

Sunday, June 22

Conference Plenary Session

Quality Service

Disney Institute 1

8:15-10:15 a.m.

Coronado Ballroom H-J

The *Walt Disney World*® Resort's longstanding reputation for incredible service and friendly employees is not magic, it is sound ideology consistently applied in business. This program is designed to help you improve your organization's quality service by immersing you in the successful Disney model. We will show you the importance of attention to detail and how we train our Cast Members (employees) and treat our Guests (customers) as VIPs.

Discover how to match your organization's service standards with successful delivery systems that consistently promote and ensure quality service. We offer you the opportunity to see how we provide the legendary service for which we are famous:

- Anticipate the needs, wants, and emotions of your customers in order to exceed their service expectations.
- Bring "personality" to your organization by establishing a service theme and standards.
- Design a delivery system that focuses on the employees, environment, and processes that enhance quality service.
- Create a service plan that integrates service standards and delivery systems that promote quality.

Today's Featured Speakers

Virginia Tech: Tragedy, Response, and Recovery

Sunday, June 22, 11:15 a.m.-12:30 p.m./Fiesta

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Dr. Edward Spencer, associate vice president for Student Affairs, Virginia Tech

On Monday morning, April 16, 2007, Virginia Tech student Seung Hui Cho shot and killed 32 students and faculty members and himself and injured 26 others in the most tragic mass school shooting in United States history. The featured speaker, Dr. Edward Spencer, was the first non-police official on the scene of the first shootings and played a variety of pivotal roles from that point forward.

Dr. Spencer will discuss his personal experiences on that fateful morning and throughout the hours, days, and months that followed. He will discuss the immediate actions and short-term actions that took place, the various investigations and review panels which were formed, and the long-term actions which have been taken in response to the incident and the follow-up investigations and reviews. A key emphasis will be the implications and lessons for all of our campuses.

During the last portion of the program, Dr. Spencer will respond to questions from the floor. However, because Virginia Tech has been notified of potential legal action over the April 16 tragedy, he will not be able to discuss information pertaining to circumstances prior to April 16, 2007.

An alumnus of the University of Rochester, Dr. Edward Spencer received an M.A. in Student Personnel Administration in Higher Education from Syracuse University and another M.A. and Ph.D. in Social Psychology from the University of Delaware. He began his student affairs career in 1970 at Delaware where he served in a variety of positions in housing and residence life.

In 1982, he was recruited to come to Virginia Tech as Director of Housing and Residence Life. He went on there to become Director of Residential and Dining Programs, then Assistant Vice President, and now Associate Vice President for Student Affairs. In his current position, he

serves as the second in command of the Division of Student Affairs and directly oversees five departments (Housing and Dining Services, Residence Life, Fraternity and Sorority Life, Judicial Affairs, and Career Services) and two special areas (learning communities and town/gown/community relations). As an Associate Professor, he also teaches each spring a graduate seminar, "The American College Student and the College Environment" and does numerous presentations around the country on the nature of today's millennial generation of students.

Today he is a member of a Presidential Internal Review Committee and the Advisory Committee on Human Dimensions. He also serves on the University's Threat Assessment Team and chairs the Division of Student Affairs Committee to Implement Recommendations from the various review panels and committees.

University Residences: The Key to Southern Africa's Renaissance

Sunday, June 22, 2:30-3:45 p.m./Fiesta 5
Brian O'Connell, rector and vice chancellor,
University of the Western Cape

South Africa has a population of 45 million. It has 23 Universities with approximately 750,000 students, more than 70 percent black. It annually graduates 23 PhDs (10 in science) per 1 million of the population while Australia graduates 220 and the USA 143. Its school system is performing woefully and South Africa has consistently been placed last in Africa on math and science tests. The irony is that South Africa is regarded as having the most advanced higher education system in Sub-Saharan Africa, and there are huge expectations that South Africa will lead a scientific and technological revolution on the sub-continent and contribute significantly to Africa's renaissance.

South Africa has a unique education history. Colonialism and Apartheid denied the majority of South Africans access to higher education and

little learning occurred during the "struggle" against Apartheid following the Soweto uprising. The quality of teaching at schools is also a matter of grave concern. In consequence, it has been argued, South Africa has never been able to develop a learning culture and that there is currently no deep generalized national commitment to education.

But, given that the students who obtain school-leaving certificates have demonstrated resilience, fortitude, ambition and some talent, universities have an immense responsibility to induct them into learning successfully and to assist them to transcend the past, and so advance the leaning project. Given the widespread poverty in the country and the collapse of family and community structures, which results in home environments not being conducive to learning, university residents are the key to this project. They are called upon to play a decisive role in the development of South Africa and the sub-continent's high level intellectual force.

Professor Brian O'Connell's career in education as a teacher, lecturer, and administrator has spanned 39 years. He holds the following qualifications: B.A. degree, University Education Diploma, B.A. Honours Degree in History from UNISA (with distinction), M.A. and M.Ed Degrees from Columbia University in New York.

He started his teaching career in 1970 and moved swiftly through the ranks, to the level of Headmaster in 1980. In 1985, he was appointed senior lecturer in Education at the University of the Western Cape (UWC), followed by the Rectorship (Principalship) of a College of Education. In 1991, he was appointed Director of the School of Education at Peninsula Technikon where in 1994, he became acting Vice-Rector, with responsibility for Student Affairs, including residences. In 1995, he was appointed Head of the Western Cape Province Education Department, responsible for more than 2000 education institutions from K1 to K12,

including eighteen Technical Colleges. In October 2001, he was appointed to the position of Rector and Vice-Chancellor (President) of UWC, a position he still holds. In March 2002, he was appointed Professor of Leadership and Management in the Faculty of Education at UWC.

He has won a Fulbright Scholarship to the United States, two British Council grants and an Anglo-American Chairman's Fund grant. He has published essays and articles on a wide range of educational matters, with a special focus on development. He is in demand as a public speaker and has made hundreds of speeches. He has chaired scores of community organizations and served on many boards. He currently chairs the Community Chest of South Africa, an affiliate of United Way International, and he represents the South African Universities on SANAC, the National Aids Council. Professor O'Connell has also played a number of sports at national and provincial levels.

Interest Session 1 - 11:15 a.m.-12:30 p.m.

101 The Path to Customer Service-A Web-Based Service Log (Information Technology Best) Coronado F

Brandon Vega and **Azfar Mian**, *University of Florida*

A high level of customer service should be an important component of any housing operation. Sometimes, we find ourselves dealing with repeat customers. These customers may quickly become frustrated if they have to explain their situation to a different staff member each time they call. By creating a web-based customer service log, the UF Department of Housing and Residence Education has been able to track customer interactions. This gives our assignments staff the knowledge they need to assist customers in the most efficient way possible. Attendees will receive an overview of the customer service log and be provided with a

live demonstration of how this web-based application is used by our staff.

Participants will learn: 1) The value and importance of tracking customer interactions. 2) How we developed an in-house web-based program to track customer service. 3) How the customer service log has increased the level of service we provide.

102 Dream of a Beautiful Partnership Between Housing and Athletics Coronado M

Elizabeth Scally and **Mark Scally**, *Southern Illinois University-Carbondale*

Working with a NCAA Division I athletic department can be a challenge for any housing department. There is a natural conflict between housing and athletics. While housing has its schedule and needs, those do not always coincide with the needs and wants of athletic teams. This session will explore the issues impacting this relationship and provide strategies for developing a successful partnership. Topics will include communication strategies, cultural differences, NCAA regulations, and operational necessities.

Participants will learn: 1) A greater understanding of the athletics culture. 2) Tools to communicate better with their athletic departments. 3) The basic NCAA regulations that effect housing athletes.

103 It's Not Easy Bein' Green...In the Desert: Qatar Foundation Unveils Plans to Build the World's First Platinum LEED Certified Residence Halls Yucatan 3

Kevin Konecny, *Qatar Foundation*; **Nadia Zhiri**, *Treanor Architects, P.A.*; **Tom Taylor**, *Vertegy*

Qatar Foundation (QF) for Education, Science, and Community Development hopes to

transform the state of Qatar into a knowledge-based society. QF's mission is to prepare the people of Qatar and the region to meet the challenges of an ever-changing world by providing world-class educational opportunities, to improve quality of life, and to make Qatar a leader in innovative education and research. The QF's unique vision has created the rare opportunity for its new student housing to become the world's first platinum LEED-certified residence halls. The design is intended to create a self-sufficient community creating zero waste. The complexes will maximize efficiency of energy and water use through features like wind turbines, photovoltaic cells, and a biomass wall filtering grey water. This program will take you on our quest for platinum LEED certification and will give a detailed overview of sustainable strategies incorporated into the design, and unique challenges in building in the Arabian Gulf. We will look at the cost savings potential in a platinum LEED zero-waste building, as well as the learning outcomes inherent in creating a sustainable living-learning facility.

Participants will learn: 1) Design features and long-term cost savings associated with platinum LEED-certified buildings. 2) Student education opportunities inherent in a platinum LEED-certified building. 3) About the LEED certification process and additional considerations.

104 Players, Parts, Pieces, & Phraseology - A Guide to Construction and Renovations For A First-Timer
Coronado N

Beth Moriarty, *Bridgewater State College*;
Maureen Wark, *Suffolk University*; **Rich Bova**,
Brown University

Perhaps there is a construction or renovation project about to start on your campus. Have you been invited to sit at the table for your first time? Whether you are a new professional or a

CHO, come learn how to maneuver through it. We will look at who the players are, what's what on a blueprint, define 'V.E.', and other must-knows of construction and renovation.

Participants will learn: 1) About most aspects of residence hall construction/renovation. 2) Enough information about residence hall construction/renovation to be an educated participant in project planning. 3) The experiences of three CHO's who have different levels of experience with construction and renovation.

105 If You Build It...They Will Come: The Connection Points between On- and Off-Campus Living
Coronado P

Amy Greenland and **Kendra Hunter**, *Arizona State University*

The foundation of Maslow's hierarchy of needs is based on 'food and shelter.' For universities...this means ResLife. ASU is not growing for growth sake, but recognizing the university's responsibility to educate its state students (which is in direct response to Arizona population growth). All of this growth correlates to a higher number of transfer students, higher retention and higher high school graduation rates. Making communities within communities is a strong thread that weaves throughout the ASU campus. This is one approach to allowing the largest university to feel small and intimate. ASU strongly believes and advocates for first-year students to live on campus. However, the reality is that the growing university cannot completely meet the numeric need for freshmen bed spaces, even with the aggressive current building. ASU is redefining ResLife and broadening the scope to encompass all students regardless of where they live. This program will present and discuss the similarities between first year students, how ASU supports the transition from on to off-campus and how to

connect/partner with existing off-campus offices or look into creating one of their own.

Participants will learn: 1) To identify issues of overlap for first-year students who live on and who live off-campus. 2) To support students transition from living on- to off-campus from an integrated university housing perspective. 3) Strategies on how residential life offices can partner and connect with off-campus housing communities.

106 Doing It All at a Small College or University! How to do Five Jobs at Once and Still Smile!

Coronado Q

Marc Salvador Hume, Joanne Goldwater, and **Derek Young**, *St. Mary's College of Maryland*

While all of us are constantly asked to do more with less, it has been our experience that this is even truer at small colleges and universities. How do you manage all aspects of a 1,600 student residential program, multicultural programming and education, alcohol education and awareness, assessment initiatives, judicial board, advise clubs and student organizations, and facilities management with a professional staff of four? We'll tell you how we do it and still manage to love our jobs. Our session will focus on sharing lessons learned and best practices at small schools that are challenged by both staffing and budget limitations. We will share our experiences and those from others in similar situations, insights from our research, experience, and work to give all attendees at least three new ideas that they can immediately implement at their respective institutions. We feel strongly that we make miracles happen every day; we want to share some of that while encouraging and learning from others.

Participants will learn: 1) How to do more with less while still smiling, keeping their sanity, and taking care of their students. 2) Connect with others that wear multiple hats at small

colleges, have small budgets, but still manage to make miracles happen. 3) New ideas and techniques to stay fresh and find out what is working well at other small colleges or universities.

107 Envision the Future: Strategic Planning for New and Mid-Level Managers

Fiesta 1-2

David Montag, *Capstone Management*

What comes to mind when you hear the words "strategic planning"? Most entry and middle level managers shirk at the idea of having to think about strategic planning. This program will revisit the myth that strategic planning is only for the higher ups. We will discuss ways in which you can create a strategic plan for your functional area or residence hall staff. Creating a mission, vision, goals, and objectives will be discussed. You will discover how powerful an effective strategic plan can be in terms of performance appraisal for your staff and how to create a professional development plan that fits your vision for your staff. We will also discuss strength building and how to utilize the unique talents each staff member brings to the table. Developing new and innovative ways to measure performance will be critical as we move into the 21st century. This program will create the gateway for success in residence life.

Participants will learn: 1) How to prepare a strategic plan to implement within their area of responsibility. 2) The components of a basic strategic plan. 3) How to focus on strength building for professional effectiveness.

108 Living in the Learning Zone: Habits for a Balanced Life (AACUHO Best)

Fiesta 7-8

Melissa Suckley, *Flinders University*

In 2006, 11 Flinders housing staff members participated in a professional and personal

development course called “The Living Balance Program”. Over 10 weeks, the program was designed to improve a range of professional and personal aspects of life comprised of seminars covering eight key topics, a “health age assessment”, and three personal coaching sessions. The course focused on creating and maintaining a healthy life balance to increase our energy. The “health age” of participants dropped by a combined total of 70 years, weight loss was an average of 3.5kgs (7.7lbs) per person, and activity levels increased for 80 percent of the participants. All improved their ability to create a vision for the future, developed a stronger sense of purpose, and a more positive attitude to life. They improved their nutrition and eating habits, gained greater control over personal finances, and enhanced the balance between work and relaxation. This presentation provides an overview of the Living Balance Program: The successes and challenges faced by participants; the benefits to Flinders Housing as program fund provider and employer of the participants; and how you could adapt the program to make positive changes in your own life.

Participants will learn: 1) Why a healthy organization is dependent on people's physical, mental, emotional, and social health. 2) Strategies to create a culture allowing staff to maintain personal balance, improve life quality, and peak performance. 3) The power of purpose and its importance to a balanced life; discover the eight learning zones.

**109 Credentialing Task Force Update
(Association Sponsored)**
Coronado R

Sandi Scott Duex, *University of Wisconsin – Whitewater*; **Josh Goldman**, *ACUHO-I Central Office*

Join members of the Credentialing Task Force (formerly named the Certification Task Force) as they share an update on the incredible amount

of progress that has been made in the last year regarding this strategic initiative of ACUHO-I. Participants will hear the results of the latest inquiries and research conducted by the task force, receive an update on both certification and certificate programs, and have the opportunity to ask questions of Credentialing Task Force members.

**110 Envision the Possibilities:
Professional Careers in Privatized
Student Housing**
Coronado A

Bradley Shaw and **David Braden**, *Allen & O'Hara Education Services, Inc.*; **Kris Schreider**, *University of Alabama – Birmingham*; **Teresa Crum**, *University of Louisville*

Alternatives to traditional careers in residence life is a growing trend. For many campuses privatizing housing is the best option for institutions wanting to update facilities. As student affairs professionals who embrace privatized housing, we will reflect on our career paths and offer participants insight into decision-making and the benefits and challenges of “going private”. Participants and presenters will actively engage in discussions, sharing knowledge about the industry and offering advice to those interested in pursuing non-traditional career opportunities.

Participants will learn: 1) About alternatives to a traditional career path in university student housing. 2) About the privatized student housing industry's business model. 3) Philosophical differences between university and privatized student housing and nuances in organizational cultures.

111 From RA to ACUHO-I President
Fiesta 3-4

Joan Schmidt, *Central Michigan University*; **Alan Hargrave**, *Ball State University*; **Jack Collins**, *University of Illinois-Urbana*

Champaign; Harry LeGrande, University of California-Berkeley; Alma Sealine, Case Western Reserve University

If you have seen 'Inside the Actors Studio' on BRAVO you will know what to expect! Come join host Alma Sealine as she interviews four 'seasoned' professionals who all served as ACUHO-I President. Learn how they began their careers, hear them reflect on their life as an undergrad and grad student, see how they view their changing roles on their campuses, as well as their roles in the past, present, and future of our profession. Similar to 'Inside the Actors Studio' they will each be asked the famous 10 questions and will share their personal and professional perspectives and what they have learned along the way.

Participants will learn: 1) How easy and rewarding it is to become involved in the ACUHO-I organization, up to, and including, serving as President. 2) How a personal life is possible even while serving in demanding on-campus and organizational roles. 3) Benefit from the experience of these professionals who will share what they have learned along their career paths.

112 The Magic of Student Web Self-Assign - Time Saved & Superior Service (*Corporate Connection Session*)
Coronado G

Alice Sherman, RMS, Inc.

The RMS Student Self-Assign Web Module is a student-centered, flexible, web software module that gives students the power to make room selections, plan assignments, select and pull-in roommates, pay bills and other functions, all online. Through the use of student categories and a multitude of configurable set-ups, housing staff can easily create a student Web site that adapts to changing business practices. RMS easily integrates system-wide data to provide important access to all areas of your campus,

including finance, admissions, registrar, campus card office, dining services, facilities maintenance, and other key administrative offices. This program will offer credible examples of how the transition to web-based, self-service processes save staff time and money allowing for more productive endeavors and save students the frustrations of not controlling their own destinies!

Participants will learn: 1) New trends and expectations of higher educational colleagues in web-based assignment processes. 2) Explore the Millennial generation of students and their expectation to self-manage housing business online. 3) How online self service options will result in a ROI in dollars, sense, and customer service.

113 Exploring Islam and Muslim Student Needs in Higher Education (*MACUHO Best*)
Coronado B

Usama Shaikh, Stevens Institute of Technology

Islam and Muslims have been thrust into a spotlight since the tragic events of 9/11. This presentation will attempt to provide conference attendees with an introductory knowledge of Islam as a set of theoretical values and beliefs. In addition, the presenter will discuss data collected from several institutions of higher education regarding Muslim students and their on-campus experiences. In addition, practical examples of how to support the Muslim student population will be discussed.

Participants will learn: 1) Introductory knowledge of Islam as a set of theoretical values and beliefs. 2) Insight into the experiences of Muslim students in higher education and the challenges they face. 3) Practical examples of how housing professionals can create a visible and active support structure on campus.

114 Sustainability in University Housing: A Process of Discovery and Implementation

Durango 1

Carole Henry and Jeffrey Schroeder,
University of Michigan

Think of sustainability as resource conservation “with an attitude”! The difference between simple resource conservation and sustainability is in acquiring a broader appreciation of balance in nature; what it really takes to create the products we use, obtaining maximum use from everyone, using less, and, finally, recycling. At U of M, our goal is to live and work more sustainably. Our program provides outreach education and workplace guidance to our residents and staff. Applicable areas include: transportation, recycling, water, smart eating, energy conservation, and purchasing. Participants are guided to make good sense decisions using the “Three E’s”: Economy, Environment, and Equity.

Participants will learn: 1) An effective Web site in a user-friendly format loaded with downloadable resources. 2) To use student internships as an effective resource. 3) Effective campaigns and competitions.

115 Study Abroad and Residence Halls: Envision the Possibilities of International Housing

Coronado C

Maggie Evans, Joyce Guthrie, and
Charlotte Rudkin, *James Madison University*

Interested in internationalizing your own housing operation? Come learn about the collaborative effort between Residence Life and International Programs at James Madison University. We manage three residence halls overseas, in London, Antwerp, and Florence. Our work entails a close working relationship between teaching faculty, international programs administrators, and residence life

staff. Come to this session and travel to Europe with us!

Participants will learn: 1) About successful partnerships between academic and student affairs. 2) The idea of providing housing for study abroad students in international settings. 3) About study abroad and student development theories as they relate to this collaborative venture.

116 Celebrate the Latest Publications Impacting University Housing: Dreaming about the Possibilities for Housing Practitioners

(Association Sponsored)

Yucatan 2

Tony Cawthon, *Clemson University,* **Phyllis McCluskey-Titus,** *Illinois State University,*
D'aun Green, *Texas Tech University*

Staying current about possible resources on the horizon is challenging. This session examines the cutting edge resources available to assist university housing practitioners —keep up-to-date and current. Presenters will offer an overview, insights, and uses of these latest resources, and participants will have the opportunity to share resources and what they are reading. Come learn about the newest professional resources that can change your work. The purpose of this presentation is to provide an overview of the most current resources, which can impact university housing practice. The newest books, theories, and electronic resources that are helpful to practitioners working with the various college communities and the college students living in these communities.

Participants will learn: 1) How to increase their awareness of current literature and resources in higher education. 2) Resources and content that will assist them in their practice. 3) To explore further some of the useful resources highlighted in the presentation.

117 Books to Bricks - A Home-Buying Program for Students

Coronado D

Brian Hellwig and **Rick Schneiderman**, *Kent State University*

Books to Bricks is a FREE home-buying program offered to any student who lives in our apartments. They can earn up to \$1,000 towards the purchase of a new home up to four years after they leave our apartments, thanks to a partnership with our local/regional Century 21 office. Century 21 also conducts free education sessions for our residents on a variety of home-buying topics (mortgage, lending, home inspection, etc.). This unique program was designed to help attract new residents to move into our apartments, to provide home-buying educational programming to our residents, to reduce the regions' "brain drain" by encouraging students to stay within the region upon graduation. This unique program is a win-win situation for Century 21 and housing.

Participants will learn: 1) About building a partnership between a public university and a private home-buying company. 2) Explore additional opportunities to recruit new students to move into your apartment complex. 3) How students who live with you can earn up to \$1,000 towards the purchase of a home upon graduation.

118 A Process for Understanding National Benchmarking Results

Coronado E

Nancy Young, *University of Maryland-Baltimore County*; **Darlena Jones**, *Educational Benchmarking (EBI)*

Do you understand enough about assessment to determine whether your housing program compares favorably with a national benchmark? Do you know how to scratch "below the surface" to mine for deeper meaning? This program will discuss the process one should take in order to

understand fully the impact of a national assessment comparison. While the results of the ACUHO-I/EBI Resident Assessment will act as the basis for this presentation, the process is generalizable to any assessment project. Come to this presentation to learn and discuss a methodology for exploring your assessment results as they compare to a national aggregate.

Participants will learn: 1) To compare aggregate data to institutional data and identify three areas of interest for additional assessment follow-up. 2) To generate questions from sample data by using crosstab features to explore differences and relationships between questions. 3) To generate follow-up questions and matching methods for exploring question.

119 The Placement Exchange (Association Sponsored)

Coronado S

Patrick Call, *Chair, The Placement Exchange*; **Katie Boone**, *Past Chair, The Placement Exchange*

Four years ago ACUHO-I conducted a membership survey. The results indicated that the ACUHO-I membership wanted to streamline hiring in the spring semester and were frustrated with attending two different conferences to conduct placement. ACUHO-I approached NASPA and ACPA to pursue all three organizations working together for one exchange just prior to the NASPA conference. Since then ACUHO-I has added additional partners NODA, NACA, and ASJA. We will discuss the history and planning of The Placement Exchange partnership, share a final report from TPE Boston 2008, and share the plans for TPE Seattle 2009. Discussion about the year-round Web site will be included. Please join us in hearing about what has happened and be able to share your feedback and suggestions for TPE Seattle 2009.

Participants will learn: 1) Greater details about this new venture; the history, the

inaugural events, and highlights for Seattle 2009. 2) About the year-round Web site to aid employers and candidates in their search process. 3) Answers to their questions concerning this joint effort and contribute ideas for future enhancements.

Interest Session 2 - 2:30-3:45 p.m.

201 Hotel Invasion - Moving Residents Downtown During Building Renovations

Coronado A

Laurie Tomsho, *King's College*

Residence hall renovations can be a positive project for Colleges and Universities. With some renovation projects, however, displacement of students during the project can present some challenges. This program will cover strategies that King's College used in the renovation of our 12-story residence hall. The presentation will present to attendees the process of relocating of our upper-class males to a new location of hotels in our urban downtown of Wilkes-Barre, Pennsylvania. The program will present information on contracting with hotel establishments, contracting with students, marketing and public relations. The program will also address how to create communities in the alternative housing locations. This will include how to address assignments, staffing, training, policies, and procedures. This initiative has worked and the college has successfully created five communities at our downtown "residence halls". Marketing strategies for admissions will also be presented in regards to this project.

Participants will learn: 1) About the process of relocating students to a downtown hotel community during renovation. 2) Practical applications for building communities and creating partnerships with the business community. 3) Strategies for positive public relations initiatives including the community, families, students, and the college community.

202 The Possibilities of Practitioner Discretion: An Innovative Training Approach to Crisis Response and Judicial Intervention

Coronado E

Melissa Sterba, Stewart Robinette, and Matthew Patashnick, *New York University*

Training residence life practitioners to respond to student conduct and wellness concerns requires more than blind adherence to policy and procedure. Just as the issues that arise in academic and residential communities cannot be predicted or scripted, appropriate and just judicial intervention and crisis response often require balancing multiple concerns, and ethical paradigms, to ensure both the best interests of the student(s) and community are met. This session describes a reflective, process-oriented, and constructivist case study training approach piloted by New York University's Department of Residential Education during the 2007- 2008 academic year. The goal of the case study training approach is to educate hall directors and first responders on the competent use of discretion in an era of increasing liability. In this session, participants will also explore different avenues for training hall directors of all levels to see student conduct and crisis response as an important aspect of community building and development.

Participants will learn: 1) A reflective and interactive way to train professional residence life staff in student conduct and wellness response. 2) To explain "appropriately using discretion" to new and seasoned hall directors and how this can be incorporated into training. 3) Explore the active role that the administration of student conduct and wellness provide for the development of a positive community.

203 The Wonderful World of EDUTAINMENT! Entertaining and Educating in Residence Life

(NEACUHO Best)

Coronado F

Chuck Lamb and Jeff Spain, *Rochester Institute of Technology*

The lights go down. The music begins to fill the room. And there is the new residence life professional for the 21st century. One part comedian, one part educator, one part circus lion tamer! No longer just an educator, we are edutainers—seeking to make learning fun and to teach while entertaining. Who can forget the characters of such childhood favorites like Sesame Street and Mr. Rogers, who are great examples of the first edutainers. Edutainment is spreading across our pop culture and education landscapes into role plays in elementary schools and even Web sites like howstuffworks.com and learn2.com. With competition from video games, television, and the World Wide Web, higher education better incorporate the tenets of edutainment fast! Based on the major learning principles of education pedagogy, edutainment encourages learners to see the usefulness of the knowledge learned, learn at their own pace, and utilize different learning styles to learn in different ways over different times. Join us for a laugh, some fun, and obviously, a lot of learning.

Participants will learn: 1) Share and collaboratively review and discuss edutainment as a different style of training staff and students. 2) Assess current models/strategies that are used for staff training and how education and training can be fun. 3) Identify tools/skills to implement changes in training programs for staff and students based on updates in learning science.

204 Envision the Possibilities for Housing Marketing/Communications
Coronado M

Marty Takimoto, *University of California-Berkeley*; **Tonie Miyamoto**, *Colorado State University*

Housing marketing and communications has moved beyond just creating brochures to fill bed spaces. Today, media relations, visual communications, interactive media, logos and branding, public relations, business plans, and market strategies are all important tools in a student housing marketing/communications portfolio. Traditionally, housing programs have combined marketing efforts with areas like assignments or conference services. Today, successful housing organizations must develop integrated communications plans that reach audiences in new and exciting ways, and communicate to expanding markets and increasingly diverse audiences that include parents and internal stakeholders, as well as prospective students. This session will explore the changing face of housing marketing and communications and what it means to housing organizations. Participants will be given tools and resources to navigate the new world of campus housing communications and will have the opportunity to discuss topics including: centralized vs. decentralized services, in-house vs. third-party communications expertise, and managing communications and marketing with limited resources.

Participants will learn: 1) Insight on the evolving nature and growing importance of marketing/communications in housing programs. 2) A better understanding of the benefits of marketing/communications within housing organizations. 3) Information and resources to establish a centralized communications office or enhance existing communications services.

205 Love – Hate Relationship with Dining Services on Your Campus?
Durango 1

Michael Griffel and Gail Finan, *Bowling Green State University*

Residence life and housing programs are often viewed as being intricately connected with residential board and dining programs by students, their parents, and our customers. The common reality is that residential board and dining programs act as very separate, independent operating units-even adversarial at times regardless of official organizational reporting lines. Strong collaboration between residence life/housing and residential board/dining staff and programs is clearly everyone's desire and dream. This program will discuss several concrete steps that upper- to entry-level dining services and residence/housing staff have taken to greatly enhance daily working relationships and ultimately provide a much higher level of service to students-and even enhancing student learning. This program shows how a department can make strong evolutionary steps on the collaboration continuum from simply working together to true partnerships.

Participants will learn: 1) An understanding of concrete steps that can be taken to enhance dining services/residence life working relationships. 2) To assess dining services/residence life staff collaboration in order to enhance relationships towards true partnership. 3) An understanding of specific programs that can be done to enhance dining services/residence life staff collaboration.

206 Furniture's Green Footprint - The Beginning. The Middle. And if Done Right, the Future (*Corporate Connection Session*)
Coronado G

Allen Chouinard and Tom Hurd, *Adden Furniture*

The news in higher education today is consumed with green. From carbon, footprints to carbon offsets, from LEED certification to renew, restore, and recycle; it is all about the green. In all this talking the green talk, the question

becomes, who is actually walking the walk? Many factors affect greenness, including the reality of budgets and finite resources. A commitment to become green and a willingness to fund first steps is far more meaningful than grand ambitions unfunded or never initiated. Furniture can indeed be an achievable and consequential component in a commitment, in a responsible and significant plan to become greener. With furniture, however, qualifying what constitutes green goes far beyond finished product. In fact, it starts with materials, continues through manufacturing, and, if truly embracing green principals, lasts well beyond the original application. Our session will share how basic standards can be incorporated in the criteria for assessing greenness of furniture for residence halls and campus living. We will explore the composition of furniture materials, sustainability practices, environmental impact of manufacturing processes, and the potential for extended lifecycle of green furniture products that truly achieve the principals of renew, reuse, and recycle.

Participants will learn: 1) About green. From carbon footprints to carbon offsets; from LEED points and standards to renew, restore, and recycle. 2) Green does not have to be all or nothing. There are increments to green. A commitment; a plan to become green. 3) To explore the composition of furniture materials and sustainability practices, manufacturing processes, and environmental impact.

207 The Dream Team: An Honors Dean, A Housing Director, & A Developer: New Honors College at ASU
Coronado P

Mark Jacobs and Michael Coakley, *Arizona State University*, Jason Wills, *American Campus Communities*

Join the dean, the director, and the developer to learn about the innovative partnering approach which will result in Barrett -The Honors College

at ASU. This new facility will offer new housing to 1,700 students and will feature its own dining center, classrooms, cafe, faculty and administrative offices, and activity space. Amenities will include a fitness center, computer lounge and lab, amphitheater, classrooms, outside activity courts, and dining hall with covered terrace, garden, and special dining rooms for events. The honors college is designed to meet silver certification standards on the LEED Green Building Rating System and will feature a sustainable living community, with low-consumption plumbing fixtures, enhanced energy monitoring, a green roof, and organic garden offering students the opportunity to study and experience sustainable living concepts. "Barrett combines the caring and advocacy of a small, residential four-year college with the vast resources of a large Pac-10 research university," says Mark Jacobs, Barrett dean. "This new campus will stand alone among honors colleges for the size of the campus and the comprehensiveness of services arranged in one place."

Participants will learn: 1) Unique methods to include students and the community in the design process. 2) How LEED standards were integrated into the development plan. 3) How colleges and universities can preserve their credit capacity to fund core academic infrastructure.

208 Dream Green
Yucatan 3

Darcy Canseco, *University of Washington*

Be a part of the dream of going green on college campuses today. Hear about the integration of sustainable lifestyles into campus housing in the United States, Canada, and Australia, including green housing, student gardens, and more. Additionally, there will be a case study of the current work being completed at the University of Washington by a residence hall student group called Students Expressing

Environmental Dedication (SEED). There will be a full description of the group's organization, as well as SEED's past accomplishments and current projects. SEED is sponsored by and works closely with Housing and Food Services (HFS) at the UW in order to address issues such as recycling, conservation, and composting within the halls. Darcy Canseco, SEED Advisor, will discuss the group dynamics and how to effectively advise and support environmental groups. Additionally, she will explain the lasting impression SEED is making at the UW and how SEED and HFS are moving forward together to improve the lives of residence hall students. Lastly, you will hear how all of these great projects can be applied to other college campuses in order to help us all dream a little more green.

Participants will learn: 1) About some of the sustainable practices implemented on college campuses internationally. 2) About the amazing work and dedication of the University of Washington residence hall student group SEED. 3) The excitement of advising an environmental group and how you can begin to dream green on your campus.

209 Discover the Magic in Your Stories
(WACUHO Best)
Coronado N

Patty Aijian, Jeff Wesson, and Liberty Freeman, *University of California-Santa Barbara*

Storytelling is magical. As transformational leaders it is essential to learn the art of storytelling and watch its impact on the lives of those we influence. Our lives are made up of rich and valuable life stories to be used for the purpose of teaching, inspiring, correcting, and instructing. The art of telling these stories involves a deliberate process of self-reflection and discovery. As our magician displays his magic, so will you come to experience the magic in telling your stories in the workplace. This session will be both reflective and experiential.

Participants will learn: 1) The value and positive impacts of storytelling in the workplace. 2) The magic in surfacing and telling your stories. 3) The influential applications of storytelling in the workplace.

210 ACUHO-I Book Club (*Association Sponsored*)
Yucatan 2

Tony Cawthon, *Clemson University*

Participate in the first ACUHO-I Book Club! Join in a discussion with colleagues, lead by Scholar-in-Residence Dr. Tony Cawthon, about how Patrick M. Lencioni's New York Times Best-Seller book, *The Five Dysfunctions of a Team: A Leadership Fable*, can be utilized in your organization. "Throughout the story, Lencioni reveals the five dysfunctions which go to the very heart of why teams, even the best ones, often struggle. He outlines a powerful model and actionable steps that can be used to overcome these common hurdles and build a cohesive, effective team." - Publisher.

Participants will: 1) Share with colleagues their thoughts on the book *The Five Dysfunctions of Team*. 2) Discuss how the themes in the book apply to their work.

211 Follow-up Session with Ed Spencer, Featured Speaker (*Association Sponsored*)
Fiesta 6

Ed Spencer, *Virginia Tech*

Dr. Edward Spencer, today's featured speaker, will do this follow-up session to give attendees the opportunity to interact with him and to ask questions about his earlier presentation ("Virginia Tech: Tragedy, Response, and Recovery") on the April 16, 2007 tragedy.

212 Assessment of Student Learning and Development in Residence Halls: Final Report of an ACUHO-I Sponsored Research Study

(*Association Sponsored*)

Fiesta 3-4

Dale Fuqua and Bob Huss, *Oklahoma State University*

This presentation will be the third and final report regarding an ACUHO-I sponsored research study to identify the essential elements of an environment conducive to the development of the multidimensional aspects of student learning and development. This project constructed an instrument that can be used to assess experiences in a residential setting. The instrument can be used by ACUHO-I members. The instrument will be shared with its full statistical development data. Reliability and validity scores for the instrument are very high. An example of combining this instrument with an instrument to assess student development will be shared. Participants will receive information on how they can recreate this effort on their own campuses. Recommendations on how to use this information for the future will be determined by interaction in the program.

Participants will learn: 1) The results, including statistical data of the development of a survey instrument. 2) How to utilize this information on their own campuses. 3) Students' reported experiences and learning in residence halls.

213 TLC for New Staff: Envisioning Their Successful Transition
Fiesta 1-2

Thomas Ellett, *New York University*

How do new professionals in residence life/housing determine if this is the career for them? Using research and information focused on mentorship and new professionals' needs, this session will provide a framework for understanding how professionals further develop and commit to housing and residence life as a profession. Using institutional data from spring 2007, New York University developed the

Transition Learning Community (TLC). Come learn how NYU has modeled a successful program for the support and career development of new professionals coming to the department.

Participants will learn: 1) Ways to assess the needs of new professionals at their institution. 2) To identify key components of mentorship that assist in the development of new professionals. 3) To analyze their campuses and the current climate for new professional challenges and success.

214 Supporting the Dream of First-Year Students: Helping Them to Realize the Possibilities
Coronado R

David Butler and **Darlana Jones**, *Educational Benchmarking (EBI)*; **Sherry Woosley**, *Ball State University*

First-year students face a variety of obstacles and barriers during their first year of college. Residence hall professionals are in a unique position to support first-year student success and their efforts can be enhanced through effective use of assessment data. Surveys are often useful for campus administrators, but how often do they impact the individual college student? Making Achievement Possible-Works (MAP-Works) online assessment uses a series of surveys in a unique way to support first-year student success. Information is provided directly, and quickly, to the first-year students and residence hall professionals. Come to this program to learn how your program can use assessment information to support first-year student transition, student learning, and retention.

Participants will learn: 1) The initial issues, as well as the on-going issues, of first-year student adjustment. 2) Understand and discuss the role that residence life professionals play in supporting first-year students. 3) Understand

and discuss how assessment results can support and enrich their efforts.

215 So, You Think You Have Bedbugs---What Now? (*Apartments Best*)
Coronado C

Wayne Walker, *University of Florida*

Bedbugs continue to be an increasing problem for campus apartments and off-campus residences. This program will examine the significance of the bedbug problem and provide information on how to recognize the problem. We will explore the latest inspection and detection techniques utilizing bedbug detecting dogs. Information will be presented on the latest treatment methods and new procedures that have been developed. The attendees will be provided the latest information from the on-going research on the bedbug problem.

Participants will learn: 1) Insight into the significance of the bedbug problem and acquire the ability to recognize the problem. 2) About developments in inspection techniques that utilize canines as the primary source of detection. 3) The ability to make an informed choice in the treatment methods and products utilized in the control of bedbugs.

216 Pop! Goes the Student - The Affects of Popular Culture on Our Students and Careers
Coronado Q

Jamie Workman, **Grant Walters**, and **Victoria Arndt**, *Miami University*

Timbaland, YouTube, Tila Tequila...what are students talking about? Pop culture has a continuous impact upon the lives of our students, and therefore our profession. As professionals, we have a responsibility to keep up with the times in order to serve them better. This presentation will provide participants a better understanding of what's "in" right now and how our profession can adapt to an ever-

changing popular culture and the student body while still maintaining our initial goals of student service and education.

Participants will learn: 1) Knowledge of pop culture trends and how they affect today's college student. 2) Have opportunities to express concerns on their campus and receive feedback/suggestions on ways to address those issues. 3) Strategies of ways to embrace popular culture as a means to provide service and enhance learning.

217 Strengthening Residence Hall Safety – Best Practices from the Great Urban Universities
Fiesta 7-8

Glenn Rosenberg, *AlliedBarton Security Services*; **Marlon Lynch**, **Mark Bandas**, and **Heath Garton**, *Vanderbilt University*

Protecting an institution's residence halls is a job requiring diligence, sensitivity, and experience. Experience tells us that as the lights go down on a university campus, youthful activity energizes and incidents rise. It also tells us that a disciplined approach to controlling residence hall access, enhancing support for nights and weekends, and increasing community awareness of public safety issues requires diligent, well-trained security staff working in and around student-centered facilities and residences. Many schools are weighing their local risks, their opinions informed by local statistics, but shaped by national trends and events and are examining the risks of students overseeing other students and the difficulty of managing a student labor force responsible for security. This session will highlight how Vanderbilt University assessed its options after an incident sparked campus concern in 2005. The University's Police Chief and Residential Life representative will discuss the criteria used in evaluating its options. The presenters will also discuss the unique training requirements that enable security officers to

acclimate to the culture and policies of the university.

Participants will learn: 1) Of the risks and issues involved with students providing security for fellow students. 2) To manage campus discussions and involve key stakeholders to assess the need for professional security support. 3) The special training requirements for acclimating a contracted security service into the residence life culture.

218 Envision What You Could Do With a Little More \$\$\$\$
Coronado D

Stephanie Lynch, *Georgetown University*

Over the last two years, Georgetown University's Residence Life Office has been able to secure an additional \$450,000 during tight budgetary times. Discover the process that we implemented to move forward our dreams for a more comprehensive department. Participants will have the opportunity to reflect on their institutional climate in addition to participating in small group discussions on developing and implementing a budget proposal.

Participants will learn: 1) To reflect on institutional mission and how to use information gathered to their benefit. 2) To develop and implement a budget proposal for additional funding. 3) Strategies for proposing additional funding.

Roundtable Discussion 1- 4 p.m.-5:15 p.m.

**RT 101 From Dreams to Nightmares:
Addressing First-Year Student
Behavioral Issues**
Coronado Q

Ali Martin Scoufield, *Southern Methodist University*

Being a hall director in a first-year student building is challenging. Often, first-year student buildings have higher rates of behavioral issues

and judicial concerns. First-year students away from home for the first time, test boundaries, succumb to peer pressure, and make poor decisions that can have life-changing results. The purpose of this roundtable is not to complain about the various and sometimes creative problems our residents cause, but to constructively brainstorm ways of addressing issues. By putting our heads together, we can develop creative means of handling situations that many of us encounter. The session will feature focused discussions on issues such as alcohol, vandalism, peer pressure, community building, and roommate conflicts. Each topic, as well as other topics suggested by the group, will be given an equal amount of discussion time where suggestions and examples will be shared. This program is intended to assist those of us charged with working with first-year students to address issues fairly, consistently, creatively, and with impact. We will focus on solutions that are transferable across institutions.

Participants will discuss: 1) Some common behavioral issues first-year students experience while in college. 2) Successful, easily transferable ways of addressing behavioral issues. 3) Common causes or links between behavioral issues and the first-year student experience.

RT 102 Academic Initiatives Roundtable
Fiesta 3-4

Terra Peckskamp, *Syracuse University*,
Joshua Lawrie, *Eastern Illinois University*

Many residence life programs assert somewhere in their mission statement or goals that they strive to “create a positive academic climate” or “support academic success” in their residence halls. What does this mean? What does that look like? How is it done? Many institutions have implemented living-learning programs as one strategy to create a positive academic climate. What about residential communities that aren't connected to a living-learning program? This

roundtable discussion focuses on concepts related to creating a supportive and positive academic climate in the residence halls, beyond living-learning programs. After a short overview of current literature connected to academic climate, participants will have the opportunity to discuss what a “positive academic climate” entails and share strategies on how to create environments that support academic success. Participants are asked to bring a few copies of any materials they might have to the session (if possible).

Participants will discuss: 1) Current resources and relevant literature for developing and supporting academic initiatives in the residence halls. 2) What qualities go into making up a positive academic climate. 3) Ideas and strategies beyond living-learning programs for creating a positive academic climate in the residence halls.

RT 103 Greek Housing Roundtable
Discussion
Coronado N

Tom Kane, *University of South Florida*

Greek organizations present challenges to traditional housing practices. Their alumni want an active role in housing decisions, the members want to control behavioral standards within their living space, the chapter officers ask interesting questions, and your authority often seems to be in question. Dare to dream, but there are very successful Greek communities operating on campuses across the country. Come and learn strategies to enhance your relationship through discussion of best practices in Greek Life.

Participants will discuss: 1) Experiences of Greek organizations living in housing. 2) Current Greek housing standards, legal relationships, approaches to alumni relationships, and codes of conduct. 3) Current Greek housing design.

RT 104 Marketing Roundtable
Coronado M

Tonie Miyamoto, *Colorado State University*;
Marty Takimoto, *University of California-Berkeley*

The marketing roundtable presents an opportunity for participants to engage in a discussion about the role of marketing within housing programs. The discussion will be based on current trends and communication methods in the field. Participants will also have an opportunity to discuss marketing challenges and/or opportunities they are currently experiencing in their program.

Participants will discuss: 1) The role of marketing within housing programs. 2) Current marketing trends. 3) Marketing challenges and opportunities in their program.

RT 105 Partnering with Parents and Family: College Housing Programs Meet the Challenge
Fiesta 7-8

Diane Schellinger, *St. Cloud State University*

Join us for a roundtable discussion to explore the challenges and opportunities college housing programs encounter in partnering with parents and family. Come prepared to share information with other conference participants as it relates to your institution and program; look at best practices, communication tools and technology, and the impact of collaborative efforts regarding involvement of families in campus events. Walk away with additional ideas, resources, and a renewed enthusiasm to embrace parents proactively, resulting in enhanced student success.

Participants will discuss: 1) Best practices as presented at the recent APPI (Administrators Promoting Parental Involvement) Conference in Boston, MA. 2) Effective communication efforts and discover the publication tools and technology used by a variety of institutions. 3) How collaborative events such as orientation,

family weekend, and commencement all impact success in the program.

RT 106 Hiring Our Student Staff Groups
Yucatan 3

Victoria Arndt, *Miami University*

Most colleges and universities residence life programs employ students in some position. Some of these are resident assistants/advisors, programming associates, hall assistants, desk assistants, and student security. We have applications due, conduct interviews, and implement hiring/selection processes of these student staff. We rarely get the opportunity to discuss best practices with our fellow institutions. The participants of this roundtable session will have the opportunity to have these discussions and take back ideas and methods to home institutions. Sharing of materials from home institutions is highly encouraged.

Participants will discuss: 1) Application, interviewing, and selection processes of student staff. 2) Use of current student staff in the application, interviewing, and selections at home institutions. 3) Resources in colleagues who conduct these tasks similar to themselves.

RT 107 Envisioning Our Dream for Women in ACUHO-I
Fiesta 1-2

Ann Marie Klotz, *DePaul University*; **Julie Payne Kirchmeier**, *Southern Illinois University, Carbondale*; **Laurie Berry**, *University of Southern Indiana*; **Michelle Hopper**, *Eastern Illinois University*

In April of 2007, the AAUW released a report entitled "Beyond the Salary Gap" in which many issues impacting salaries, career advancement and equity were discussed. This roundtable session is designed to provide participants with an opportunity to learn about and discuss these issues in greater detail, as well as begin a conversation about what women in the housing

profession need from our international association. Information will be shared back with the board of ACUHO-I in order to frame further association programs, discussions, and activities.

Participants will discuss: 1) The latest AAUW study concerning salary gap and advancement issues for women's career advancement. 2) Issues facing women in the university housing profession. 3) What is needed from ACUHO-I and regional associations regarding women's issues in our field.

RT 108 Does Size Matter?

Yucatan 2

Christopher Kasik, Katherine Hale, and Tuan Vu, Pratt Institute

Many residential life and housing programs at small or specialty schools have limited resources (money, facilities, personnel, institutional support) but have the expectation via constituencies to act in, what most consider, big school ways. These expectations run the gamut from cutting-edge technologies to learning-centered living to diverse housing options meeting the needs of an ever-widening array of students. These constituencies include students, parents, staff, and the institution itself, which, in some cases, may not provide the resources necessary to support them. Is it possible to meet these expectations and utilize small school resources in big school ways? Join in the discussion.

Participants will discuss: 1) How institutional differences affect their ability to meet expectations of constituencies. 2) Valuable insight from colleagues about institutional practice with limited resources. 3) A greater appreciation of their accomplishments and/or potential for growth.

Monday, June 23

Today's Featured Speaker

Moving Out of First Gear

Monday, June 23, 8:30-9:45 a.m./Fiesta 6
Susan Komives, professor of College Student Affairs, University of Maryland

Identifying and assessing learning and developmental outcomes for residence life experience has become a priority agenda. Spurred internally by the Council for the Advancement of Standards in Higher Education (CAS) and the ACPA/NASPA report on Learning Reconsidered and fueled externally by the Spellings' Commission and accreditation visitors, ACUHO-I joined several associations with *Learning Reconsidered 2*. President-Elect of CAS and co-author of *Learning Reconsidered*, Dr. Susan R. Komives will critique the status of the learning and development outcomes efforts with an emphasis on the process issues for a campus adopting this outcomes assessment approach.

Susan R. Komives is professor of College Student Affairs at the University of Maryland. She is the former president of the American College Personnel Association and a former Vice President for Student Development at two colleges. She is president-elect of the Council for the Advancement of Standards in Higher Education – a 37-association consortium advancing standards of practice and self-assessment. She was a member of the NASPA/ACPA team that wrote *Learning Reconsidered* and *Learning Reconsidered 2*, as well as the ensemble that developed the *Social Change Model of Leadership*. Komives is co-editor of two editions of *Student Services* (Jossey-Bass 1996, 2003), co-author of two editions of *Exploring Leadership: For College Students Who Want to Make A Difference* (Jossey-Bass 1998, 2007), *Management And Leadership Issues for a New Century* (Jossey-Bass 2000), and co-editor of *Handbook of Student Leadership Programs* (National

Clearinghouse for Leadership Programs, 2006). She is co-founder and Research and Publications editor for the National Clearinghouse for Leadership Programs and a Senior Scholar with the James MacGregor Burns Academy of Leadership. She currently is co-PI of the Multi-institutional Study of Leadership project, a 52-campus study of college student leadership outcomes and campus practices that contribute to those outcomes with over 63,000 respondents. Komives is the Spring 2006 recipient of both the NASPA Contribution of Scholarship and Literature Award and the ACPA Contribution to Knowledge Award. She has been honored as a NASPA "Pillar of the Profession" and was the 2004 recipient of the NASPA Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member, and by ACPA with the Esther Lloyd Jones Professional Service award, is a Senior Scholar Diplomat, and as an ACPA Diamond honoree.

Interest Session 3 8:30-9:45 a.m.

301 Unlocking the Door to Apartment Management Yucatan 3

Gina Brasty and **Becky Sierp**, *University of Maryland Affiliated Housing*; **Trisha Wells**, *Capstone Management*

The privacy and amenities offered by apartment living are extremely popular among the current generation of college students. Consequently, more institutions are building apartments and shifting housing professionals from managing residence halls to managing apartments. If you are in this group, or if you are going to oversee a single-student, undergraduate apartment community for the first time for some other reason, this program is for you. We'll focus on the key differences between residence halls and apartments and how to alter your management methods to accommodate these differences. From community building to lock outs to RA roles, we'll share techniques that have been

proven to work in apartments. Our discussion will be full of practical tips to make your apartment community a smooth-running operation. In addition, we'll talk about the advantages and challenges of running a 12-month operation as many campus apartment communities are on a different calendar than residence halls. Be ready to explore the apartment community from top to bottom!

Participants will learn: 1) To identify the differences and similarities in community development and staffing required for student apartment communities. 2) To closely examine the challenges created by a 12-month operation and strategies to make transitions successful. 3) To identify the differences and similarities in service provision techniques required for student apartment communities versus student residence hall communities.

302 Totally Wired: How Video Games Are Influencing our Students Coronado M

Matthew Kring, *Iowa State University*

Save the world, win the Super Bowl, defeat terrorism, play guitar like a rock star and destroy enemy planets. Although this may sound daunting, it is just a day in the life for many of our students who play video games. Indeed, for many of our traditional-aged students, playing video games has become a passionate hobby in which hours of time have already been spent. These games have shaped our students lives and are continuing to influence their college experience. This session is designed to give information about the "gamer generation" as well as interact to develop strategies in working with this unique group of students.

Participants will learn: 1) How video games influence our students' lives. 2) To identify challenges and strategies in housing affairs as related to working with students in the gamer generation. 3) Effective student development

techniques to facilitate continued growth among our students in the gamer generation.

303 Envision the Possibility, Equip the Students

Fiesta 1-2

Elizabeth Wallace, Johnny Robinson, Shelly Conboy-Brown, and Gary Stout,
Tarleton State University

Have you ever wondered what makes two equally intelligent students approach their educational endeavors so differently - one soars to new heights and the other can't make it to class? We believe that the key to understanding the difference is the construct of resilience. Resilience has been defined as, "a dynamic process encompassing positive adaptation within the context of significant adversity (Garmezy, 1990; Luthar & Zigler, 1991) as cited by (Luthar, 2000)". Snyder (2005) presented a succinct summary of resilience as "how to cope and utilize positive behavioral patterns under stress." This presentation will explore the role positive emotions hold for academic success and provide attendees with tools to test their own and others' resilience. Attendees will receive tools to enhance four critical areas: "To overcome the obstacles of childhood; to steer through the everyday adversities; to bounce back and move forward; to reach out so that you can achieve all you are capable" (Reivich, 2002). These tools may be used with students and staff members and hold a critical place in helping further the understanding of the importance of positive psychology.

Participants will learn: 1) To understand the components of resilience and its relevance to students and the work housing professionals do. 2) To identify adversities, core beliefs that affect how individuals react, and gain skills necessary for coping appropriately. 3) To recognize common thinking traps that lessen resilience, learn to detect these traps, and avoid inaccurate assumptions.

304 Building a Sustainable Future for Universities and Their Neighboring Towns

Durango 2

Jon Grant, *Grant Architects, LLC*; **Greg Filipek** and **Tom Fore,** *Sora Holdings, Inc.*; **Joseph Orlins,** *Rowan University*; **Joe Brigandi,** *Borough of Glassboro*; **Joe Goetz,** *JGSC Group*

Overview: This program will discuss the creation of the joint venture development program with Rowan University and the city of Glassboro, New Jersey. The program involves the demolition of approximately 35 city blocks of margin housing that existed between Rowan University and Glassboro's main street. These 35 blocks are in the process of becoming a new extension of the main street which will blend the needs of students, citizens, and visitors to the New Jersey campus. Program components include 880 beds of student housing, a hotel, a conference center, and a Barnes and Nobles bookstore. The first floor retail components include: Urban Outfitters, Starbucks, Trader Joe's, and Bonefish Grill. The second floor encompasses both office and apartment space.

Participants will learn: 1) To understand the issues that need to be resolved to create a joint venture between a university and a city. 2) To understand the selection of a master developer in order to ensure project timeframe and quality. 3) To understand the financial model that will make the project economically successful and improve the life for all stakeholders.

305 Best Practices in Housing Assignments

Durango 1

Mannix Clark, *University of Minnesota, Twin Cities Campus*; **Cole Spencer,** *University of Illinois at Urbana-Champaign*; **Emily Glenn,** *ACUHO-I Central Office*

The presenters will share their findings from a second year of surveying housing assignment

professionals and share the best practices for housing assignment professionals. The program will also feature examples of “best practices” from several institutions that may work at your college or university. The ACUHO-I corporate librarian will share with participants how the resources at the international office may assist assignment professionals in doing their job.

Participants will learn: 1) The best practices in housing assignments based on survey responses from their peers. 2) Resources at the ACUHO-I office that may be beneficial to assignment officers. 3) Other assignments practices and be given contacts for resources at other institutions.

306 It's a Small World, After All - Internationalizing the Recruitment of Housing Professionals
Coronado F

Grant Walters, *Miami University*

With the development of an international scope in many student affairs organizations, several institutions in the United States and Canada have begun to recognize the feasibility and merit of recruiting professionals and paraprofessionals from across their respective borders. For students, full-time candidates, and employers, the pursuit of international prospects requires knowledge of an entirely new set of processes and practices. This informative session will explore the basics and American and Canadian immigration laws and practices, outline professional and student visa programs, and clue participants into helpful hints and advice from the presenter's own experience.

Participants will learn: 1) About visa and immigration processes for international professionals, including procedures, criteria, and limitations. 2) About options and support programs available to international graduate students and interns visiting US institutions. 3) Common issues affecting international

professionals and students and resources available for advice and support.

307 Envision the Possibilities a CAS Review Can Provide
Coronado E

D'aun Green and **Sean Duggan**, *Texas Tech University*

Does the phrase “CAS review” send chills up and down your spine? If you will be participating in an upcoming CAS review for your department, please join us as we process through the components of a review, the process we utilized to gather an extensive amount of data, the review process, and the writing of the review report. We will share our best practice tips, as well as solicit feedback from those participating in this program. We will also discuss utilizing an ACUHO-I standards review as a compliment to the CAS review. This will be a hands-on session where we will share everything we have learned throughout this past year and the goals we have set for the future. The beauty of a review process is that it can help your department envision the possibilities and help make dreams become realities.

Participants will learn: 1) To identify the key components of a CAS Review for Housing & Residence Life. 2) To discuss the challenges faced when preparing and completing a CAS review. 3) An understanding of best practices when preparing and completing a CAS review.

308 It Takes a Village: It's Beyond Collaboration, It's Developing Society
Coronado N

Lynne Deninger, **AIA, LEED** and **Craig Hamilton**, **AIA, LEED**, *Cannon Design*; **Marc Robillard**, *Boston University*

The culture of a university campus is driven by the diversity and elevating expectations of the student population, technology, and integration

of academic with experiential learning. Competition has intensified for students and faculty. Never has there been a more demanding constituency. To improve the quality of student life, three customer-focused universities have adopted different approaches. USC Residential College at Parkside creates a "residential college" precinct maximizing indoor and outdoor programming spaces/opportunities including, outdoor green spaces and classrooms, study spaces and offices - all conducive to building relationships among students and resident faculty - immersing students in a true educational environment. Boston University's John Hancock Student Village - a 10-acre hub of activity encompasses all aspects of student life within one neighborhood. It is designed to be a thriving center of student life at a revitalized and more unified campus. Nova Southeastern University, known primarily as a graduate school, embarked on an initiative to expand undergraduate programs and population. With a new "fusion" student center, the university built a student residence for those in the same academic field, social club, or like group. This presentation will examine of how these campus experiences equalize or differentiate them among their peer group of institutions.

Participants will learn: 1) How the development of a neighborhood student village atmosphere can increase student satisfaction, retention, and academic success. 2) Visioning/goal-setting processes that are used to translate and incorporate residential and academic goals into architecture and tools used to prioritize strategic objectives. 3) The importance of stakeholder collaborations and the value of architects working closely with university constituencies in the planning and design process.

309 Cross-Cultural Mental Health Needs of College Students
Fiesta 7-8

Suzan Kuc, *St. John's University*; **Ryan Gardner**, *University of Michigan*

College students face burgeoning autonomy and responsibilities. While navigating their way through college, they are commonly subjected to stress, academic concerns, anxiety, depression, substance use, and sexual identity concerns. To help ensure academic success, it is paramount to address students' concerns, particularly those affected or exacerbated by mental health needs. This interest session will examine mental health concerns of college students, including typical symptoms of disorders, on- and off-campus resources, training of student affairs professionals, including effective crisis management, and how staff can become more cross-culturally competent to help students in need.

Participants will learn: 1) The symptoms of mental health illnesses, such as depression. 2) Cultural trends, responses, and manifestations of mental illness. 3) How to respond to a mental health crisis.

310 Do We Know Freshmen!
Coronado P

Wendy Walsh and Jeffrey Walsh, *Lock Haven University*

This workshop will explore the typical freshman's trials and tribulations in the first semester of their college life. We will discuss the emotional, environmental, and physical changes a freshman experiences in the residence halls and classrooms. Freshmen from a mid-size residential college were surveyed in their second semester (now labeled "successful"). The survey helped us identify, from a first-year student's perspective their needs, expectations, and suggestions that they were aware of. This compilation allows us to plan strategies that will help new students become successful in college.

Participants will learn: 1) A greater awareness of the needs and expectations of

freshmen, resulting from a freshmen survey. 2) A broader perspective and insight of other professionals views on freshmen trends in and out of the classroom. 3) To reconnect with their own experiences and address their roles in freshmen development.

311 Building Effective Social Capital within Electronic Social Networks

Fiesta 3-4

Luce Buitleur Andrews, *University of Newcastle*

Current electronic social networks such as YouTube, Facebook, and MySpace are pregnant with possibilities for the development of transferable social capital. Social capital is a concept grounded by psychosocial research that is now progressing into communications theory. This session will examine how electronic social networks can be harnessed by your college to build positive social capital and then aim to transfer that asset into your community or education programs. Grounded in the social influence work of Turner, we will explore the schemas that result in positive social capital. We will explore the ways in which these actions are already used, and how to grow those current practices into highly successful communication strategies. Electronic social networks, or communities, are a revolution and a key part of the social connections of millennial generation tertiary students. Colleges need to examine the ways in which they believe communities are formed and how youth effectively communicate. We can no longer stay with what is known and comfortable to us. As change agents residential colleges are perfectly placed to be at the forefront of social, administrative, and educational network integration.

Participants will learn: 1) The psychosocial and communications theories that underpin the concept and development of social capital. 2) Effective ways of utilizing electronic social

networks to better support college and community programs and participation. 3) Concrete steps towards the better integration of developing electronic communication media and administration processes.

312 College & University Surplus to a Sustainable Future (*Corporate Connection Session*)

Coronado G

Mark Berry, *Institution Recycling Network*

The Institution Recycling Network (IRN) has been providing, campus surplus removal services for five years. These services match each campus' surplus dorm, classroom, office and athletic equipment with our network of charitable agencies, which place the material throughout the world to benefit those who have been impacted by natural disasters or economic hardships. IRN has loaded almost 1,000 overseas containers destined for over three dozen countries throughout the world over the last four years from campus locations in 15 states in the US. With an inventory provided by each campus, IRN can provide turn-key operations complete with movers and on-site coordinators to support roles in providing campus staff with instructions and scheduled sequenced trucking destined for the targeted recipient agency. All campus clean out projects provides each institution with significant cost savings to satisfy the bottom line, as well as an impressive public relations story ready for media consumption. Post project portfolios demonstrate each campus' surplus in place in a village stricken by a hurricane, tsunami, famine, or other disaster. References from every project are available nationwide.

Participants will learn: 1) How easy IRN's Surplus Property Program is with testimonials and examples of other campus' efforts. 2) Significant savings which the IRN Surplus Program can show at any campus compared with traditional disposal. 3) Environmental

impact and tremendous green campus message sending campus surplus to disaster relief efforts can provide.

**313 Am I Living It Right?
Understanding and Surviving the
Quarter-Life Crisis (AIMHO Best)**
Coronado Q

Summer Burke and Gretchen Wesbrock,
Northern Arizona University

John Mayer's "Why Georgia Why" asks what many twenty-somethings wonder: How do I know I am doing it right? The quarter-life crisis impacts many people in their twenties and thirties. Fewer markers for success means life after college can challenge the emerging generation to wonder if they are living life the right way. This program will reference scholarly and popular references to substantiate the quarter-life crisis for anyone experiencing it, and those who are working with or in relationships with people going through it.

Participants will learn: 1) To understand and accept the quarter-life crisis as a real stage of personal growth and development. 2) Identify the four main issues surrounding twenty-somethings and provide suggestions for growth. 3) To provide useful resources and materials to assist in the process of the quarter-life crisis.

**314 Understanding Your D.R.E.A.M.
(Developing Resources Essential to
the Advancement of
Multiculturalism) (SEAHO Best)**
Coronado R

Kayla Hamilton, *Emory University*

Diversity, cultural sensitivity, and political correctness-these are terms we use when we train our staff. Often we talk the talk, but do we walk the walk? In this program, we will talk about our own biases and issues about diversity. This session will allow participants to reflect on their experiences, both personal and

professional and how this shapes the work we do with college students. The focus will be on defining, exploring, and raising self-awareness as it relates to our bias and our work as housing officers.

Participants will learn: 1) To examine diversity from a personal perspective by identifying personal and professional biases. 2) To develop a greater understanding of diversity's relevance to our field. 3) Multicultural competencies and their role with our students and staff.

**315 Bedbugs: How Stanford University
is Dealing with These Pesky
Creatures in an Open and
Forthright Manner**
Coronado D

**Michael VanFossen, Imogen Hinds, Rodger
Whitney, Mia Love, and Richard Skalsk,**
Stanford University

"Sleep tight, don't let the bedbugs bite" is more than just a ditty in 2008. How do we keep bedbugs away from our campuses? What do we do when they are discovered in our residence halls? We all want to provide clean and bug-free environments, so what do we tell our residents, parents, and staff when we find out that a student room has an infestation of bedbugs? Bedbugs are a worldwide issue that is showing signs of continuing growth. Both nationally and internationally, bedbugs have been discovered in five-star hotels, a host of college and university campuses, and other community living environments. This informative session will illustrate how we have dealt with the bedbug issue on our campus. A licensed entomologist will talk about treatment options and some of the myths surrounding bedbugs and their disease-carrying abilities. Our administrators will speak to student impact, cost implications, and media responses surrounding this pesky creature.

Participants will learn: 1) A comprehensive action and communication plan that is appropriate for all institutions dealing with bedbugs. 2) From and ask questions of a licensed entomologist; one who has been instrumental in developing Stanford's response. 3) Benefit from a holistic presentation with many speakers covering a variety of topics relating to this complex and sensitive subject.

316 How the Binge Drinking of New Zealand College Students Affects Residence Hall Management (NZATEAP Best)
Coronado A

Brett McEwan, *University of Waikato*

This presentation will give an overview of a PhD research project undertaken by the presenter, assessing the drinking behavior of on-campus residential students at the University of Waikato, Hamilton, New Zealand. A summary of the research findings will include data on residential student drinking behavior and its effects, the role of alcohol use within New Zealand's student culture, and what behaviors residential students are undertaking to keep safe while drinking. The researcher will discuss the findings including that residential students' binge drinking behavior is not an accident and that most residential students monitor their binge drinking behavior to a specific level of intoxication. The researcher will outline the significant drinking behavior differences found between various international student groups and provide some insight into why students originating from the USA were found to be the international group drinking most hazardously. The researcher will discuss how these research findings have impacted residential staff training and residence policies. In conclusion, the research findings will be contextualized within the wider New Zealand drinking culture.

Participants will learn: 1) About the findings of a PhD study assessing resident student

drinking behavior and its implications for staff. 2) That resident student binge drinking behavior is pre-determined and self-monitored to a specific level of intoxication. 3) About New Zealand's drinking culture and how this culture impacts upon the management of student residential accommodation.

317 Beyond the Dream: The Challenges and Opportunities of Community College Student Housing Administration
Yucatan 2

Michel Ouellette, *Cochise College*

In the last few years, with the cost of four-year institutions increasing significantly and the concern of students "getting lost" on larger campuses, more and more two-year colleges have expanded their range of services to include student housing. Community and junior colleges are either building their own residences or have found interested developers willing to partner in building and securing accommodations for an increasing larger student population, as many coming from further and further away. The relatively small size of these new operations, one or two housing professionals are often expected to assume a wide array of duties that would normally involve five or six different housing professionals at larger institutions. In addition, the housing professionals are asked or be expected to get more involved in the academic life of the institution, often teaching one or two courses, taking part in committee work associated with the curriculum, and generally assuming the role of associate faculty member at the institution. The session will examine the emergence of student housing on the community college scene and the inclusion of on-campus housing to former commuter settings. Participants will learn how on-campus communities have changed the landscape of community colleges, particularly in the areas of student engagement and student leadership development.

Participants will learn: 1) The varied skill sets required by a community college student housing administrator/educator. 2) The nature of community college student housing and varied demands on professional skills and expertise. 3) Ways to address the multiple demands of community college student housing administration.

318 Writing for Publication for New(er) Writers: A Hands-On Workshop (Association Sponsored)
Coronado S

Phyllis McCluskey-Titus, *Illinois State University*; **Paul Jahr**, *Georgia College and State University*; **Craig Schmitt**, *University of Dayton*; **Tony Cawthon** and **Kathy Hobgood**, *Clemson University*; **Ryan Davis**, *University of Maryland*; **James Baumann** and **Camille Perlman**, *ACUHO-I Central Office*

This conference session will introduce “newer writers” to the process of becoming published in professional journals and newsletters. The format for the session will be a hands-on workshop and participants should bring an idea and some “research” with them to work on. This research could include a conference program you have presented, a draft of a paper written for a class, an outline of an idea in process, or a research/assessment report you have completed for work. Informational and practical/applied topics to be covered in this session include: Types of manuscripts and professional writing opportunities, developing an idea or topic for publication, actual writing process, the publication process, and publication opportunities with ACUHO-I. Members of *The Journal of College and University Student Housing* Editorial Board will conduct this creative and participative session and encourage anyone, at any level, who is interested in beginning to write to join us.

Participants will learn: 1) Scholarly writing in a workshop format. 2) To identify topics

appropriate for different publication outlets. 3) Publishing opportunities and the process of becoming published.

319 Celebrate the Dream of Customized Residence Life Software (Corporate Connection Session)
Coronado T

Chad Elliott and **Derek Hemmes**, *eRezLife*

Envision the possibilities of collaboratively creating your customized residence life software system that truly integrates your specific information collection needs and unique workflows. Celebrate the dream of this information management system being customized, user friendly, intuitive, and accessible 24 hours a day, seven days a week. eRezLife is a fully web-based information management suite targeted to residence life operations, which can be customized to include the needs of various student affairs departments. eRezLife offers “one-stop shopping” for your students, staff, and information management needs. Celebrate the dream of enhanced communication and coordination within your department and other departments across your campus community. Information is centralized into individual student profiles, which can be made available to student staff, managers, and administrators. Envision the possibilities of your ideal residence life information management system. It may include different modules, but is not limited to staff application and selection, surveys and evaluations, program management, academic success, residence hall government, guest management, judicial, and assignments.

Participants will learn: 1) How to enhance their residence life information collection processes and improve workflow efficiencies by using eRezLife. 2) How eRezLife generates custom reports and summaries to help identify trends for timely and effective decision making.

3) How eRezLife will enhance their service to students, staff, and administrators.

Interest Session 4 - 10:15-11:30 a.m.

401 Celebrate the Newest Generation: Strategies for Supervising the Millennial Generation of Live-In Housing Professionals
Coronado D

Jennifer Jacobson, *University of Illinois at Chicago*; **Ann Marie Klotz**, *DePaul University*

"The Millennials are coming!" As the Millennial Generation enters the work force they are also entering the field of student affairs. In this session, we will share current research on characteristics of the Millennial Generation and strategies for supervising the Millennial Generation of live-in housing professionals. Current media clips will be utilized as examples of the Millennial Generation and to further discussion. The presenters will share strategies from their own supervision experiences while gathering input from the participants. Through conversation a list of "best practices" will be created. This session will combine lecture style, large group discussion, small group activities, and short video clips to engage participants. This session is geared specifically towards mid-level housing professionals supervising full-time, live-in staff.

Participants will learn: 1) About current research on the characteristics of the Millennial Generation. 2) Best practices on supervising Millennial Generation live-in staff. 3) About how their departmental culture changes as more Millennials begin work in housing.

402 Enchanting Your Staff: Training that Sticks
Coronado F

Claudette Drake, *North Carolina A&T State University*

What is the main purpose of staff training? Training is meant to provide employees with information to improve job performance. A major impediment with staff training programs is amount of information employees retain from the training. Understanding, recognizing, and utilizing different intelligences in staff training increases the amount of information the employee retains. This session shows supervisors how to incorporate different intelligences into their training sessions so that training is more meaningful and effective.

Participants will learn: 1) Howard Gardner's Multiple Intelligent Theory. 2) How the Multiple Intelligent Theory enhances staff training and information retention. 3) How to modify staff training to encompass aspects of different intelligences under the Multiple Intelligence Theory.

403 Envision What We Can Do Together: Creating Campus Partnerships to Increase Student Success and Support
Coronado E

Teddy Tsau, *Washington University in St. Louis*

This session focuses on how collaboration between campus partners can help maintain the well-being and security of students at our campuses. With the importance of communication in mind, Washington University in St Louis's Residential Life team focuses on those partnerships as a way for us to make sure our students are successful. We will explore how one-on-one and office partnerships between residential life and faculty, academic advisors, mental health providers, our police department, and our career center create an open communication across campus and across departments that help create a network of true living-learning environments in our residential colleges. With our students' safety foremost in our minds over the past few months, we will talk about how these relationships create a safer,

more secure campus for our students to thrive, and how these partnerships can be created and maintained on other campuses.

Participants will learn: 1) How campus partnerships can create a “safety net” for the security, success, and well-being of our students. 2) Practical ways to build relationships across campus to increase communication and collaboration between academic and student life. 3) New ideas and practices that are taking place on their campuses with fellow participants.

404 New Approaches to Fire Safety Training: Burn It and They Will Come
Fiesta 3-4

William Longcore and **John Rossiter**,
Syracuse University

The statistics are sobering: 1,700 fires annually on college campuses. Arson is the No. 1 cause, closely followed by cooking, smoking, and the use of candles in living environments. Effective fire safety training is critical for staff in ensuring that staff are well-informed to educate residents, as well as to serve as first-responders; yet, fire safety training efforts often fall short of their objectives, due in large part to the challenge of creating interesting presentations and strong messages that hold the attention of staff and that succeed in imparting the message. Participants in this session will learn how one institution developed a new training program to address these shortcomings. Through the creation of a half-day fire safety academy, in which trainers from the New York State Office of Fire Prevention Control and the university's Safety Department and Residence Life staff, staged a multi-dimensional five-unit modular training program in which all levels of staff participated. The hands-on training, occurring largely under realistic conditions, left an indelible impression on staff and offered excellent preparation for imparting this information to students.

Participants will learn: 1) New strategies for engaging student and professional staff in understanding the importance of fire safety training. 2) Resources available for planning informed fire safety training sessions. 3) Training strategies utilized by other institutions.

405 Recruiting & Retaining Staff: Multiple Realities and Possibilities- Part I (Association Sponsored)
Coronado G

Thomas Ellett, *New York University*; **Stephen St. Onge**, *Clinton Community College*; **Holley Belch**, *Indiana University of Pennsylvania*; **Tom Schuermann**, *Oregon State University*

Over time, housing operations have experienced fewer candidates available for the entry-level professional position of resident director. As a result ACUHO-I funded a commissioned research project comprised of a team of faculty and practitioners, to examine the issues related to the recruitment and retention of entry-level staff positions. Multiple perspectives (e.g., CHOs, mid-level staff, and current entry-level staff) were sought to understand the complexities of the issues. Session participants will gain a comprehensive understanding of the lessons learned from the six-study project. An assessment of the current perceptions and realities of staffing, and an overview of the best practices in this area will be addressed. Program participants may share experiences with the hope that all will walk away with a better understanding of the issue(s) and begin the process of creating a plan for addressing recruitment and retention challenges and opportunities on of attack for your particular campus.

Participants will learn: 1) The history of the retention and recruitment of entry-level staff in residence life and housing facing colleges and universities. 2) The current climate/key issues related to recruiting and retaining entry-level staff in residence life and housing in colleges

and universities. 3) The best practices and lessons learned from the six-part multi-study completed under the ACUHO-I grant on retention and recruitment of entry-level staff.

**406 The Possibilities are Endless.
Parents—From Hovering to Helping**
Durango 1

Kyla Houston and **Barbara Frazee**, *Purdue University*

Do you ever wish you could work with helicopter parents to develop additional support for your on campus students? Learn how to harness the helicopter's energy and propel your programming efforts while receiving additional funding and support for leadership and development. During this interest session you will better understand a parent advisory council implemented for university housing at Purdue University, including how to develop an advisory council mission statement and goals, determine an appropriate group size, and understand how to gain valuable insight and feedback from the advisory council. You will also take away an example of a parent association geared toward supporting students living in university housing, and learn how to partner with other departments to provide additional support for your association. You will understand our gifting model and finally learn how to sharpen communication with your residents' parents.

Participants will learn: 1) A plan for implementing a parent advisory council at their institution. 2) How to engage parents in supporting leadership roles. 3) Techniques on how to sharpen communication with parents of students who live in residence halls.

407 The Residence Life Secret
Coronado N

Clint Galloway, *University of British Columbia*;
Tracey Mason, *University College of the Fraser Valley*

Working in post-secondary housing can sometimes become tedious and difficult and we see employees become negative, dogmatic and sometimes anti-student. One of the preventative ways to ensure longevity in the field, productivity, and satisfaction is to do an attitude check. How do some people manage to remain positive in their encounters and interactions with students, what is their secret? It's one thing to envision the possibilities of a positive perspective...it's another to make them all happen.

Participants will learn: 1) Self-awareness of their own positive thinking and behaviors and how it impacts them professionally and personally. 2) A greater knowledge of the benefits of having a positive perspective in their personal lives and in the work place. 3) Insight on practical methods to become a more positive thinker through the sharing of best practices among participants.

408 What's Your Status? Students Are Using It...Are YOU? Facebook on the Job!
Durango 2

Christine Thoorsell and **Susan Prisco**, *Texas A&M University*; **Dr. Eric Grospitch**, *University of Missouri-Kansas City*

Our students are doing it and so is our staff. Facebook use in the workplace is on the rise, especially on college campuses. With more and more of our students ditching 'old school' communication methods and embracing the online networking community phenomenon, it's only natural that our staff is having to meet students where they are – on Facebook! Do you or your staff use Facebook to contact residents? Advertise programs and events? Get a sneak peek at potential hires? Keep groups such as hall councils, RHA, and hall staffs connected and informed about upcoming business? If so, this program is for you! But no worries, if you aren't a current Facebook user, this session will bring

you up to speed on what your staff and students are up to.

Participants will learn: 1) How students commonly use Facebook. 2) To understand and explore how college/university staff members are using Facebook in the course of their jobs. 3) The benefits and consequences that come with staff use of Facebook in the scope of their job.

**409 Student Concept Rooms:
Possibilities for the Future**
Coronado Q

Tara George and Leah Andrews, *University of Idaho*

With the expectation that the University of Idaho is working to provide funds for deferred maintenance projects across campus, university residences resolved to prepare for the future. This program will explore the Student Concept Room project that was developed in order to gain valuable feedback from students on room layouts, furniture, and products to be used in a future remodel of the UI's largest residential facility, the Wallace Residence Center, built in 1963. The project included a complete interior renovation of four suites located in the facility. Participants will get a glimpse at a variety of products and furniture used and how they were selected based on sustainability, durability, flexibility, maintenance, and cost. This program will also provide an in-depth overview of how students were recruited and involved in all areas of the project, from interior design interns working on schematic ideas to students of all ages living in the remodeled rooms. Diverse feedback from the students and staff will be used to create a prototype design and specifications for the future remodel of Wallace.

Participants will learn: 1) How university residences approached product testing for a major facility renovation. 2) An in-depth overview of how students were recruited and involved in all areas of a renovation project. 3)

How this type of project may help them prepare for the future.

**410 Student Move In: A Team Approach
That Makes an Impact!**
Coronado R

Brian Johnson and Warren Hale, *Loyola University Chicago*

Student move in occurs every fall at institutions throughout the country. This event can be very stressful for students, families, and staff. Does your move-in process showcase the coordination of your university? Is the environment welcoming to students and their families? Does the move-in process tax the resources of your staff? Come learn why parents rave about our move in process! At Loyola University Chicago, we have devised a process that has changed the perception of the move-in process from one of stress to one of opportunity. Participants will learn about Loyola's move-in process which includes: Volunteer program, logistical design, administration, and assessment. This session is highly recommended if you are searching for ways to streamline the move-in process or get some pointers on the move-in process in any environment.

Participants will learn: 1) About a team approach for student move in that made a significant impact on student, family, and administrative satisfaction. 2) About the volunteer experience that makes Loyola's move in so successful. 3) Not to dread student move-in process but to see it as an opportunity for student engagement.

**411 Overcrowding: Changing a
Nightmare into a Lucid Dream**
Yucatan 3

Maureen Armstrong and Pamela Schipani, *University of Connecticut*

Overcrowding in residential facilities is an issue that many campuses must handle at some point

in their history. If an institution does not plan effectively for this situation, it can seem like a nightmare from which you cannot wake. However, if an institution plans for and communicates about the overcrowding, the nightmare can be changed into a lucid dream. In this state, the dreamer has control over the environment of the dream as well as themselves. Taking control of the situation can make the difference in how students, staff, and others view overcrowding. During this session, the presenters will share the experiences of one institution, The University of Connecticut and its approach to overcrowding (UConn houses 11,200+ students). Participants will have an opportunity to contribute their ideas and thoughts about who to involve in the planning process, and how to frame messages to the various constituents so that the students and others know what to expect. The presenters will discuss what might happen if an institution does not effectively plan when overcrowding is no longer a reality on campus.

Participants will learn: 1) To identify key campus staff that needs to work collaboratively on occupancy issues, whether on-campus housing is overcrowded or not. 2) To frame the realities of overcrowding in a way that highlights the inherent opportunities present in this situation. 3) To explore the complex, long-term effects of overcrowding on students, staff, buildings, and the institution.

412 Finding the Right Fit: Determining the Best Diversity Program for Your Group
Coronado M

Shylan Scott, Jennifer Garcia, and Darcy Johnson, *The College of William and Mary*

Sometimes our students can appear to be indifferent about many aspects of inclusivity and diversity. Lately student have demonstrated a lack of enthusiasm or openness with comments like “not another diversity program” or “we

aren’t having any problems.” How do we reach students who may have different perceptions and attitudes about the usefulness and importance of this type of training. This presentation will give participants an opportunity to look at diversity and inclusiveness training in a different way: First by looking at the importance of diversity across all functional areas of residence life and providing easy assessment techniques for determining what diversity programming will be most effective for their group. It will also introduce new and innovative diversity programs and provide tools and information on facilitating these programs.

Participants will learn: 1) The importance of diversity and diversity training in all functional areas of residence life. 2) How to determine which programs will be best suited for their student staff or group. 3) How to facilitate difficult conversations concerning diversity and inclusivity.

413 The Amazing Husky Hunt (NACURH Best)
Coronado P

Savannah Rose and Catherine Armato,
Central Washington University

Imagine this: it was early Novemeber and 50 teams of 12 were getting ready for the most extreme 24 hours of their lives. With anticipation, 600 residents prepared themselves for a 24-hour test of their minds, bodies, and souls that took place throughout the city they call home. Focused on the incredible prizes and the championship title at stake, each team geared up for an event they would never forget. More than just your typical scavenger hunt, the Amazing Husky Hunt was set to take place all over the Northeastern University campus, spreading through the streets of the city, and into every crevice of the Greater Boston area. The Amazing Husky Hunt tested not only one's ability to solve riddles and locate obscure landmarks, but pushed the envelope even

further. Including detour activities and unconventional challenges hindered any hope of aimlessly wandering the streets of the city and conveniently stumbling through the tasks along the way. Preparation, efficiency, teamwork, and communication were the key ingredients to victory. The Amazing Husky Hunt, now considered to be the newest tradition at Northeastern University, became one of the most anticipated program on campus.

414 Building a Building, Building a Housing Professional (NWACUHO Best)
Coronado S

Rich DeShields, *Central Washington University*

Building a residence hall takes more than just building the structure. It even poses the question, do we fit our programs into the facility or do we shape our facility to fit our programs? This session will provide insight into issues of campus master planning, program study review, incorporating residence life staff into the facility planning process, and developing relationships with facility planners from the perspective of someone who was thrown in and expected to be the "expert" on developing housing. We will discuss some of the language used and ways to prepare ourselves as entry-level and mid-level professionals as we begin to step into advanced leadership opportunities.

Participants will learn: 1) Knowledge of the master planning process and how construction and renovation planning fit into master plans. 2) To identify and name some key terms of construction design and development. 3) To recognize how entry-level residence life positions should coordinate and familiarize themselves with facility managers on our individual campuses.

415 Acting on Assessment Results: Improving Student Learning (Association Sponsored)
Yucatan 2

David Butler and Darlena Jones, *Educational Benchmarking (EBI)*

Understanding and improving the student learning experience is a goal for many on-campus living programs. Assessment results can support professionals' understanding of student learning by providing insight into the on-campus student housing experience. The obvious question becomes how do schools identify the areas of student learning that need improvement? And, once those areas are identified, then what actions should be implemented in order to improve student learning? This program will discuss criteria that could be used to determine areas of improvement in student learning. One criterion is the predictive results of the ACUHO-I/EBI Resident Assessment while another criterion is a program's comparative performance as measured against professional standards like ACUHO-I, CAS, and Learning Reconsidered. We will also discuss possible actions that could be implemented within housing programs in order to improve the needed areas of student learning that were identified.

Participants will learn: 1) Applicable professional standards and their links to the ACUHO-I/EBI Resident Assessment. 2) How assessment results can provide measures of learning and highlight areas of needed improvement. 3) Potential actions to be implemented that will improve student learning on their campuses.

416 Celebrate Collaboration with Substance Abuse Prevention Offices: Envision the Possibilities of Reducing Alcohol Abuse on Campus
Coronado A

Suzanne Harle, *University of Wyoming*

Representatives from the University of Wyoming's Residence Life and Dining Services (RL&DS) and Alcohol, Wellness Alternatives, Research, and Education (AWARE) Program will

share their experience working collaboratively to address alcohol issues on campus. Presenters will discuss lessons learned from their experience building this partnership and will present survey data and evaluation results. Presenters will also share components of the educational programming implementation and evaluation process, and how they are aligned with the evidence-based practices. Practical strategies for partnering with substance abuse prevention offices will be provided. Of critical importance to the success of alcohol abuse prevention programming at UW has been a partnership between the AWARE Program and the Department of Residence Life & Dining Services. Three components of this partnership include: An alcohol education graduate assistant hired by RL&DS that conducts brief interventions with students in the residence halls, a social norms marketing campaign implemented in the residence halls, and intensive training and educational programming for resident assistants and residents.

Participants will learn: 1) Three key components to a comprehensive alcohol abuse prevention program. 2) To name three practical strategies to partnering with substance abuse prevention offices on campus. 3) Strategies to collaborate with their campus substance abuse prevention office to work to prevent alcohol abuse on campus.

417 My Roommate Search Tool: An Assessment

Fiesta 7-8

Karen Walker, *Western Washington University*

Western Washington University created a software program called "myRoommate" that allows students to use their roommate questionnaire answers, in conjunction with a personal biography, to search for their own roommate. We are assessing the satisfaction of students who used this self-search tool, with roommates who were randomly assigned. We

will discuss our surveys and our subsequent analysis of the data. Come and find out if there really is a difference!

Participants will learn: 1) To assess the satisfaction level of students, who were assigned a roommate, chose a roommate through our search tool, and those who chose a roommate they already knew. 2) Knowledge about tools that students can use to select a roommate. 3) The difference in the satisfaction level of those who chose a roommate using our search tool and those who did not.

418 Not a Dream Anymore: Academic and Student Affairs Collaboration a Possibility

Fiesta 1-2

Hemlata Jhaveri and **Faye Perata**, *California State University, Chico*; **Michael Speros**, *Missouri Western State University*

Learning Reconsidered (NASPA & ACPA 2004) illustrates the need to "integrate academic learning and student development." For the past two years, the housing department at California State University, Chico has collaborated with the First Year Experience Office to create a Faculty Mentor Program for the residence halls. With hopes to retain students and increase the inclusion of faculty, this campus has built an interactive environment that facilitates faculty involvement out the classroom. This program will map the process from conception to expansion and review assessment tools used.

Participants will learn: 1) The need to integrate academic with student affairs. 2) The process taken by a campus to implement a faculty mentor program. 3) The successes and challenges in developing a faculty mentor program at facilitators' institutions.

Poster Board Sessions - 12-2:15 p.m.

How to Keep Them on the Farm: Designing Successful Upperclass Student Housing

Exhibit Hall

Randy Alexander, *University of Arkansas*;
Shannon Rydell, *Little Diversified Architectural Consultants*

It's common knowledge that at most college and universities it's becoming harder and harder to attract upperclassmen to on-campus housing. Often juniors and seniors are drawn to the perceived greener pastures of off-campus apartment living. But what if on-campus housing could offer the same perceived benefits to this population plus benefits the off-campus market cannot duplicate? What if on-campus apartment-style housing could bridge the gap between on- and off-campus living by recognizing a student's need for individuality while providing a living environment strongly influenced by common spaces that promote community and collaboration? The days of "one size fits all" campus housing are over. It's time to stretch the boundaries of the traditional residence hall into a more unique on-campus living experience. This case study of the University of Arkansas' Duncan Avenue Apartments is an exciting foray into the next frontier of student housing. The innovative design features brownstone or urban townhouse-style apartments set in a pedestrian friendly, urban community that blends seamlessly with a college campus or urban environment. With all of the amenities of off-campus living and a connection to the campus community, there's no need for students to go anywhere else.

Participants will learn: 1) How to keep upper-class students on campus by creating a community that meets their unique needs and desires. 2) How the living environment is strongly influenced by indoor and outdoor common spaces, which promote community. 3) How an urban townhouse design can blend

seamlessly with its surroundings and offer students a unique living experience.

Designing Effective Communication *(sponsored by the ACUHO-I Marketing Communications Committee)*

Exhibit Hall

Susan Strobel Hogan, *Southern Methodist University*; **Cindy McClanahan**, *Georgia College and State University*

Getting students to sign up to live on campus is an important administrative process which impacts the bottom line. How can you effectively communicate the often mundane information about the process of signing up? There are two essential elements which make an effective communication piece: 1) Good graphic design which captures student attention and 2) clear content of the message.

This poster board session will present the essential elements of layout and design, as well as content and a check list to ensure that all the components of the message are included. The elements of good design include readability of the page, effective use of headlines, photographs, color, and typefaces (fonts). This poster board session will include samples of residence hall "view books" and room/contract renewal campaigns from several institutions which illustrate good design and message. Samples will include both print and digital media (in print form for poster).

Interest Session 5 - 2:30-3:45 p.m.

501 The E.P.I.C. Journey: Celebrating the Transformation of Discipline and RA Interactions

Coronado E

Jan McKinney and **Kim Ellicks-Center**, *The University of Texas at San Antonio*

Are you experiencing increasing violations of community standards, challenged in addressing alcohol and other drug violations, needing to

reach students before behavior escalates, hoping for greater collaboration with police and judicial? Then the E.P.I.C. Journey can show you how. Join us as we present the strategy from the residence life and judicial perspectives. This model can transform discipline on your campus and structure RA – resident interactions to improve engagement and retention. The E.P.I.C. Journey addresses violations of community standards by assessing skill sets in four areas: Engagement with the university, personal development, interpersonal development, and community membership. The E.P.I.C. Journey entails giving students a question-based assessment during their educational meeting, developing creative sanctions, utilizing motivational interviewing to develop willingness and confidence to change, assigning a mentor to develop engagement, and subsequently, implementing RA interaction models and programming that reinforces the desired skill sets. This holistic approach forms an intentional personal journey aimed at transforming decision-making patterns.

Participants will learn: 1) How journey discipline sanctioning, the use of mentors, and structured resident interactions can improve communities. 2) To practice tangible strategies that can transform how residence life manages student behavior. 3) About effective intra-office collaboration techniques and be provided a plan for similar replication.

**502 Fostering Financial Literacy
(Corporate Connection Session)**
Coronado Q

Suzanne Lavigne, *Credit-ED Challenge (Citi Cards)*

Arriving on campus with limited understanding of basic financial matters, students are suddenly faced with greater financial responsibilities and greater financial freedom. Too often, the spending temptations that come with access to credit can create levels of debt that infect so

many facets of students' lives on campus, ultimately denying some the dream of a college education. Sponsored by Citi Cards and its signature financial literacy program the Credit-ED Challenge, this session will illustrate the importance of fostering financial literacy on campus. Moreover, it will stress ways in which the Residence Life Office can help students avoid common pitfalls and remain financially healthy while in college. This session will use the Credit-ED Challenge within the context of the broader topic. The Credit-ED Challenge is free, does not promote or encourage credit card use, and does not gather information from students for future use by Citi Cards. The program empowers RAs and other student leaders to lead an interactive seminar with their peers. Citi Cards believes that financial literacy is key to students being able to celebrate their dream!

Participants will learn: 1) An understanding of the importance of financial literacy. 2) The important role that residence life offices play in fostering financial literacy. 3) How to foster it on their campuses.

503 All for One: Can Rising Costs Make Better Partners between Campus, Architect, and Builder?
Fiesta 3-4

Craig Hamilton, AIA, LEED and **Thomas Dee**, *Cannon Design*; **Denzil Suite**, *University of Southern California*

Unprecedented increases in construction costs have prompted universities to explore alternative methods of project delivery that preserve value and scope. The University of Southern California has moved from traditional project delivery to a partnership of campus, architect, and builder, all continuously looking for ways to save cost and increase value during the entire design and construction process. In examining campus experience of two similar residence life projects - University of Southern California and Parkside Residential College Phase

I and II – which were designed and constructed five years apart, the presenters will discuss the benefit of integrated architecture/engineering, and the techniques and lessons learned in collaboratively engaging in cost modeling and value engineering from design through building construction.

Participants will learn: 1) Innovative and proven practices in programming, design, construction, and operations for maximizing value in an inflationary market. 2) The use of value engineering and cost modeling to maximize value in representative construction systems in accordance with its unique variables. 3) The impact of different construction delivery methods on cost and owner's risk.

504 Text Me Your Program Proposal by Midnight
Coronado F

Meredith Larrabee, *University of Utah*; **Karen Morian**, *Kansas State University*; **Dan Oltersdorf**, *Campus Advantage*

Join two Millennials and a Gen Xer to discuss existing and emerging technology in student housing as it relates to supporting and supervising student and professional staff. Dan Oltersdorf, who founded ResidentAssistant.com as an RA 10 years ago, joins with Meredith Larrabee and Karen Morian, two graduate students who started the largest RA group on Facebook when they were RAs in 2006. They will discuss the evolving nature of technology and how it can be utilized to successfully support and supervise both student staff and professional staff (particularly as we now have our first groups of millennials entering the professional ranks of student housing). Participants will be provided with a comprehensive array of existing resources and take part in a discussion of how to effectively utilize these resources and best utilize emerging technology as it arises. While acknowledging and addressing some of the challenges new

technologies pose, this program is focused on the opportunities and practical ways to meet our student staff and young professional staff where they are at using the tools they engage with on a daily basis.

Participants will learn: 1) A comprehensive list of electronic resources to utilize in supporting both student staff and professional staff. 2) Existing and emerging technology and ways to utilize these for working with student and professional staff. 3) How existing and emerging technologies affect the supervision of Millennials entering the professional world.

505 Celebrating Scholars-Envisioning Leadership
Coronado P

Noelle Goodwin and **Victoria Pasternak**,
Indiana University Purdue University Indianapolis

The idea of first-year living-learning communities is not a new concept. However, Indiana University Purdue University Indianapolis (IUPUI) has put a new twist on integrating leadership opportunities into their first-year living-learning community. This session will provide insight into the creation of a leadership program for first-year residential students. As part of the residential-based learning community, Living Your Freshman Experience - LYFE, IUPUI Housing and Residence Life initiated a student leadership program called LYFE Scholars. The LYFE Scholars program is designed for those students who want to maximize their first-year experience. Participating in the LYFE Scholars Program enables residents to get involved in programs and requires that they complete a list of requirements. This session highlights the components of the program and what benefits residents take away. The presenters will discuss challenges and successes of this new program, and include strategies utilized in its implementation at Indiana University Purdue

University Indianapolis. Participants will be encouraged to share their successful initiatives from their campuses.

Participants will learn: 1) How a first-year connection leadership program was established in a first-year residential living-learning community. 2) Tools and steps on how to develop a residential leadership program in their residence halls. 3) How key academic campus partnerships assist in the development of such a program.

506 Using Podcasting to Achieve the Dream of Effective Student Staff Communication

Yucatan 2

Mark Bernhardt and **Melissa France**, *The University of Tulsa*

In this day and age of electronic communication mediums, podcasting allows us to branch out in a technological direction that today's students expect while increasing the dynamic nature of the message itself. Our residence life staff has always sought newer ways of reaching out to residents and student staff. Podcasting is an easy way of entering their world of iTunes and MP3s. This program will start with a description of podcasting and the motivation behind utilizing this instrument as a means of communicating with our staff. We will share the procedure behind creating a podcast by taking you step by step from the recording process through the publication process, and finally the subscribing and downloading process. We will share thoughts from our staff on everything from the recording process and the ease of use, to uploading to their respective computers/iPod, and finally their reaction to the podcasts themselves.

Participants will learn: 1) How Tulsa has used podcasting as another way to communicate, recognize, and further develop our housing staff. 2) How podcasting has enhanced our program by reviewing our

assessment materials and our plans to adapt for the future. 3) To develop their own podcast through a step-by-step demonstration of recording and publishing a podcast.

507 Overcoming the Slump: Developing a Successful Second Year Experience

Coronado D

Jacob E. Clemens and **Alma R. Sealine**, *Case Western Reserve University*

Second-year students face academic, social, and transitional challenges; but, unlike first-year students, there are typically fewer programs and services available to address their specific needs. The Case Western Reserve University Second Year Experience program provides resources and opportunities designed specifically for the second-year student at Case Western Reserve University. This engaging, informative, and comprehensive session intends to educate and ultimately inspire attendees to find new ways to meet the needs of second-year students.

Participants will learn: 1) The needs of second-year college students. 2) What Case Western Reserve University does to meet the needs of second-year students. 3) Professional resources for second-year experience program development.

508 Purpose Filled Housing

Coronado M

Jeremy Howell, *University of Houston*

As the field of housing continues to diversify, it is necessary for each of us to build understanding of the emerging populations within our industry. The University of Houston Housing and Residence Life finds itself in the position of having a partnership between the Texas Department of Rehabilitation Services and the University's Health Center. UH has worked to create a program designed to provide housing

for students with disabilities. Currently housed at Cambridge Oaks Apartments, the program houses 11 students at different stages of ability. The program makes living on campus a possibility for students requiring assistance with every level of care including bathing, feeding, and medication. These services are provided by 24-hour attendants within the community and working in conjunction with the University Health Center. The resulting housing program has been one of participation and success for the 100 plus students that have participated in the program.

Participants will learn: 1) The specialized housing needs of disabled students and how the University of Houston met the need. 2) Emerging specialized residents through the experiences of the University of Houston Attendant Care Program. 3) How the Purpose Filled Life model can be applied to varied housing audiences as an evaluation tool and methodology.

509 Forecasting Housing Demand and Planning
Coronado T

Susan Grant, Tim Blair, and Trey Standish,
North Carolina State University

Should we build more housing? If yes, when? And, what should we build? If we build it, will they come? In order to answer these questions successfully, housing departments look at many sources to make informed decisions. One important source to explore is what the trends of campus occupancy predict. Using mathematical models, regression analysis, and survival models, staff can forecast planning with informed decisions backed by historical housing assessment data. Join NC State staff as we begin the process of mathematical modeling to gather and utilize data to drive decisions that will guide the next steps in our 10-year planning process.

Participants will learn: 1) How historical housing data can be used in planning functions. 2) The use of a mathematical modeling system for tracking housing retention. 3) To identify campus partners to implement these analyses on their own campuses.

510 Housing Design and Development and Why Proper Flooring Can be One of the Big Decisions (Corporate Connection Session)
Coronado G

Tom Ellis, Tandus Inc.; Stewart Aiken, HADP Architecture, Inc.; Robert Tharpe, University Housing Services, Inc.

The panel of presenters represented by an owner/developer and a housing architect will share information behind the design, development, and implementation of university housing projects. How proper floor covering enters into the decision to improve indoor air quality, cost of ownership, sustainable footprint, and student/parent approval. Participants will be able to take away: 1. A "homelike environment" that may be better than "home" 2. Universities and sustainable design need to be a holistic approach 3. Why proper flooring doesn't have to be trial and error 4. How some floor coverings help improve indoor air quality and others don't. 5. Downtime for scheduled maintenance can now meet your deadlines.

Participants will learn: 1) That sustainable design needs to be a holistic approach. 2) The impact of floor coverings on indoor air quality. 3) That proper flooring does not have to be a mystery and can meet your short maintenance deadlines.

511 Learning Style Profiles (UMR-ACUHO Best)
Coronado R

Hal DeLaRosby, University of Wisconsin – Platteville

In this session, participants will investigate their learning style using the framework of David Kolb's theory. The overall premise for exploring different learning styles is that we all learn and respond to new material in different fashions. After taking an inventory, participants will explore personal strengths and weaknesses associated with their personality profile, as well as how to value each of the four learning types in group settings. As individuals, learning about the strengths and weaknesses associated with our preferred style can enhance our ability to shape our learning experiences that best suit our needs or allow us to be more able to adapt to the learning styles of others. In group settings, having knowledge of different learning styles can help foster an appreciation for the differences and maximize the ability to be collaborative with those who think differently. This in turn will assist in a discussion of how to best work with staff members (either colleagues or student staff) who have differing or similar learning styles.

Participants will learn: 1) An awareness and appreciation for different learning styles. 2) Strengths and weakness associated with each learning style; both as individuals and members of a group. 3) Best practices in student housing through a framework of understanding the theories regarding different learning styles.

512 South Africa Best
Coronado C

Details about this session will be available in the first edition of the conference newsletter, *Celebrate the Dream*, which will be delivered at the conference.

513 Getting More from ACUHO-I Publications (Association Sponsored)
Coronado N

James Baumann and **Camille Perlman**, *ACUHO-I Central Office*; **Phyllis McCluskey-Titus**, *Illinois State University*

ACUHO-I offers its members a number of valuable publication resources as well as opportunities for its members to contribute to this ever-growing body of knowledge. This session will allow attendees to meet with the editors of the *Talking Stick* magazine as well as *The Journal of College and University Student Housing* to gain an overview of each publication. An open discussion between the panel members and attendees will present techniques for identifying appropriate topics and preparing completed articles for publication.

Participants will learn: 1) To identify and shape topics so they are appropriate for publication within the pages of the *Talking Stick* or *The Journal of College and University Student Housing*. 2) About established production timelines and practices for publications. 3) About many resources available to members to assist with the research, preparation, and publication of their article.

514 Getting into Gear-Follow up with Featured Speaker Susan Komives (Association Sponsored)
Fiesta 6

Susan Komives, *University of Maryland*

This learning and developmental outcomes assessment workshop is for those trying to get their programs into gear. Those with well developed programs are encouraged to attend to share their experiences and advice with those who are at early stages of establishing and assessing residential student outcomes.

515 Recruiting & Retaining Staff: Multiple Realities and Possibilities-Part II (Association Sponsored)
Fiesta 1-2

Thomas Ellett, *New York University*; **Stephen St. Onge**, *Clinton Community College*; **Holley Belch**, *Indiana University of Pennsylvania*; **Tom Schuermann**, *Oregon State University*

Over time, housing operations have experienced fewer candidates available for the entry-level professional position of resident director. As a result ACUHO-I funded a commissioned research project comprised of a team of faculty and practitioners, to examine the issues related to the recruitment and retention of entry-level staff positions. Multiple perspectives (e.g., CHOs, mid-level staff, and current entry-level staff) were sought to understand the complexities of the issues. Session participants will gain a comprehensive understanding of the lessons learned from the six-study project. An assessment of the current perceptions and realities of staffing, and an overview of the best practices in this area will be addressed. Program participants may share experiences with the hope that all will walk away with a better understanding of the issue(s) and begin the process of creating a plan for addressing recruitment and retention challenges and opportunities on of attack for your particular campus.

Participants will learn: 1) The history of the retention and recruitment of entry-level staff in residence life and housing facing colleges and universities. 2) The current climate/key issues related to recruiting and retaining entry-level staff in residence life and housing in colleges and universities. 3) The best practices and lessons learned from the six-part multi-study completed under the ACUHO-I grant on retention and recruitment of entry-level staff.

516 Developing Your Department's Own "Brand" of Diversity Programs
Coronado S

Sean Cook, *The Pennsylvania State University*

When students think about diversity on campus, does your department come to mind as one of the primary sources for programming and support? If not, you may need to work to build your own "brand" of diversity programs. At Penn State University, residence life has been working

to build awareness of its diversity programs and to be seen as a credible partner for successful diversity programming. In this session, participants will: Learn about some of Penn State's initiatives: the Prejudice Free Zone, Cultural Lounge Programs, partnerships with other diversity support offices and student organizations, and marketing efforts related to the department's diversity programming. Explore linkages between residential learning outcomes and diversity programming. Identify ways to develop your department's diversity "brand" on their campuses. While the presenters will share some information related to Penn State, we also hope to engage participants in a conversation about what is working and not working on their campuses.

Participants will learn: 1) About Penn State's Cultural Lounge Program and Diversity Marketing initiatives. 2) The use of cross-campus partnerships toward creation of successful campus diversity programming. 3) To identify possible ways to implement similar programs on their campus and to define possible learning outcomes.

517 Hosting NHTI: The Past, the Present...Is Your Campus the Future? (Association Sponsored)
Coronado A

Jacinta Felice and **Deb Grandner**, *University of Maryland*; **Josh Goldman**, *ACUHO-I Central Office*

The University of Maryland has hosted NHTI since 2001. In 2011, a new campus will assume the responsibility of hosting the institute. This program will share how Maryland has managed the administrative details (accommodations, meals, faculty and participant selection, marketing, curriculum development, budget, etc.) of hosting NHTI and the process to be used to select a new host campus. Additionally, information will be shared about the history of

NHTI, the curriculum, and the NHTI competency model.

Participants will learn: 1) About the organizational process of hosting NHTI (committee structure, budget, processes, etc.). 2) About the process to be used to select the next NHTI host. 3) A greater understanding of NHTI and contribution to the field.

518 Envision a Mandatory Meal Plan without a Significant Impact to Housing
Yucatan 3

Daniel Armitage and Chuck Wigington,
University of Memphis

Mission creep has created an increase in campus dining service contracts reporting to housing management. At the same time, the EBI research has shown the impact that dining facilities has on student satisfaction with housing. This partnership has also created an increase in mandatory meal plans in many states. The University of Memphis is currently exploring the pros and cons of mandatory meal plans and the many options that are available. This program will walk through the results of a mandatory meal plan survey, including a plan that requires all full-time commuters to purchase a meal plan as well. Come participate in an interactive look at the housing – dining partnership.

Participants will learn: 1) The results of a survey conducted by the University of Memphis in regards to the different styles of mandatory meal plans. 2) From each other the impact of mandatory meal plans on different campuses. 3) The impact of the partnerships when the housing office is asked to administer the dining contract.

519 21st Century Project Update
Fiesta 7-8

Michael Coakley, *Arizona State University*

This session will provide attendees with an update of the 21st Century Project as a result of Design Showcase II - the Block/Neighborhood and the Product Showcase. Elements of the finalist's designs and products will be shared. Attendees will also be informed of the next stage of the project which will be to identify institutions willing to serve as potential sites for the prototype(s).

Participants will learn: 1) The current status of the 21st Century Project. 2) An overview of the final designs that were presented at Design Showcase II - the Block/Neighborhood. 3) An overview of the finalists of the Product Showcase.

Tuesday, June 24

Roundtable Discussion 2 - 9-10:15 a.m.

RT 201 Celebrate Connections Across Continents: A Roundtable on International Exchanges
Yucatan 3

Ana Hernandez, *University of Illinois at Urbana-Champaign*; **Ruth Butler,** *Arizona State University*; **Suzy Campbell,** *University of Colorado*; **Deborah Grandner,** *University of Maryland*; **Eric Sebokedi,** *Tshwane University of Technology*; **Mark Seale,** *University of the Western Cape*

In May 2007, a small U.S. delegation of ACUHO-I colleagues set out on an adventure of a lifetime. The training team traveled to Durban, Port Elizabeth, Cape Town, and Pretoria to exchange ideas, insights, successes, and challenges with colleagues from 14 South African universities. Come connect and contribute to a dynamic roundtable discussion on the future of student housing across the globe and explore the opportunities to collaborate and network with colleagues from around the world.

Participants will discuss: 1) The student residential experience on an international stage. 2) Key lessons and insights from the first ACUHO-I South Africa Housing Conference and Exposition and regional conferences. 3) ACUHO-I opportunities for international exchanges and networking.

RT 202 Working at a Private Institution

Coronado S

Joe Gonzalez, *Duke University*; **Joseph Burke**, *Cornell University*

Working at a private institution presents both opportunities and challenges that differ from those offered at a public institution. Unfortunately, the opportunity to discuss the private institution experience is seldom found. Come join fellow colleagues who are navigating the private institution reality and share observations and insights for success. Colleagues curious about the private institution experience are welcome also.

Participants will discuss: 1) The challenges of working at a private institution (as compared to a public institution). 2) The differences presented by the varying nature of private institutions (size, perceived elite status, etc.). 3) The benefits and implications of working in a residentially based setting.

RT 203 The Power of an Hour

Fiesta 1-2

Jared Doty, *Graceland University*

The power of an hour looks at the one constant in all jobs that cannot be changed. Time. This roundtable discussion will look at how we perceive time, how that affects our strategies and the hiring process, and how we can shift how we think about time to be much more effective in our tasks and our management of people. We will discuss how to change perceptions about the hours in the day and how they are effectively or not effectively used.

Participants will discuss: 1) A different paradigm of how to think about time and its impact on your program. 2) New methods for selection and deployment of talent that will focus on differences in personality that are usually ignored. 3) Three projects that focus on how this shift in how we perceive time can be leveraged.

RT 204 Assignments Roundtable

Durango 1

Cole Spencer, *University of Illinois, Urbana-Champaign*

Throughout the assignments roundtable, we will determine the most pertinent assignment issues today. Discussion will be based on identifying solutions and suggestions for our colleagues throughout the country. Time will also be identified for connecting with other housing assignments professionals.

Participants will discuss: 1) The trends in assignments. 2) Methods for assigning students and roommates. 3) Potential alternatives to current assignment methods.

RT 205 Community College Isn't Always Defined as "Commuter College"

Coronado A

April Sue Platt, *Jackson Community College*

Ever wondered what residence life at a community college is like or why a community college would build residence halls? If so, this roundtable is for you. Participants will have an opportunity to learn why Jackson Community College (JCC) built a residence hall and how it has impacted the campus (student life and campus climate). The session will also be a time for participants to share and discuss: Best practices/protocols, things to prepare for if your college is looking to build or is building, what it is like working in residence life at a community college, and the opportunity to network with other residence life professionals.

Participants will discuss: 1) Residence life programs at community colleges. 2) The benefits of having student life and residence life programs at community colleges. 3) Information from Jackson Community College on marketing, lessons learned, and feedback/information gathered from residents/parents during the first year of operation.

**RT 206 Campus Apartment Communities:
The Possibilities are Endless!**
Fiesta 3-4

Barbara Robbins, *University of Guelph*

As chair of the ACUHO-I Apartments Committee, I invite delegates to attend this roundtable discussion of campus apartment communities. We will talk about types of communities and the variety of resident types that we accommodate from single students to families, from graduates to staff and faculty communities. If you have apartments on your campus, please come with your questions and ideas!

Participants will discuss: 1) What type of apartment accommodation is provided at a wide variety of institutions. 2) What type of student is housed in an apartment setting - married students, faculty, staff. 3) What the future holds for our apartment communities.

**RT 207 iSelection: Using Technology in
Student Staff Selection**
Fiesta 7-8

Lynn Ellison, *American Campus Communities*;
Kayla Hamilton, *Emory University*

In this day of podcasts and iTunes, how do we utilize the same technology as our students to select staff? Come share your best practices with your colleagues as we discuss the latest innovations in student staff selection. Some of the topics we will discuss may include social network sites, podcasts and online application management. However, let's dream big and come up with the next great idea together.

Participants will discuss: 1) How Millennials use technology to interact with their communities. 2) Techniques to maximize human and fiscal resources in the selection process. 3) Develop a nationwide network of colleagues for future collaboration.

**RT 208 Mentoring Matters: Inspiring
Womens' Dreams in the 21st
Century**
Yucatan 2

Kendra Hunter and **Alicia Vela**, *Arizona State University*

This roundtable is designed for individuals who are interested in dialoguing about the importance of creating mentoring relationships for women as a means to influence career progression towards senior-level positions within housing/residential life and onward in student affairs. Through interactive dialogue with a panel of seasoned women professionals, we will explore the challenges and rewards of developing mentoring relationships from both the mentor and mentee perspectives. Other potential discussion points could include effective strategies for seeking out a quality mentor, mutual expectations of the relationship, and the obstacles women create for themselves if genuine mentoring relationships are not built. This roundtable dialogue will be an opportunity for all levels of professionals to express their thoughts, share successes, and provide insight to colleagues about strategies for creating, cultivating, and maintaining more intentional mentoring relationships among women in the field.

Participants will discuss: 1) How mentoring relationships contribute to women's career development and progression towards senior-level positions. 2) Best practices for building mentoring relationships with other women. 3) With a panel of leaders to gain perspective on mentoring relationships and the impact on career progression.

Conference Plenary Session

Leadership and Management

Disney Institute 2

10:30 a.m.-12 p.m.

Coronado Ballroom H-J

People, who have come to know and appreciate - and often marvel - Disney's legendary service, often ask what kind of leaders it takes to achieve such a level. They want to know how Disney finds and trains people so committed to creating the magical experience for guests.

This program is designed to help you understand Disney's critical thinking around what great leaders do to cultivate a strong and positive workforce. We will explore where the true power of a leader lies, how Disney's workforce is selected and trained, and how effective communication, recognition and retention are achieved at the largest single-site employer in the U.S. Key and relevant strategies for application in any industry.

Today's Featured Speakers

21st Century Project Design Showcase II - the Block/Neighborhood Winning Design

1:30-2:45 p.m./Fiesta 6

Net+Work+Camp+Us, 21st Century Project Design Showcase II winner

This session will provide attendees with a review of the winning entry of the 21st Century Projects Design Showcase II - the Block/Neighborhood and the architects' views of how the design meets the future needs of residents and institutions.

The award-winning team is comprised of Yang Tian, Suping Li, Yuzhu Zheng, and Nathan Herold. The four team members are also employees of Hanbury Evans Wright Vlattas + Company in Norfolk, Virginia, as well as recent graduates from institutions such as the National University of Singapore, Southeast University in China, University of Virginia, SUNY Buffalo, Guilin Institute of Technology in China, and

Clemson University in South Carolina. The team, advised by Rob Reis, AIA, LEED AP, a design principal with Hanbury Evans Wright Vlattas + Company, received a \$25,000 prize for their work. The competition was held February 1, 2008 in St. Petersburg, Florida.

The team explained that their proposal "conveys an essential message about what can be, about student's new way of living and learning, about the impact of new technologies, about new methods of exchange, and new social relationships in an ever-changing information age."

Dream, Envision, Enhance, Build: The ACUHO-I Construction and Renovation Survey

3:30-4:45 p.m./Fiesta 6

MGT of America – Cyndi Balogh and Jim Day

The 2008 ACUHO-I Construction and Renovation Survey was distributed in January via e-mail invitations to CHOs throughout the United States, as well as internationally, by MGT of America, Inc., a national research and planning consulting firm specializing in higher education. For this featured program, survey findings were analyzed to identify the most powerful issues that CHOs face and trends that signify shifts in renovation and construction activity. Selected architects will provide brief videos on how they address these issues in their work. Architect and CHO pairs will then respond to participant questions related to how they addressed these issues in recent projects.

As in the past, quantitative data related to construction and project costs, GSF, and number of beds were compiled for renovation and construction projects completed during the past two years. These data will be shared during this presentation and via the ACUHO-I Web site.

The Construction and Renovation Survey is a biannual data collection effort by the ACUHO-I and is administered by MGT of America, Inc. The survey is completed by chief housing officers at institutions throughout the United States, as well as internationally. Data collected provide comparisons used by institutions to

assist with planning for housing construction and renovation.

The ACUHO-I Construction and Renovation Survey was originally created in 1993 by Jim Grimm, former president of ACUHO-I, with assistance from colleagues at the University of Florida. The survey instrument was published in the *Talking Stick* as a means of distribution. Chief housing officers were instructed to tear out the instrument, complete it, and return it to Jim with project drawings.

In 2002, Jim approached MGT for assistance with this project in order to enhance the effectiveness of the survey and increase accessibility of this information. Under the guidance of a team of 20 chief housing officer advisors, representing public and private, large and small, and two-year and four-year institutions, the survey was expanded to enhance the breadth of information collected and was converted to an online format.

Findings from the surveys are presented at national and regional conferences and are reported in the *Talking Stick* and *The Journal of College and University Student Housing*. In January 2008, CHOs received the fourth iteration of the online survey.

Interest Session 6 - 1:30-2:45 p.m.

**601 Turning a Dream Into a Reality:
Creating Successful Partnerships
Between University Housing and
Academic Affairs**
Coronado A

Lisa Israel and Jessica Vanderwood,
Southern Illinois University Edwardsville

Research shows that student-faculty interaction outside of the classroom increases student satisfaction with the overall college experience and produces overall positive outcomes (Astin, 1984; Pascarella & Terenzini, 1991; Kuh et al., 1994; Pascarella, Terenzini, & Blimling, 1994). In addition, *Learning Reconsidered* (2004) provides argument for the integrated use of all of higher education's resources in the education

and preparation of the whole student. For this reason, it is imperative that student affairs/academic affairs practitioners collaborate in the creation of purposeful living-learning environments that contribute to the success of the whole student. This presentation will describe the many approaches that a rapidly growing residence life department at a public university have used to create a thriving living-learning community; thus involving the needed experts (academic affairs, both provost and faculty) to assist with the success of the incorporated academic initiatives.

Participants will learn: 1) Basic strategies needed to create an innovative low-budget living-learning program that incorporates faculty collaboration. 2) A better understanding of the theory on faculty involvement within student affairs and applying it to practice. 3) Resources detailing creative low-budget academic initiatives.

**602 Influence and Impact: You Can Do
It, We Can Help**
Coronado C

**Deb Boykin, College of William and Mary, Deb
LoBiondo, Duke University**

Housing and residence life professionals at all levels are constantly seeking ways to impact and influence students, staff, supervisors, parents, faculty, other constituents, and each other. We can all identify those who have influenced us, but how much do you know about who and how you influence others? The presenters will review literature and research related to both traditional and new trends in influence including Dale Carnegie's iconic "How to Win Friends and Influence People", John Maxwell's basics of "Becoming a Person of Influence", and Malcolm Gladwell's trendy "The Tipping Point". Through self-assessments administered by the presenters learn to measure your ability to influence others and then engage in discussions about the role of influence in our personal and professional lives

and how influence helps housing and residence life departments achieve their goals. Come assess your own influential potential.

Participants will learn: 1) To articulate at least three significant literature or research sources regarding the subject of Influence. 2) To assess their own potential to be influential. 3) About and discuss the benefits of personal, professional, and departmental influence.

603 The Campus Dining Table

Coronado D

Paul Wuennenberg, *Mackey Mitchell Architects*; **Justin Carroll**, *Washington University in St. Louis*; **Mark LaChance**, *Bon Appetit*

Food has a tremendous impact on social engagements. A student's overall satisfaction with their college experience affects the bottom line for the university. This presentation will compare and contrast three new student dining centers with different approaches to the integration of food service in the residential environment. One stand-alone facility, another integrated within a new residence hall, and a third creating a pedestrian streetscape with various food venues. We are going to discuss the social implications of each and the various pragmatic constraints placed on the project. The interface of the student and the need for service can often be conflicting. Using examples, this presentation will discuss the conflicts dealing with these issues.

Participants will learn: 1) About three separate approaches to integrate dining service into a living environment. 2) How dining affects building community and maximizes synergy between the two. 3) Some of the pragmatic issues with the integration of food service in a residence hall.

604 We All Look Better in Green

Yucatan 3

Andrea Trinklein, *Emory University*; **J. Eric Moss**, *Ayers/Saint/Gross*

Green is the new color for construction, and for some, it is the expectation. Have you been asked to consider building green, use LEED (Leadership in Energy and Environmental Design) standards, or Earthcraft House criteria? This past August, 130 students moved into the university and the state of Georgia's first green residence hall, which aims to attain LEED silver certification and teach residents about sustainable living. It is more than just using the recycling rooms, dual flush toilets, and occupancy sensors. Learn about creating sustainable facilities and programs, including EAGLET (Efficient & Green Living at Emory Today). Hear student feedback about sustainable initiatives, discover new campus partnerships, and educational opportunities around sustainability for existing facilities. Aspects of the newly opened facility will be showcased. Two more halls are under construction to open in August 2008 aiming to attain LEED gold certification. Plans and features of these buildings will be presented as additional examples of sustainability. Preliminary drawings of Phase Three which will include a green roof will be included in the presentation. You too can look good in green.

Participants will learn: 1) LEED building design and construction features. 2) About the advantages of utilizing LEED building design and sustainable programs for their campus. 3) To identify sustainable practices and programs that they can implement on their own campuses.

605 Envision the Possibility of Using Student Satisfaction Surveys

Coronado E

Von Stange, *University of Iowa*; **Jeff Janz**, *University of Wisconsin-Whitewater*

Using student satisfaction surveys is a time consuming and often expensive process. They are not simply to be put on a shelf. There are

many objectives that can be achieved by analyzing and marketing the data. This will not be a statistics-driven program, but will show participants ways to improve usefulness of a survey, whether proprietary or nationally administered.

Participants will learn: 1) The purposes of student satisfaction surveys. 2) Ways in which survey results are used by other institutions. 3) How to utilize survey results at their institution.

606 Living the Dream: The 21st Century Project Vision is Now Reality
Fiesta 3-4

Kevin Konecny, *Qatar Foundation*; **Nadia Zhiri**, *Treanor Architects, P.A.*

Situated in the heart of Arabia, Education City is the flagship initiative of Qatar Foundation (QF) for Education, Science, and Community Development. In an educational experiment unlike any other, Education City is a place of limitless potential and multicultural diversity. With students, staff, and faculty from more than two dozen countries, and six world-class branch campus partners, QF is creating a state-of-the-art, purpose-built campus to support their guiding principle: A nation's greatest resource is the potential of its people. Education City's 2,500-acre campus in Doha, Qatar will soon have new student housing facilities, which aim to be the world's first platinum-level LEED certified residence halls. In a competition meant to set a new standard worldwide for excellence in student housing quality, QF challenged five of the world's leading student housing architects to design the ideal housing for Education City's students. Rooted in ACUHO-I 21st Century Project design principles, our new housing considers Education City's unique culture and makes use of cutting-edge innovations in security, technology, and sustainability.

Participants will learn: 1) How the residential environment of Arabian Gulf students of Islamic faith differs from that of typical North American

students. 2) About the unique challenge associated with housing a multicultural student body from six different universities. 3) How platinum-level LEED housing will be used as a living-learning tool to teach students about sustainability best practice.

607 Envision your Future - Negotiate Like a Champion! (GLACUHO Best)
Coronado F

Julie Payne Kirchmeier, *Southern Illinois University Carbondale*

According to the recent report released by the AAUW, the salary gap between men and women professionals still exists and even widens after 10 years, due in part because women are less likely to negotiate their own salaries and other forms of compensation. Additional studies show that women are less likely to be comfortable with negotiating, and are often dissatisfied with the results of their attempts. This session, the GLACUHO GLASS Award Winner (Regional Best) will help women learn how to negotiate on their own behalf, so that they, too, can feel more confident and be more successful in their professional pursuits.

Participants will learn: 1) The latest findings on research concerning advancement and negotiation for women professionals. 2) Basic negotiation skills and when and where to use these skills in a variety of settings. 3) About the elements of basic university politics and how to approach different situations.

608 Looking over the Rainbow and Understanding its Dreams
Coronado M

Jason Slinger, *East Carolina University*

There is no place like home - and no feeling better than knowing that you are accepted as a person who identifies as gay, lesbian, bisexual, or transgender (GLBT). Over the years being accepted in society has become a little easier

because the issue is more common and talked about with family, friends, and within society. However, there are still a variety of issues that a Millennial student will need to work through individually. Some of the issues to address include coming out, identify role models, safe sex options, intimacy involvement, and accountability. During this presentation, I will share some of my knowledge and experiences and invite the audience to share and discuss some of the questions and thoughts they have concerning GLBT students of this millennium who are on the other side of the rainbow.

Participants will learn: 1) To identify Millennial students and what their generation considers to be the norms of today's society. 2) A variety of GLBT issues and how students are choosing to address these issues. 3) Observations, interactions, and ask questions they have concerning GLBT students of today.

609 Imagine the Possibilities: Getting The Most Out Of Technology By Using Strategic Planning
Coronado N

Jon Baldessari, *University of Miami*

Are you doing great things with technology in your housing operation or wish you were? This interactive program will appeal to CHO's who are faced with rising expectations in an era of declining resources, as well as mid-level housing professionals who are increasingly asked to "think outside the box" and make the most of a student's residential experience. Following a short review of strategic planning as a process, as well as how to integrate technology solutions into the eventual initiatives, the program will shift to addressing the pitfalls of initiating a housing technology strategic plan. We will also have an opportunity to share individual "success stories" related to the application of technology throughout the operation of housing programs around the country.

Participants will learn: 1) To evaluate the need for a housing technology strategic plan utilizing a template of criteria. 2) To initiate the housing strategic technology plan process through stating desired outcomes and identifying critical issues. 3) To apply lessons learned by fellow housing professionals through the sharing of their previous experiences.

610 The Dream Organization-Using the Professional Standards to Envision the Possibilities!
Coronado P

Paula Bland, *University of Colorado*; **Stephen Stauffer**, *University of Kentucky*; **Cindy Spencer**, *University of North Dakota*

The workshop will review the information on the ACUHO-I Professional Standards and Ethical Principles. In a hands-on exercise, the participants will use the standards self-assessment guides to review various components of their own organization. The self-assessment exercise will give the participants an opportunity to identify areas for improvement and to discuss the standard objective for the improvement. The workshop will also review basic aspects of internal and external reviews, as well as other uses of the standards in an organization. The presenters will demonstrate a review interview and what information can be obtained for evaluation. The participants will also review the Ethical Hiring Standards for the Housing Professional and how those principles can be used.

Participants will learn: 1) About the ACUHO-I Professional Standards and Ethical Principles and how to use them in practice. 2) About the possibilities for improvement in their organization through internal and external reviews. 3) An understanding of how the ACUHO-I Standards can be used in program development, training, assessment, and for best practice.

611 The Dream Team: Collaborating with Student Staff to Mutually Create a Winning Working Relationship

Coronado Q

Ali Martin Scoufield, *Southern Methodist University*

Having trustworthy, dependable student staff is crucial to Hall Directors. But it is often hard to build healthy working relationships when supervising students with various experiences and backgrounds. Being relatively new to supervising, I began the staff development process badly—I set expectations, established protocol, and completely left my staff out of the process. Having learned from my mistakes, I now work with my staff to mutually create a winning working relationship. While I maintain my authority as a supervisor, the staff has buy-in to ideas, feels valued, and has ownership in the process. The possibilities for success are limitless when a staff feels a communal responsibility to hold each other accountable, learn from each other, and rely on one another. This presentation will outline ways in which supervisors can work with their student staff to mutually create staff expectations, job functions, and collateral assignments for which each staff member becomes 'the expert'. The group will share best practices for supervising and discuss the pros and cons associated with various supervisory styles and techniques.

Participants will learn: 1) The idea of mutually creating meaning and communal responsibility as it relates to designing staff teams. 2) How applying this idea helped create a successful and efficient staff relationship. 3) Experiences associated with supervising student staffs and assess their own supervisory styles.

612 Key Findings from the NSLLP: 2004 to 2007 (Association Sponsored)
Durango 1

Scott Crawford, *Center for Student Studies*

The National Study of Living Learning Programs (NSLLP) has now spanned two major data collections across three years. With over 76 institutions and 45,000 respondents, and a third national data collection currently wrapping up, the NSLLP has become the largest source of outcome data on residential living-learning programs, and the only national study specifically on living-learning programs. This report will present the most recent national findings from the 2007 study. These findings will include results from the first longitudinal study for the NSLLP, which was designed to assess the durability of the effect programs are having on students. Additionally, with the 2007 study, best practices for living learning programs have become clearer, and will be presented/discussed. While results from the study will be the core part of this presentation, we will also update the audience on the status of several NSLLP related activities, including the 2008 data collection, site visits, and further planned analyses.

Participants will learn: 1) An understanding of the latest in national trends of living-learning programs based on NSLLP data. 2) Build upon existing knowledge and data regarding best practices for living-learning programs. 3) About a series of ongoing studies and future plans from the NSLLP.

613 Powerful Partnerships: Bridging the Gap Between University Police and On-Campus Residents

Fiesta 1-2

Sandra Smith, J. Courson, Angelia Coleman, and Eric Engelberger, *Southern Arkansas University*

In the wake of tragic events like Virginia Tech, it is becoming increasingly important to build valuable relationships between our police departments and residence life. Southern Arkansas University has established a unique police partnership program that allows officers

to become directly involved with residence hall life. This session will provide ideas on how to create a powerful partnership with the police department and housing on your campus to help create a safer campus environment.

Participants will learn: 1) How the partnership with the SAU University Police and Housing departments has created a safer campus environment. 2) Insight into the essentials of establishing such a partnership on their campuses. 3) Ways a partnership between the police and housing departments could be created on their campuses.

**614 Online Roommate Searching
(Corporate Connection Session)**
Coronado G

Jon Coleman, PhD and **Bobbi Babitz,**
Lifetopia

This program outlines the current state of roommate assignment in higher education institutions and how the housing office can create new and more effective ways of bringing students together in a positive, diverse, and engaging environment. The session will include a review of an independent two-year study on student assignment versus self selection. Students today expect to interact through the internet and are using technology like Facebook and MySpace to find out about their classmates. Schools are often faced with the dilemma of assignments and resolution while having higher level goals that include diversity and student responsibility. New technologies allow universities and colleges to reduce the administrative efforts of managing and resolving roommate assignments while offering students an opportunity to be a part of the process and therefore take ownership in the outcome.

Participants will learn: 1) About new technologies that can help administrators save time and money during the roommate selection process. 2) How students can have a positive experience in both first interaction and ongoing

experience with university housing. 3) About how roommate self selection can help improve diversity and create a more responsible student.

**615 Driven by Data: Celebrating 10
Years of EBI-ACUHO-I Partnership**
Coronado R

Allan Blattner, *UNC Charlotte*; **Curtis
Brickhouse,** *Buffalo State College*; **Beth
McCuskey,** *University of Wyoming*

The most common question asked by participants in the benchmarking process is "What do I do with this data?" In this session, we will explore some "best practices" in the utilization of benchmarking data to drive innovation and strategic change. The presenters will share their experiences using data on their own campuses, as well as from their experiences on the Benchmarking Services Team. Additionally, a facilitated discussion among participants will add to the sharing of new ideas. This session is being offered as part of the 10th anniversary celebration of the EBI-ACUHO-I partnership.

Participants will learn: 1) Awareness of some best practices regarding the use of EBI data. 2) To connect with other users to share mutually beneficial resources. 3) New ways to use data to promote innovation and strategic change on their campus.

**616 Civility First: Marketing a Positive
Message (Marketing Strategies
Best)**
Yucatan 2

Sean Duggan, *Texas Tech University*

Civility is not only a movement throughout the country, but also one within university student housing at Texas Tech. Civility is one of the learning outcomes for our department. This session will be a primer about civility itself, how we use civility as one of our learning outcomes, and a look at several mechanisms we have used

to market the positive message about civility to our residential students. Come join us as we explore civility.

Participants will learn: 1) About the concepts relating to civility. 2) About a civility program that has been successful at Texas Tech University. 3) A better understanding of civility and how to market positive messages on their campus.

617 Creating a Dynamic Faculty and Associates Program (*Living-Learning Programs Best*)
Coronado S

Jill Stratton, *Washington University in St. Louis*

Creating a dynamic faculty associates program is an interactive session designed to foster dialogue among faculty and staff about what it takes to build a successful faculty involvement program in the residence halls. Faculty and staff members from Washington University will share strategies that have contributed to the success of a faculty associates program that just celebrated its 10th year on campus.

Participants will learn: 1) To identify successful models for beginning a faculty involvement program in the residence halls. 2) Strategies for developing positive and rewarding faculty/staff partnerships. 3) The specific components (i.e. recruitment, support, assessment) of a strong faculty involvement program.

618 The RA Position - What It Has Been and Will Be
Coronado T

Craig Allen, Christopher Sewalish, and **Rachel Siron**, *Texas Christian University*

Resident assistants, resident advisors – there are several other names for this esteemed student leadership position. These student leaders build community, document problems, mediate conflicts, conduct health and safety

inspections, coordinate programs and help students solve problems. All of this is secondary to being a student, or is it? In the wake of RAs being hurt “in the line of duty” – at Seton Hall, or Virginia Tech and perhaps many other places – do we need to examine if too much is now expected of RAs? How has this position evolved over the last 25 years and what has changed about the expectations for RAs? What is this experience like for our RAs of 2008 and how is this different than it was in 1983 or 1995?

Participants will learn: 1) More about the evolution of the RA position. 2) Issues related to the congruency between the RA job description and the actual day to day practice of being a resident assistant. 3) An understanding of the implications of the changing nature of RA positions and how that impacts residence life.

Interest Session 7 - 3:30-4:45 p.m.

701 Dreaming Big and Giving Back
Coronado C

Annette Brown and Carol Kraus, *Purdue University*

The purpose of this program is to assist our professional colleagues with the planning and assessment of a student focused alternative service trip. We want to focus particularly on setting learning outcomes for the trip and assessing throughout the trip if those learning outcomes were achieved through the experience offered. We also want to provide a basic model to colleagues on how they can establish a similar program at their institutions.

Participants will learn: 1) The planning and assessment of a student focused alternative service trip. 2) How to set measurable learning outcomes. 3) A basic model or how to recreate a similar trip at their home institutions.

702 Mental Health Issues on Your Student Staff, What All Entry-Level

Professionals Need to Know!

Yucatan 3

Susan Prisco and **Christine Thoorzell**, *Texas A&M University*; **Dr. Eric Grospitch**, *University of Missouri - Kansas City*

We've all heard that the numbers are on the rise for students coming to our campuses with mental health issues, which means, the numbers are on the rise with our student staff as well. Are you a new professional who has been faced with mental health issues on your student staff? Do you suspect a member of your student staff is facing a mental health issue? Do you know where to draw the line between being a supervisor and acting as a counselor/confidant? Do you know what is expected of you as a supervisor in terms of making reasonable accommodations in compliance with Americans with Disabilities Act (ADA)? Come join the presenters as they lead a discussion exploring the questions mentioned above and the many surrounding issues that surface when working with a student staff member who has a mental illness.

Participants will learn: 1) Trends over the last 10 years regarding the increase in students coming to our campuses with mental health issues. 2) Strategies for how to deal with issues that may arise in the areas of employment, supervision, and staff dynamics. 3) The basics regarding ADA accommodations for student employees.

703 Supervision: It's All About the Relationship

Coronado T

Alma Sealine and **Loretta Sexton**, *Case Western Reserve University*

Building strong relationships is important within many facets of our profession. The same energy that we dedicate to developing strong communities should also be found in a supervisory relationship. The key to being a

successful supervisor is building a relationship with each staff member. In fact, we would argue that being a strong supervisor is one of the most important things that we do within our profession. Based on Don Miguel Ruiz's book, *The Four Agreements*, this session will highlight how the four agreements – 1. Be impeccable with your word; 2. Don't take anything personally; 3. Don't make assumptions; and 4. Always do your best - can be directly applied to your work as a supervisor. With over 32 years of collective supervisory experience, the presenters will share experiences and insights on how to develop and maintain strong relationships. This session is designed to address some philosophical perspectives of supervision along with the day-to-day realities of working with staff through a sharing of the collective experience of all those that attend.

Participants will learn: 1) The importance of developing strong relationships within supervision. 2) The guiding principles found within the book, *The Four Agreements* by Don Miguel Ruiz. 3) To create an environment where participants and presenters share personal insights and experiences.

704 Legal Issues 2008: A Framework for Policy and Professional Development

Yucatan 2

Tom Scheuermann, *Oregon State University*

As college and university housing and residential life professionals, we regularly engage with colleagues, students, guests, and families in a challenging array of settings and situations. While our professional relationships and activities are routinely shaped by policies, institutional values, and educational goals, they are often complicated – sometimes unnecessarily so -- by legal issues and concerns, both real and imagined. This session will provide an update of current and critical legal issues and cases for the housing professionals. Participants

will be introduced to a flexible framework for analyzing legal concepts such as risk and liability, free speech and hate speech, and privacy; with the goal of aiding housing and residential life professionals at all levels and types of institutions, in developing sound policies, educational programs, and training for staff as well as students and their organizations. A detailed handout and CD, including policy development guidelines and worksheets, current court cases, case studies, and an extensive set of references will be provided to participants.

Participants will learn: 1) A fuller understanding of critical, current legal issues, and challenges for housing and residential life professionals. 2) A basic framework for analyzing and making meaning of legal concepts (e.g. risk, free speech vs. hate speech, privacy). 3) How to develop effective and adaptable policies, expectations, and training for student groups and staff.

705 Waking Up from a Nightmare: Challenging LGBT Stereotypes Through Programming
Coronado Q

Faye Perata and Hemlata Jhaveri, *California State University, Chico*

With words like gay and fag being used as slang every day, how can we educate our students about LGBT issues without attacking them? Programming seems to be an answer but getting students to the program can be challenging in itself. In this presentation, we will demonstrate the innovative program Hated Love and reveal how this program can challenge LGBT stereotypes. Hated Love is an experience that allows students to go at their own pace while giving them information to make changes in their lives and in their community. Come experience it yourself and find out how to put on Hated Love at your institution.

Participants will learn: 1) The impact of the program Hated Love first hand. 2) The need to

educate students about hate incidents and LGBT issues. 3) Insight into the process taken to implement Hated Love and how to implement the program on their own campus.

706 Proper Carpet Maintenance for Healthy Buildings (Corporate Connection Session)
Coronado G

Paul Offutt, *The R. E. Whittaker Co.*

When carpeting is chosen for a facility, several things need to be considered in order to maximize its life cycle. A scheduled maintenance plan will extend the time before deep cleaning is needed, saving money while keeping the carpet healthy and looking good. Beyond the fact that this program can save money on a carpet investment, we have also done testing that shows the effects of letting a carpet become noticeably soiled before taking action. At that point, a deep cleaning is performed to "restore" the carpet to its original appearance. The problem with waiting this long to clean is that letting the carpet's appearance degrade so much has seriously hindered the possibility of bringing it back to its original level of cleanliness. This restorative cleaning leads to erratic levels of appearance that will continue to degrade significantly over time. Interim maintenance, however, is able to keep carpet appearance at a consistently high level. Using a patented process with a Colorimeter carpet soiling detector, we have been able to show quantifiable data that proves the importance of interim maintenance.

Participants will learn: 1) About capital expenditure issues associated with early flooring replacement and the savings from interim maintenance. 2) About our scientific findings showing the benefits of interim carpet maintenance. 3) The components of a proper carpet maintenance plan.

707 Envisioning Better Student Communities - Understanding Relational Aggression in College

Students

Coronado N

Heather Schneller and Becky Howard,
University of Arkansas; **Jacqueline Schneller**,
University of Missouri-Columbia

While pop culture phenomenon such as the movie "Mean Girls" and books such as "Queen Bees and Wannabes" have defined relational aggression as limited to adolescent girls, in reality, there has been much research conducted exploring these behaviors in both men and women in college. Because much of this research was conducted in Europe, practitioners at the University of Arkansas and the University of Missouri decided to replicate one of these studies on their campuses. These supposedly more "mature" behaviors can have a detrimental effect on the experience of a student as well as their persistence to graduation. In residence halls especially, these behaviors can affect roommate relations, hall governments, and overall satisfaction. This program will showcase results of the study, help practitioners identify these often subtle behaviors, and teach strategies to combat them.

Participants will learn: 1) To identify common relational aggression behaviors in college students. 2) About study perceived gender bias in relational aggression research. 3) The impact relational aggression can have on experiences of students in college.

708 Implementing Concurrent Residential Curriculum and Learning Community Programs
Fiesta 7-8

Jason Amezcua and Dawn Aldrich, *Saint Louis University*

In the fall of 2007, Saint Louis University implemented a new residential curriculum programming model and introduced several new learning communities. It was the culmination of over a year of planning and research. In this

program we will discuss the process that we followed to create appropriate staffing structures, transition and train our staff, and appropriately assess our outcomes. Since SLU is still in the process of growth and change, participants will gain insight from both our successes and challenges. We invite those who are still in the development stages of learning communities and residential curricula, as well as those who are interested in learning how our department at a mid-size, Jesuit institution managed this transition.

Participants will learn: 1) Staffing structures for effective learning community and residential curriculum development. 2) The nature of professional and student staff training for learning communities and residential curricula at SLU. 3) Tools for application at their own institutions.

709 Benchmarking Users Group
Fiesta 1-2

Allan Blattner, *UNC Charlotte*; **Derek Jackson**, *Kansas State University*; **Dave Butler**, *Educational Benchmarking, Inc.*

Come join our annual meeting of participants in the EBI-ACUHO-I benchmarking process.

Participants will learn: 1) Awareness of some of the changes planned for the future of the assessments. 2) To connect with other users to share mutually beneficial resources. 3) New ways to use data to promote innovation and strategic change on their campus.

710 SPF for You and Your Conference Staff (*Conference Services Best*)
Coronado M

Abbie Dickinson and Susan Taylor, *Colorado Mountain College - Spring Valley*

Come join us for an interactive presentation that will help you and your conference staff work without worry of staff burnout or ridiculous amounts of stress. Creating times of relaxation

and fun during the summer will assist you with achieving a successful and stress-light summer conferencing schedule. Every summer conferencing staff (whether comprised of student staff or not) faces a high amount of stress at some point during the conferencing season - entire building turnover in less than 24 hours, lack of linens, power outages, etc. While some conferencing staffs buckle under such pressure, others are able to overcome the stress and continue working efficiently and effectively with and for their guests. Learn how to cultivate a working atmosphere that is efficient and values teamwork. Help make the summer conferencing staff's job more memorable and fun. Keep your sanity and focus. Learn more about beating the heat of summer conferencing, step away from the baby oil and join our fun-filled session!

Participants will learn: 1) How to maintain a healthy level of stress during summer conferencing. 2) How to create and continue connections with all departments on campus. 3) How to make staff trainings and meetings more enjoyable.

711 Active Shooter on Campus: Prevention and Response (SWACUHO Best)
Durango 1

Kim Brown, North Central Texas College

This training session will be conducted by Kim Brown, a certified trainer for Response Options ALICE program. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuation. Brown will review past incidents that have occurred in the educational arena within the past 10 years; talk about standard practices; review the ALICE program; and make recommendations for preventing and responding to this campus threat. The presentation should be attend by all levels of professionals as hall directors will be implementing the training for their students, while the administrators will be in

charge of creating policies that protect the lives of the students in their system.

Participants will learn: 1) Insight on previous shootings in education in America. 2) Why lockdown alone does not work. 3) To implement new policies, procedures, and strategies on their campus.

712 OACUHO Best
Coronado S

Details about this session will be available in the first edition of the conference newsletter, *Celebrate the Dream*, which will be delivered at the conference.

713 Basics of College and University Housing Budgets
Coronado F

Jack Collins, University of Illinois

This session will attempt to fill the void in knowledge about budgets for entry and mid-level professionals. The session will begin with a discussion of budget principles. There will be interactive activities to assist with the learning process. The timeline and the principles for budget development will be explored.

Participants will learn: 1) The basic terms and concepts of a student housing department budget. 2) The types of budget models for student housing departments. 3) Current issues that are affecting student housing budgets.

714 How Green Is Your Pest Control Program - Intergrated Pest Management (IPM) (Facilities Best)
Coronado P

Amon Walker, University of Florida

Integrated Pest Management (IPM) is not a new concept. It has been utilized for the last 10 to 15 years in a variety of areas throughout the world. The settings have included homes, businesses, schools, colleges, and universities.

During the past two to three years there has been the development of a greater awareness for protecting our environment. We have the LEED initiative, sustainability proposals, and a general increase in the concern for effects that our lifestyles have on the environment. This program will examine how colleges and universities can become more "green" through the application of IPM principles in their pest control program. This program will explore the definitions of IPM and how they apply to various facilities. It will examine the criteria for certification that will provide independent verification of IPM programs. The program will explore three of the most important elements of IPM and how they affect the overall success of an IPM program.

Participants will learn: 1) How to examine the many definitions of IPM and formulate one which will apply to their facility. 2) What skills and training to look for when hiring a pest control contractor to provide IPM service at your facility. 3) To identify the three most important elements of IPM and how they apply to an IPM program.

715 Planning for When the Dream Goes Wrong
Fiesta 3-4

Aaron Lucier, *East Carolina University*

As a profession we work hard to make sure things go well. We plan, we prep, and we pull the all-nighters if needed. Yet, are we ready for the time disaster strikes? When the dream becomes a nightmare... pandemic flu, hurricanes, and active shooter have all entered the national radar. We need to be ready in student housing for these now known possible events as well as the one not on our radar yet. This program will cover some best practices in disaster planning, help housing professionals identify possible allies in planning efforts, and offer tools for testing plans. Tips and pitfalls for the student housing disaster planner will also be

covered. Participants will also be encouraged to share their experiences and tips.

Participants will learn: 1) How they can be part of drive disaster planning at their institution. 2) Some basic tenants and best practices for disaster planning and business continuity planning. 3) Tools such as desk top exercises and plan reviews to improve and test plans.

716 Envision a Master Plan that Celebrates a Menu of Housing Options
Coronado A

Stephanie Bannister, Chuck Werring, and Skyler Harper, *Kansas State University*

Join us as we share the celebration of a dream becoming a reality. Kansas State University has recently completed Phase 1 of a multi phase redevelopment project. This session will begin with the journey of developing a master plan, reconciling wants and needs, design and development, construction, and finally opening day. Participants will take away a guide for successful master plan creation and implementation. A menu of housing options will be explored in addition to renovation, heavy construction, and new building as options to unearth your campuses potential. Presenters will share their first-hand experiences of being given the gift of celebrating what really matters as you hold yourself accountable during the dreaming and planning process.

Participants will learn: 1) A series of homework assignments that staff can do ahead, during, and after the master planning process to optimize success. 2) Lessons from when the vision of the master plan doesn't match budget realities. 3) Dream it and do it! A step-by-step guide to putting a plan into action by developing a menu of options to serve generations.

717 Envision the Possibility of Creating Effective Assessment Reporting

Coronado D

Jeff Janz, *University of Wisconsin – Whitewater*, **Sherry Woosley**, *Ball State University*

If we were to envision the possibility that assessment truly impacts our daily work, what would that look like? A critical step would be effective reporting. These reports would be thought-provoking and inspire readers to reflect on their practice and take specific action. This presentation focuses on inspirational models of effective reporting as a mechanism to help practitioners link assessment with practice. Learn about the choices we make in effective reporting for all campus constituencies including hall directors, RAs, students, upper administration, faculty, and student affairs professionals. Using concrete examples, participants will gain a better understanding of effective reporting to ensure that assessment efforts impact practice.

Participants will learn: 1) The range of choices associated with assessment reporting such as audiences, format, timing, and content. 2) Examples of effective reporting, identify audiences associated with the projects, and evaluate the links between reporting method and audience. 3) To use best practices criteria to evaluate effective reporting.

718 Peer Interaction and Learning in Diverse Residence Communities

Coronado E

Nancy Young, *University of Maryland Baltimore County*

Prompted by the affirmative action cases at Michigan, quantitative research from the past decade demonstrates the importance of diverse peer interactions on a variety of desirable outcomes, but does less to describe the nature of these interactions or to suggest how such

interactions facilitate learning (Gurin et al., 2002; Pascarella & Terenzini, 2005; Whitt et al., 1999). The changing demographics of higher education make understanding diverse peer interactions increasingly important. This session will present the findings from a multiple case study conducted in racially and ethnically diverse communities at a diverse public research university. 1. How did students in two diverse residence communities describe the nature of their interactions with members of their community? 2. What characteristics, policies or programs supported or impeded diverse peer interactions? 3. How did students describe what they learned in diverse communities? Answers to these questions shed new light on how simple behaviors and interactions lead to learning and development and suggest environments and practices that facilitate diverse peer interaction and subsequent learning outcomes.

Participants will learn: 1) To identify three theories or models related to diverse peer interaction and/or resulting learning outcomes. 2) To name three possible learning outcomes related to diverse peer interaction. 3) To state three possible influences on diverse peer interactions and to consider practices that encourage same.