts, feelings, or emotions. Take a student who has just fallen off their bike on campus. Years ago, those passing-by would offer assistance and see if the student was okay. Today, that same student is likely to fall off their bike and then pick up their cell phone, calling someone to describe the problem and obtain comfort. Those passing-by continue to walk, assuming the person on the phone is all the student needs.

Gergen would argue that students have different ways of communicating then student affair professionals. Look around your department and most likely the newer professionals are more in touch with Facebook and digital communication compared to members of the department who left undergrad or graduate school more than a few years. Just as our students continue to evolve (gen-x then, millennial now), so must we continue to evolve with them. That may mean a shift in how we operate and communicate. A great example is how we’re continuing to move towards a more web-based institution in higher education. There are few services that require you to go in-person on a college campus. On most campuses, almost anything can be done via the web (if not via the phone).

To show the versatility of today’s student, on a college campus in the midwest last year the university email was completely down for almost 24 hours. Many faculty and staff on campus had no clue how to communicate with the world; except those who were clever and remembered their desks also contained a phone. Students, however, were hardly stirred by this “catastrophic” event. Some turned to cell phones to get the job done, but most turned to Facebook. It was a natural weapon in their arsenal of communication.
methods. We have to give our students credit; they were much more adaptable than we typically give them credit for.

What’s our place in this mess called Facebook? Simple, our position is to not have a place. Why do we need to devote so much attention to a small fabric of our university? As student affairs professionals, we seem to have a compelling need to address the concerns of the world around us. Sometimes though, we just need to learn to let things go and let them take their course. The balance between letting things go and acting is why we spend so much time training for our jobs.

“Ah, but people are drinking and we have photos to prove it. Let’s go get ‘em!” Not so fast there professional; there are some things to consider about our response. How we chose to use Facebook (and other sites) directly impacts the relationship we foster with our students. Really, what should our response be…or have a response at all?

We all agree we have a duty to confront information when we are presented with it. “Wait, you just said to let things go. Now I’m confused.” And confused you shall be. We do have a duty to confront a situation when presented with it; if we don’t, our jobs or university may be at stake. If we know a student is doing drugs in his room because we open the door and see them in action, we’re going to confront the situation. On the contrary, we don’t need to take a “seek and destroy” approach when approaching situations. We don’t leave our offices deciding which policy violators we’re going to hunt out and than go and find them. In the same token, are we seeking out violators on Facebook?

The same issues that appear on Facebook would be issues even without an online medium in which to display them. While the use of this medium certainly exacerbates some situations (e.g., stalking, alcohol use/abuse, staff harassment), it has not created a need to address those problems solely in the context of Facebook. For example, a roommate issue where the two residents are messaging each other through Facebook can still be handled as a roommate issue. In actuality, a professional can address it more successfully if Facebook is left out of the picture (besides requesting that the residents refrain from responding to each other’s messages). By not making it a “Facebook issue,” we can return to focusing on the real problem, just as we do when we discover a problem using non-technological means. Facebook isn’t the cause for concern: what is appearing on Facebook (the content), as well as what has been appearing without Facebook for decades, is and always has been our cause for concern and should still be our focus now.

This is not to say that the issue of what is posted on Facebook should be ignored simply because those issues would be present anyway. Creating proactive policies goes a long way when dealing with the concerns that arise through Facebook use. The amount of personal information available to the public online is vast, and students can be educated about what to post safely. If we do stumble upon information online, we can still address it, but address it as if it were third-person information. Student employment applications can include a message about online mediums (Facebook, blogging, etc.) and in what ways (if any) your institution addresses and/or uses what is found on those sites during hiring processes. Several institutions have begun to include these clauses in student employment contracts and some institutions have already had the need to enforce such terms.

Common sense tells us if we’re seeking out one thing online and confront it, we should have to confront everything we find online. If we’re on our mission to find policy violators on Facebook, are we also going to call in the student facing a mental health crisis because their page says they’re depressed? What happens if a student posts their issue on Facebook and it is not addressed by staff? Do we become liable for every message, every photo, every group, simply because we have access to it? Where does the line get drawn and where do responsibilities cease?

We’ve come to a point in our professional lives where we need to start making decisions regarding Facebook and the affect we will or will not let it have on how we operate. The time has come to realize that we can’t change Facebook and how it’s used; we can just change with it. How our departments and institutions adapt and evolve with the continued growth of the World Wide Web will determine the success we have in our interactions and relationships with students.
Dear [Student]:

It has recently been brought to my attention that your Facebook profile contains information which may be in violation of residence hall and/or university policies.

At this time, I have chosen not to pursue this matter through our judicial process; however I am concerned about your online representation of yourself. You should be aware that the internet is very public and posting personal information on the internet could lead to serious problems for you including fraud, stalking and identity theft.

I highly recommend that you review the information you have posted about yourself on Facebook and other websites to assure that references to policy violations and personal information are removed. Remember, just because there is a field for something doesn’t mean you have to provide the information. Be aware of the image that your responses will project to a future employer, a relative or a university administrator.

Sincerely,

[Housing Official]

---

***Showrooms Show More than Housing Options:***

**A New Marketing Strategy to Maximize Retention**

Justin Carter

Clemson University

In mid-February two subdivisions of the Clemson University Housing Department (Housing Administrative Services and First Year Experience) collaborated to continue a new way to market housing options to potential customers. Instead of highlighting our attractive housing options to just traditional groups, Clemson has decided to intentionally include an often forgotten demographic into it’s marketing efforts, or our future sophomore student.

Now in its third year, First Year Experience (FYE) Showrooms allow first-year residents to take tours of the various returning student housing options that are available. In addition to the tour, event planners worked with the Residence Hall Council of each area to sponsor a community development activity to demonstrate what life might be like within their particular area.

The FYE Showrooms was made into a week-long event with tours occurring in four apartment communities and three suite-style buildings over the course of four days. The first night included a roommate mixer for students who may be looking for a new roommate. The week concluded with the Win Your First Choice drawing. Participants were entered into this drawing each night they attended. The winning student was able to choose any room in our inventory available for returning students. Selected roommates also became big winners as they also won their first choice.

Participation in this event increased significantly this year and could be attributed to a few factors. First, the name and marketing strategy for the event was changed. Formerly known as FYE Open House, the name was changed to incorporate the theme of the...
event which was a used car dealership. With a great ad campaign and cheesy taglines such as, “No lemon policy…15 days to cancel your contract” and “Satisfaction guaranteed or we’ll help you change your room”, it was easy to make the event attractive to our target audience.

Considering the over-burdened schedule of most of our students, the format for the event was also changed. Numbers for the 2006 open house suffered because it was scheduled on the same night as a major exam for first-year students. Hosting the event over the course of the week allowed students who may have other obligations on any given night still attend a portion of the event. Previously, the FYE Open House was scheduled on one night with students taking campus transportation to the various communities after a 45-minute presentation on the housing sign-up process and dining services. Because of our students’ comfort with the new online housing sign-up process the committee elected not to continue the presentation. The roommate mixer in 2006 was held on a different night than the FYE Open House. This year it was decided to incorporate this event into the showroom experience.

After these changes the committee noticed a significant growth in the number of students attending the event, with total participants on the first night exceeding the total number of students that attended in 2006. By the end of the week a total of 170 first-year students took this opportunity to look at Clemson’s available housing options. Even though we only declared one big winner, all of those who attended this event are winners with more than enough available spaces to accommodate almost all of our returning students. The biggest winner is University Housing with an opportunity to retain more of our residents rather than losing them to off-campus apartments.

---

**Generation to Generation**

**Mitchell Drew Jahr**  
Emporia State University

Through my involvement as a Student Affairs professional, I have come to realize that I am in a rather unique position that few experience and even fewer understand. I am the son of Paul K. Jahr, who many of you have had the opportunity to work with, mentor under his leadership, and / or been influenced as a result of his involvement within the housing profession. Paul has been involved within Student Affairs as a professional since 1974, where he was a Hall Director at Ball State University. He has been in countless leadership positions within many regions of ACUHO-I and has been a major influence on every campus where he has worked. Since, I have chosen to pursue a career in Student Affairs there has been one observation that sparks interest, wonder, and maybe even amazement. How does it feel to follow in your father’s footsteps, or how does it feel to have your son follow in your footsteps? The following is going to be my attempt at answering that question and, at the same time, pay tribute to my father’s career that has spanned over three decades. In order to answer this question, I had to ask my father a few questions. Those questions were: What caused you to work in Student Affairs? How did it make you feel when your son decided to begin a career in Student Affairs? What motivates you to stay in the field? How did you know this was the right career for you? and Did you do anything to push your son into Student Affairs? I will include his responses and provide my own insights into why I chose a career in Student Affairs.

My father, Paul, and I had different approaches when entering the Student Affairs profession. While Paul was at the University of Miami in Miami, Florida, he originally wanted to major in Marine Biology and become a cancer researcher. When that did not work out, he began to get involved with the residence halls and campus as a Resident Assistant and campus leader. Miami has a strong College Student Personnel program and he naturally transitioned into it. I, on the other hand, have never been a Resident Assistant. While I was still in high school, however, I worked over the summers for the Housing Department with the Paint and Maintenance crew. In 1996, I became the supervisor of this group and grew to appreciate the residence hall environment. I then began working as a Facilities Assistant and worked with many Physical Plant employees to learn as much as I could about
leadership, mentorship, facilities, and crisis management from a non-traditional perspective. In 1999, I was given the opportunity to become an Assistant Hall Director. I was able to fine tune my skills, learn additional skills, and adopt many of my abilities in a different platform. While I finished my college career, I held both the Hall Director and Complex Director positions. I am grateful for the opportunities that I was given throughout my college career, and I do understand that many of the chances I was given were because of whom I was related to. However, it was my dedication, motivation, and willingness to learn that enabled me to get everything out of each opportunity.

During my tenure at Georgia College & State University, I really enjoyed working with the students and staff. I liked the idea that each day brought new and different challenges. I had the chance to be a part of a major building project, which proved to help me in subsequent positions that I held. Working with students has proved to be difficult at times; however, the rewards that are received when someone you have impacted thanks you are priceless. The reason that I decided to begin a career in Student Affairs really had little to do with my father; instead, it was having the opportunity to see professionals like me putting in countless hours to make the students college experience outside of the classroom an unforgettable one. It has also allowed me to learn more about myself. I had such a good experience while I was in college I wanted to give back and help provide students with a similar opportunity.

Accomplishing the many tasks each of us has to perform each day can seem daunting and in some cases exhausting. Each of us has different techniques to stay motivated and involved. For my father, he gets most of his satisfaction from working with others, especially young professionals. Paul’s experiences over the years have allowed him to develop a solid approach to the job, handle crises, and work among the challenges and opportunities that present themselves. These days he has taken a behind the scenes approach, allowing colleagues and other professionals to remain in the spotlight and helping to aide in their professional development. One of my fathers’ greatest qualities is his tenacity and effectiveness when it comes to communication. While most of us have embraced the technology of today, my father still values the use of personal communication. He is often seen “speed walking” across campus to obtain a cup of coffee from various offices for personal interaction rather than relying solely on e-mail. Because of this approach my father has developed a “reputation for being a caring individual who follows through on things.” I try to emulate this almost lost art of communication. People joke with me around my campus that I often look like I am always late to a meeting because I walk everywhere rather briskly. It became a habit because in order to keep up with my father, I had to learn the art of both “speed walking” and “speed talking.”

I was very interested in knowing my father’s response to my decision to enter the Student Affairs field as a career. I was also intrigued by his perspective to the thoughts and fears he had for me as I embarked on my career. While I knew that it could be difficult to work in the same occupation as a family member, I also knew that I was always taught to follow my instincts. My father responded to my question by stating, “I was proud when you expressed a desire to pursue a Master of Public Administration degree and sought interest in furthering a career in student housing as you began your professional life. I would not call it ‘fears’ but I would say that I was concerned that you would be able to be your own person and that people would not put added expectations and / or pressures on you because you are my son. I was concerned that you might feel extra pressure because of my professional association experiences. I am excited about you as a Student Affairs professional because I know you care about the students and you want them to succeed.”

I could not agree more with my father’s thoughts. When my father left for vacation one year, I went into his office and hung all of his many awards on the walls as a surprise for when he returned. My father has received many honors from his many decades within the profession. I had thoughts that I wanted to have just as many, if not more awards, on my walls. I know that I am very young in the profession, but I still have that as a personal goal. I know that I also do put a lot of pressure on myself to be the best I can be. At times, I worry about letting myself down and when I worked within the same organization as my father, I put extra pressure on myself not to let my father down either. My father never made me feel that I had to put pressure on myself or that others had different expectations for me verses my co-workers, but I
always thought that if I made a mistake it would be turned into a reflection on him. As for the professional associations, I decided to leave SEAHO after nearly four years to have the opportunity to really make it on my own. I have begun my first year in the UMR-ACUHO region, decided to write this article, and am currently serving on the Assessment Information Management Committee. Originally this committee was called the Technology Committee. My father also began his UMR-ACUHO career serving as a member and then, eventually, chairing this committee some twenty five years ago. I also plan to present a program or two at the UMR-ACUHO conference in Rochester, Minnesota.

As you can tell there are many benefits to working with family, and having family within the profession. I have an unlimited knowledge base at my fingertips. Some of my greatest memories included working with my father at Georgia College & State University. Although there may have been some stressful and interesting conversations at the dinner table, I truly valued the knowledge and wisdom my father imparted on me while I worked with him.

Growing up within the field, I know first hand the demands that this profession can put on children and families. When I was a child I did not enjoy the fact that my father was away on business, and I often wondered where he would go and why he was leaving home. Part of my internal motivation for entering the Student Affairs field was to see first hand what was special that took my father away. Not only do I understand I also respect what my father does and I am honored to have had the opportunity to follow in his footsteps. While I cannot predict the future, I do know that the journey will be bumpy, but well worth the adventure.

Mitchell “Drew” Jahr has been working in Housing and Residential Life for approximately seven years. He received his Bachelors degree in Sociology, along with my Masters degree in Public Administration both at Georgia College & State University. Throughout his tenure at GC&SU he served as a Facilities Assistant, Community Assistant, Assistant Hall Director, Hall Director, and Complex Director. After he completed his educational endeavors he moved to Tennessee and worked as an Area Coordinator at Middle Tennessee State University. He is currently working in Emporia Kansas as a Complex Coordinator at Emporia State University. He also serves as the faculty advisor for the Hispanic American Leadership Organization.

### Programming to meet the needs of Graduate Students at The Florida State University

**Jillian Bracken**

Florida State University

In the spring of 2006, I received word that I had received an Educational Programs Grant for my Graduate Colloquium program proposal. The original outline for the Graduate Colloquium was to run a program that would provide an opportunity for graduate students living in residence at Florida State University (FSU) to gain practice giving a formal presentation, provide a forum for all FSU students and faculty to be introduced to the diversity of student research and interests, and provide students with an opportunity to gain experience attending a formal gathering of student scholars. This program was intended to address the unique needs of graduate students living in residence, giving them an opportunity to share their research and academic

**Participants listen attentively – Workshop #1.**
interests among their peers. Although the graduate student community living in Housing at FSU is small, this group of students still deserves targeted programming.

This colloquium had originally been planned to take place in the spring of 2006, but due to a lack of funding and publicity, the event was postponed. In the fall of 2006, I reorganized a small committee (including Chandra Myrick - Westside Community Director, Jason Calabrese – Coordinator for Ragans Hall, and Dawn Rendell - Coordinator for Rogers and McCollum Halls) and we discussed possibilities for revamping the original program. After much discussion, we opted to first conduct a survey of the graduate students in housing to get some feedback as to what they desired in terms of programming. We were hopeful that the students would tell us what it is that they wanted to see take place. The results of this survey were unimpressive: of the over 150 surveys that were individually addressed and sent to graduate students, only eight were received back. The surveys that were received indicated little interest in the original colloquium program that had been planned and more interest in graduate-student-issue-centered programming involving faculty presentations and (of course!) free food.

Taking this feedback into consideration, my committee decided to shift the focus for this program to offering workshop-focused support for graduate students. I contacted the Office of Graduate Studies at FSU to see if there was a possibility of partnering with them and supporting their spring 2007 Workshop Series. I worked with Associate Dean of Graduate Studies Judy Devine to host two workshops in Ragans Hall (the residence at FSU with the highest population of graduate students). The funds from the grant were used to assist with supplying food and beverages at both of the workshops.

The workshops that were hosted are as follows:

**January 10, 2007 – Managing Stress as a Graduate Student**

Graduate School is one of the most stressful times some people ever experience. Students may experience uncertainty, work overload, ambiguity about their lives, and even role conflict. This workshop is designed to identify common stressors; how people react to stressors; and ways to cope with the stressors in graduate school.


Faculty from Science, Technology, Engineering, and Mathematics (STEM), Social and Behavioral Sciences (SBS), and Arts and Humanities (AH) disciplines will offer tips for determining a topic for the dissertation/thesis that will keep one's interest through several years of research, writing and the final defense.
The workshops lasted from 12:30pm-2:00pm each day and featured a variety of faculty members who gave their advice and expertise on each particular subject. Workshop participants were able to engage the faculty members in dialogue, asking specific questions that pertained to their particular field of study.

Hosting these workshops in residence at Ragans Hall was a tremendous success. Each workshop was attended by approximately twenty-five students. The workshops gave graduate students in-residence an opportunity to have programming that addressed their specific needs take place in the comfort of their own residence hall. The program was also a success because of the partnership that was formed between the Office of Graduate Studies (OGS) and the Housing Department. Although the workshops that took place deviated from the originally proposed program, they still met the two desired outcomes: 1) the workshops brought programming into the residence halls that were specific to graduate students; and 2) the workshops addressed the needs (as identified by the graduate students themselves) of graduate students in-residence.

The most valuable thing that I learned from this entire process was the importance of knowing your audience in planning programs. As great as my committee and I felt about the originally planned colloquium, it was not until we received feedback that adamantly showed our population (or at least a sample of our population) was not interested that I realized I had been hasty in my original program plan. I also learned that it is incredibly important to network with offices – the partnership that was established with OGS will continue to benefit the Housing department for many years. It can be difficult to find ways to meet the needs of specific communities within our residence halls when operating alone. By collaborating with an office that focuses specifically on a particular demographic, we were able to program to better meet the needs of our graduate students in residence. We all know of the importance of networking with our colleagues on campus. In this program, I experienced the benefits of what that network can do when put in motion.

**Author’s Note:**
I would like to take this opportunity to thank SEAHO for awarding me an Educational Program Grant. I truly appreciated the chance to run this program, and feel that our community of graduate students in residence at FSU benefited from the opportunity to attend these workshops.

*Jillian is a second-year master’s student in the Higher Education program at Florida State University. She currently works as the Assistant Residence Hall Coordinator for Salley Hall. Jillian completed a Bachelors of Music degree in Honors Music Education at the University of Western Ontario in London, ON, Canada in 2005. Upon completion of her current degree, Jillian will begin a second master’s degree in music psychology at FSU in September 2007.*
Introduction

When we think back to our own experiences of college, late night pizza parties and “dorm pranks” are likely to come to mind. Many students could not tell you a single grade they made on an exam, but they could tell you a thousand stories about late nights in the residence hall with their friends. We all know similar stories from our own experiences as well as those of friends, and popular television shows such as “A Different World” and “Saved by the Bell: College Years,” have allowed us to relive these college experiences over and over again. The illusion that “dorm life” is synonymous with the college experience has a long, celebrated history.

Since the creation of this illusion, however, trends on college and university campuses have changed. More students are taking untraditional paths to obtaining their postsecondary degrees and are choosing not to live on campus (Borden, 2004). “Dorm life” is not as visible in popular media either. For example, Meadow Soprano from the hit television show Sopranos lives in an apartment off campus, and the Camden offspring on Seventh Heaven all live at home. Traditional campus housing has become outdated by the current requirements in higher education to create “seamless campuses” where student affairs administrators and faculty work together to link all efforts to academics (Strange, 2004; Komives, 2003). Additionally, state of the art off campus facilities that offer the convenience of a personal kitchen and bathroom and often the availability of a swimming pool, workout facility, and restaurant make it difficult for on campus residence halls to compete (Williams & Fain, 2005). Residence life programs are continuing to make advances such as these in order to maintain their position of influence in student affairs, but there remains to be considerable room and requirement for change initiatives. Understanding the origin of residence life on our campuses can help determine what these will be.

Origin of the Residential College

The residential college originated in England at the oldest university in the English-speaking world, Oxford University. The school was first established in 1096 with professors, referred to at the time as “masters,” holding small informal lectures in available houses. By the 13th century, Oxford had evolved into a university, admitting students who wished to become clergy and masters themselves. It was during this time that the first residence halls or colleges were established. Between 1249 and 1264 University, Ballid, and Merton Colleges were built, and the focus of the university became centered on them. Each college housed a group of students supervised by a master, and they all ate, slept, and studied together (“A Brief History,” n.d.). Although the initial intention was to keep a close watch over the students’ behavior, these original residential colleges were also found to build school loyalty and increase academic and civic engagement (Duke, 1996). Learning was taking place both in and out of the classroom, a phenomenon that had not previously been observed. This discovery earned the residential college a position of significance in higher education, and its reputation spread far and wide, including over to the United States.

Climate Preceding Residential Colleges in America

Several centuries elapsed before the United States was established and began thinking about higher education. The first American college, Harvard College, was established in 1636 followed by several others in the following years. During this time, the
students lived either at home with their families, in boarding houses in town, or at barracks style housing on campus and attended small, intimate classes during the day (Cohen, 1998). A significant amount of change took place in higher education from the time it began to the time residential colleges were established. The University Transformation Era, beginning in 1870, shifted the focus from undergraduate studies to graduate studies and research. Faculty members began spending the majority of their time doing research rather than teaching, and when they did teach they preferred to teach specialty classes of interest to them and their graduate students rather than core curriculum courses (Cohen; Duke, 1996). This shift had a considerable impact on the undergraduate students. Several colleges chose to pass responsibility for educating freshmen and sophomore students on to junior colleges (Cohen). The institutions that did continue teaching underclassmen often gave them minimal guidance, resulting in many students taking too many elective courses rather than studying a specific area. Students reacted by changing their focus as well, from academics to extracurricular activities, such as sports (Duke).

All of these factors led to a disconnection between undergraduate students and faculty. Over time it became evident that this was an issue that needed to be addressed.

In the early 1900s, President Woodrow Wilson of Princeton University and President Abbot Lawrence of Harvard University brought attention to the situation by emphasizing the need for colleges and universities to “educate the whole man,” focusing on holistic student development (Duke, 1996, p. 39-40). The scarce on campus housing that existed on some campuses had become even scarcer due to high costs. Instead schools were relying on boarding houses and fraternities to provide students with a place to live. However in spite of the expense, news of the success on campus and attended small, intimate classes during the day (Cohen, 1998). A significant amount of change took place in higher education from the time it began to the time residential colleges were established. The University Transformation Era, beginning in 1870, shifted the focus from undergraduate studies to graduate studies and research. Faculty members began spending the majority of their time doing research rather than teaching, and when they did teach they preferred to teach specialty classes of interest to them and their graduate students rather than core curriculum courses (Cohen; Duke, 1996). This shift had a considerable impact on the undergraduate students. Several colleges chose to pass responsibility for educating freshmen and sophomore students on to junior colleges (Cohen). The institutions that did continue teaching underclassmen often gave them minimal guidance, resulting in many students taking too many elective courses rather than studying a specific area. Students reacted by changing their focus as well, from academics to extracurricular activities, such as sports (Duke).

All of these factors led to a disconnection between undergraduate students and faculty. Over time it became evident that this was an issue that needed to be addressed.

In the early 1900s, President Woodrow Wilson of Princeton University and President Abbot Lawrence of Harvard University brought attention to the situation by emphasizing the need for colleges and universities to “educate the whole man,” focusing on holistic student development (Duke, 1996, p. 39-40). The scarce on campus housing that existed on some campuses had become even scarcer due to high costs. Instead schools were relying on boarding houses and fraternities to provide students with a place to live. However in spite of the expense, news of the success of the Oxford residential colleges had made its way to the America higher education system, and it was chosen as a potential solution for bringing focus back to undergraduate academics and creating more student faculty interaction (Duke).

Implementation of Residential Colleges

The barracks-style living quarters that were the original on campus housing of American colleges and universities consisted of a sleeping area and a dining facility. The residents were supervised by tutors, the equivalent of today’s graduate assistants, whose role was merely to monitor behavior, (Cohen, 1998; Williams & Reilley, 1975). Woodrow and Lawrence proposed adapting Oxford’s residential colleges to our campuses by creating residential facilities where students and faculty would live, eat, and learn together. Administrators at Harvard, Princeton, and the University of Chicago all proposed implementing this plan on their campuses but received no response at this time. It was not until the early 1920s that their requests were finally granted. Residential colleges were established on the campuses at Harvard, Yale, and Pomona College, and the results were encouraging. After initial reluctance, faculty began to reconnect with undergraduate students, and American colleges and universities were producing graduate who were prepared to enter graduate school or the workforce (Duke, 1996).

This trend remained stable until the 1940s to 1950s when the Servicemen’s Readjustment Act, more commonly known as the G.I. Bill, greatly altered the demographics of the undergraduate student population. This bill provided funds for veterans returning from the war to attend a higher education institution of their choice. The massive increase in numbers at all types of higher education institutions forced a change in focus from involvement with undergraduate students to providing education to the masses. These older students were not interested in living on campus or even spending excessive amounts of time on campus; the majority of them only wanted to obtain a degree in order to support their families (Cohen, 1998; Duke, 1996). As a result, the interest in residential colleges diminished during this time.

Shift from Residential College to Residence Life

Once the mass of returning veterans cycled through schools across the county, higher education was left to remember where it had left off. Alexander Astin took the initiative to provide a reminder by writing The Student Personnel Point of View, in which he emphasized the importance of focusing on holistic student development just as President Wilson and President Lawrence had done years ago (Komives, 2003). The climate of student activism for students’ rights around this time also influenced the resurgence of a focus on undergraduate education and student faculty interaction (Cohen, 1998). Attention was once again turned to the residential component of higher education, as was demonstrated by over forty-four new residential colleges being established during this time (Duke, 1996).

The resurgence of interest in on campus housing and student development led to a shift within the field. The focus on the Oxford style residential college was replaced by a focus on residence life. A definition of each helps to distinguish between the two. The
residential college is commonly defined as “a college or university building containing living quarters for students” (“Residence Hall,” n.d.). A layman’s definition of Residence life is “a comprehensive program that surrounds the experience of living on campus in a residence hall at a college or university in the United States, usually structured with planned events, a code of conduct and/or ethics, and a relatively large array of staff” (“Residence Life,” n.d.). These definitions demonstrate that residence life, a comprehensive construct that includes every aspect of this area of student affairs, was a revolutionary step forward from its predecessor, the residential college.

Residence life reinitiated the college experience paradigm, several years of living on campus and focusing entirely on school and development into young adulthood (Reed & Irving, 1976; McDonald, 2002). Some institutions felt so strongly about the importance of the residential component that they limited enrollment to the number that could be housed on campus, and in a situation where schools were competing for students, comfortable, convenient residence halls became a “selling point” for schools (Williams & Reilley, 1975; Cohen, 1998). The traditional philosophy behind housing students on campus, providing a place to eat, sleep, and be supervised, was a abandoned to adopt a mission to create campus community; bring faculty, staff, and students together; and link all efforts to student learning (Moore & Carter, 2002). Strict rules dictating student behavior were replaced by community standards and an absence of in loco parentis (Williams & Reilley; Cohen). House mothers and tutors responsible for monitoring discipline were replaced by peer mentors, referred to as resident assistants, and student oriented staff members who were focused on providing student support and guidance. Additionally, educational programming aimed at creating social networks and enhancing student development became an integral component of living in a residence hall (Williams & Reilley; Kliwer, 1999). The impact of the residence life paradigm on students was substantial. They had more personal contact with faculty, more opportunities to participate in activities on campus, more interaction with other students, and more independence, all of which are related to academic success (Schuchman, 1974; Stassen, 2003; Strange & Banning, 2001). Overall, the outcome of the residence life paradigm was an enhanced college experience for students and a strong tradition and legacy for schools (McDonald).

Future of Residence Life

On campus housing has come a long way from its origin of barracks style sleeping quarters, evolving into living learning environments. Residence life has found its place as an established component of student affairs; however, once again this position is being challenged. The current financial aid crisis is making the residential experience not optional for many students. As a result, more students are obtaining their education through means of distance education or student swirling, attending classes sporadically at a combination of institutions (Borden, 2004; Honawar, 2005). Other students are finding less expensive living arrangements off campus (Williams & Fain, 2005). The field is on the edge of an anomaly and is currently responding in order to maintain its position of importance.

A significant response has been the focus on living learning communities, students assigned to both live and take classes together. These students are grouped based on academics interest, hobbies, or academic year. However, the important aspect is not the focus of the group but the creation of an intimate support network (Smith, et al. 2004). These networks have led to increased academic success, increased potential for retention, and even decreased binge drinking behavior (Smith, et al.; Garrett & Zabriskie, 2004; Bower, Golde, & Allen, 2003). A new initiative of living learning communities is finding ways to incorporate commuter students as a way to connect them to campus (Stassen, 2003). Another response has been redesigning programming models. The Wellness Model, which focuses programming around the six areas of wellness: social, intellectual, occupational, cultural, emotional, and spiritual, has been the dominant model used in residence life programs. However, it is being replaced with new initiatives to align residence life programming with the academic initiatives of the campus in order to further unite in and out of classroom learning (ACUHO-I, n.d.). These are just two examples of residence life’s response the current anomaly; others include increased staff training, increased efforts to collaborate with other student affairs departments, and other efforts still in formation.

The current assessment era is requiring all student affairs department to prove their worth to student learning, at the risk of losing funding if not able to do so (Strange, 2004; Komives, 2003). The living learning communities and new programming initiatives are allowing residence life to maintain its position of integrity right now. However, the field will continuously be called to meet the needs of new students and a changing society, and competition with
off campus housing offers another challenge. More initiatives are necessary to maintain on campus housing as an affordable, attractive option that will provide students with a safe learning environment and enhanced college experience. The illusion of “dorm life” being synonymous with the college experience has not disappeared. Many students still look forward to this aspect of attending college, and Joey Potter from Dawson’s Creek did live in the residence hall with a potluck room mate. The real truth is that the illusion will disappear eventually if the field does not continue to find ways to offer a competitive package to students that they can afford.

References

Ruthanna Payne is a second year doctoral student in Educational Leadership at Auburn University and works as the Residence Life Coordinator for Auburn. She earned a M.Ed. in Community Agency Counseling from Auburn University and a B.S. from Presbyterian College. Payne’s research interests include parental involvement with college students, mental health issues on college campuses, and the use of learning communities to enhance student learning and retention.
BLACKSBURG, Va., Mar. 14, 2007—A new display has been constructed in one of Virginia Tech’s residence halls to commemorate its namesake. The display in Payne Hall will serve as a tribute to the late Rev. Alfred C. Payne, Jr. and his lifetime of service. This permanent installation is the first of its kind in a Virginia Tech residence hall. A special celebration will be held to dedicate the new display at 3:00 p.m. Saturday, March 24, in the first-floor lounge of Payne Hall.

Rev. Payne was widely renowned for his life-long service and was dedicated to upholding and strengthening the quality of student life at Virginia Tech. He touched many lives as he served the country, the community, and the university. Payne’s friends and family graciously donated the numerous items for the display, which includes a wide array of mementos from his life, such as a Bronze Star Medal and World War II ribbons, sand from Omaha Beach, personal notes and prayers written by Payne, and photos and certificates documenting his service to the community.

“The dedication of Payne Hall to Reverend Al Payne was a fitting tribute for his many contributions to the university and its students,” said Edward Spencer, associate vice president for Student Affairs. “This display will educate students who did not have the opportunity to meet Reverend Payne about what a remarkable individual he was. In this way, his dedication and service may continue to inspire others.”

Payne Hall was completed in July 1993. The hall was named for Payne in honor of his significant contributions to student life on the Virginia Tech campus and in recognition of his many loyal years of service to the university. Payne began working at Virginia Tech in 1947. He left Virginia Tech in 1949 for a position at Texas A&M and later at the University of Pittsburg. He returned to Blacksburg in 1958 and continued to be active in the university and Blacksburg communities until his death on November 8, 2003.

Representatives of the university as well as friends and family of Payne are expected to attend the dedication of the display, including his widow, Virle Payne. Spencer and family friend and Broadcast Media Coordinator for University Relations Paul Lancaster are expected to offer remarks at the event.

Katie Gehrt
(540) 231-8068
kgehr@vt.edu
Mini-Mock Placement: A University Coming Together to Make Placement Easier

Justin Carter
Clemson University

Placement exchange interviewing can be an overwhelming experience. For a group of graduate assistants in search of their first professional position it can be a very scary experience. Understanding the needs of its graduate assistants Clemson University Housing reached out to other areas of student affairs and to the academic affairs division to create a mini-mock placement exchange.

Planned by residential life staff, the Clemson House residence hall played host to the first Clemson Placement Exchange. Environments indicative of typical placement exchanges at SPE, OPE, ACPA/NASPA, and SEAHO served as a model for the event. Mock candidates were able to chat with others in the candidate lounge, prepare for interviews in the waiting area, or check their mailbox at the mail center.

Our second-year graduate assistants had the opportunity to sign-up for two interviews prior to the event. One interview had to be a housing interview. The second interview could be a housing interview or candidates could choose another type of interview based on personal interest. To accommodate candidate interests interviewers from multicultural affairs, academic advising, career services, new student and transition programs, fraternity and sorority life, and student media also participated. Interviewers for housing tables consisted of a first-year graduate assistant and a residential life professional staff member.

The event was designed to prepare candidates for all situations with event planners simulating loud conversations, power outages, table bumps, and general interruptions. Candidates were evaluated not only on their answers, but also on their ability to stay focused and to maintain eye contact with interviewers. At the conclusion of each interview, the interviewing team provided the candidate with interviewing tips, feedback, and general notes about placement exchange interviewing. A 20-minute wrap-up concluded the event.

Feedback from the candidates was tremendously positive and all who participated felt the session was useful. As a side benefit, interviewers also enjoyed themselves and agreed that this event was a great opportunity to sharpen interviewing skills before leaving campus to conduct placement interviews at various conferences. The hard work that event planners put into the Clemson Placement Exchange was very much appreciated. The hard work that candidates put into their preparation for the interview hopefully paid off during the real thing.

Program Pursuit

Holly Alexander Agati
The College of William & Mary

In an attempt to find a new way to provide ongoing training for our student staff, a new initiative was implemented at the College of William and Mary. In conjunction with the Program Advocates who staff the Programming Resource Center (www.wm.edu/prc), a series entitled Program Pursuit has been underway this year.

What is Program Pursuit? It is a series of programs designed to assist Residence Life student staff meet the needs of their residents or provide a developmental activity for the staff member. Topics this year have included Internet Safety, Ways to Maximize your Time in the PRC, Invisible Ink ID Kit, How to Meet the Diverse Needs of any Hall, and Community Reconstruction.

First year Resident Assistant, Elisee’ Jackson, had this reflection, “Program Pursuit is a wonderful program that has taught me a lot. Not only have I learned how to better use the computer and other resources available to me but I have also learned to be more aware of the differences and diversity of residents. This allows me to be more sensitive of their needs and to be inclusive and welcoming to all no matter what their beliefs or preferences may be. Furthermore as a first year RA attending the Program Pursuit series has provided me with a relaxing environment to learn and ask questions not just about the days specific topic but also about any programming questions I may have.”
Many colleges and universities in North America now have formalized mediation projects and the number is increasing with each passing semester. At the University of North Florida (UNF) the creation of a mediation program is underway through the Department of Residence Life and there have been a number of things we have had to consider when developing our mediation program. In this article we will explore the path we took at UNF to develop our Peer Mediation program.

While planning our program there were a number of questions we had to ask ourselves. First, what population(s) would our program serve? Once we decided that our Peer Mediation program will mediate conflicts among students only, then we had to decide what types of conflicts would be appropriate for the program to mediate. At UNF, the types of problems that can be mediated are limited because we are servicing only UNF students and our Peer Mediators are volunteering UNF students as well. Examples of appropriate mediations at UNF are conflicts between roommates, classmates, teammates, and friends. Mediations that would not be appropriate for UNF’s Peer Mediators would be cases involving disputes among students and university staff members, family disputes, student/faculty conflicts, off campus landlord/tenant cases, violence, policy disputes, and claims of sexual harassment or assault. Finally, we had to decide which type of mediation model we would use. We decided to use a dual mediation model which entails two Peer Mediators conducting the mediations. This model was attractive for two reasons. First, by having two mediators, it helps to ensure the safety of the students. Also, having two mediators has allowed tasks to be divided during the mediation allowing one mediator to lead the meeting and the other to serve as a note taker.

Once we determined these guidelines we had to develop a training program where mediators would acquire the skills used to assist parties with divergent interests to reach a resolution. To do this, we conducted extensive research by looking at what other institutions had done in designing their mediation programs.

The next step was recruiting Peer Mediators. In order to build awareness of our program, we held informational sessions about the program so that we could educate students about the opportunity and give them a better understanding of the time commitment that would need to be dedicated. We emailed professors and asked them to make announcements about the program in classrooms, presented information at club meetings, posted flyers, and utilized our daily campus email.

Once we had the basic framework of our mediation program it was time to start developing our training program. Our training takes place over two days in the fall and continues throughout the year during bi-weekly training meetings. Through fall training and the on-going meetings we covered a wide range of topics including but not limited to, conflict resolution, confidentiality, note taking, active listening, removing bias, communication, trouble shooting and simulated mediations. We also use campus resources such as the Counseling Center, Student Conduct Office, and professors to assist with training our peer mediators.

It is apparent that this new program is benefiting our students in many valuable ways. It allows students to resolve their conflicts in a confidential and safe setting with the comfort and guidance of their peers. The program also provides valuable leadership opportunities for Peer Mediators. Although the program is still in its infancy, we believe we already have a solid foundation and a promising future of growth.

Nicole M. Houle is currently the Assistant Director of Residence Life Conduct and Mediation Services at the University of North Florida. Previously she was a Resident Director at Marymount University for two years. She received her MS.Ed in Higher Education Administration from Old Dominion University.

Greg Connell is his second year as a full-time professional at the University of North Florida. Currently he oversees a seven building, 420 student population as the Area Coordinator for the Village Apartment Community. Greg also co-created and now co-coordinators the Peer Mediation program at the institution. He received his Master’s Degree in Student Personnel Administration from the University of Florida.
First Annual Roommate Roundup is a Hit

Brandi Dawson
Virginia Tech

BLACKSBURG, Va., Feb. 1, 2007—Virginia Tech’s Housing Services designed an innovative new program to help students find compatible roommates. It turned out to be a runaway success. Approximately 60 students turned out for the event hoping to find the perfect roommate. It was held over the course of two nights—women on January 17 and men on January 18. Seventy percent of students who filled out surveys afterwards responded that they did in fact find a roommate at the event, while 97 percent said that they would recommend Roommate Roundup to others.

Conflicts with current roommates and plans to remain on campus after roommates chose to move off topped the list of reasons for attending; however, each student’s objectives were unique.

Freshman marketing major Richard Dukes, in the Pamplin College of Business, said, “I’m currently in the process of applying to become an RA, but just in case that falls through, I still want to find a good roommate. I don’t want to put all of my eggs in one basket.”

“I wanted to meet people with similar interests and ideas on roommate issues,” said freshman animal and poultry sciences major in the College of Agriculture and Life Sciences Katie Jones.

The “rapid roommate” system is modeled after the speed-dating concept and allows students to meet others, discuss expectations and interests, and select potential matches in a fun, face-to-face environment. After signing in, students were assigned numbers and had their pictures taken. Sitting across from each other at long tables, they introduced themselves and talked for about four minutes. When time was called, students moved on to the next person, with a short break in between to mark their scorecards. These were passed off to staff members who entered the corresponding information into a computer database. At the end of the night, students received printouts showing their top picks’ names, information, and pictures, and also showed them who picked them as the most compatible. Students were given time at the end of the evening to mingle and follow up on leads, if they wished.

At the end of the night, junior communication major Gerald Goad in the College of Liberal Arts and Human Sciences said, “I really enjoyed it. This was a very good idea. I think I found a roommate and definitely met some friends here—some new faces to recognize around campus.”

“Roommate Roundup was a huge success and I believe it will become an annual event in one form or another,” said Ken Belcher, Associate Director of Occupancy for the Housing Department. “For quite some time, our office has been looking into ways to bring the human element and interaction back into choosing a roommate, which has for the most part, been a computer-based process over the past decade. We look forward to reviewing the results in the fall to determine if the process helped to create better roommate pairings.”

Two $25 Dining Dollar prizes and an iPod shuffle grand prize were given away to attendees on each night.

For more information on this or future events, contact the Housing Office at housing@vt.edu or (540) 231-2660.

Brandi Dawson
(540) 231-0977
bidawson@vt.edu
Will You Help “Green” Your Campus?

Gary Gaulin
Clemson University

If the answer is “Yes!” you’ll want to read on.

Many residential programs strive to engage their students in meaningful learning opportunities. The living/learning philosophy is embraced by many housing professionals as being a preferred program model for today’s educational experience. The challenge is in determining where a desired learning outcome aligns within a residential living program. One option for achieving this goal is in the area of environmental sustainability.

Definition:

Environmental Sustainability – results of actions or lack of actions that can change the Earth’s environment in such a way as to make it better for generations to come.

One need not look very far to find articles written on environmental issues. They are often printed in local newspapers or in popular periodicals. Recent examples include articles on:

- The need for the US to decrease dependence on foreign oil reserves;
- Effective ways to reduce waste in energy use;
- Environmental design for buildings;
- The phenomena of global warming; and,
- The need to reduce greenhouse gas emissions worldwide.

There is growing pressure on colleges and universities to offer leadership which produces solutions for many of these environmental issues. An example of this leadership at Clemson University occurred in 2005, when the University President, James Barker and the Board of Trustees adopted the US Green Building Council’s (USGBC) Leadership in Energy and Environmental Design (LEED) criteria for certification of all new building construction and major renovations. That type of leadership can make a “cultural change” on any university campus. Since then, issues of environmental sustainability (minimizing the university’s environmental footprint) have generated enthusiasm for academic curriculum changes, new ideas for teaching, research opportunities, as well as operations and management changes. The trend is now moving towards life-cycle analysis of building systems and components. Simply put, looking at the long term investment and health benefits for occupants.

So how does a residential program initiate the teaching that can come with these academic initiatives and operational changes? The answer is to engage the students in activities that make an environmental impact. For example, Clemson University has a program called “Solid Green: Keep Clemson Clean” that engages students and asks for their participation. This successful program began as an anti-litter program.

Solid Green emphasizes the goal of showing the community (including ourselves) that a litter-free environment supports the university’s philosophy, like LEED. We also teach that the earth is better off, for generations to come, with less impact from human beings. That includes litter, which is basically pollution; improperly discarded metal, Styrofoam and plastic containers, cigarette butts and all sorts of paper products. The anti-litter program is about setting standards for our community, sharing expectations, taking pride in the appearance of the campus, taking responsibility for litter, and taking action to clean the campus as a volunteer.

The Solid Green promotional campaign was supported by our University President and an anti-litter organization in the State of South Carolina called Palmetto Pride. Through the work of the Solid Green Committee, these funds made promotional materials available, i.e., Solid Green t-shirts (given to participants who picked up litter on campus), bumper stickers, license tags and posters. Our biggest marketing success has been a video advertisement created for sporting events that won grand prize in the Council for Advancement and Support of Education (CASE) District III award program.

Our students have embraced the program in many different ways, but the most significant ways have been through student groups volunteering to adopt one of the 13 designated areas on campus. Groups are expected to pick up their areas at least twice a semester. Upward of 200 students are actively involved in the adopt-a-spot program. Individual students can pick up the grounds on Solid Green Days. On these days, students can sign up for at least 30 minutes and pick up litter anywhere on campus. So far, 412 students have participated in this activity. For more information on these programs visit URL: www.clemson.edu/solidgreen.
Though the Solid Green movement began as an anti-litter program, those on the Solid Green Committee feel the marketing brand (logo), “Solid Green” will be used as an umbrella to include recycling, energy conservation, beautification, and a number of other environmental initiatives from the university. For example, an Associate Professor in the Bioengineering Department has recently asked to use the logo in order to promote his research on biodiesel fuel use. These environmental issues and potential solutions are now looked at as educational opportunities and teaching moments that can be shared through a residential environment. This sharing can bring about changes in the way that students live and their daily habits. It promotes more conservation and less consumption, in essence, a more sustainable life style. This will develop the type of student that will be better equipped for living in a world where environmental sustainability is valued from practitioners as well as for business opportunities. Eventually, there will be environmental sustainability expectations from every learned individual on Earth.

Submitted by:
Gary Gaulin
Associate Director of Residential Facilities - Projects, Clemson University Housing

For comments, Gary can be reached by email: Camden@Clemson.Edu

---

**Virginia Tech Student Leaders Coordinate Statewide Conference**

Rachel DeLauder
Virginia Tech

BLACKSBURG, VA. Feb. 21—Two Virginia Tech students gained valuable experience in leadership and planning at the 2007 Virginia Association of College and University Residence Halls Conference, hosted on the Virginia Tech campus February 9 through 11. Student Conference Co-chairs Jeyfe Sucgang, a junior biology major from Virginia Beach, and Meagan Callihan, a senior biology major from Virginia Beach, organized the event with the help of faculty advisor, Yolanda Avent. The student-run conference welcomed 125 delegates from colleges and universities across the state.

Sucgang and Callihan were responsible for coordinating meetings, organizing the philanthropy fundraiser, reserving rooms, leading the VACURH conference staff team, recruiting volunteers, reserving hotel accommodations and writing the bid for approval to host the conference, among many other tasks.

“I truly could not have asked for two better conference co-chairs,” said Avent, Assistant Coordinator for the Residence Hall Federation and the Hillcrest Honors Community at Virginia Tech. “They were dedicated, energetic, responsive and awesome leaders. Students really enjoyed the conference and had wonderful things to say about everything from registration, hospitality and food to accommodations.”

Conference attendees raised $800 dollars for Heifer International, a humanitarian aid organization that provides livestock for program participants in more than 125 countries. They also supported the conference philanthropy by collecting 80 books and $200 in donations to distribute through the Blacksburg library for children of the New River Valley community.

The VACURH conference is hosted annually at different schools to bring together residence hall leaders to participate in leadership development activities, conduct business for the organization and award prizes for the best programs, advisors and delegates. It also features presentation seminars led by association members and competitive events designed to encourage displays of school spirit. The conference culminates in a banquet for all attendees and a dance and swap shop held on the last night.

This conference was sponsored by Residence Life and other departments within Virginia Tech’s Student Programs. Next year the VACURH conference will be hosted by the College of William and Mary in Williamsburg, Virginia.

Rachel DeLauder
(540) 231-6429
rdelaude@vt.edu
The RA In Training Series (TRAITS)

Eddie Seavers
Christopher Newport University

At first glance, TRAITS is another acronym the professional and paraprofessional staff uses to explain one aspect of our Residence Life operations at Christopher Newport University (CNU). However, TRAITS is much more than an acronym, rather it is a commitment by our office to advance the training and development of our newly selected RAs and RA alternates.

On Monday, March 12th the first of three sections of TRAITS was taught by a pair of CNU Hall Directors. On our campus, TRAITS is a six week series which meets for an hour and a half per week. Three sections of the class are available to newly selected RAs and alternates to accommodate their academic schedule and each section is taught by two of the six professional Hall Directors.

Development of an RA class, eventually TRAITS, began with discussions in the spring of 2006. Our professional staff contacted colleagues throughout the state and from former institutions across the country to gather information about what, if anything, they did for an RA class. These materials proved helpful in developing the first draft of the syllabus. The syllabus was then presented to the Director of Residence Life along with a number of different points of information for his approval and necessary revisions. A final syllabus was in place after the entire professional staff offered suggestions and changes early in the fall semester of 2006.

The six-week series was the perfect length for the department for a number of reasons. First of all, this allowed the class to fit nicely with its first week after spring break and the series finishing two weeks before finals began. Additionally, the nine hours of training was a good introduction to the roles and skills necessary of an RA and would allow the entire RA staff to cover new, or more advanced material during our August training. Lastly, we believe that as a “class” requirement for which the RAs and alternates would not receive academic credit, six weeks was an appropriate length of time for them to make as a commitment to the position.

In order to better prepare the RAs and better utilize our time during summer training, TRAITS features sessions on the following topics:

- Mission of Residence Life, Student Development Theory, Leadership Theory
- Effective Communication and Mediation Skills
- Diversity and Multiculturalism
- Conflict: Approach and Follow Up
- Resources for CNU Students (Other offices on campus)
- RA Lifestyle: Balance, Role Modeling, Time Management

The sessions on leadership theory and the RA lifestyle are topics returning RAs will already be familiar with. By presenting these two sessions to newly hired RAs, we have found three hours of summer training to present on topics we have not looked at before. The sessions on diversity and conflict will provide the newly hired RAs with the same information current RAs have seen before and will allow us to spend more time further exploring these topics at a deeper level during summer training. Thus, another benefit of TRAITS is being able to cover new topics and cover traditional topics in a more thorough way for all RAs during summer training.

With three sections of TRAITS being taught, having six Hall Directors provided us the ideal resource pool for instructors. Each of the six Hall Directors was offered the opportunity to co-teach TRAITS, but it was not a requirement of their job. In our case, all six Hall Directors were interested in facilitating a TRAITS section, but had they not been interested, it was our intention to offer the co-facilitating responsibility to one of the other young professionals on our campus. This teaching opportunity for the Hall Directors is another benefit of TRAITS as it will serve as both a recruiting and retention tool for Hall Directors seeking the opportunity to teach.

With the final syllabus approved in the early fall of 2006 and the Hall Directors in place to facilitate TRAITS, we had nearly 4 months to complete the most rigorous aspect of TRAITS- the development of the material. In order to cover the same information in each of the sections, with allowances for our own style and activities, each Hall Director created a presentation for one of the six weeks. This
presentation would be utilized by all three sections. Hall Directors had nearly two months to put together their presentation. The other Hall Directors provided feedback after the initial presentations were put together and final presentations were developed for each week. Prior to each week’s classes, the entire professional staff comes together to review the upcoming TRAITS material and discuss any aspects causing uncertainty and allow the presentation creator to share the most important points on which to focus. By having the syllabus finalized in the fall, each Hall Director was able to take their time creating their presentation, allowing the department to accomplish numerous other important tasks including closing for winter break, winter training for the RA staff and RA selection for the 2007-2008 year without causing undue stress on the Hall Directors.

While the students in TRAITS are not graded, they do have assignments which are reviewed by the instructors. The two types of assignments the students need to complete are weekly response papers and a Resources in Student Affairs presentation. The response papers vary in structure on a weekly basis and ultimately allow the students to further their understanding of the week’s topic. This assignment ensures the students are thinking about the topic beyond the 90 minute session and allows the Hall Directors to guarantee the students are comfortable with the information presented. The Resources in Student Affairs presentation provides the students a chance to work in small groups and begin their interaction with other relevant offices and departments on campus. This presentation provides a different type of interaction during the 90 minutes with the students utilizing most of the time to share information about their researched resource with others in the room. A resource supplement is provided by the instructors, but the bulk of the information is presented at the peer level.

The work, though un-graded, is reviewed weekly by the Hall Directors and feedback is provided to the RAs and alternates. If someone is struggling with a topic, the Hall Directors can provide individual attention for the student and help them understand a topic they are having trouble with. Additionally, if there are students who are not putting in effort on their work or are late or miss a session, the Hall Directors can have an immediate conversation with the RA or alternate about the importance of TRAITS and the need for quality work and attendance as an expectation of being an RA or alternate. Being an RA is a serious commitment, with serious rewards, and the Hall Directors will take the opportunity to have this conversation with a student if the quality of their work or lack of attendance requires.

One possible negative impact of TRAITS we knew may occur was whether our alternate pool would be thinned by the requirement of having alternates participate in TRAITS. We selected nearly 25 alternates this year. While this may seem like a large number, we made this decision with the knowledge that some of the students offered alternate status would not accept and having eventually hired five to six alternates to RA positions in each of the past two years. Of the 23 students offered alternate status, only three did not accept and 20 have begun their TRAITS experience. We have hired one of these alternates already and we will prepare the other 19 to either be selected over the summer if necessary or to join the Residence Life Staff as a Front Desk Assistant. In the past, if we hired an alternate over the summer, we would have to refer to their application materials and interview evaluations from February. However, we will now be able to come together as a professional staff at the end of TRAITS and share feedback about the alternates in the event we need to make a mid-summer hire. Also, if selected to serve as Front Desk Assistants, this group who has been through TRAITS will have some additional training they will be able to draw upon in their roles.

We are only a week into our first TRAITS experience at CNU, but have already had all three sections of the series occur successfully in their first week. The students, both RAs and alternates are eager and invested. The Hall Directors are prepared. The returning RA staff is eager to work with peers who will already have begun training when the entire staff comes together in August. All of us in Residence Life at CNU are eager to evaluate the impact of TRAITS at the end of the six weeks and again next year so we may continue to develop TRAITS and provide the best format to train and develop our student leaders in Residence Life.
Student Staff Recognition

Monique N. Colclough  
*Area Director*  
William & Mary

In celebration of Student Staff Recognition throughout the week of February 19th the Department of Residence Life staff honored all of our undergraduate and graduate student staff for their dedication, passion and hard work. Each of our one hundred and sixty three student staff members received a personal thank you card signed by each professional staff member. Our head staff and hall council members were also active during the week by celebrating each other and the RA’s thru cards, candy, and baked goods.

In addition to our collective department recognition, the Area Directors celebrated in a myriad of creative ways including super sized gift baskets with midterm essentials like granola, fruit cups and candy treat bags. Poster sized thank you cards; coupons for duty; late passes for bulletin boards and a complimentary tea/coffee break with their supervisor, were also huge hits with our staff.

A few of the Area Directors also channeled their favorite Food Network TV personality by entertaining their staff in their apartments with dinner; a weekend lunch for staff members & their special guest; and homemade baked goods.

Perhaps the most well received recognition was the absence of the longstanding Tuesday night staff meeting, in exchange for National Pancake Day at IHOP AND the gift cards to Wawa’s, a Williamsburg late night staple!

---

**Student Affairs Around the Region**

**SAACURH**  
South Atlantic Affiliate of College and University Residence Halls

Submitted by: Shannon Britton, SAACURH REDC  
Spring 2007

**No Frills 2007**

The SAACURH Executive Committee would first like to thank Maryville College for hosting a wonderful No Frills conference March 9-11 in Pigeon Forge, Tennessee. The theme of the conference was C.L.U.E. which stood for Creating Leaders Using Enthusiasm.

At No Frills NCCs and NRHH Representatives voted on many pieces of legislation and award bids. The winners of the various awards are listed below:

- **School of the Year:** University of Florida
- **Building RHA Chapter of the Year:** Florida Atlantic University-Honors College
- **NCC of the Year:** Jessie Rosenberg, North Carolina State University
- **Advisor of the Year:** Kevin Nunley, Radford University
- **Distinguished Service Award:** Kevin Hemphill, University of West Georgia
- **NRHH Chapter of the Year:** University of North Carolina-Wilmington
- **NRHH Building Block Chapter of the Year:** Appalachian State University
- **Student of the Year:** Jessica Abarquez, Radford University
- **First Year Experience:** Samantha Strazanac, Western Carolina University
Spotlight on: State Associations

At their respective state conferences in January and February, new state directors were elected. We are excited to have them on board. Listed below are the new state directors:

**GRHO:** Georgia Residence Hall Organization, Timothy Liedel, Savannah College of Art and Design

**FARH:** Florida Association of Residence Halls, Jo Soliman, Embry-Riddle

**KARH:** Kentucky Association of Residence Halls, JT Taylor, Western Kentucky University

**SCORE:** South Carolina Organization for Residence Education, RaSha’d Gaines, University of South Carolina

**TARH:** Tennessee Association of Residence Halls, Amy Hoover, Maryville College

**VACURH:** Virginia Association of College and University Residence Halls, Shelly Alvey, Christopher Newport University

**NCARH:** North Carolina Association of Residence Halls, Andrew Chappell, UNC-Wilmington

**ALURH:** Alabama United Residence Halls, Simon Lindley, University of Alabama-Huntsville

**MARHS:** Mississippi Association of Residence Hall Students, Stephen McCoy, University of Mississippi

We are also excited to announce that SAACURH has taken over paying for the state association’s website so that no state association in SAACURH will have to worry about it again!

For more information on what is going on within each state make sure to check out www.stateassociations.org
Dear SEAHO!

I cannot believe that a year ago we were in Georgia for No Frills 2006. It has flown by so quickly and with each passing conference, the door is closing more and more. But as they say, the closing of one door is the opening of another. And this could not be truer than it is now. Before I go into my full report I wish to share some reflections with you.

If I could sum up this past year in just a few short words they would be: challenging, exciting, and full of boundless opportunities. As my term is beginning to come to a close, I wish to reflect on things that I have learned in the past four years.

I would first like to start by thanking all of those who have influenced me as a leader and helped me get to where I am today. I am forever changed by this region and these people. You have become like a family to me. No matter where I go in this region, there is always someone I can talk to, a shoulder I can lean on, and a smiling face. To the current SEC, you all are amazing people with tremendous potential. Some of you I know better than others, but I am blessed because I have been able to work with y’all and am able to consider you friends. To Kentucky; y’all have always been the best support anyone could ask for. You watched me grow as a freshman and helped me get to where I am today. And finally to Northern Kentucky University; the moment I stepped on to campus on that sunny, humid day in August 2003, you never stopped challenging me. Your doors were always open, and you advice was always free-flowing. You gave me strength and many opportunities to develop as a leader and really foster my growth. You taught me to believe in myself and trust my self. Y’all never stopped believing in me and always encouraged me and supported me to strive to be my best and be at the top.

I also wish to thank all of the professionals who have supported not only me, but the other student leaders of this region. You have inspired and challenged us, taught us, and showed us how to lead. You allowed us to make mistakes and to learn from those mistakes and to be the best people we could be. We would not be where we are as leaders or in life without you and we wish to thank you.

In my SAACURH Pre-No Frills Report I commented on three things I have learned and challenged others with that I wish to share with you:

1. Always remember where you came from. It is the people who were with you in the beginning that will be with you in the future. Make sure to thank them every now and then.

2. Inspire someone else. As a good friend put it at conference earlier this year, there are many people who inspire you and help you. Make sure, as you are being nurtured, that you nurture someone else.

3. Always strive for your best. As I heard it so eloquently put at SEAHO; “Don’t dress for where you are; dress for where you want to be”. Those words are so profound, yet so true. In life we can often fall into simple patterns. I challenge you to never settle. Always be reaching for another goal, as a student leader and in life. Use the skills you have learned here and apply them to the rest of your life. I can guarantee you will be a better person.

Again, I wish to thank you all for a wonderful year!

No Frills 2008: No Shoes, No Shirt, No Frills

We are excited to announce that Florida Atlantic University was chosen to host No Frills 2008 in Boca Raton, Florida. Check out www.nacurh.org/SAACURH for continuing updates about the conference!
Florida Updates

Florida Housing Officers
May 20-22, 2007
Spring Meeting at Nova Southeastern University

Nova Southeastern University

The Commons is the newest residence hall which will open in the August of 2007. This state-of-the-art living learning community includes 501 student beds, classroom and meeting space, 16 community living rooms, 16 study rooms, and plenty of indoor and outdoor common space. The Commons is unique and dynamic for the inclusion of incorporating communities within a community. The 16 community living rooms will have comfortable furnishings that will create unique spaces for students and groups to conduct study sessions, group meetings or to congregate with friends.

Ten of the sixteen communities will be reserved for returning and incoming residents. The other six communities will be based upon themes and academic initiatives. Students who choose to live in the six communities below will be involved in developing goals and outcomes for their community. The six communities are: Sorority Themed Community (The Sisterhood), World Themed Community (Global Village), Leadership Themed Community (LEAD), Quiet Themed Community, Business & Entrepreneurship Living and Learning Community, and Wellness Themed Community (The Well).

For more information on the construction of The Commons please visit www.nova.edu/reslife/oncampus/thecommons.html

University of South Florida
St. Petersburg

This is truly an exciting time for our campus. In the fall of 2006 we opened our new 354 bed, suite-style residence hall, the first residence hall at USFSP. This added a dynamic new dimension to campus life and provided a pivotal point of change for our campus. In November Brian Akins and Marise Giannino joined the team as Residential and Office Assistant. Additionally we now have seven Resident Assistants and our custodial and maintenance staff. Kay-lynne Taylor joined the team in January as Director of Residential Life and Housing. Over the past year we have taken steps transitioning toward having vital residential and student life components on campus. We have a shared vision with faculty and staff colleagues. In shifting USFSP from a great commuter focused campus to an engaged, vibrant and active student-centered, learning-centered residential community. This year we defined and redesigned a number of initiatives; student programming, civic engagement, student leadership development, student life and activities, and multicultural affairs, to give substantial focus to our students and staff. Additionally we are about to enter into our first room selection process and charting new maps as we move forward. Currently, we are constructing recreation fields and basketball court, have completed the new parking garage, are renovating other facilities on campus and discussing the possibilities of a student life/student services facility.
Georgia Updates

Georgia Housing Officers

Greetings SEAHO from the Georgia Housing Officers! We trust everyone made it safely back to their home institutions. We are excited to announce our officers for the upcoming year. These officers began their term at SEAHO 2007.

President - Michael Sanseviro, Kennesaw State University

Vice-President – Vickie Shaw, Georgia Southern University

Past President – Teddi Beal, Valdosta State University

SEAHO State Representative – Leslie Hogan, Savannah College of Art of Design

State Editor – LaKeshia Jackson, Georgia Southwestern State University

GRHO Advisor – Lashandra Little, Kennesaw State University

Voting for Secretary/Treasurer and Webmaster is underway.

Our state is in a flurry now preparing for several upcoming conferences for the students and housing professionals in Georgia. Here are some of our upcoming events:

September 7, 2007 – New Professionals Workshop at Georgia College & State University

October 4-5, 2007 – Georgia Housing Officers Conference in Savannah/Tybee area, coordinated by Armstrong Atlantic State University, Savannah College of Art and Design, Savannah State University, and South University

October 13, 2007 – Georgia Residence Hall Organization Together in Harmony (GRHOTH) at Savannah State University

January 26, 2008 – Georgia Resident Assistant Summer Seminar (GRASS) at Kennesaw State University

Early spring 2008 – Georgia Residence Hall Organization (GRHO) at Georgia State University

Also we are very excited about housing professionals across the region convening in Georgia on February 19-22, 2008. Tom Hardy, Paul Jahr, the host committee, and a number of volunteers are looking forward to hosting the annual SEAHO conference in beautiful Savannah.

Finally, we are pleased to announce that Bob Morton is moving up the road to Georgia State University to serve as the Associate Director of University Housing. Bob is a well respected and known colleague in the SEAHO region and recently completed his tenure as the treasurer on the governing council. He will be missed at Georgia Tech; however we are glad that he is remaining in our state and region.

See you in Savannah in 2008!
North Carolina Updates

Appalachian State University

Housing and Residence Life is proud to announce that we won the bid to host NCARH 2008! The bid team worked very hard and already has the majority of their details in place for hosting next February.

Appalachian’s NRHH is proud to announce that they recently won the NCARH and SAACURH Building Block Chapter of the Year!

The Graduate Assistant Recruitment and Selection offered an interview weekend in February that drew our largest crowd of candidates in memory. Over 40 candidates for GA positions in the Division interviewed and ~30 of these candidates interviewed for Residence Director positions. In addition, Residence Life sent a team of interviewers to Oshkosh where we interviewed 25-30 additional candidates. We are excited to announce our new hires in the next SEAHO Report.

Residence Life has hired a new Assistant Director of Residence Life for Staff Selection and Education. Tiffany Lowe comes to Appalachian most recently from D.C. where she was the Director of Housing and Student Life for the Washington Center for Internships and Academic Seminars. Previously, Tiffany worked as Director of Conferences at Vanderbilt and Assistant Director of Residence Life at Elon. Tiffany graduated with her master’s degree in College Student Personnel from Western Illinois and her bachelor’s degree in Speech Communication from Central Missouri State University. We are very excited to have Tiffany on our staff!

Residence Life has said goodbye to Maylen Aldana, Area Coordinator for the Pinnacle Community. For the past 4 years Maylen has served as an Area Coordinator and over the years led RA Recruitment and Selection, GA Training and Development, and GA Recruitment and Selection. Maylen has helped to build strong residential learning communities and been one of our hardest working employees. In April Maylen begins her new job as Assistant Director of New Student Programs at Tulane University, in her hometown of New Orleans!

This summer Housing and Residence Life is also going to be saying goodbye to Rick Geis, Director of Housing and Residence since 1999. Rick first came to Appalachian in 1969 and has been here ever since. He began his career in Residence Life in 1973 and progressed from almost every position from Residence Director to Director over his 34 years. Rick has been foundational in the development of this Department into one of the strongest in region and he takes great pride in the quality of Appalachian alumni working in higher education and student affairs. If you are interested in any retirement recognition for Rick please contact Jeff Doyle at doyleja@appstate.edu or 828.262.7637.

And of course, Appalachian is very proud of winning our second consecutive national championship in the Football Championship Subdivision. Appalachian opens the 2007 football season in front of 107,000 fans at the University of Michigan. Go Apps!
CNU Residence Life is pleased to introduce Ms. Jocelyn Greene-McHugh as the new Office Services Specialist.

CNU Residence Life professional staff is co-hosted the VASPA Student Leadership Conference on April 14. The drive-in conference invited student affairs professionals from two and four-year community, state and private colleges and universities from across the commonwealth to attend programs, network and exchange ideas.

TRAITS (The RA In Training Series), CNU’s version of an RA class for newly hired RAs, has been introduced for the first time this spring. The series consists of six weekly classes to jump-start fall training. Taught by master’s degreed Hall Directors, TRAITS introduces new RAs to the Office of Residence Life as it teaches positive RA characteristics or “traits”.

Fall 2007, CNU Residence Life will pilot six new Resident Assistant Coordinator positions, one per professional Hall Director. RACs are well respected and experienced RAs who will provide administrative support for their Hall Director while serving as role model and liaison for the rest of their RA staff. The positions recognize outstanding returning RAs giving them opportunity to assume greater responsibilities and broaden their experiences.

Progress continues on reconstruction of Madison Hall which was struck by lightning and caught fire the first day of RA training last fall. After trying to salvage the building, Madison had to be torn down due to mold concerns. The building is expected to be ready in time for move in this fall.
Lynchburg College

It has been a busy past few months here at Lynchburg College. In addition to the usual spring activities of RA recruitment and selection, professional staff searches, and of course housing assignments, we have been looking towards the future. The first of these ventures has been the creation of a new programming model. At LC, we have used a wellness wheel model for years. About three years ago, we adapted the model to be a more needs based, points system. While the number of community development opportunities increased for our students, the quality went down. A very involved and eclectic committee of staff members under the Area Coordinator for Programming has created a new model focused on our students at LC. The new model is similar to Maslow’s Hierarchy in that each month’s educational and social programs will build upon the other. We will be testing the model this April in one of our larger buildings to work out the kinks before next fall.

At the same time, our fall training committee under the direction of our Area Coordinator for FYE has redesigned our fall training model to better prepare both returning and new RAs. We are very excited about our new five point model that has building community at its core. We have hired an ACUHO-I Intern this summer (Khorey Baker from Memphis) to help with plan and prepare fall training.

Our department is really excited about both of these new models in that they were created by the staff and are very easy to explain pictorially. This is the natural evolution of where the department has been heading for the past few years.

Finally, we have implemented a new web passed group housing application for our townhouses, apartments, and college owned houses. The new system has been designed in-house and modeled off of sites like Facebook in which our students are very familiar. The new system allows students to choose their group, rank their members, and ultimately be assigned to their new residence. We are very pleased with the new program and not only presenting our students with a more user friendly and transparent process, but also for embracing Facebook in a positive manner.

Best wishes to all for the rest of the spring semester.

Longwood University

In August, Residential and Commuter Life at Longwood University will assume the responsibility of managing Longwood Village, an additional 260-bed apartment complex. At the same time, Longwood’s Wheeler Hall is set to re-open in August after an extensive renovation that enhance the plumbing, electricity, and elevators and will add air conditioning to the building that was built in 1960. The renovation of Cox Hall will begin in May, 2007.

Longwood is also very happy to announce that Alison Brandon and Josh Blakely will be joining the RCL team as Residence Education Coordinators in late June.

Virginia Tech

We are pleased to announce a few new Hokie staff!

Eric Wininger is our new Conference and Guest Services Manager. Eric received his bachelor’s degree from Virginia Tech and is pursuing his graduate work at Radford University. Eric has been part of the conference services staff for a number of years with increasing responsibility leading to his new position. Virginia Tech averages 70,000 bed nights of conference service each summer.

Mason Montgomery joins our Housing and Dining Services staff as Renovations Projects Manager. Mason will have the Herculean task of tackling our 20 year renovation project, reviewing progress on current projects, and doing all those little special jobs that seem to crop up throughout the year. Mason joins us from an architectural/engineering firm in the private sector.

Debbie Ayers, our Furnishings Manager, has left to pursue a management position with the prison system. We wish her well and hope that we only see her socially, not professionally from now on!
Erin Foote, our Assignments Manager, celebrated her first year in the position in February - somehow we missed her in previous editions of the SEAHO Report. Erin returns to Virginia Tech, the site of her undergraduate degree in English and residential experience in the Residence Life area after stints at La Roche University and Christopher Newport University. She has found a great position in the housing operations area! Teisha Weatherly and Michelle Czamanske have also joined the Assignments staff in the main housing office.

Christian Herr, a.k.a. ‘Databoy’, joined the Housing and Dining Staff and is responsible for the database and human interface actions of the Roommate Roundup program recently started at Tech. Christian is charged with bringing our old databases up to speed - go go Oracle 10g! - and with developing new web-enabled database systems and processes. The soon-to-be-wed Christian comes to us from Radford University where he received his B.S. in Computer Science, specializing in network administration and database systems.

Brian Collins joins the Residence Life staff as an Area Coordinator for the Drillfield Community. The community houses about 2,000 students in 9 buildings. Brian comes to us from his former position at Kent State. He holds a BA in English from Ohio University, and Master in Higher Ed Administration and Student Personnel from Kent State.

Carl Krieger has recently started his position as Assistant Director for Residence Life. Carl oversees the Summit Community housing about 2,000 students in 5 buildings. Carl is also focused on Leadership Development and oversight of the Residence Hall Federation. Carl comes to us from Duke University. He holds a B.S. in Mathematics from University of Southern Mississippi, and M.S. in English from Radford University.

Our search for an Associate Director for Residence Life and Director for Residence Life are progressing and we hope to announce our even newer Hokie staff shortly!