

Winter 2011

SEAHO Report

Southeastern Association of Housing Officers



Conference Edition

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SEAHO Report Editorial Policy:

All members of SEAHO institutions are encouraged to submit articles for publication. Articles should be typed and can be mailed, faxed, or emailed to the Editorial Office. Articles sent as email attachments are preferred. Be sure to include the author's name and institution, and SEAHO committee or task force affiliation as appropriate. Photographs or other camera-ready graphics are welcomed. Material that has been submitted to other publications is discouraged. Any questions should be referred to the SEAHO Report Editor or State Editors.

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

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**SOUTHEASTERN ASSOCIATION
OF HOUSING OFFICERS**

Greetings SEAHO Colleagues!

Welcome to Mobile and the SEAHO 2011 Conference! The SEAHO 2011 “Parade” actually began last February in Williamsburg when we approved our new strategic plan. It provided the momentum and set the agenda as well as some very ambitious goals for us as an Association. I am so proud and humbled by what your Executive Board and Governing Council has accomplished thus far, and I am especially excited to share these outcomes with you in my last message as your president.



While our work started last February, we are at the point in our efforts where we need the membership’s endorsement of our progress as well as your thoughts and feedback on what was developed/changed on behalf of the Association. During our October mid-year meeting, the Governing Council had great discussion on various topics and made decisions on other....below is an abbreviated list of some of those items:

- Adopted new SPE Liaison Travel Guidelines
- 2011 Budget was approved
- Developed a formal process to pay scholarships for RELI, NHTI, and Conference Waivers.
- Approved on-line avenue for publishing the SEAHO Report moving forward.
- Proposed updates to the Constitution and Leadership Manual.
- Determined a new editorial board structure for the SEAHO Report to be approved at the conference.
- Proposed updates to the conference hosting guide to include a new regional approach.
- Based on all the discussion, created a proposed SEAHO Organizational Chart.

I would like to extend a special thank you to Steve Stauffer, Past President, and Jon Coleman, Secretary for all their efforts in capturing the essence of our discussions and transferring it to the appropriate documents. In this edition of the SEAHO Report, you will find the approved 2011 SEAHO Budget, the proposed draft of the changes to the constitution and a proposed organizational chart for the Association. Please take a few moments before the business meeting to familiarize yourself with these documents and please bring all questions or comments to any of the Executive Board members prior to the business meeting.

As I mentioned at the close of the SEAHO 2010 Conference, SEAHO is an organization that embraces the fundamental ideals of our profession. Those ideals influence our work on a daily basis. All our efforts as housing professionals support the mission of our institution, and most importantly, the success of those students living in our residential communities. SEAHO’s first and foremost goal is to support you as housing professionals. To that end and in line with our strategic plan, here a just a few highlights to mention from this past year:

- The SEAHO website is about to be transformed!! Under the leadership and guidance of our Technology Coordinator, we will soon unveil a new website. With the work of the website taskforce, we have been able to merge systems and redesign the site. Get excited for the grand unveiling.

— SEAHO PRESIDENT —

- SEAHO continues to fine tune our financial systems. This past year, SEAHO was audited by the Internal Revenue Service (the first in the history of any regional association as well as ACUHO-I). I am happy to say that because of the efforts of our past and current Treasurers, SEAHO passed without any recommendations or conditions. A special thanks to Paul Riel as he was saddled with the bulk of the process and had the privilege of having to meet with the IRS auditor over several days.
- The Regional Hosting Model Taskforce made great strides in identifying companies to help determine locations for 2013-2015. SEAHO is currently working with Experient and looks forward to presenting location bids for 2013 and 2014 at the business meeting.

In closing, I want to take a moment to say thank you so much for this opportunity. Eighteen years ago when I attended my first SEAHO conference, I never dreamed that I would come to someday lead my peers as President of this Association. It has been a tremendous experience for me and a life-changing one as well. I hope that our work as an Association has moved us in a positive direction for the future. The support I have received from everyone has been so very much appreciated. We could not have made the progress that we have over the year were in not for the dedication and hard work of everyone affiliated with this wonderful organization.

Respectfully submitted,

Gay Perez

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

The Way You Read the SEAHO Report Will Change with the Spring 2011 Edition!!

The way the SEAHO Membership will read future editions of the report will change for the better beginning with the next edition. SEAHO is pleased to announce a partnership with “Nxtbook Media, Inc.” Nxtbook Media was formed in 2002 with the principle objective of transforming the way people read on the Internet. Working with magazine and catalog publishers, Nxtbook Media develops ways to leverage traditional print material for optimized use online. Nxtbook Media is also the company that ACUHO-I uses for their publication of “The Talking Stick”. Standard features of Nxtbook Media’s digital edition service include, but are not limited to:

- Complete, high-resolution conversion and proofing by production staff
- A single, permanent link for each issue
- Mapping, hot linking, and activation of all links
- Hosting on a worldwide, high-speed, mirrored network, facilitating fast access to all
- Archiving, search engine indexing and management of all files
- Placement of SEAHO Report logo in the loader, an image that appears in the few seconds while the interface first loads
- User-adjustable zoom with 36 levels; each reader’s choice is saved and remembered
- Persistent tabs for archive, contents and pages
- Capability to bookmark, add notes, print and forward pages
- Capability to select viewing modes, either single or two page spreads

The SEAHO Organization will also be continuing their partnership with Athens Printing Company. Athens Printing will still be responsible for the lay-out of the report. The SEAHO Governing Council is extremely excited about these changes with the way you, our members, read the SEAHO Report.

Along with the changes of how the membership will read the report, the editorial board structure will also be changing. Instead of having a member institution host the SEAHO Report and editorial board, the editorial board will not be limited to an institution to allow the SEAHO membership the opportunity to become involved in the SEAHO Report editorial team should they express such an interest. There will be four positions on the new editorial board. These four individuals will have the responsibility to ensure that the report is sent out three times per year (winter, spring, fall) and the information contained in the report meets the needs of the SEAHO membership. The four positions and the responsibilities of each position are as follows:

- 1.) **SEAHO Report Managing Editor:** (1) manages all aspects of report development and production; (2) works directly with the webmaster to ensure the online report is placed on the website in a timely manner; (3) works directly with the treasurer to ensure the report budget is accurate and payment for producing the report is made in a timely manner; (4) supervises the

— SEAHO Report Changes —

SEAHO Report Editorial Board members; (5) works with the production companies responsible for the layout and publication of the report; (6) serves as final editor of all materials in the report; and (7) serves as the representative for the SEAHO Report Editorial Board at the mid-year meeting and at the annual conference.

- 2.) **Committee/State Representatives Editor:** (1) communicates with all committee chairs and state reps and SEAHO Governing Council representatives to ensure a timely submission of all committee and state rep reports; (2) responsible for editing and organizing all committee and state rep reports; (3) submits a final draft of committee and state reports to the managing editor; (4) assist Article Submissions Editor in soliciting articles for each report; (5) works directly with SEAHO President to get the President's report for each online publication; and (6) works directly with the Managing Editor of the report.
- 3.) **Article Submissions Editor:** (1) solicit articles from members, committee chairs, state representatives; (2) compiles suggested article topics, including research articles, and solicits submissions from SEAHO members; (3) responsible for editing and organizing all articles; (4) works with the SEAHO President-Elect to obtain all nominations for awards, application forms for scholarship fee waivers, etc.; (4) works with the SEAHO President to ensure all pictures and bios for executive board platforms are published; and (5) works directly with the Managing Editor of the report.
- 4.) **Promotional Editor:** (1) works with the associate chair to gather contact information from associates attending and sponsoring the annual conference; (2) is familiar with online functions for associates (live links, animation, etc.) in order to promote advertising space; (3) works with host committee chairs to publicize annual conference in the report; (4) works with all committee chairs to advertise sponsored events; (5) communicates with the ACUHO-I Regional Affiliations Director to help promote ACUHO-I events, updates, etc.; and (6) works directly with the Managing Editor of the report.

If you are interested in applying for the SEAHO Report Managing Editor, please fill-out the online application or you may pick up an application at the SEAHO Business Meeting at the annual conference in Mobile. For all of the other positions, you may contact Paul Riel at the annual conference or you may e-mail Paul at priel@unf.edu.

At this time, the SEAHO Organization would like to recognize The University of Georgia for hosting the SEAHO Report for the last seven years! A heartfelt appreciation goes to Scott Nelson, Ralphel Smith, Tamara Burke and the many, many, many other UGA staff members who served on the editorial board from 2004-2011.

Spring 2011 Article Submission Deadline:

Monday, March 21, 2011

Please submit to:

seahoreport@gmail.com

The 2010 SEAHO Report Editorial Board



Scott Nelson



Tamara Burke

Thank you to the SEAHO Membership for allowing The University of Georgia to serve as your host of the SEAHO Report from 2004-2011! We are extremely grateful to SEAHO for giving us this wonderful and extremely rewarding opportunity!





RELI

Regional Entry Level Institute

June 1-4th, 2011

Duke University, Durham, North Carolina

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

RELI participants will:

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

Faculty for 2011 Include:

*Gretchen Brockman, East Carolina University
Jason Cassidy, Furman University
Nik Clegorne, Louisiana State University
Chris Crenshaw, University of South Mississippi
Adrienne Frame, Florida State University
Kayla Hamilton, Emory University
Vickie Hawkins, Appalachian State University
Steve Stauffer, University of Kentucky*

Registration is \$150.00 and includes all materials, lodging and meals

Registration and Travel Scholarships available !!

Deadline for Applications — March 11th

Status notification — April 1st

For more information please contact:

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SEAHO Business Meeting Minutes February 25, 2010

Call to order – *Steve Stauffer, President*

Steve Stauffer, SEAHO President, welcomed everyone to the Business Meeting and asked for everyone's attention during the next hour.

Appointment of Parliamentarian – *Steve Stauffer, President*

Steve Stauffer appointed Kathy Hobgood, Clemson University, as the Parliamentarian for the Business Meeting.

Action Items

1. Approval of minutes from the previous Business Meeting – *Shay Little, Secretary*

Rita Moser, Florida State University, moved to approve the minutes from the 2009 Business Meeting and Deb Boykin, College of William and Mary, seconded the motion. Seventy-two members approved and zero opposed the motion. There were no abstentions; the motion passed favorably.

2. Elections – *Lisa Diekow, Past President*

Lisa Diekow introduced all candidates for offices and ballots from voting delegates were collected. The slate of candidates includes the following:

President elect

Jerry Adams, University of Tennessee
Adrienne Frame, Florida State University
Paul Riel, University of North Florida

Secretary

Tim Blair, North Carolina State University
Jon Coleman, Georgia Southern University
Lauren Taylor, Samford University (AL)

Treasurer

Marc Booker, University of Alabama-Birmingham
Andrea Trinklein, Emory University
David Wilson, Murray State University

Member-at-Large

Maggie Evans, James Madison University
Vince Roberts, University of Florida

3. Host Bid for 2012 Conference – *Richard Swearingen*

Proposed dates are Tuesday February 14 through Friday, February 17, 2012 in Chattanooga. Richard reviewed the layout of the conference center, exhibits area, and the Marriott Hotel that is attached to the conference center. Two overflow hotels have been reserved as well. The host committee hopes to be able to host an event at the Tennessee Aquarium in Chattanooga as well. Richard shared highlights of the City of Chattanooga including the Tennessee Aquarium and the International Towing and Recovery Museum. A motion in support of Chattanooga as the 2012 conference site hosted by the Tennessee Housing Officers was made by Susan Grant, North Carolina State University, and seconded by Eddie Lovin, Maryville College. Seventy-one voting members approved, zero were opposed and there were zero abstentions.

4. Proposals from the Governing Council

Steve Stauffer reported that the Strategic Plan has been developed by the Governing Council for the next 5 years (2009-2014). The Strategic Plan is available online at the SEAHO website. The Governing Council has worked in small groups to work on the specifics of the plan and will continue to keep this a living document. Please review the document online as you are able.

5. Proposed amendments to the Constitution

Steve Stauffer shared that the Governing Council had no proposals to present. In addition, no proposals were presented from the floor.

Informational Items

1. **SEAHO 2010 Conference Report** – *John Evans & Jerry Roeder, Hosts*

469 delegates are in attendance at the conference. There are twenty no shows; only two have not paid. Jerry Roeder hopes everyone enjoyed the dinner last night. Lunch today will be held in the Associates area. The Kids Zone area is available tonight along with the band Mighty McFly in the lounge area.

2. **President's Report** – *Steve Stauffer*

It has been a busy year with the Executive Board and the Governing Council. Azfar Mian has accepted an appointment for another two years as Technology Coordinator. Steve Stauffer reported that in the Fall, he appointed a Task Force on the SEAHO Website and significant changes will be made this coming year. Steve thanked the University of Georgia and Scott Nelson for accepting the role of hosting the SEAHO Report for an additional year while we are in transition of the SEAHO Report. Steve thanked UGA for hosting the SEAHO Report for six years and two terms thus far. Involvement has been a highlight of Steve's during his presidency. Discussions will begin as SEAHO moves towards a regional conference hosting model from a state hosted model, part of the strategic plan will further this discussion. Steve initiated a State Presidents meeting during SEAHO 2009 and the second of those meetings will take place this afternoon. This should help with an idea shared earlier and increase the connection amongst the states. Kathy Hobgood, Clemson University, is the SEAHO Archivist now and has collected all SEAHO archived materials from the University of South Carolina. Paul Jahr is heading up the SEAHO oral history project. SAACURH relationship continues to be strong and the regional board is doing great work. Everything was great at SAACURH 2009 at the University of Kentucky.

3. **Secretary's Report** – *Shay Little*

Shay Little thanked everyone for the privilege of serving as the SEAHO Secretary for the last two years. Shay encouraged everyone to leave copies of the minutes, agenda, and voting placards on tables at the front or back of the room and she will recycle all the items.

4. **Treasurer's Report** – *Paul Riel*

Paul Riel shared the 2009-10 year-end budget. He reported that SEAHO ended the fiscal year

with a cash balance of \$186,306.46. He reported that SEAHO had income in the amount of \$53,565.47 and expenses were posted at \$54,462.87 for the fiscal year 2009/10.

5. **Member at Large Reports** – *Jerry Roeder & Ralphel Smith*

Jerry Roeder shared that officer transition and the involvement process continue to be a focus for the Executive Board. Jerry encouraged members to be involved in SEAHO and continue use the website and the online involvement form. This will remain active for those to continue to indicate their interest in serving on a committee. Tables are located in the programming area during the conference so delegates can express interest in involvement at a table for each committee.

Ralphel Smith reported that the State Representatives indicated that the states are experiencing common themes including providing professional development for all levels of staff, orchestrating traditional conferences, managing travel restrictions, and overseeing budget restraints. Ralphel looks forward to transitioning to working with committee chairs tomorrow.

Steve Stauffer thanked Jerry and Ralphel for their hard work and contributions to SEAHO.

6. **SEAHO Report Update** – *Scott Nelson*

Scott shared that there are extra SEAHO Reports available at the conference registration area in case you would like additional copies to take to others on campus. The SEAHO Report is transitioning to an online format in the coming year. See Scott's article in the SEAHO Report for more details. Athens Printing has done a great job. Scott thanked the Editorial Board at UGA including Shauna Hemingway, Kathryn Hall, Danielle Vitale, Bonnie Brackett, and Tamara Burke along with Jeannie Hooper, University of Tennessee. No summer edition will be done this year. Let Scott know if you have questions.

7. **ACUHO-I Updates** – *Steve Stauffer*

Steve thanked Sue Beebe and Steve Waller for their detailed report last night at the Opening Banquet. There is a great connection between the regions and ACUHO-I with monthly conference calls of regional presidents. A new affiliation agreement has been signed with ACUHO-I to help in defining SEAHO's role and relationship with ACUHO-I. We have added

officers insurance in compliance with an expectation from ACUHO-I. Several insurance policies include coverage for conference cancellation, treasurer responsibilities, and liability for officers. The SEAHO Treasurer can provide more detailed information if members have questions.

8. SAACURH Update – Lindsey Johns

Lindsey reported a very successful SAACURH 2009 with approximately 600 delegates attending The University of Kentucky. Large and small school affiliation grants are available to affiliate with SAACURH. NACURH 2010 will be in San Diego, CA and SAACURH is working on coordinating travel to and from NACURH for schools in the region.

9. 2011 Host Invitation – Mobile, Alabama – Chris Crenshaw & Ann Morgenstern

Ann reminded members that SEAHO 2011 will be February 16-18 in Mobile, AL. The Mississippi Association of Housing Officers (MAHO) will host the region in Mobile. The costs will be \$175 for professionals, \$110 for graduate students. One day registration will be \$100. Tomorrow's closing banquet will be self-produced movie, MAHO visits Mobile. See you in Mobile in 2011!

10. Other Governing Council business - Steve Stauffer, SEAHO President

Kathy Hobgood and Donna McGalliard shared the RELI report. Applications are due March 12, 2010. Kathy and Donna passed out postcards for promoting RELI. Give the postcards to new professionals who could attend RELI. Kathy recognized faculty in attendance at the Business Meeting including Gay Perez (University of North Carolina), Ralpher Smith (University of Georgia), David Wilson (Murray State University), Vickie Hawkins (Georgia Southern University), and Jerry Adams (University of Tennessee). Kathy thanked Southwest Contract for their generous support of RELI which keeps the registration fee to \$150. Tuition waivers and travel scholarships will both be available to selected attendees. RELI

participants are being tracked down to study their use of skills listed since their attendance at RELI. For more information, members may contact Kathy Hobgood.

11. Election Results – Lisa Diekow, Past President

Lisa thanked all candidates for their willingness to be involved in SEAHO. She shared the election results as follows:

President elect—Paul Riel, University of North Florida

Secretary—Jon Coleman, Georgia Southern University

Treasurer—Andrea Trinklein, Emory University

Member At Large—Maggie Burkhart Evans, James Madison University

Lisa also shared that the Sage position is not elected, but appointed. Deb Boykin, College of William and Mary, will serve in this role for 2 years. Lisa thanked Lorinda Khrut for serving as the SEAHO Sage for the past two years. The Governing Council breakfast will be at 7:30am tomorrow morning and the first meeting of the new Governing Council will begin at 8am. The new Executive Board will meet from 9-10am.

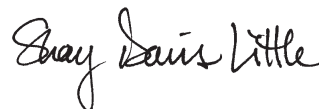
Other Business

Steve asked for other SEAHO business that needed to be discussed. No other business was brought forward.

Adjournment

At 12:10pm, the meeting was adjourned.

Respectfully submitted,



Shay Davis Little

SEAHO Secretary 2008-2010

SEAHO 2011 Officer Elections

Slate of Candidates

(in alphabetical order)

President-elect

Adrienne Frame
Tom Hardy
David Wilson

Institution (State)

Florida State University (Florida)
Valdosta State University (Georgia)
Murray State University (Kentucky)

Member-at-Large

Kayla Hamilton
Heidi LeCount
Katrina Pawvluk

Institution (State)

Emory University (Georgia)
Meredith College (North Carolina)
College of William & Mary (Virginia)

President-elect Candidates

Adrienne Frame



I am honored to be nominated as a candidate for the position of SEAHO President - Elect.

My involvements with SEAHO, including the close relationships built with colleagues, and the opportunities I have been afforded to lead and serve, have been among the most professionally

and personally fulfilling experiences of my 19 year career in Housing and Residence Life. As a member of the SEAHO program committee for several years, and as Program Chair for the Williamsburg conference in 2010, I have been involved with the critical work of conference program planning and organization, and familiarization with issues facing the Governing Council of our organization as a whole. Over the course of the past year I have been working as a member of the task force charged with developing the footprint for the future of SEAHO conference planning process, with focus on centralized sites throughout the southeast region. I am looking forward to serving as a faculty member for RELI 2011 and was thrilled to be selected to share this special time of connection with the newest professionals in our esteemed region.

Throughout my years of SEAHO affiliation, I have had the pleasure to work very closely with some

amazing colleagues and been energized by the supportive atmosphere and exchange of ideas that we have enjoyed in our collective pursuits. I have a thorough understanding of, and commitment to, the current SEAHO Strategic plan and feel well equipped to work in enthusiastic partnership with others toward the realization of our goals and objectives for the future. Some areas of focus that I would be interested in exploring further include:

1. Continuing to work with our strategic plan to accurately assess the needs of our diverse membership and work to make resources relevant and available to all throughout the region
2. Continuing to explore our use of technology to reach our members who may not be able to come to annual conferences to help them maintain their meaningful connection with our organization to the benefit of their students and themselves.
3. Helping new and seasoned members of our region find fulfilling opportunities for involvement within SEAHO to grow and nurture their connection with the SEAHO organization for the future.

SEAHO endeavors to provide a mechanism of connection between housing professionals in our region to discuss issues of mutual interest and concern and to support one another in the education of the students we serve. It has been among my greatest professional passions to identify and recruit new, young talent to our field, to grow and develop that talent, and turn that talent out to continue to make

meaningful contributions throughout our region, profession, and field. When I look out at our SEAHO membership, I am always energized at the number of familiar faces looking back at me, that I have had the opportunity to work with, learn from, and mentor over the years. It would be a tremendous honor and privilege to serve as President of the organization that has become the cornerstone of support and development for me in my professional life.

Thomas (Tom) W. Hardy



I am grateful and appreciative of the fact that I have been asked to run for the position of SEAHO President. SEAHO has been a strong and vital part of my professional development from the first year I entered Housing as a Graduate student. In light of the tough economic times facing almost all our

institutions, now more than ever we need to justify why SEAHO activities directly contribute to making all of us better Housing professionals and I would see my role if I am elected President to assist members who need the organization's support to prove this fact. The energy and spirit of SEAHO needs to be felt year round and as we continue to grow, we need to explore how we as a regional organization can assist with the specific roles of the state organizations and whether we can work better to strengthen their standing and any financial support they would need. A third goal would be to continue the technological outreach begun by the past Governing Councils to have webinars, electronic meetings, and the like to stay active. Finally, I would like us to reach a conclusion on the role of the privatized housing partners on many of our campuses within the organization.

Serving as a co-host for SEAHO 2008 was a highlight of my personal career. I have gotten to work with an incredible team within our state as well as all our colleagues on the entire Governing Council. I am also currently serving in the transitional role of Associates Committee chair which starting in 2013 will dramatically expand. I have also served on several task forces such as the website review and regional hosting models. In the past I served as the chair of the

Membership Services committee, Educational Programs co-chair, and the programming committee. While on the programming committee I served as pre-Conference chair and the Case Study co-chair. I also served for the first time on a SEAHO host team with SEAHO 2001 in Birmingham as the Logistics chair and Programming committee liaison. In 2004 I was also a member of the Strategic Planning workshop and assisted with drafting the proposals that were later adopted by the Governing Council as a plan of action for the organization.

In addition to my SEAHO involvement, it is important for all of us to stay involved at both the state and international level. In that vein, I have in the past served in three state organizations in the region including the chair of the Associate/Vendor committee for TACUHO 1998 in Gatlinburg, a 2 year commitment to serve as state editor for ALAHO, a year's service as ALAHO Treasurer, and working with GHO as we organized the state to host the SEAHO conference in 2008. I have also been involved as the Exhibits committee liaison for the Host Team for ACUHO-I 2006 in Atlanta as well as serving as a sub-committee chair on the Exhibits committee for the past 3 years at ACUHO-I.

The past of SEAHO was groundbreaking and our predecessors left us a solid foundation upon which to build. Despite the current economic woes, our future is bright as we continue to grow and prosper and we need to be ready to embrace that future. If elected, I intend to work with the Governing Council and the entire SEAHO organization to prepare for that future.

David Wilson



I am honored to be nominated as a candidate for SEAHO President-Elect. Since my first SEAHO conference in Hilton Head in 1985 (I know that I don't look that old, but Oil of Olay works wonders) I have treasured the opportunities for professional growth and the development of friendships that has

happened because of this organization. I believe the strength of SEAHO can be found in the knowledge and experience of our membership and it is this

knowledge and experience that we must embrace as we move forward. I have been fortunate to work in Mississippi, North Carolina, Georgia and Kentucky, where I was given the opportunity to participate in good state organizations and in SEAHO (My family asks why I can't hold a job, but I say this profession has given me the opportunity to see the world, well at least the south).

I believe that it is time for SEAHO the organization to be seen as more than just a group that holds an excellent annual conference. From the SEAHO report, to placement opportunities at the conference and at SPE, to RELI, to the invaluable opportunities for involvement, to working with student leadership organizations, we are so much more than just an annual conference. One way to make SEAHO more than just an annual conference is to continue the current upgrades to our website so that our membership uses this site as a tool and a resource in their daily work.

As we begin the move toward a regional model for our annual conference, it is also important that we

look at ways to strengthen our relationship with our Associates. We depend on their sponsorships to make the conference stay at a reasonable cost to the attendees and we need to explore ways to make this more attractive to our Associates, which makes the relationship beneficial to all involved.

I have served SEAHO through a variety of roles including program presenter, Kentucky State Representative, committee member, member of Taskforce on External Memberships, member of Conference Hosting Taskforce 2010-11, RELI faculty member, chair of Associates Committee, and Associates co-chair for 2007 SEAHO Conference. I have also served as president of the Kentucky Association of Housing Officers.

I currently serve as the Director of Housing and Residence Life at Murray State University, where I have worked since 1996. Again I am grateful to be considered for this position and it would be my honor to serve as SEAHO President. Together we can make a difference.

Member-at-Large Candidates

Kayla Hamilton



I am honored to be nominated for the position of SEAHO Member at Large. SEAHO is the professional organization I where I found my voice. Every year at the annual conference, I am challenged and motivated to be the best housing professional. I look forward to returning each year to the conference

and re-energizing. During the past ten years, I have developed professionally in the SEAHO region. As the co-editor of the SEAHO Report for three years, I have been able to observe and participate in the Governing Council, mid-year meetings and annual conference. In addition, I have been a member of the Humanitarian Committee, Placement Committee, Award and Recognition Committee, a case study judge, RELI Faculty and program presenter. I am proud to say that SEAHO has helped shape my

professional and personal relationships. Membership in SEAHO has guided me on my path in housing.

My first professional presentation was SEAHO 1996 at the Grove Park Inn. Since that time, I have worked as a professional at the University of California at Berkeley, the University of North Carolina at Chapel Hill and Appalachian State University. Currently, I am working as the Associate Director for Residence Life at Emory University. In addition to working with students and staff in the halls, my passions include mentoring new professionals and diversity education.

My goal as the Member at Large is to build relationships with committee chairs and serve as a resource to them and the Governing Council. I am excited to assist the organization with the many new initiatives of the SEAHO Strategic Plan. I look forward to working with committee chairs on the overall effectiveness of their committees; specifically ways to create a more engaged membership.

Thank you for considering me for this leadership position. I look forward to the opportunity to work with the Governing Council and members of SEAHO.

Heidi LeCount



Serving SEAHO has been a very rewarding experience for me in the past and I would like your vote for Member at Large as I look for a new way to serve SEAHO.

My experience with SEAHO started in 1998 at my first conference in Savannah, GA. From the moment I arrived and opened my conference notebook, I knew SEAHO was something special. Friendly faces, a welcoming environment, connections with conference attendees, quality programs, local fun and festivities – there was something for everyone!

Since 1998 I have attended all but one annual conference and enjoyed each of them for their regional flair and the opportunities to not only reconnect with colleagues but to also welcome new professionals and attendees to this wonderful conference experience.

I have served SEAHO in a number of ways including:

- Membership Services Committee Member, 2000-2001
- Membership Services Committee Chair, 2001-2002
- North Carolina State Representative, 2002-2004
- 2006 SEAHO Conference Co-Chair, 2004 – 2006
- Pre-conference workshop presenter and program presenter at several conferences
- Served as a Mentor and a moderator at several conferences

In 2007 I was honored to receive The Charles W. Beene Memorial Award for outstanding service to SEAHO. To be recognized for my dedication and service to an organization I truly enjoy was humbling.

Through my involvement with SEAHO, I have served on the Governing Council for over five years and have attended all mid-year meetings and conferences during my time on the Governing Council. Being able to serve the members of SEAHO is something that I enjoy and am hoping to have the opportunity to do again through being elected Member at Large.

It is my hope, if elected, to serve SEAHO and its members as a liaison to the committees by helping to

strengthen their efforts, assisting as needed and encouraging the general membership to be active members of the many committees. There is something for everyone and getting involved is one of the best ways to make the most of the SEAHO experience!

Thank you for considering me as your next SEAHO Member at Large.

Katrina Pawvluk



It is an honor and privilege to be considered as a candidate for the position as SEAHO Member-at-Large. I am in my 15th year at the College of William and Mary where I am currently the Associate Director of Residence Life. I am also in my 20th year in the SEAHO region where I have been actively involved with

SEAHO as well as the Virginia Association for College and University Housing Officers (VACUHO). For VACUHO I have served as President, Conference Co-Chair, and Chair of the Awards and Nominations Committee as well as presenting many programs at state conferences. With SEAHO I have served as a member of the SEAHO 2000 and 2010 Conference Host Committees, Virginia State Representative and SEAHO Report Editor, SEAHO Webmaster, Program Committee Chair and program presenter at numerous conferences over the years.

Through my involvement with VACUHO and SEAHO I have seen firsthand the value and importance in making sure the exchange of information between the Governing Council and the State Representatives and Committee Chairs is open and smooth. The Members-at-Large play a vital role in keeping SEAHO an informed and involved organization and I feel that my past experience can be valuable in keeping the organization moving forward. If given the opportunity to take on this new challenge I will make every effort to make a positive difference on SEAHO as well as each individual I have the opportunity to work with. I will do my best to serve SEAHO and to help in any way I can to build on the strong organizational foundation that is already in place. Thank you for your consideration.

SEAHO CONSTITUTION

Last Updated: February 2009

ARTICLE I

Name

- The name of the organization by this constitution is the Southeastern Association of Housing Officers.

ARTICLE II

Mission

- As a regional affiliate of the Association of College and University Housing Officers-International (ACUHO-I), the Southeastern Association of Housing Officers (SEAHO) provides professional development, networking, and involvement opportunities for staff and student leaders working in college and university housing programs as they develop and maintain quality services, programs, and community experiences for those living on campus.

Vision Statement

- The Southeastern Association of Housing Officers strives to be an inclusive community that focuses on services and mentoring for the professional enhancement of its members and the students on our campuses.

Diversity Statement

- Members of SEAHO celebrate the differences among our members and recognize the value that these differences give to our organization. Members are encouraged to support teaching and learning that foster an awareness of cultural and global perspectives through the mindful development of policies, education of staff and students, and support of an environment that allows all people the opportunity to reach their potential without jeopardizing their individuality.

SEAHO CONSTITUTION

Proposed 2010

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- Members of SEAHO celebrate the differences among our members and recognize the value that these differences give to our organization. Members are encouraged to support teaching and learning that foster an awareness of cultural and global perspectives through the mindful development of policies, education of staff and students, and support of an environment that allows all people the opportunity to reach their potential without jeopardizing their individuality.

ARTICLE III**Membership**

- Membership is open to all institutions of higher education in the ten Southeastern states of the United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia).

ARTICLE III**Membership**

- Membership in the Association shall be defined and categorized in two ways: Institutional and Corporate Membership.
 1. **Institutional Membership** – open to all institutions of higher education which have housing officers involved in the administration, operations, facilities management, and residential life in the ten Southeastern states of the United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia). Each member institution shall be granted one (1) voting delegate member, generally served by the Chief Housing Officer of the institution (or delegate).
 - a. **Professional Affiliate Member** – Any individual who is employed by a member institution in the housing operations as defined above, is considered a Professional Affiliate Member of SEAHO.
 - b. **Associate Member** – any individual who is employed by an independently managed residence hall at any institution that qualifies for SEAHO membership who is not representing a registered Corporate Partner.
 - c. **Student Member** – any undergraduate or graduate student who is enrolled at an institution who is employed by or engaged with a member institution in the housing operations as defined above that qualifies for SEAHO membership.
 - d. **Faculty Member** – any faculty member who teaches at an institution that qualifies for SEAHO membership.
 - e. **Emeritus Member** – any individual who has retired from an institution that qualifies for membership or has left employment with a housing operation as defined above after five years experience. Individuals must have served actively in the association for at least five years.

2. **Corporate Partners** – open to any business entity having a commercial interest in the housing profession.

- **Corporate Associates** – any representative from a “for-profit” or “not-for-profit” business that is a corporate partner and is registered to attend the annual conference as vendor/exhibitor.

Corporate associates may neither vote, nor be elected to office, nor serve in a liaison role for SEAHO, nor serve as a committee or task force chairperson, but may serve on a committee or task force as appointed.

At the Annual Conference, Corporate members may not register as individual participants, can only attend meals covered by their corporate registration, may not attend program sessions, but may present a program to the membership with a Professional Affiliate Member with the Professional Affiliate Member serving as the primary presenter/contact.

ARTICLE IV**Officers and Governing Council**

1. Officers: The officers of the Association shall be elected from among staff employed in housing-related area by member institutions and shall be as follows:
 1. President
 2. President-Elect
 3. Past President
 4. Secretary
 5. Treasurer
 6. Members at Large (2)
2. President: The President shall serve as the chief executive officer of the Association and chair of the Governing Council; preside over all meetings of the Association and the Governing Council; serve as liaison to the Association of College and University Housing Officers – International; perform all other duties as designated by the Governing Council and/or Association membership; and perform all other duties customary to such office which are not inconsistent with the Association’s Constitution and Bylaws. Shall serve on the SEAHO Budget Review Committee.
3. President-Elect: The President-Elect shall preside at all Association functions in the absence of the President; serve as the chairperson of the Awards and Recognition Committee; prior to installation as President appoint incoming committee chairs, and perform other duties and responsibilities as assigned by either the President or the Governing Council. The President-Elect shall be elected at the annual conference for a three-year commitment of service, which includes one year in each of the offices of President-Elect, President and Past President. Shall serve on the SEAHO Budget Review Committee.
4. Past President: The immediate Past President shall serve as an advisor to the Governing Council and the President; serve as chairperson of the Nominations and Election Committee; and perform other duties and responsibilities as assigned by either the President or the Governing Council. Shall serve on the SEAHO Budget Review Committee.

ARTICLE IV**Officers and Governing Council**

1. Officers: The officers of the Association shall be elected from among **Professional Affiliate Members** employed in housing-related area by member institutions and shall be as follows:
 1. President
 2. President-Elect
 3. Past President
 4. Secretary
 5. Treasurer
 6. Members at Large (2)
2. President: The President shall serve as the chief executive officer of the Association and chair of the Governing Council; preside over all meetings of the Association and the Governing Council; serve as liaison to the Association of College and University Housing Officers – International; perform all other duties as designated by the Governing Council and/or Association membership; and perform all other duties customary to such office which are not inconsistent with the Association’s Constitution and Bylaws. Shall serve on the SEAHO Budget Review Committee.
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4. Past President: The immediate Past President shall serve as an advisor to the Governing Council and the President; serve as chairperson of the Nominations and Election Committee; and perform other duties and responsibilities as assigned by either the President or the Governing Council. Shall serve on the SEAHO Budget Review Committee.

5. Secretary: The Secretary shall serve as the official correspondent and record keeper for the Association; and perform other duties and responsibilities as assigned by either the President or the Governing Council. The Secretary is elected for a two-year term.
 6. Treasurer: The Treasurer shall serve as the custodian of all association funds and disbursements; maintain all association funds in U.S. Government-insured accounts; maintain a fidelity bond at least equal to the highest balance of association funds during the previous year; maintain careful and sufficient records to account for all association funds and make such records available to any member or officer of the Association upon request; serve as an ex-officio member of the Reserve Fund Committee; and perform other duties and responsibilities as assigned by either the President or the Governing Council. The Treasurer is elected for a three-year term. Shall serve on the SEAHO Budget Review Committee.
 7. Members at Large (2): The Members at Large are elected for a two-year term, in alternate years. The first year, the Member at Large will work with the ten SEAHO State Representatives and the second year, the Member at Large will work with the standing SEAHO Committees. The Members at Large shall perform duties and responsibilities as assigned by either the President or the Governing Council. Shall serve on the SEAHO Budget Review Committee.
 8. Governing Council: The Governing Council shall direct the operation and activities of the Association, except for the administration of the Reserve fund. The Council shall comprise the following:
 - a. The Association officers: (President, President-Elect, Past President, Secretary, Treasurer and two Members at Large).
 - b. One representative from each of the ten member states.
 - c. *SEAHO Report* Editor(s): appointed by the President with voting privileges. When co-editors are appointed, only one vote may be cast on an issue. The *SEAHO Report* Editor(s) is appointed for a three-year term.
5. Secretary: The Secretary shall serve as the official correspondent and record keeper for the Association; and perform other duties and responsibilities as assigned by either the President or the Governing Council. The Secretary is elected for a two-year term. Shall serve on the SEAHO Budget Review Committee.
 6. Treasurer: The Treasurer shall serve as the custodian of all association funds and disbursements; maintain all association funds in U.S. Government-insured accounts; maintain a fidelity bond at least equal to the highest balance of association funds during the previous year; maintain careful and sufficient records to account for all association funds and make such records available to any member or officer of the Association upon request; serve as an ex-officio member of the Reserve Fund Committee; and perform other duties and responsibilities as assigned by either the President or the Governing Council. The Treasurer is elected for a three-year term. Shall chair the SEAHO Budget Review Committee.
 7. Members at Large (2): The Members at Large are each elected for a two-year term, in alternate years. The Member at Large elected in even years will work with the ten SEAHO State Representatives. The Member at Large elected in odd years will work with the SEAHO standing committees. The Members at Large shall perform duties and responsibilities as assigned by either the President or the Governing Council. Shall serve on the SEAHO Budget Review Committee. Specific duties of each Member at Large are outlined in the SEAHO Leadership Manual.
 8. Governing Council: The Governing Council shall direct the operation and activities of the Association, except for the administration of the Reserve fund.

The Council shall comprise the following:

 - a. The Association officers (President, President-Elect, Past President, Secretary, Treasurer and two Members at Large), each has voting privileges.
 - b. One representative from each of the ten member states, with voting privileges.

- d. Host chairpersons from the immediate past, current, and next annual conferences.
 - e. Technology Coordinator: appointed by the President and President-Elect for a two-year term. Reporting directly to the President, the Technology Coordinator serves as the liaison to the website developer, develops and executes with the President all technical contracts with third party vendors, identifies and implements technical solutions for the operational benefit of SEAHO, and attends Governing Council meetings as a nonvoting member.
 - f. Sage: appointed by the President and President-Elect for a two-year term. Reports directly to the President. Provide support, guidance, organizational memory, historical perspective and continuity to the Governing Council. Attend Governing Council meetings as a non-voting member. Shall serve on the SEAHO Budget Review Committee.
 - g. Outreach Coordinator: appointed by the President and President-Elect for a two-year term. The Outreach Coordinator reports directly to the Member at Large (committee chairs/task forces). Establishes communications with organizations that have shared professional interests, initiates communications with NASPA and small college association(s) who represent professionals from the under-represented institutions in SEAHO, and will initiate communication with SACSA to identify opportunities for mutual support, attend Governing Council meetings as a non-voting member.
 - c. Standing committee chairs, appointed as a non-voting member.
 - d. SEAHO Report Editor: appointed by the President as a non-voting member.
 - e. Conference Coordinators from the current and future annual conferences, appointed as non-voting members.
 - f. Technology Coordinator, as a non-voting member.
 - g. Sage, as a non-voting member.
 - h. Other appointed positions as necessary, as non-voting member.
9. Executive Board: The Executive Board shall direct the operation and activities of the Governing Council.
- The Executive Board shall comprise the following:
- a. President
 - b. President-Elect
 - c. Past President
 - d. Secretary
 - e. Treasurer
 - f. Members at Large (2)
 - g. Sage
 - h. Technology Coordinator
10. Vacancies
- a. In the event of a vacancy of the office of President, the President-elect shall progress to the position of President for the remainder of the term, and then will serve a full term as President, as scheduled.
 - b. In the event of a vacancy in the office of President-elect, the President shall make an interim appointment until such time as a special election can be held.
 - c. In the event of a vacancy in other Executive Board position, an appointment shall be made to fill the remainder of their term, with the approval of the Executive Board.

ARTICLE V

Meetings

1. Membership: The membership shall hold a scheduled business meeting during the annual conference.
2. Governing Council: The Governing Council shall meet at least once a year at a time and place selected by the President.
3. Committee: All committees shall meet as deemed necessary in order to fulfill their designated responsibilities.

ARTICLE VI

Association Activities

- The Association shall plan and present an annual conference and such other activities as may be determined to be of service to its members.

ARTICLE VII

Revenues and Expenditures

1. Association Funds
 - a. Association funds shall be maintained in a manner that will serve to protect and preserve the integrity and financial stability of the Association and shall be used only in cases where expenditures clearly implement the general objective, mission, and purpose of the Association. Additionally, association funds may be used to defray the normal operating expenses of the Association.
 - b. Overall financial policy shall be established by the membership and carried out by the Reserve Fund Committee and the Governing Council.
 - c. Association funds shall be maintained in the following accounts.
 - Administrative Fund controlled by the Governing Council.
 - Reserve Fund controlled by the Reserve Fund Committee.
 - *SEAHO Report* Fund controlled by the *SEAHO Report* Editor(s).
 - Other accounts deemed necessary and appropriate and approved by the Reserve Fund Committee and the Governing Council

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 - Administrative Fund controlled by the Governing Council.
 - Reserve Fund Committee and the Governing Council.
 - *SEAHO Report* Fund controlled by the *SEAHO Report* Editor.
 - Other accounts deemed necessary and appropriate and approved by the Reserve Fund Committee and the Governing Council.

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| <p>d. Funds relating to the annual conference shall be under the control of the host institution until such time as any surplus is transmitted Fund Committee and the Governing Council.to the Treasurer to be deposited in Association accounts.</p> <p>e. The disposition of revenues of the Association into established fund accounts shall be determined by mutual agreement of the Reserve Fund Committee and the Governing Council in accordance with policies established by the membership and this Constitution.</p> <p>2. Revenues of the Association will consist of:</p> <p>a. Net income from the annual conference.</p> <p>b. Net income from the sale of advertising in the <i>SEAHO Report</i>.</p> <p>c. Net income from other services and programs provided.</p> <p>d. Dues from member institutions as recommended by the Governing Council and approved by the membership at the annual business meeting.</p> <p>e. Income from investments and interest bearing accounts of the Association.</p> <p>3. Expenditures</p> <p>a. Funds necessary for the planning and development of the annual conference and other services deemed necessary and appropriate shall be appropriated by the Reserve Fund Committee in accordance with policies established by the membership and this Constitution.</p> <p>b. Funds necessary for the Annual Operating Budget for use by the Governing Council, the publication and distribution of the Association newsletter, <i>SEAHO Report</i>, and other such services deemed necessary and appropriate shall be appropriated by the Governing Council in accordance with policies established by the membership and this Constitution.</p> | <p>d. Funds relating to the annual conference shall be under the control of the current conference coordinator and host committee until such time as any surplus is transmitted to the Treasurer to be deposited in Association accounts.</p> <p>e. The disposition of revenues of the Association into established fund accounts shall be determined by mutual agreement of the Reserve Fund Committee and the Governing Council in accordance with policies established by the membership and this Constitution.</p> <p>2. Revenues of the Association will consist of:</p> <p>a. Net income from the annual conference.</p> <p>b. Net income from the sale of advertising in the <i>SEAHO Report</i>.</p> <p>c. Net income from other services and programs provided.</p> <p>d. Dues from member institutions as recommended by the Governing Council and approved by the membership at the annual business meeting.</p> <p>e. Income from investments and interest bearing accounts of the Association.</p> <p>3. Expenditures</p> <p>a. Funds necessary for the planning and development of the annual conference and other services deemed necessary and appropriate shall be appropriated by the Reserve Fund Committee in accordance with policies established by the membership and this Constitution.</p> <p>b. Funds necessary for the Annual Operating Budget for use by the Governing Council, the publication and distribution of the Association newsletter, <i>SEAHO Report</i>, and other such services deemed necessary and appropriate shall be appropriated by the Governing Council in accordance with policies established by the membership and this Constitution.</p> |
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ARTICLE VIII

Committees

1. The President, with the concurrence of the Governing Council shall appoint committees and task forces from the membership of the Association as required by this Constitution or as may be deemed necessary.
2. Standing Committees of the Association shall be:
 - a. Annual Conference Program Committee
 - b. Associates Committee
 - c. Awards and Recognition Committee
 - d. Educational Programs Committee
 - e. Graduate Issues and Involvement Committee
 - f. Human Relations Committee
 - g. Membership Services Committee
 - h. Nominations and Election Committee
 - i. Placement Committee
 - j. Research and Information Committee
 - k. Reserve Fund Committee
 - l. SEAHO Report Editorial Board
 - m. Budget Review Committee
 - n. Regional Entry-Level Institute (RELI)
3. Each of the above committees (excluding Annual Conference Program, Awards and Recognition, Nominations and Elections, Reserve Fund, and SEAHO Report Editorial Board, Budget Review, and RELI) will have a Chair and Chair-select. The Chair-select will be appointed by the SEAHO President and the term of the Chair-select position will be one year. Following that one year, the Chair-select will become the Chair. The term for the Chair shall be one year. Current committee chairs shall work with the SEAHO president to identify a Chair-Select, if a successor (junior chair) is not already in place. Current committee chairs' terms will end at the conference.
4. Committee Charges/Activities
 - a. Annual Conference Program Committee:
 - Will consist of the committee chairperson, chairperson select, five to eight additional professional members and one graduate student member appointed by the President.

ARTICLE VIII

Committees

- Will plan the annual conference program activities and coordinate their efforts with the annual conference host committee.
- b. Associates Committee:
- Will be composed of members and a chairperson appointed by the President.
 - Will be responsible for assisting the Host Committee with the recruitment of Associates and sponsorships for the annual conference.
 - Will be responsible for serving as a liaison between SEAHO and the Associates who support the Association's activities.
 - Will be responsible for recognizing Associates at the annual conference.
 - Will be responsible for organizing and selecting the annual Outstanding Associate Award.
 - Will be responsible for coordinating the Associates conference evaluation form and compiling the information.
 - The Annual Conference Host Committee Associate Chairperson will serve as the Vice-Chair of the SEAHO's Associates Committee.
- c. Awards and Recognition Committee:
- Will be composed of members appointed by the President.
 - Will be chaired by the President-Elect.
 - Will conduct the nomination and selection process for all association awards and recognition programs.
 - Will coordinate all recognition of outgoing committee chairs, state representatives, liaisons, volunteers, and officers.
- d. Educational Program Committee:
- Will be composed of members and a chairperson appointed by the President.
 - Will identify model educational programs on various topics and disseminate information to the Association's members.
 - Will collect and disseminate information related to trends and critical issues in residence hall programming.
- e. Graduate Issues and Involvement Committee:

- Will be composed of members and a chairperson appointed by the President.
 - Will be responsible for addressing graduate student issues and needs, and facilitating graduate student involvement.
 - Will be responsible for programs and information, which facilitate graduate student development.
 - Will work in conjunction with the Awards and Recognition Committee to select the Outstanding Student of the Year Award.
 - Will be responsible for coordinating the SEAHO Advance conference for ACUHO-I interns.
- f. Human Relations Committee:
- Will be composed of members and a chairperson appointed by the President.
 - Will be responsible for encouraging, creating and promoting programs, which address human relation issues in the work force, in residence halls, and in the college community.
 - Will be responsible for ensuring that the Association and the annual conference are inviting of diversity responsible to human relations issues.
- g. Membership Services Committee:
- Will be composed of members and a chairperson appointed by the President
 - Will be responsible for recruiting and involving nonmember professionals and institutions in conferences and other activities of the Association.
- h. Nominations and Elections Committee:
- Will be composed of a minimum of four members appointed by the President.
 - Will be chaired by the Past President.
 - Will be responsible for soliciting candidates for all available offices and for conducting the selection process in accordance with procedures established in this Constitution.
- i. Placement Committee:
- Will be composed of members and a chairperson appointed by the President.
 - Will be responsible for sponsoring a placement process at the annual conference and for promoting programs

- and information, which facilitate career development and placement needs.
- j. Research and Information Committee:
 - Will be composed of members and a chairperson appointed by the President.
 - Will be responsible for maintaining standardized research and information data related to applicable research surveys.
 - Will provide a clearinghouse of current information/data.
 - Will administer the SEAHO Research Grants Program.
 - Will assist member institutions with specialized research projects.
 - Will be responsible for administering the annual conference evaluation, disseminating results, and maintaining collected data.
 - k. Reserve Fund Committee:
 - Will be composed of the three most recent annual conference host chairs and the three most recent Association presidents.
 - Will elect a chairperson from among its members.
 - Will control the operation of, and expenditures from, the Reserve
 - Fund and will exercise control in a manner, which will ensure the preservation of the fund.
 - Will include SEAHO Treasurer as an ex-officio member.
 - l. *SEAHO Report* Editorial Board:
 - Will consist of the ten state editor(s).
 - Will be chaired by the *SEAHO Report* Editor(s).
 - Will be responsible for publishing at least three editions of the
 - *SEAHO Report* each year.
 - m. Budget Review Committee
 - Will be composed of the President, Past-President, President-Elect, Treasurer, Secretary, Members-At-Large (2), and Sage position.
 - The SEAHO organization will benefit from the committees and task forces submitting annual budgets and those budgets being reviewed by the established Budget Review Committee in advance of the Mid-Year meeting.

- n. Regional Entry Level Institute (RELI)
 - Will consist of the chairperson and chairperson elect.
 - Will coordinate the annual Regional Entry Level Institute (RELI).

ARTICLE IX

Dissolution

- In the event of the dissolution of the Association, the property, funds, and all other assets after liquidating any indebtedness shall be turned over to the Association of College and University Housing Officers - International.

ARTICLE X

Amendment

- This Constitution and any Bylaws may be amended by a majority of the member institutions in attendance at any annual business meeting of the Association.
-

ARTICLE VIII

Dissolution

- In the event of the dissolution of the Association, the property, funds, and all other assets after liquidating any indebtedness shall be turned over to the Association of College and University Housing Officers - International.

ARTICLE IX

Amendment

- This Constitution may be amended by a two-thirds majority of the member institutions in attendance at any annual business meeting of the Association.
 - All proposed Constitutional amendments must be first approved by the Governing Council by a simple majority vote.
-

BYLAWS

I. Voting

1. Each member institution in attendance at the annual business meeting shall be entitled to vote on any issue, which comes before the body.
2. All matters coming before the annual business meeting shall be decided by a simple majority vote of the member institutions in attendance.
3. The President-Elect, Secretary, Treasurer and Members at Large shall be elected at the annual business meeting of the Association.
 - a. The President-Elect shall be elected at the annual conference and shall serve until the next annual conference. The President-Elect shall automatically progress to the Presidency in the succeeding year and then to immediate Past President the following year. A three-year commitment is required.
 - b. The Treasurer shall be elected for a three-year term.
 - c. The Secretary shall be elected for a two-year term.
 - d. The Members at Large shall be elected for two-year terms, with one elected each alternate year.
 - e. A slate of up to three nominees shall be submitted for each position vacated.
 - f. Nominees shall be contacted and must agree to accept the nomination.
 - g. Nominations and printed candidate qualifications shall be distributed to all registered conference participants in their conference registration packet.
 - h. To be elected, a candidate must receive a simple majority of the votes cast by the institutional representatives at the annual business meeting.

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 - b. The Treasurer shall be elected for a three-year term.
 - c. The Secretary shall be elected for a two-year term.
 - d. The Members at Large shall be elected for two-year terms, with one elected each year.
2. Procedures
 - a. A slate of up to three nominees shall be submitted for each position vacated.
 - b. Nominees shall be contacted and must agree to accept the nomination.
 - c. Nominations and printed candidate qualifications shall be distributed to all registered conference participants in their conference registration packet.
 - d. To be elected, a candidate must receive a simple majority of the votes cast by the institutional representatives at the annual business meeting.

III. Committees

1. The President, with the concurrence of the Governing Council shall appoint committees and task forces from the membership of the Association as required by these Bylaws or as may be deemed necessary. Specific duties of each committee are outlined in the SEAHO Leadership Manual.
2. Standing Committees of the Association shall be:
 - a. Annual Conference Host Committee
 - b. Annual Conference Program Committee
 - c. Associates Committee
 - d. Awards and Recognition Committee
 - e. Educational Programs Committee
 - f. Graduate Issues and Involvement Committee
 - g. Human Relations Committee
 - h. Marketing & Organizational Promotion Committee
 - i. Nominations and Election Committee
 - j. Placement Committee
 - k. Research and Information Committee
 - l. Reserve Fund Committee
 - m. SEAHO Report Editorial Board
 - n. Budget Review Committee
 - o. Regional Entry-Level Institute (RELI)
3. The following standing committees will have a Chair and Chair-select. The current committee chairs will recommend a Chair-select and the President will approve and appoint. The term of the Chair-select position will be one year. Following that year, the Chair-select will become the Chair for a one year term. Current committee chairs' terms will end at the annual conference.
 - Annual Conference Program Committee
 - Associates Committee
 - Educational Programs Committee
 - Graduate Issues & Involvement Committee
 - Human Relations Committee
 - Marketing & Organizational Promotion Committee
 - Placement Committee
 - Research and Information Committee
 - RELI (chair-select and chair positions begin after the annual institute each summer.)

4. The chairpersons of the following standing committees will also serve as members of the Annual Conference Host Committee:
 - Annual Conference Program Committee
 - Associates Committee
 - Educational Programs Committee
 - Human Relations Committee
 - Placement Committee
 - Marketing & Organizational Promotion Committee

II. Appointments

1. The Annual Conference Program Committee Chairperson-Select shall be appointed by the President-Elect, in consultation with the incoming Annual Conference Program Chair. The Program Chairperson Select shall automatically progress to the role of the Annual Conference Program Chairperson in the succeeding year.
2. The Sage will be appointed jointly by the President and President-Elect for a two-year term. The Sage will provide support, guidance, organizational memory, historical perspective and continuity to the Governing Council. Attend Governing Council meetings as a non-voting member. In making the appointment, the President and President-Elect will consider how active in SEAHO the prospective Sage has been, how long he or she has worked at an institution in the SEAHO region, along with his or her knowledge of SEAHO's history, traditions, and operations. The Sage will have been active in SEAHO a minimum of five years.
3. The Technology Coordinator will be appointed jointly by the President and President-Elect for a two-year term.
4. The Outreach Coordinator will be appointed by the President and President-Elect for a two-year term.

IV. Other Appointments

1. The Annual Conference Program Committee Chairperson-Select shall be appointed by the President-Elect, in consultation with the incoming Annual Conference Program Chair. The Program Chairperson Select shall automatically progress to the role of the Annual Conference Program Chairperson in the succeeding year.
2. The Sage will be appointed jointly by the President and President-Elect for a two-year term. The Sage will provide support, guidance, organizational memory, historical perspective and continuity to the Governing Council. The Sage will also oversee the work of the SEAHO Archivist. Attend Governing Council meetings as a non-voting member and serve on the SEAHO Budget Review Committee.

In making the appointment, the President and President-Elect will consider how active in SEAHO the prospective Sage has been, how long he or she has worked at an institution in the SEAHO region, along with his or her knowledge of SEAHO's history, traditions, and operations. The Sage will have been active in SEAHO a minimum of five years.

3. Technology Coordinator: appointed by the President and President-Elect for a two-year term. Reporting directly to the President, the Technology Coordinator serves as the liaison to the website developer, develops and executes with the President all technical contracts with third party vendors, identifies and implements technical solutions for the operational benefit of SEAHO, and attends Governing Council and Executive Board meetings as a nonvoting member.

Updated: February 25, 2009

4. *SEAHO Report* Editor: appointed by the President with non-voting privileges for a three-year term.
5. Archivist: is a non-voting, appointed position on the Governing Council with no set term of office. The Archivist reports to the SEAHO Sage and provides appropriate care and maintenance for SEAHO's historical artifacts.
6. Conference Coordinator: is appointed as a non-voting position on the Governing Council for a two-year term. The appointee serves as Conference Coordinator-select for the first year and as Conference Coordinator for the second. A full description of the position can be found in the Conference Hosting Guide

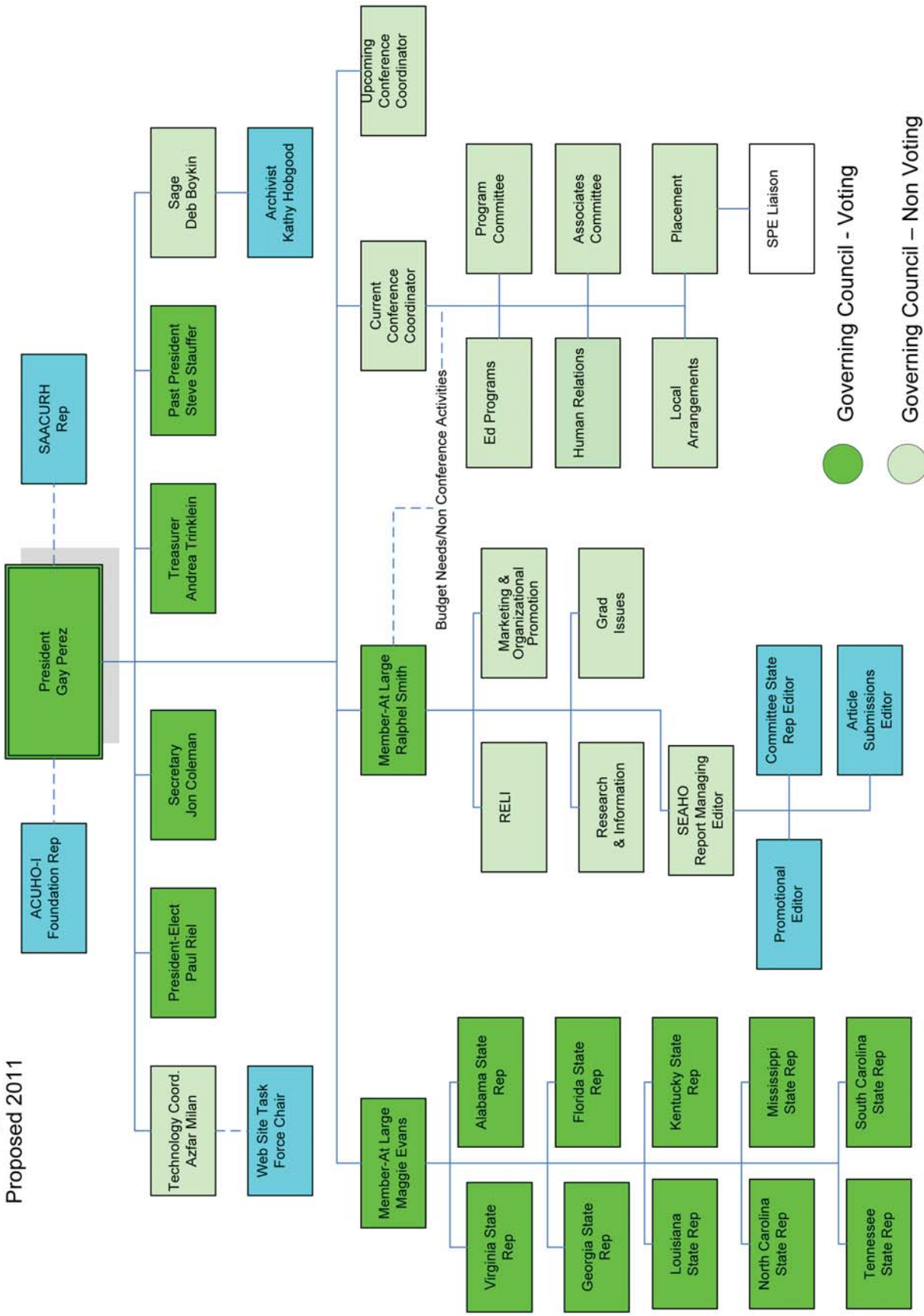
V. Amendment

- Any Bylaws may be amended by a simple majority of the member institutions in attendance at any annual business meeting of the Association.
- All proposed Bylaw amendments must be first approved by the Governing Council by a simple majority vote.

Proposed: September, 2010

Governing Council

Proposed 2011



● Governing Council - Voting

○ Governing Council – Non Voting

● Representative at Meeting but not on GC

SEAHO BUDGET
February 1, 2011 - January 31, 2012

Committee	Code	Previous Year	Budget	Budget Ammendments	Adjusted Budget	Expenses	Remaining Budget
Associates	AC	0.00	0.00		0.00	0.00	0.00
Awards and Recognition	AW	1,000.00	1,000.00		1,000.00	0.00	1,000.00
ART (Advisor Recognition and Training)	AT	0.00	0.00		0.00	0.00	0.00
Educational Programs	EP	4,200.00	4,250.00		4,250.00	0.00	4,250.00
Fiscal Affairs	FA	3,000.00	4,000.00		4,000.00	0.00	4,000.00
Graduate Issues	GI	110.00	610.00		610.00	0.00	610.00
Human Relations	HR	1,000.00	1,000.00		1,000.00	0.00	1,000.00
Membership Services	MS	50.00	50.00		50.00	0.00	50.00
Mid Year Meeting	MY	3,000.00	3,000.00		3,000.00	0.00	3,000.00
NHTI Scholarships	NS	1,500.00	1,500.00		1,500.00	0.00	1,500.00
Placement	PL	300.00	1,135.00		1,135.00	0.00	1,135.00
Program	PR	3,000.00	5,450.00		5,450.00	0.00	5,450.00
President	PS	6,000.00	8,200.00		8,200.00	0.00	8,200.00
Research and Information	RI	0.00	370.00		370.00	0.00	370.00
Reserve Fund	RF	0.00	0.00		0.00	0.00	0.00
SEAHO Report	SR	3,500.00	6,600.00		6,600.00	0.00	6,600.00
Web Master	WM	4,000.00	6,000.00		6,000.00	0.00	6,000.00
RELI Support	RA	1,500.00	1,500.00		1,500.00	0.00	1,500.00
RELI Scholarships	RS	2,500.00	2,500.00		2,500.00	0.00	2,500.00
		34,660.00	47,165.00	0.00	47,165.00	0.00	47,165.00

Submitted by Paul Riel

Printed on 1/25/2011



CONFERENCE HOST GUIDE CHANGES

Executive Summary

In an effort to streamline the conference hosting process, and in turn provide some stability to conference costs, the SEAHO Governing Council has decided to centralize the hosting of the conference within the SEAHO organization instead of within the individual states. While the implications of this change are many, below are some of the most prominent approved by the Governing Council.

- Guidelines for working with the Event Management Company, Experient, have been established to expand their role to include site selection and contract negotiation.
- The planning timeline has been modified to ensure that site selection was occurring five years prior to each Annual Conference.
- Requirements for host site selection with Experient have been outlined, including geographic location, urban vs. resort locations, conference needs, etc.
- Outlined that funding for the Annual Conference would be managed separately from the overall SEAHO budget.
- Required that 50% of the Associate booth fee be part of the automatic return to SEAHO, in order to provide for a more consistent revenue stream to fund organization activities.
- The Conference Hosting Guide has been reformatted to better define the Responsibilities of SEAHO and Experient.
- Changed title of Host Chair to Conference Coordinator.
- Guidelines have been established for Conference Coordinator application process, overall responsibilities, two-year term of office, and role as an appointed non-voting member on Governing Council.
- Established new members of the Annual Conference Host Committee to include standing committees from SEAHO Governing Council, including the Associates Committee, the Educational Programs Committee, the Human Relations Committee, the Conference Program Committee and the Placement Committee, since their primary functions are conference-related.
- Established Local Arrangements Committee to work with Experient and provide an on-site presence during planning, including the areas of Meals & Breaks, Promotions, & Registration, as necessary.

*Submitted by Steve Stauffer, Task Force Chair
As of October 2010*



LEADERSHIP MANUAL CHANGES

Executive Summary

To make the SEAHO Leadership Manual more functional, the following changes and updates have been made, with direction provided by the SEAHO Executive Board and Governing Council. The overall structure of the Manual has been changed to make it easier to use and the final version will be made available through the SEAHO website in an on-line format that will be even more functional.

- Reformatted entire organization of Leadership Manual.
- Broke Monthly Responsibilities down by position, instead of by month.
- Included position description with breakdown of Monthly Responsibilities.
- Redefined Member-at-Large responsibilities according to Constitutional proposal.
- Created responsibilities for Sage position.
- Created responsibilities for Technology Coordinator position.
- States and/or State Representatives now responsible for coordinating activities for ACUHO-I Interns within the state.
- Merged committee descriptions from Constitution with Leadership Manual descriptions.
- Renamed the Membership Committee the Marketing & Organizational Promotions Committee to better reflect its purpose.
- Updated SEAHO Report Editorial Board Structure.
- Created position description for SPE Liaison.
- Created position description for SEAHO Archivist.
- Included appointment information for ACUHO-I Foundation Representative
- Created guidelines for scholarships that SEAHO awards.
- Included Funding Agreement between SEAHO and SAACURH (approved in 2004).

*Submitted by Steve Stauffer, Past President
As of October 2010*



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A Bold New Direction for Residential Programming

By:

Joshua Blakely

Longwood University

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

Current Methods

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

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

Who among us in the housing world hasn't had to process these failed attempts at community

development with RA's? Despite approaching the situation with the best of intentions, and utilizing a common "best practice" – namely, surveying the residents to see their interests – the RA described above found herself failing at her goals. This all too common scene plays out in residence halls and apartment communities across the nation every year.

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

Student staff expected to be experts

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

"In the academy, teaching has usually been understood as the transfer of information, and learning as the ability to acquire, recall, and repeat information... One must wonder why it is still the norm to believe that repeating information for students to transcribe is a productive educational activity... there is a serious disconnect between the ways in which students are used to learning about the world, the ways in which knowledge is made available outside the classroom, and the ways in which we are still "teaching" and defining learning. There are at least two other components of learning that are equally or more important in today's world: intellectual understanding and making intellectual and practical sense of experience (Caine, Caine,

McClintic & Klimek, 2005, p. 2). The processes for stimulating these additional types of learning are situated in parts of the brain that are not normally involved in memorization or the mechanical repetition of material [emphasis added].”

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

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

The link between community and a feeling of mattering

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

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

for programming and community development to step in than during these periods of marginality?

Programmatic efforts which show students that they matter – whether through attention, importance, or appreciation – will have a profound impact on the residence hall community. Indeed, if our community development efforts can center on making students feel like they matter then research has shown that they will perform better academically and “will be less likely to commit delinquent acts.” Our community development efforts, if focused correctly, can truly create a positive impact on the campus culture as a whole.

How well are we doing?

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

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

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

Rather than attempt to show the value of residential programming after the fact, we should strive to incorporate learning objectives into the program planning process from the start. These intentional outcomes “usually identify growth in some dimension of knowing, being or doing.” By

incorporating a focus on these outcomes, we can “identify existing or new programs that might be needed to develop that outcome in targeted students.” In short, we are “drawing the bull’s eye first, and then figuring out how to hit it.”

Conclusions

Given all of these things, it is important to move in a bold new direction for campus programming. Rather than presenting many community building programs which put a further strain on student’s schedules, it is critical that RA’s begin focusing on smaller “in and out” type programs which will not rely on defined times carved out of the everyday “on-the-go” schedule of the modern student. Programs which will necessitate scheduling and defined beginning/ending times should be sufficiently large enough to draw the attention of the busy college student away from the other myriad of opportunities on a modern college campus. Educational programming, on the other hand, should be created in such a way that RA’s are no longer forced to pretend

to be experts in all fields of study but, rather, willing participants in the learning process. Why not leave the imparting of new knowledge to the classroom instruction while the residential programming takes on the arduous, and arguably more important, job of making sense of that knowledge through discussion of new concepts, synthesis of ideas, and meaning-making activities? Through all of these efforts runs a common thread that should never be lost: the important job of making the students feel like they matter. If our student staff members can begin to think of successful programming in terms of making students feel less marginalized, then common indicators of success – attendance, involvement, community – will not be far behind. Finally, all of these community development and programming initiatives must be viewed through the proactive lens of intentional learning objectives. These objectives, if properly designed and accomplished, will serve to propel all students in a residential program forward to new levels of development and learning.

A Van Ride Reflection on the Living-Learning Programs Conference

By:

Cliff Haynes, MC Jordan, Kelly Sullivan, & Ryan Winget

University of Florida

The ACUHO-I Living Learning Programs Conference was held in Charlotte, NC on October 23-25 and hosted by the University of North Carolina at Charlotte. The focus of this year’s conference was on developing our living-learning programs through assessment, marketing, faculty partnerships, and collaboration. In addition to presenters and attendees from across the country and the globe, the SEAHO region was well-represented with presenters from Appalachian State University, Clemson University, George Mason University, Georgia Institute of Technology, Georgia State University, James Madison University, North Carolina State University, University of Alabama, University of Florida, University of North Carolina at Charlotte, Valdosta State University, and Vanderbilt University. Additionally, two of the featured speakers hail from the SEAHO Region: Dr. Diane Porter-Roberts from the University of Florida and Dr. John Gardner from the University of South Carolina.

This year the University of Florida sent four attendees to the conference. Regular attendee Cliff Haynes, Academic Initiatives Specialist, was joined by three first-time delegates: MC Jordan, Coordinator of Academic Residential Programs; Kelly Sullivan, Residence Life Coordinator for Graham/Hume Areas; and Ryan Winget, Assistant Director for East Campus. The following is a portion of the conversation that occurred on the van ride back from the conference.

Reaction to presentations

Ryan Winget: For the sessions, I was pleasantly surprised to see the architect firms’ collaboration with the residence life departments, like the James Madison crew working with VMDO. I was impressed with how intentional the firms were when it came to creating learning spaces. I was also impressed with Michigan State’s model of having an interior designer on staff who works with the architecture design firms to refurbish a 60s style hall.

Kelly Sullivan: I really enjoyed the facility presentation by them too. They worked on making the common spaces and study spaces more user friendly. It was great to hear how they took an old building and making it look new without knocking it down and rebuilding it.

MC Jordan: The big take-away for me was the program on transfer students. The session included information on theory and discussed the unique needs of transfer students: part transitional like first-year students, but with academic needs that are more similar to those of returning students. This was the most popular LLP at Northern Illinois University and it has a remarkably high return rate for residents. They also include a seminar course for the population, which really brings the program back to the academic mission. I was also really impressed that they have a Transfer Student Council in that hall, on top of the hall council.

Reaction to speakers

RW: I was so inspired by Dr. Walter Kimbrough and his lecture on authentic engaged professionals who are in the students' lives. I was inspired by his work, his achievements, and his accomplishments at such a young age. His message was so positive to really engage with our students.

Cliff Haynes: I really enjoyed his tips for being authentic. "Be real people FIRST. Not administrators. Not faculty." This tip seems to be highly relevant to our role in living-learning programs and connecting with our students.

KS: I had heard him speak before at Greek conferences, so it was great to hear him speak in a different setting. It is great to hear how involved in student lives he is: they have his cell phone number, he attends events, and he has them over to his house for meals.

It was neat to hear about the sophomore experience from Dr. Molly Schaller, because so many of my residents are freshmen and we program around that experience. This was a different topic for me to explore.

RW: I am always motivated and inspired by Dr. Schaller and her work with sophomores. Having seen a presentation before, I am motivated even more to take her work and apply it at my home institution. I would encourage everyone to attend every session with her name on it if you are interested in working with sophomores.

MJ: She really got me thinking. She called retention a vapid measure. I can see why this is, but will this ever be a compelling argument for upper leadership/decision-makers?

KS: Dr. Diane Porter-Roberts' speech was interesting because we actually know the speaker and know the campus, so we got to see how the story is told outside our university. I enjoyed how she made assessment fun and simple. I liked that she didn't hold anything back and just told it like it was.

MJ: I liked her views and tips on assessment. Assessment is just feedback—it does not need to be intimidating! Learning outcomes are important but need not be difficult. Don't labor over wording, which is something I am guilty of doing. And of course, having candy helps!

RW: I was just so proud to work in the same department with DP. She is a joy and pleasure to work with and she gave a wonderful speech. Mostly I was inspired about her speaking about the importance of assessment to make changes and to improve.

CH: I really like Dr. Gardner's philosophy of education through a series of "I believe" statements. The one that really resonated with me was "I believe purposeful learning can and does take place anywhere students, faculty, and staff interact."

MJ: The statement that really resonated with me was this one: "Peers have the greatest impact on students' integration and retention." So we should be intentional about who we want our first year students living with: purposeful selection of RAs; integrated halls by class instead of housing all first-years together; not having a "youth ghetto"—by bringing in faculty, preferably with a partner and kids. There is a real value in having an academic AND intergenerational community, instead of students divorced from grown-ups and children after 5:00pm!

Overall conference

CH: Since I started going to this conference four years ago, I have always enjoyed it! I enjoy attending, presenting, and volunteering at this conference. This conference is one where you get to meet with other professionals working in a growing specialty area, and it is great that more and more faculty have attended each year.

MJ: I was so excited by the strong turnout from international colleagues and architects! There were so many wonderful programs, and lots of opportunities for dialogue in sessions. I really enjoyed the informal

nature and feel of the conference. I was surprised at how broad-ranging the sessions were—I was able to explore a lot more than I thought I would. I went to several sessions on specific types of LLPs, and then I was able to attend sessions that relate to all LLPs, like assessment and trends.

RW: This conference was unique because it had a regional conference feel for a national conference. I enjoyed everything about it from volunteering, to the friendliness of the conference committee, to the sessions. I was impressed with the variety of attendees including architects, faculty, student staff, residence life live-in staff, and academic initiatives staff.

KS: I had never been to a living-learning conference before and it was nice to go to something different. I got to see the great variety of types of living-learning programs that are out there and was able to compare that to UF and what we do. I like the fact that they did the meals with a little bit of programs and then allowing opportunities to interact with the other attendees.

And who knew that we would still have a fire alarm so far away from campus? I was really impressed with how the presenters handled that situation smoothly. It was entertaining to see housing professionals leave the building during an alarm when we usually are the ones staying around.

So where do we go from here

KS: I feel that we should be presenting more at conferences. I feel that we have a lot to offer and I am motivated to present more on these types of programs.

CH: I am just motivated to get back to the office and reflect a little more on UF’s current practices. I feel that we are in a good place; however, I think there is room to grow in the areas of renovations and assessment that will allow us to enhance our programs even more.

MJ: I think that I have reframed where I am looking to go from here. I realize that assessment is going to be extremely important, and I want to do some focused assessments of the programs we have in place. Additionally, I want to work on enhancing our programs and making them the best possible communities for our students. I got a good sense of where we are in relation to our peers, and I think that doing some solid assessment work will only help improve our communities.

RW: From here as an assistant director, I am going to continue to focus on our LC with the staff I supervise in the residence halls. I’m going to pay a great deal of attention to the space we provide for studying and learning in the residence halls. And we are going to assess to improve!

Next year the Living-Learning Programs Conference will be held in Orlando, Florida on October 15-17. Be on the lookout for information about the request for programs around March. With the conference held in the SEAHO region again, perhaps next year YOUR team of delegates can have reflections on the van ride home!

Paving the Road to Academic Success: Programming for Graduate Students' Unique Needs

By:

Mary C. Jordan & Thomas Germain

University of Florida

Introduction

As residence life professionals working with graduate student populations, do we, and should we, put a strong emphasis on academic needs in our programming? A relatively common misconception about graduate students is that they are highly self-sufficient and equipped to handle the pressure of academia (Mills, 2006). This, coupled with the fact that a significant number of our graduate students are international (Mielke & Schuh, 1995; Trice, 2004), has caused graduate and family housing professionals to focus primarily on helping residents establish relationships and appreciate cultural diversity. However, our residents also have very specific academic needs (Guentzel & Elkins, 2006; Mielke & Schuh, 1995) and must balance very different roles and responsibilities than their undergraduate counterparts (Stratton, Mielke, Kirshenbaum, Goodrich, & McRae, 2006; Mills, 2006). These factors highlight the criticality of bringing academic resources and programming to graduate students in their living environment.

Assessment and Action

An academic needs assessment conducted in all five Graduate and Family Housing villages at the University of Florida during the Fall 2010 semester found that graduate students living in village housing need support in the areas of research, publication, grant-writing, financial management and budgeting, and the academic job search. Additionally, 70% of Graduate and Family Housing (GFH) students at UF spend more than 20 hours per week on academics, and for about one third of those students, their primary study space is in their apartment.

These and other findings of the Fall GFH assessment indicated to us that we needed to refocus our programming efforts and look at bringing significant academic resources to the villages. Staff from the Office of Academic Initiatives and Enhancement and Graduate and Family Housing worked together to create the Graduate Student Success Series (GSSS), a four-installment programmatic effort to address these needs during the

2010-2011 year. The four workshops have taken different forms, but all bring to the villages experts in the graduate students' self-reported areas of desired growth.

Programming

Faculty members from each of the three top-represented colleges among GFH students served as panelists for GSSS's first program: Research and Publication 101. Dr. Mark Law, Associate Dean of the College of Engineering; Dr. Alan Dorsey, Associate Dean of the College of Liberal Arts and Sciences; and Dr. Chuck Cichra, professor in the College of Agricultural and Life Sciences, came to the Corry Village Commons to share their knowledge, experience, and expertise with graduate residents. The faculty members gave short introductions and presentations, entertained a lively question and answer session, and then broke bread with graduate residents. Over a catered meal from Satchel's Pizza, a local favorite, students and faculty members had the unique opportunity to discuss specific research topics in a more intimate and focused fashion. Graduate students learned about the processes, politics, and ethics of publication, and were able to discuss their own research endeavors with experts in their fields. Students expressed their thankfulness for the faculty members' time and left with a renewed excitement for and new perspective on research in their fields.

The second installment of the GSSS was Grant-Writing: The Basics. Dr. Ana Puig, research director in the Office of Educational Research, spent about 90 minutes with students discussing the benefits, challenges and culture of grant-writing; the different phases of creating a proposal, including preparation, production, and wrap-up; specific components of a grant proposal; and finally, different sources for grant-funding opportunities. Dr. Puig did a fantastic job identifying students' backgrounds and academic fields, and making the discussion pertinent to them. She paid special attention to opportunities for non-US citizens, both as a principal investigator or as a co-investigator. Students were extremely engaged throughout, and at the end of Dr. Puig's program, all

participants enjoyed Japanese cuisine from Dragonfly Rolls-N-Bowls Sushi, a certified local “Green Restaurant” with a focus on sustainable practices. Residents from all five villages, were in attendance, and informal immediate feedback was very positive.

Another major need the study identified was a quiet space within their respective villages where students would be able study. In response to this feedback, each community’s Commons was reserved for fall semester reading days and finals week. These areas are equipped with wireless internet, and were open until 1:00 a.m. each night so that graduate students had a peaceful and convenient environment in which to study, work on major projects and papers, and prepare for exams.

Looking Forward

During the Spring 2011 semester, we look forward to facilitating two more installments of the GSSS and collaborating with experts in financial management and the academic job search. It is our hope that these workshops will continue to help graduate students, in a more holistic way, evaluate, understand, and achieve their academic goals.

At the University of Florida, assessment and collaboration have proven highly beneficial in reframing the community development and programming focus for our Graduate and Family Housing villages. The creators and implementers of the Graduate Student Success Series are Thomas

Germain (thomasg@housing.ufl.edu) and Mary C. Jordan (maryj@housing.ufl.edu). For more information, including the full results of the academic needs assessment for graduate students, which was conducted at five universities, please contact us!

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From a Student Government President to Professional Graduate Student

By:

Alex Kappus

University of Georgia

What better way to learn about higher education and university administration than to spend a year of your undergraduate career meeting with senior university officials, pursuing initiatives as part of the university strategic plan, acting as a voting member of the college dean selection committee, managing a significant budget, and immersing yourself in just about every aspect of the institution and culture? From Student Government Association President to graduate student with an assistantship as the Academic Initiatives Graduate Resident, I feel incredibly prepared and fortunate. My path and experiences not only provide an interesting story, but also exemplify the value of student involvement. My undergraduate enthusiasm both inside and outside of

the classroom inspired my interest for a career in higher education and prepared me in ways that I can see both in my graduate program and especially in my assistantship.

Our Vice President for Campus Life told me that he did not recall a Student Government President who had decided pursue a career in higher education, but that it would serve as an excellent foundation for a career. Looking back at the three students who served as SGA President prior to my term, each fit a unique mold, all students impressive in their own way. One pursued a career in business, another in health policy, and my dear friend worked for the university after graduation and recently moved to Washington, D.C. to work for the government. Each student could probably

name off numerous lessons and skills learned in their year as President. Working on budgets, developing policy, managing people, and advocating for improvements on behalf of the student body, the SGA President gains incredible experience at a young age. Studying student development theory as a graduate student, I can now define and articulate how much I grew in that senior year. The difference in my path might be that those skills are directly linked with specific experiences that aid in my development and understanding of higher education administration.

My undergraduate career centered around studying Political Science and Chinese while becoming involved outside of the classroom. It was not until my senior year that I realized my love for higher education would inspire me to move into the field. After serving as an orientation leader, starting a student organization, and becoming involved as SGA President, I became very familiar with the university and how it operated. With an interest in Political Science, I became passionate about improving education. Studying Chinese and international relations, I gained insight into what role education can play in developing a nation and the world. All arrows pointed to graduate school and I decided to begin with a Master's in Education.

Choosing a graduate program, I decided to attend a university completely different from my undergraduate institution. Moving from private to public, mid-sized to very large, and Division III to Division I athletics, I knew that I could learn a lot about a different kind of institution. The programs in student affairs administration at most public universities demonstrated excellent opportunities to get involved through graduate assistantships. Well on my way to completing my first semester as a graduate student, I could not be happier with my decision.

Life as a graduate student in this field brings together the assistantship and classroom experiences in an incredibly symbiotic way. Whether advising a group of students and identifying theories or utilizing

knowledge of assessment to inform a project, I value what I am learning. Perhaps one of the biggest differences in my experience is moving from a place where everyone knew me to one where I am unknown to most but identified as a staff member with a name badge. Being part of the "administration" that I saw as a different world as an undergraduate student feels surreal at times.

As a staff member, I occasionally feel like an SGA President, advocating on behalf of the students. This time however, my work is even more intentional and grounded as a discipline. Seeing behind the "curtain" as a staff member provides background to my undergraduate experience. I value what I learned as an involved student and it has made me a more effective staff member. Knowing how to appropriately word an email, juggle a hectic schedule, and offer a perspective on a committee I inform my current practice with much of what I learned as an undergraduate. One might find it funny that I held a seat as an ex-officio member of the board of trustees as an undergraduate, but I appreciate that insider experience. My assistantship, though far away from the University President and other university officials, provides me with an incredibly powerful learning environment. While I was not compensated as SGA President monetarily, I feel that my compensation came in the form of learning. In many ways, becoming SGA President contributed to my decision to enter the field of higher education. For that, I am incredibly grateful.

I look forward to continuing to integrate my undergraduate experiences and make the shift to the professional world. The next two years will provide a foundation from which I can do just that. Passion in this field is fueled by a desire to bridge gaps between involvement, self-discovery, and the classroom. I am honored and humbled to join the field of those individuals who inspired me to serve as an undergraduate and hope to contribute to the legacy of higher education.

What am I looking for?

By:

Dei Allard

SEAHO Placement Chair
University of North Florida

Adapted from CareerJobs

Whether it is the beginning of your second year of graduate school or you have decided it is time for a change, you need to determine what the opportunities could be for your next professional experience.

Determining your values is an important part of your career planning. What is important to you? What sacrifices would you make for a job? Would you work for a company that did not share your moral or ethical values? Do you want to work in an inner city, a suburb, a small town, or a rural area? Would you rather work with people, information, or things? How important is making a high salary?

As you consider questions such as these, begin to weigh them against one another. For example, would you accept a lower salary so that you could work for an organization that exemplified your ethical standards? If you preferred working in a suburb, would you accept an inner-city position that paid a much higher salary?

The following list contains other typical values to help you begin to examine your own. How important is each of these values to you? Which ones would you sacrifice if you could only have ten of them? What if you could only have five?

- Achievement: Personal or professional feelings of accomplishment
- Advancement: Opportunities to move up the ladder
- Authority: Responsibility for directing the work of others
- Autonomy: Freedom to develop your own approach to doing the job; opportunity to work independently
- Challenge: Demand for the best use of your resources and abilities to meet new situations
- Comfort: Low pressure, few constraints
- Conformity: Expectations and direction set by others
- Contribution: Work essential to the success of the organization
- Cooperation: Friendly, compatible environment

- Creativity: Opportunity to innovate and deal with new problems; varied and frequently changing situations
- Detachment: Desire to be emotionally separate from your job
- Entrepreneurship: Motivation to be self-employed, develop a new product line, or start a new business
- Environment: Workplace that is clean and well designed
- Identity: Desire to define yourself through your work
- Interaction: Frequent and open interpersonal contact with others
- Knowledge: Opportunity for learning
- Mobility: Travel and frequent opportunities to relocate
- Personal Time: Sufficient time for pursuits outside of work
- Responsibility: Accountability for important tasks
- Security: Job that is not likely to be eliminated
- Social Interest: Work helping people
- Stability: Systematized and unchanging job
- Status: Importance in the organization; desire to be well known or famous
- Wealth: Making a lot of money

The decision is yours.

Are you interested in more job search tips and advice from lead search processes and seasoned members? The SEAHO Placement Committee is putting together webinars and additional articles this year for candidates: from mock interviews to application tips and reviews of resumes and cover letters.

Please email Dei Allard, the SEAHO Placement chair, at d.allard@unf.edu to let her know of your interest. We will add you to the information distribution list.

SEAHO Placement

By:

Dei Allard

SEAHO Placement Chair

University of North Florida

Placement interviews are over, what do I do now? If you thinking of going for an on-campus interview, you have a few quick tips to consider.

A. Consider:

1. Do you really want to go?
2. Travel – who's paying
3. What you have to gain/lose?

B. Do your homework – know about institution, position, community, staff, yourself. Be ready to ask questions for which you do not have answers.

C. Dress –well, but comfortable. Remember the climate of the location and plan for it.

D. Ask about...

1. Accommodations?
2. Host – who will greet you?
3. What plans do they have for your time?

E. Enjoy your visit!

1. Before and during your visit – Check out the community websites or Contact the Chamber of Commerce to get information about nearby cities; other sources of information include automobile clubs and local papers. During an interview on campus, stop by one of the local hotels to see what tourist/entertainment type attractions are available in the area.
2. Academic/professional development opportunities – free course – even if you do not plan to use them to obtain a future degree, consider courses that will expose you to other areas (multiculturalism, art, literature, athletic related courses).
3. Area Resources – Check area services – online resources, tax forms, free maps
4. Benefits – Health plans – read the materials! Many offer classes, examinations, etc. That should be taken advantage of. Also note change/removal dates. Retirement – What is the best plan? How long do you plan to stay? Tax forms.

5. Campus Services – Discount purchasing of computers, bookstore items, travel services, parking, temporary/permanent on campus residence, etc.

6. Credit Union/Local Banks – Direct deposit, free services for employees, loans, credit cards, financial services, etc. Consider a bankcard that can be accessed in other states.

7. Entertainment – Campus performances, speakers, etc. Area discounts with campus affiliation – museums, galleries. Reduced price movie / performance passes, etc.

F. Follow-up – Thank you letter as soon as you return home

1. Acceptance letter – if position is offered.
2. No longer in the running – if you have accepted elsewhere
3. No longer interested – if you have changed your mind

G. When negotiating consider:

1. Arrival vs. Start Date – If you can, arrange to one or two weeks before the rush of staff training. It can take more time than you think to change driver's license, license plates, bank, long distance phone services, etc.
2. Benefits – Life Insurance, Rental insurance/Homeowners needs, Vision, Dental, Medical, Visual, Psychological, etc. Choice? Cost? TIAA/CREF transferable? Payroll deduction for purchased items and or services? Exact dates that new benefits begin.
3. Moving Expenses – Covered by you or institution? Percentage? Flat Amount?
4. Salary – Is there a Range? Starting date vs. 1st paycheck? Frequency-weekly, bi-weekly, monthly? Union dates? Retirement?

Good luck with your search process!

**Dei Allard and the
SEAHO Placement Committee**

SEAHO CONFERENCE UPDATES

Placement Services Ad -

We have the opportunity for you!

Sign up for services at

www.placement.seaho.org.

Interviews and resources are available

Wednesday through Friday at SEAHO 2011.

Placement Committee Interest -

Interested in serving on the committee?

Please contact Ms. Ebony Ebron to be a part of the 2011-2012 team

at ebony_ebron@ncsu.edu;

at the SEAHO Placement Center;

the committee information boards;

and at the Placement Committee meeting.

Supporting Faculty Who Engage in Residence Halls

By:

Andrew Wilson and Ryan Roche

Emory University

Before World War I, faculty members served as both teachers and administrators. These dual roles allowed student-faculty informal interactions to occur without much orchestration because faculty members commonly lived with students (Foderaro, 2005; Schroeder & Mable, 1994). Shifting priorities for faculty members in the 1930s and 1940s led to increased responsibilities for teaching and research and diminished roles outside the classroom (Rudolph, 1962). However, frequent and meaningful interactions between college students and faculty members enhance learning and personal development (Pascarella & Terenzini, 2005). Student-faculty information interaction also positively impacts retention and achievement, intellectual development, and overall satisfaction with the college experience (National Leadership Council, 2007; Tinto, Love, & Russo, 1993).

Student affairs practitioners work diligently to support students and faculty to minimize the impact

of this shift. Yet, facilitating student-faculty informal interactions remains a struggle for many student affairs practitioners (Pascarella & Terenzini, 2005). Scholars have documented practices of using the residential experience as a tool for linking students (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006; Levine & Shapiro, 2000). The literature suggests a variety of residentially-based initiatives focused on linking students and faculty including learning communities, faculty living apartments, advising programs, faculty offices, and supplemental instruction (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006).

While many institutions have formalized initiatives to provide opportunities for significant engagement between students and faculty in the residence halls, a gap exists in the literature on understanding what residence life staff might share with faculty to help them understand how to engage with students and staff members in a residential

setting. Regardless of institutional type, faculty members spend a tremendous amount of time focused on their discipline and leading students in classroom environments. For many faculty members, they may feel intimidated by engaging students in loosely structured environments such as residence halls. Conversely, students may have limited experiences interacting with faculty outside traditional classroom venues.

Residence life administrators play a key role in facilitating these interactions. Therefore, this article will outline advice for residence life staff members to use with faculty members about engaging students in residence halls. Sharing this information with faculty members who strive for an ongoing relationship with a residential population may ease some of the awkwardness.

Working with Residence Hall Staff

Working with residence hall staff may feel new to faculty members. These suggestions may help transition faculty who interact with staff to support residents.

Understand the organizational structure. Every institution has a different staffing structure. Knowing your primary contacts and links to students will help the faculty member engage more efficiently.

Start EARLY. Make contact with the hall staff as soon as the faculty member has an idea; attend a staff meeting; go a hall “kick-off” event. Getting involved with the hall early on in the semester will allow students to become accustomed to seeing you around. It will also get faculty members in the habit of spending time in the hall.

Work with the leaders of the hall staff. Each residence hall has staff supervisors who can best bridge faculty members with residents and student paraprofessional staff. Meet with staff members as early as possible to exchange expectations and plans for the semester. Follow up with the hall staff throughout the semester. Mention to staff leaders that they may encourage the student paraprofessionals to contact the faculty member for resources and advice, or with invitations to hall programs. Faculty members may also ask them to send you updates on hall-happenings throughout the semester. While you may not be able to attend some of their programs, faculty members will certainly appreciate the invitation.

Visit a staff meeting. As previously mentioned, each hall staff attends regular staff meetings led by their supervisor. The hall staff leader will likely have

an agenda of matters to discuss. Student paraprofessional will possibly discuss upcoming programs as well as resident concerns. Visiting a staff meeting, especially in the early weeks of the semester, serves as a great way for faculty members to become familiar with hall staff.

Ask questions. Faculty members should feel comfortable asking questions to residents and staff members. From hall procedures to resident concerns, faculty can ask questions as a way to understand the culture. Faculty will interact best with students in the residence hall if they feel knowledgeable and informed.

When possible, use existing relationships. Faculty members should ask to view the staff roster to see if they know any of the students on a building’s staff. If so, faculty members can use those relationships as a foundation to create additional relationships with those students. Credibility from peers will often ease potential awkwardness during initial introductions.

Share passions. Faculty members who share interests, especially outside your academic expertise, help “humanize” the interactions with the staff. Faculty members might include sharing information such as your favorite foods, hobbies, vacation plans, etc.

Get the inside scoop. When faculty members discuss with staff and students about planning an event for them, ask if other events might conflict. Events occur on campus all the time. So, knowing your programmatic competition might help make decisions about scheduling. This will help avoid double-booking your program against a campus-wide concert or sporting event. At the same time, use those campus-wide events advantageously by collaborating.

Faculty Interacting with Residents

Working with residents may differ from working with staff members. The following suggestions should help faculty members as they interact with residents.

Maintain regular contact with the hall. Talk to the hall staff leaders about suggested times and programs. Discuss the frequency of contact with residents that you hope to have with the hall staff. Regular contact with staff and residents remains important for building relationships in the hall.

Serve as an unofficial advisor or resource. While residents will likely have an advisor of record who differs from the faculty member engaged in the residence hall, faculty members should anticipate residents asking advising questions. Maybe,

residents have a question about class selection during the registration period. Perhaps, residents want to approach a faculty member about a concern but they are unsure how to do so appropriately. Maybe, residents have an interest in pursuing research but are unsure of how to get started. Let residents know the faculty member wants to help them with these sorts of questions.

Look for ways to interact with residents. Imagine that a faculty member attends a program in the hall and hold an interesting discussion with a group of residents. To keep the momentum going, faculty members might collect names and invite that same group to dinner for an evening the next week. Faculty members may know about a great lecturer coming to campus, and work with the hall staff ahead of time (a week or two) to advertise to residents. Faculty members might want to meet students before the event and walk to the lecture hall with them.

Prepared for some shyness in students. Students may have limited experiences having a faculty member present at hall programs or available for advice. It may take a few meetings before students feel comfortable interacting with a faculty member in this context. To prepare, think of open-ended questions to ask students to spur conversation.

Share information with students. Faculty members might share personal interests with residents including information about family and friends. By opening up to students on a more personal level, it will signal to them that they may do so with faculty members.

Patience and persistence. If a faculty member's first approach at making contact with the hall or hall staff does not seem to be working, try a different approach. Persistence in creating a presence in the residence hall will yield dividends over time.

Focus on quality over quantity. Faculty members may struggle if only a few students attend a faculty-hosted program. Helping faculty understand that this occurs may serve as an obstacle. The measure of success for a program should not be measured on how many students show up, but rather the quality of the conversation or interactions you have with those students. When faculty members have a student in class, they have committed to the course for that period of time. When they leave, however, students belong to clubs, study for classes, play intramurals, and work. With all these activities as a part of student life, faculty programs become another opportunity for students to prioritize.

Utilize hall government. Many residence halls

have individual or shared hall councils. These councils include students living in a hall who are elected by their peers to sponsor events and advocate on behalf of all the residents. This is a good group to meet because they will help faculty get to know the types of students living in a community.

Discussing Academics with Residents

Faculty members should feel comfortable asking students some direct or probing questions about their academics. Students expect to engage with faculty in a scholarly way. If you feel comfortable informally advising students in regard to their academics, offer advice. If faculty members do not know the answer to a question, direct them to their advisors. Academics-related discussions will help you better know your residents and some of their goals or needs. Some potential conversation starters might include:

- Have you decided on a major? If yes, what and why? If no, do you have a few in mind?
- What are your study styles/strategies?
- Do you attend your professors' office hours?
- How can/do you make your education worth the cost?
- What does it mean to be a liberally-educated person? Is this important to you?

During enrollment periods, some questions might include:

- Why are you choosing particular courses? Is it required?
- Are you planning a heavier or lighter course load compared to the current semester?
- Do you have any concerns about scheduling or the next semester in general?

Give study tips. Especially for first-year students, tips from faculty on effective study methods or efficient reading methods can be especially helpful. Knowing how students can access additional resources to enhance their study skills will yield fruitful dividends should students ask you about how to improve this aspect of their skill set.

Use current events to spur discussions. What has happened in the world this week? Does a national debate exist that could enrich students' experiences? Faculty members could bring discussions to residence halls by simply asking the hall staff leaders to forward articles or video to the residents electronically, inviting students to a discussion, lecture, or film screening already scheduled on campus, or planning a program aimed at stirring a more informed discussion about the issue right in the residence hall.

Understanding the student-faculty relationship.

Faculty members might work with hall staff members to devote a program solely to how students should interact or communicate with faculty. Faculty members could answer common questions for students including: What is the proper way to address faculty by email? Should students expect a response from faculty right away? Can they just stop by a professor's office hours or should they make an appointment first? Are there topics students should never bring up while chatting with faculty? Faculty members may find it surprising that some students feel anxious when approaching a professor. Of course, some answers will differ depending on the faculty member but share their preferences.

For upper-division residents, a similar program might include information or tips on how to get more involved in working with faculty through research or how to approach a faculty member about a grade. A student paraprofessional might present their experiences on working with faculty member on research, an internship, or a study abroad experience.

Conclusions

Sharing helpful information with faculty to enhance their level of comfort may improve the likelihood of more successful engagements. Residence hall staff members serve as hosts for residents and faculty. Taking time to share insight with faculty members will help them feel more confident about their engagement with students in the residence halls.

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Authors' Biographies

Dr. Andrew Wilson, Assistant Dean for Campus Life and Director of Residence Life at Emory University, has worked with faculty engagement programs in student affairs including leading the Faculty-In-Residence and Faculty Associates programs at Emory. Dr. Wilson received a Bachelor's from Winthrop University, a Master's from Virginia Tech, and a Doctor of Philosophy from The University of Georgia.

Mr. Ryan Roche serves as Area Director and Coordinator of the First Year at Emory program. He supports faculty members as they engage with over 600 residents living in two living-learning communities and three theme housing options. Mr. Roche graduated from Oxford College and Emory College of Arts and Sciences at Emory University as well as Georgia State University's graduate program in public administration.



Hokie Helpers: Taking Welcoming to a Massive New Level

By:
**Ken Belcher &
Leon McClinton, Jr.**
Virginia Tech

Following the 2008 move-in survey, Virginia Tech's Housing and Residence Life has focused on the overall "welcoming" aspect and general satisfaction with the move-in experience to reduce the number of students responding at "slightly" or "not at all welcomed" levels when interacting with staff. Although not a large number, the concept of any student not having a welcoming arrival to the campus was incompatible with our goals. Staff identified several areas to improve the welcoming perception for our residential students. Although a program existed to help some students to unload their vehicles in the past, the birth of a structured campus-wide effort to move students into the halls systematically took shape during the 2009 – 2010 academic year and was ready to implement in August 2010 – "Hokie Helpers."

The Division of Students Affairs invited all faculty and staff to participate in the Hokie Helpers program for the 4 days of move-in. Hokie Helpers serves as the kick-off event of the "Hokie Hi!" welcome week where the Division of Student Affairs provides a series of events and programs for students during the first week of the fall semester that will help new students get acclimated to their new surroundings. This offered all 9,000 residence hall students and their families a warm Virginia Tech welcome by greeting them upon their arrival, unloading their vehicles, and helping transport students' possessions to their assigned residence hall rooms. The new program brought Hokie Helper volunteers, including faculty, staff, and student organizations, together across campus to assist new students with move-in. Dr. Steger, president of Virginia Tech, Dr. Spencer, vice president of student affairs, Coach Frank Beamer, head football coach, and

the football team served as high-profile affiliates devoting time and effort to the event. During Hokie Helpers, volunteers were asked to work at least one two-and-a-half-hour shift during which they would help parents and students with a variety of tasks, including transporting belongings, providing refreshments, and giving directions and information. In addition, the April 16 Student Planning Committee asked members of the Virginia Tech community to contribute 32 hours of community service during the 2010–2011 academic year. This initiative, entitled "32 for 32" will conclude on April 16, 2011. As members of the community started to think of ways that they would participate in this campaign, the coordinators of the Hokie Helpers program thought that devoting some time to this move-in assistance initiative would help participants begin to accumulate hours towards the student led project recognizing the 32 lives that were lost on April 16, 2007.

For the first year of the program, there was an outpouring of University-wide support where approximately 600 volunteers worked 750 total shifts (each shift was 2.5 hours). This group included 80 faculty/staff volunteers, had 60 organizations represented (including teams and clubs) with 350 total individual members of organizations (self-identified), and 250 individuals who did not identify an organizational affiliation. The group even included 30 first-year student volunteers!

Logistics for such an operation are daunting. Hokie Helpers had 6 white tents strategically placed throughout the campus to provide information and move-in resources and physical help, and we provided over 100 hand trucks for students and parents to use during move-in. Each station was equipped with a

white tent, with a banner attached, indicating that it was an official Hokie Helpers location.

Bottled water with ice to combat the humid and hot conditions for our incoming students and families as well as volunteers needed to be distributed across a campus experiencing extreme traffic conditions. Virginia Tech Police and Parking Services officers helped keep traffic flowing to the drop-off points.

While Hokie Helpers has a primary goal of welcoming new Virginia Tech community members, there exists a secondary goal: to introduce the students to the strong sense of service following the University motto of *Ut Prosim* – “that I may serve”, as well as the spirit present on our campus. The inception of this program was perfectly timed, as the entire division had just implemented five aspirations of student learning (aka learning outcomes). Two of these aspirations, “Practice Civility” and “Embrace *Ut Prosim* as a Way of Life” were directly connected to our “greeting students to on-campus living” program. Dr. Frank Shushok, associate vice president of student affairs, led the division on creating the learning outcomes. The Division of Student Affairs hopes Virginia Tech students will understand and commit to civility as a way of life in their interactions with others and enrich their lives through the service to others. As the Hokie Helpers program succeeds and expands over the next several years, our students will not only know and speak about these learning outcomes, but will be emulating the current students and staff members behavior in serving and engaging with others as they encountered when they first arrived on campus for the first time. All departments within the division are expected to design programs and allocate resources that will support the new aspirations of learning.

All volunteers received a free Hokie Hi T-shirt to make group members easily identifiable, and a free ticket to the Hokie Hi Welcome Picnic held on opening weekend where all students with a meal plan (on- and off-campus) are invited to attend at Lane Stadium. Students could rub the Hokie Stone our winning football team touches before every home game. The picnic provides a fun event where they can enjoy food from the #1 collegiate dining services program in the country and meet athletic coaches from our football, volleyball, and basketball teams.

We are very pleased to report that the 2010 Opening Survey results indicated that the Hokie Helpers program had a positive influence. The first three of the

four following scores are statistically significant ($p < 0.05$) when comparing to the previous two years of reporting (5 is the top score).

- A score of 4.29 overall in regards to welcoming interactions with the residence hall staff.
- A score of 4.14 overall in regards to welcoming interactions with the housing/residence life offices.
- A score of 4.39 overall in regards to overall satisfaction with the move-in process.
- A score of 4.11 overall in regards to welcoming interactions with housekeeping/maintenance staff.

As the planning committee prepares for the second year, there are several issues we will address. The official check-in for students will continue for four days, Wednesday through Saturday. As we reviewed the number of volunteers for each day, we noted peak times for students moving in were on Wednesday and Thursday which didn’t match as well with our higher number of volunteers working on Friday and Saturday. Our advertising campaign and the volunteer registration website will strongly encourage and ask volunteers to sign up for times earlier in the move-in period when the move-in traffic is heavier and the need is greater.

As with most programs, financial support can influence the quality of services provided. The planning committee was able to receive over \$5,000 from the Parents’ Fund. This allowed us to provide water, tent supplies, and free hand trucks (rented from a local U-Haul retailer) for students and parents to use. Retention of this financial support as well as looking for opportunities to create partnerships and save on operational costs continues to be a focus area.



Exploring a Curriculum for Leadership with Resident Advisors

By:

Nicole L. Morrison

Georgia Institute of Technology

When I first began my work as a professional staff member at The Georgia Institute of Technology, I struggled with how to assist students with connecting their Resident Advisor (RA) position to their leadership development. As a Graduate Hall Director at the University of Pittsburgh, it seemed that Pitt students who looked both ways before crossing the street called themselves “student leaders”. At Tech though, the students I worked with took for granted the leadership experience available in the residence hall. Some Tech RAs did not put this experience on their resume because they felt it did not relate to their job search. It was as if they were only a student leader in the moments when they responded to calls on duty or were implementing a program. I wanted them to grasp their power for impact they can have in the lives of residents around them. As such I attended a session on competencies for student leaders at the National ACPA Conference (2009) presented by staff at University of Delaware.

Competencies to curriculum:

Upon my return to Atlanta the ideas of how to translate these competencies to my staff were endless. Trying to decide on a method that would fit the ebb and flow of Residence Life took a while to come together. Over the summer, I structured a curriculum around the competencies to provide me with a language to explain the housing related tasks to the students as leadership. It also provided them with a language to speak about their experience and skill sets. The presentation focused on 17 competencies identified by The National Association of Campus Activities (NACA). There are 10 core competencies and 7 additional competencies. For my staff I focused on the 10 core competencies which include the following: Leadership Development, Multicultural Competency, Event Management, Intellectual Growth, Effective Communication, Collaboration, Assessment and Evaluation, Meaningful Interpersonal Relationships, Clarified Values, and Social Responsibility.

Being a Hall Director, there are many priorities, urgent issues and emergencies crop up. A tree fell on one of my buildings during the semester I piloted the curriculum. Crisis or not, I wanted to be sure that my

RAs grasped their leadership development and were intentional about acquiring these skills. To deal with the dilemma of articulating leadership to technically minded students I developed a 13 week curriculum that addressed 8 of the 10 core competencies established by NACA. These competencies were addressed during supervision meetings and during weekly staff meetings. In the development of the plan, I thought about the previous year, the ebb and flow of the academic year for student staff members and outlined a curriculum based on these trends linking the competency to a relevant required task. A table of competencies I covered and when I covered them in the semester is below.

During the first week of semester I focused on effective communication skills and leadership development. The Resident Advisor must be able to communicate their availability and desire to be of service, as well as the rules and regulations. As the semester progressed the RAs must focus on developing meaningful interpersonal relationships with residents. If no relationship has been established in the first six weeks of the semester, I have found that residents are less likely to connect with the Resident Advisor and the residential community. As the student staff member has a better grasp of their role as a leader in the community I was able to enhance their understanding of leadership development by sharing their own strengths and areas for improvement in the language of leadership linked to RA tasks.

At Tech students often struggle with making mistakes; discussions around the curriculum topics

Week x of the semester	Competency covered
Week 1 & 2	Leadership Development/ Communication
Week 3	Assessment & Evaluation
Week 4	Meaningful Interpersonal Relationships
Week 5	Collaboration
Week 6	Intellectual Growth
Week 7	Multicultural Competence
Week 8	Social Responsibility

assisted them with understanding leadership as a process not a destination. Throughout their lifetime they will have many opportunities for responsibility and it is at these integral moments of young adulthood that they can make mistakes and learn from them. While Tech focuses on scientific and mathematically problem solving, I have encountered many student staff members who seem to lack the ability to effectively problem solve through an on-call situation. After several experiences in the on-call rotation student staff members can enhance their critical thinking skills by replaying scenarios that have occurred on campus and talking through how they could handle the situation. For instance, if there is a flood, besides just calling the professional staff member on duty, what else can be done to remedy the issue? Do they have access to the water line can they turn the water off, can they assist the students in moving personal items out of the way of the water? Lastly, the use of a curriculum assisted me in challenging my staff throughout the semester on furthering discussions initiated during training.

Assessment of the curriculum:

After investing time in the creation of the curriculum I wanted to know did it work. At GT we compared with the developmental approach of another Hall Director and mine with similar residents, similar staff size, from the same residential area. We asked staff to staff 6 questions that related directly to the competencies. My staff did show an increase in the competencies of multicultural awareness, collaboration and leadership development. More than 75% of my staff had increases in areas of competencies compared to just 40% of my colleague's staff. Whether you are a seasoned or new professional I would encourage you to consider using a competency based model of supervision or creating a curriculum to assist you in supervision. My staff has responded well to working on tasks through the lens of enhancing their competencies and I have been more intentional and consistent with developmental conversations on these competencies because of the curriculum.

Ethics Game: What Would You Do?

By:

Terry Fassanella

College of William and Mary

Opportunities for professional development can be difficult to come by. While the quintessential professional development opportunity may be conference attendance (including participation as a volunteer or program presenter), departments may not have the same operating budgets as previous years so it is imperative to consider innovative new ways to develop administrators from the comfort and ease of your office chair!

The Central Office and Area Director Staff at The College of William and Mary recently participated in a professional development activity called EthicsGame (<http://www.ethicsgame.com>) to discover our Ethical Lens Inventories. This on-line assessment program asks participants to rate 36 pairs of ethical statements on a scale in order to identify our preferred ethical lens. The feedback reveals (and hopefully affirms) the core values that we use when making ethical decisions.

The core values for the assessment are: 1) Rationality; 2) Autonomy; 3) Sensibility; and 4) Equality. Once finished with assessment, the

responses are scored against these values to reveal your preferred lens. The lenses are: 1) Rights; 2) Relationship; 3) Results; and 4) Reputation. The program provides each participant with an Inventory Results page that grids your core values with your lens. The results page also has detailed information about your classical values, your definition of ethical behavior, blind spots, risks, temptations, and vices. This information can subsequently be used to create a personal ethics statement that can be used for future professional development opportunities.

This assessment program has additional exercises, activities and simulations for future/ongoing trainings so that participants can continually revisit their Ethical Lens Inventories. There are no right or wrong answers, responses or philosophies with this assessment. Similarly to other online assessment tests like StrengthsQuest and the Myers-Briggs Type Indicator, this assessment can be completed at your leisure. Visit the website listed above to learn more about this assessment and it is right for your staff, department, or division!

Facebook, YouTube and Twitter, Oh My! - Embracing New Media to Reach Parents & Students

By:

Catherine David

Louisiana State University

The LSU Department of Residential Life is engaging in new media to reach multiple audiences with great success! LSU Res Life chose three social media services to give an inside glimpse of life on campus and engage in conversation with students and families. First, find LSU ResLife on Facebook! The LSU ResLife page features frequent status updates about activities in the halls and on campus, photos of resident events, contests like Name that Res Hall, and links to Res Life videos and blogs. In its short two-year existence, the page has facilitated great conversations and become Res Life's "living website." See the excitement at www.facebook.com/lasureslife.

Secondly, LSU Res Life has brought the voice of a current LSU student to the masses through the Girl in the Purple Polo Blog. This semi-anonymous student blog by an LSU senior covers topics for every incoming student like 10 Things I wish I knew as a Freshman and Microwave Cooking in the Res Halls. Read her new posts every Thursday at www.thepurplepolo.blogspot.com.

Lastly, to truly show the rooms to incoming students, LSU Res Life filmed, edited and produced the LSU Res Life Cribs series. The series of short videos highlights a different residence hall each episode, with residents giving viewers a tour of their "crib." Moving forward, Res Life hopes to produce more videos for students and generate more traffic to its YouTube Channel www.youtube.com/thepurplepolo.

These three avenues to communicate with multiple audiences have been extremely positive for LSU Res Life. As the world of social media constantly grows and changes, so must housing departments' new media approaches and policies.

Looking to expand your communication into the new media world? Remember all new media is a two-way conversation, so be prepared! Here are a few tips LSU Res Life has picked up along the way.

- Where is your audience in Web 2.0? Figure that out and go to them. Most of who LSU Res Life wanted to reach was on Facebook, so that is the heart of our new media communication efforts.

- Don't do it all; do a few and do it well. With new services popping up daily, don't overwhelm yourself and try to do it all. Find the few that are most relevant to you, your audience and your message and do them well.
- Participate. Setting up a Facebook page isn't a one-and-done item. It has to be consistently updated with relevant information to become a viable source of information for your audience.
- Again, participate. Web 2.0 is based on conversations. You have to be ready to reply to questions, pose questions and respond to positive and negative feedback – all in a public forum. Most importantly, be honest and sincere in all communication.
- Include your social media outlets in your crisis communication plans. Social media often breaks news stories, so be prepared to use and monitor your social media sites during crisis situations.
- Claim your residence halls and apartment complexes on Facebook Places and Foursquare. Location based marketing is a rising trend, and you don't want a freshmen to commandeer your virtual building, now do you? Claim them now even if you have no plans of what to do with them.
- Twitter – Is it worth it? Don't feel compelled to jump on a service if it's the "next big thing." Focus on if it's the next big thing for you and your audience. We weighed our options, and Twitter was not worth the time investment...yet.
- Yes, a lot of these services are free, but be prepared to spend a lot of human capital setting up, maintaining and fostering these Web 2.0 services. It can be very time intensive. See point #2.

Sustainability

- To LEED or not to LEED, sustainability in our new and renovated residence halls
- UNPLUG – third year in the program, two awards
- Year-round online monitoring in the works

Do I really need to go green? - Sustainability and Housing Today

By:

Catherine David

Louisiana State University

Did you know that today's prospective students are two times more likely to make a college decision based on sustainability efforts? It's true according to the research and engineering firm the Brendle Group and ACUHO-I. Sustainability or "going green" has moved beyond a trend and can now affect universities' and housing departments' bottom lines.

Recognizing this, the LSU Department of Residential Life has defined stewardship as one of its core values and main strategic direction in its 2010-2012 Strategic Plan. The Department seeks to use resources responsibly and creatively to benefit present and future members of the community. While it has engaged in recycling and other efforts in supporting environmental goals, the Department is making a more sustainable environment through educating residents on how to modify their daily habits and behaviors, building new Leadership in Energy and Environmental Design (LEED) certified facilities, and actively participating in University-wide sustainability programs.

Residential Life's UNPLUG 2010 energy conservation competition received top honors from the Southern Public Relations Federation (SPRF) at its annual conference this fall. The prestigious Lantern Award recognized UNPLUG as a top regional, short-

term public relations campaign for yielding an average 14 percent reduction in energy consumption in on-campus housing, an estimated \$10,368 in savings, over a one-month time period in March 2010. By educating and motivating students on how small adjustments in their daily routines can positively impact the world around them, the organizations involved in this competition sought to help the LSU community practice energy efficiency in everyday living.

With two new residence halls under construction, one existing hall being completely renovated, and continual construction plans through 2020, achieving LEED certification is a top priority for Residential Life. The Department will work towards securing LEED Gold certification on the new residence hall starting construction in 2013, and will work to certify existing buildings through LEED post-construction certification.

LSU Residential Life's many efforts toward sustainable practices, including real-time monitoring in on-campus housing, increased recycling efforts, a paperless check-in and check-out process, eco-friendly fabric choices and motion activated lights, are beginning to pay off their long-term dividends.

Recycling

By:

Chris Durden

College of William and Mary

In order to support the College's sustainability goals, Residence Life expanded their recycling efforts this fall to include lounges, kitchens and smaller collection points around academic and administrative buildings on campus. Previously, each resident room came with a recycling bin for residents to collect their personal recyclables. By expanding our program, we hope to capture more recyclables that had previously been thrown out while cooking and studying.

Collection bins for the residence halls were provided by our office, but the stand alone recycling

collection containers on the academic campus were purchased by the Student Assembly, making this a truly cooperative endeavor. We also hired two full time staff members to gather and sort the items collected. The final piece of the puzzle arrived earlier this week – our electric truck for use around campus. This truck can go from 0 – 25 mph in a blistering 120 seconds and while it won't win any races, it does serve as a visual reminder of our commitment to sustainability.

Florida Updates

University of South Florida St. Petersburg

Hello from The University of South Florida St. Petersburg! Fall semester has been exciting as our small but mighty staff works to implement new processes, improve student involvement and strengthen our relationships with colleagues across the state.

The hard work has paid off as next semester our returning students will experience housing sign-up on-line for the first time. This is an amazing step for us as we strive to go paperless and get the students

more involved with the assignment process. In addition, the Florida Board of Governors approved the building of a new Multi-purpose Student Center. This new facility will provide 196 additional beds and be a centerpiece for the campus. This Student Center will be an outstanding addition to the USF St. Petersburg campus as it will allow us to provide dining services, large scale conference services and other programming opportunities to campus as well as the surrounding community. Ground breaking takes place in January 2011 with an anticipated opening in Fall 2012.

Georgia Updates

Armstrong Atlantic State University

Armstrong Atlantic State University would like to welcome the following new staff members: Kim Montague and Loren Johnson.

Kim Montague joins Armstrong as the Director of University Housing and Residence Life. Kim brings with him a multitude of housing experience, and has held Chief Housing Officers positions at Coastal Carolina University in Conway, SC and Nicholls State University in Thibodaux, LA. Kim has both a desire and skills set that will enable him to play a pivotal role in the continued growth and development of the housing program at Armstrong. Kim holds a Master of Education in Student Personnel from Kent State University, and a Bachelor of Arts in International Studies and Social Studies Education from the University of South Florida.

Loren Johnson joins Armstrong as a Residence Education Coordinator. Loren brings with him a strong desire to have a positive impact on aspiring student leaders, and an eagerness to assist in the continued development of the housing program. Prior to his new position, Loren was a Graduate Assistant for University Housing and Residence Life at Armstrong. Loren holds a Master of Education in Curriculum and Instruction, and a Bachelor of

Science in Middle Grades Education. Both degrees are from Armstrong Atlantic State University.

East Georgia College

East Georgia College's 200-bed apartment complex, our first on-campus housing, has been named "Bobcat Villas" by a vote of the student body. The newly acquired name is in honor of EGC's mascot. Applications and deposits are now being accepted and the inaugural residential class will move in August 2011. A mock unit has been constructed on campus and is open for visitors.

Missie Crawford has been hired as the Director of Housing and brings 10 years of experience from Georgia Southwestern State University and South Georgia College.

Kennesaw State University

The KSU Department of Residence Life is excited to announce that our former director, Dr. Michael Sanseviro, was promoted to Dean of Student Success in October 2010. A national search was conducted in November and former associate director, Jeff Cooper, was selected as the new Director of Residence Life. We have also hired Katherine Hope to serve as Residence Director for KSU Place.

Louisiana Updates

Louisiana State University *See Yourself at LSU... We Do!*

The Department of Residential Life at LSU is currently accepting applications for professional and graduate positions. The diverse student population and facility characteristics as well as our nationally recognized residential college communities make the Department of Residential Life the perfect opportunity for graduate students and housing professionals to begin their career in Student Affairs. Members of our Residence Education team have the opportunity to network with a diverse group of individuals to develop their knowledge, talents, and abilities within the field.

A Residence Life Coordinator (RLC) is a professional live-in staff member in the Department of Residential Life who is responsible for the quality of living in a university residence hall or group of halls. Reporting to an Assistant Director for Residence Education, RLC principle duties include staff supervision, implementation of academic initiatives, student and community development, administration and building management, and fulfilling other general departmental responsibilities.

A Graduate Residence Director (GRD) is a live-in graduate assistant in the Department of Residential Life. Under the supervision of a full-time professional live-in Residence Life Coordinator, the GRD's primary responsibilities include the supervision and development of student staff members, basic administrative management of a residential community, coordination of programs and activities, and participation in campus-wide rotating on-call schedule. Candidates for the GRD position must apply to the LSU Graduate School for consideration. Candidates pursuing degrees in the Higher Education program are preferred. The priority deadline for graduate school applications is March 1, 2011; however, we encourage candidates to apply early.

Our graduate and professional staff team has several professional development opportunities available to them. These opportunities include advising student groups, serving as hearing officers for the departmental conduct process and presenting at training and conferences. Opportunities to serve on and chair committees are also available.

For more information on available opportunities and the application process for our staff positions, please visit www.lsu.edu/reslifejobs. Please contact us

should you or future candidates have questions about the position or selection process. Geaux Tigers!

Cajun Country Facelift: Major Changes to University of Louisiana - Lafayette Housing



Ambitious would be an understatement describing the proposed changes to the housing facilities here at the University of Louisiana at Lafayette. We are excited to announce the long anticipated metamorphosis to our on-campus community as we say farewell to five traditional residence halls (Denbo, Bancroft, Evangeline, Bonin, and Baker-Huger) to make way for four new co-ed, suite-style residence halls.

These halls will feature fully furnished, double-occupancy student suites with private bathrooms and all the amenities necessary for establishing students' "home away from home." One hall will open Fall 2011; one more will open in Spring 2012; and finally, two more will open in Fall 2012. At the request of

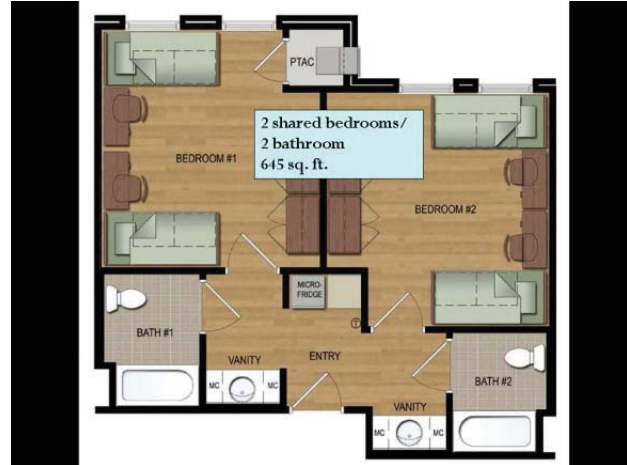


STUDENT AFFAIRS AROUND THE REGION

housing staff, the architects of these buildings paid extra attention to increasing the amount and size of the common areas within these buildings in hopes of providing residents with more "hangout" space and allowing hall staff more various locations for programming. The facilities will be card-accessed and have wireless internet access throughout.

After these phases of construction are complete, we expect to increase our current capacity of around 1,800 residents to around 3,500. Also in the plans is a seven-story parking garage across the street from the Student Union to provide ample parking for the increased number of residents that the new facilities will be able to accommodate.

In recent years, many areas of campus have been graced with renovation or reconstruction, while campus housing has had to make due with simple redecoration. Finally, our patience has paid off tenfold as we break ground on this huge project. Merely a few weeks after opening the doors of three new apartment complex buildings at the student



learning community, Legacy Park, the announcement was made that these changes would also be taking place within the next two years. For those familiar with UL Lafayette's campus, check back with us in the coming semesters and see if you can recognize the halls and grounds here in Cajun country.

Virginia Updates

Virginia Tech

Housing Updates

After 17 years of service to Virginia Tech, Rick Johnson will be leaving his position as director of housing and dining services. Rick has been named assistant vice president of housing and dining for Duke University. During his time at Virginia Tech, Rick was able to grow one of the top ranked dining programs in the country and oversaw significant renovations to the dining facilities to support growing student interest in on-campus dining. Most recently Rick was instrumental in the three-year, massive renovation of Ambler Johnston Hall, one of Tech's largest residence halls. When completed, this hall will provide updated and upscale housing to approximately 1,200 students and house the university's first two residential colleges.

Kenneth Belcher has been named senior associate director for housing services and will provide

oversight for housing operations during the interim. Ken has been with Virginia Tech in the occupancy management area since 1993.

Residence Life Updates

Residence Life is fortunate to welcome home two Hokies to assist with our Spring vacancies in the Residential Learning Coordinator position. Jeananne Tiffany will be joining us in O'Shaughnessy/Johnson community. Jeananne is a graduate of VT, and after earning her graduate degree in student affairs at UGA in 2009, she served as the Coordinator of Student Conduct at the University of Georgia. While an undergrad at VT, she was a Residence Life staple as an RA and Imaginarium manager. Joseph Wilder, a recent Graduate Hall Director and an undergraduate VT alum, will be returning to fill the vacancy in Payne/Peddrew Yates/New Residence Hall East. His undergraduate experience in the Residential Leadership Community program will be a great fit



Regional Entry Level Institute

June 1-4th, 2011

Duke University, Durham, North Carolina

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

RELI participants will:

Attend sessions facilitated by veteran professionals in housing & residential life.

Assess current skill levels and devise professional development plans.

Learn practical information designed to help them survive and thrive as mid-level professionals.

Faculty for 2011 Include:

Gretchen Brockman, East Carolina University

Jason Cassidy, Furman University

Nik Clegorne, Louisiana State University

Chris Crenshaw, University of South Mississippi

Adrienne Frame, Florida State University

Kayla Hamilton, Emory University

Vickie Hawkins, Appalachian State University

Steve Stauffer, University of Kentucky

Registration is \$150.00 and includes all materials, lodging and meals

Registration and Travel Scholarships available !!

Deadline for Applications — March 11th

Status notification — April 1st

For more information please contact:

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