Commission for Housing and Residential Life

Life-Line

"WE ARE THE HEARTBEAT OF OUR STUDENTS' LIVING EXPERIENCE"

Greetings from the Chair

Hello Commission for Housing and Residential Life! I write this Chair's Welcome feeling excited about the upcoming convention, but also with some sadness. This will be my last note to you as the Commission Chair. While in Atlanta, Adrian Gage will assume the role of Chair. Adrian will do a wonderful job, and I hope you'll take a few moments in Atlanta to introduce yourself to him.

I'm writing this having just returned to Delaware from the Oshkosh Placement Exchange. As I was making my way home, I was thinking about the old friends I ran into while in the snow-covered state. Many were past ACPA Commission colleagues: Derek Jackson, the Commission Chair when I first joined the Commission and Kathleen Gardner, Keith Edwards, and Grant Anderson, all Directorate Body members when I was a new member. Now they are people who I turn to for advice, support, insight, good humor, and friendship. Seeing them reminded me how important the Commission has been to me as I progressed in student affairs, specifically in residence life. I hope you'll find a way to make connections with good colleagues - if not through involvement with the Commission, in other ways. It is essential to your growth, and certainly, to your sanity.

So it's only fitting that as my time in this role comes to an end, I would like to take one last opportunity to encourage you to get involved. In this newsletter you will find a listing of the Atlanta Convention Commission activities – there are several. If you want to learn more about what we do, attend our Directorate Body meeting on Sunday, visit our Showcase table Sunday night, attend the Awards Social on Monday night, and attend the Commission's Open Meeting on Tuesday afternoon. Be sure to attend the SALT presentation or another one of the Commission's sponsored programs throughout the week. These activities have been planned to support your work and to recognize your efforts. I hope to see you in attendance at many of them.

I also want to congratulate all active Commission members and current Directorate Body members for the awards the Commission will be receiving this year. On Saturday evening at the Leadership Reception, we will be presented with two Commission Awards: the 2008 Excellence in Programming Award and the 2008 Overall Distinguished Accomplishments Award. If you are in town by then, join us at the Leadership Reception to celebrate these accomplishments.

Thanks for your support during my time as Commission Chair – see you in Atlanta!

Sincerely,

Kathleen G. Kerr
Chair, Commission for Housing and Residential Life
Director of Residence Life, University of Delaware
kkerr@udel.edu

Commission Sponsored Programs and Roundtable

We are very excited for this year's Commission for Housing and Residential Life sponsored programs and roundtable taking place at the 2008 ACPA Convention. Topics range from faculty roles to sustainability issues within residence halls, and we have one program co-sponsored with the Commission for Student Involvement. We hope you are able to attend at least one of these wonderful programs. Congratulations to our selected programs and presenters.

Monday, March 31, 2008
8:45 a.m.—10:00 a.m., Marriott Marquis, International 8

Conceptualizing and Implementing a Four-Year, Learning-Based Residential Curriculum

Presenters: Harry R. Knabe, Lyndsey Walther-Thomas, Jeff Llewellyn, Corinne Farrell, and Corbin Campbell (The George Washington University)

Recipient of ACPA's 2007 Outstanding Innovation Award from the Commission for Housing and Residential Life, George Washington Housing Programs developed a non-traditional residential experience designed to address the individualized needs and challenges of each undergraduate student year. The experience emphasizes student empowerment, and marks specific developmental goals for housing residents. The Residential Curriculum model will be introduced, its programmatic elements explained, and theoretical framework (drawn from Learning Reconsidered) reviewed. The session will conclude with strategies and challenges faced when implementing such a learning-based residential curriculum.

Monday, March 31, 2008
10:15 a.m.—11:30 a.m., Marriott Marquis, A703

RedHawk Traditions: History, Athletics, and Tradition in a Learning Community

Presenters: Brittany Garner (Institution Miami University) and Heather Strine (James Madison University)
Co-sponsored by the Commission for Student Involvement

RedHawk Traditions, an innovative living-learning community at Miami University, bridges the gap between student-athletes and non-athlete students for a more inclusive residential experience. Simultaneously, the community addresses school apathy by collaborative efforts to educate students about the history, athletics, and traditions at Miami University. During this presentation, learn how to gain buy-in from key stakeholders, develop holistic learning outcomes, and create residential programs for this type of initiative.

Monday, March 31, 2008
1:15 p.m.—2:30 p.m., Hyatt Regency, Courtland

Developing with Purpose: Expanding Upon the First-Year Experience

Presenters: Bryan A. Wint and Danielle Morgan (Salem State College)

Higher education has been focused on the first-year experience, but current trends show a need of specialized programming for all students. This interactive session will share how Salem State College assessed their First-Year Experience and utilized available resources and support services to create new inclusive programs. Participants will leave with newly acquired knowledge of relevant theories and best practices, and examples of how initiatives meant to support first-year, sophomore, and transfer populations can be implemented at their own institution.

Tuesday, April 1, 2008
5:45 p.m.—6:45 p.m., Hyatt Regency, Edgewood

Roundtable: NACURH Student Award for Leadership Training - S.A.L.T. Award

The Commission for Housing and Residential Life is pleased to be able to sponsor the NACURH Student Award for Leadership Training. NACURH, the largest student leadership organization in the country, presents this award annually to the college or university RHA that sponsors the most innovative, creative and comprehensive student leadership training program for their residence hall government on their campus.

Wednesday, April 2, 2008
9:30 a.m.—10:45 a.m., Marriott Marquis, International 2

Understanding Faculty Motivation for Involvement and Collaboration in Living-Learning Communities

Presenters: Jody E. Jessup-Anger, Matthew Wawrzynski, Katherine A. Stolz, and Chris Jensen (Michigan State University)

What motivates faculty to become involved in living-learning communities (LLCs)? This interactive presentation will draw upon a qualitative study conducted to explore faculty motivation for becoming involved in LLCs. We will discuss topics including how faculty navigate the different cultures of academic and student affairs and how their involvement and collaboration in LLCs influence their thinking on enhancing undergraduate education. Anyone seeking to develop collaborative student affairs/faculty partnerships or enhance faculty participation in LLCs will find this program helpful.

Convention 2008 Commission Activities and Meetings

The following are a list of Commission for Housing and Residential Life activities and meetings to take place at the 2008 Convention. All Directorate Body members are required to attend the meetings listed below, with the annual business meeting being optional. Please note the dates on your calendars of these important meetings that will take place in Atlanta. In addition, please refer to the online schedule for locations and any time changes.

New Directorate Body Orientation
Saturday, March 29, 2008
6:30 p.m. – 7:30 p.m.
Marriott Marquis – International 7

Directorate Body Meeting
Sunday, March 30, 2008
10:00 a.m. – 5:00 p.m.
Hyatt Regency Ballroom V

Town Hall Assembly Meeting
Monday, March 31, 2008
3:00 p.m. – 5:00 p.m.

Convention Showcase
Monday, March 31, 2008
6:30 p.m. – 8:00 p.m.
Hyatt Regency Centennial Ballroom

Annual Business Meeting and Presidential Address
Tuesday, April 1, 2008
10:15 a.m. – 12:00 p.m.

**Commission for Housing and Residential Life
Open Meeting**
Tuesday, April 1, 2008
2:30 p.m. – 3:30 p.m.
Marriott Marquis – A708

Town Hall Assembly Follow-up Meeting
Tuesday, April 1, 2008
4:15 p.m. – 5:30 p.m.

**Commission for Housing and Residential Life
Awards/Social**
Tuesday, April 1, 2008
7:00 p.m. – 10:00 p.m.
Meet at Marriott Marquis entrance at 6:45 p.m.

ACPA ATLANTA 2008 ANNUAL CONVENTION

Professionalism with Purpose—Advancing Inclusion and Expertise

March 29-April 2, 2008

The theme of the 2008 ACPA Annual Convention, to be held in Atlanta March 29-April 2, 2008, challenges us to intentionally focus on our individual and collective professional development by emphasizing three elements:

PURPOSE: Convention participants can make purposeful choices among professional outcomes that address contemporary knowledge, skills, and values.

INCLUSION: Convention participants can explore new ways in which our campuses and our profession can foster meaningful inclusion across the wide array of diversities.

EXPERTISE: Convention participants can build expertise that is based on the best of research in our profession.

Visit http://convention.myacpa.org for the Convention schedule and a list of Convention events.

Be challenged. Be purposeful. Atlanta awaits.

Newsletter Feature Focus: Designed Residential Learning

Intentional Residential Learning: Implementing Learning Reconsidered in Residence Life

Submitted by: Sean Gehrke, Whitman College

For more than a decade, the student affairs profession has been guided by a philosophy of student learning as the cornerstone of personal development (Evans & Reason, 2002). This philosophy, which has been presented through various guiding statements and documents in student affairs, was perhaps best described through ACPA and NASPA's joint effort, under the editorial leadership of Richard Keeling, in *Learning Reconsidered: A Campus-wide Focus on the Student Experience* (*LR*) in 2004. In order to strengthen the impact of *LR* on our profession, several student affairs professional associations came together to publish *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience* (*LR2*) in 2006, also edited by Richard Keeling, to serve as a practical guide to enacting the practices ascribed by its predecessor. The purpose of this article is to outline some of the key tenets of *LR* and examine how they may be applied by residence life and housing professionals who seek to focus on the student learning experience of their residents and paraprofessional staff members.

Key Tenets of Learning Reconsidered
LR defines learning as a "comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate and even independent of each other" (p. 4). The emphasis on learning as transformation is at the center of the philosophy of *LR*. Whereas the primary focus of learning in college was once attributed to knowledge transfer in the classroom, this new conceptualization provided a view of learning as one that encapsulates knowledge acquisition, making meaning of knowledge acquired, and applying it within the context of one's life. This conceptualization truly places students at the center of the college learning experience.

With this new conceptualization of learning came a new understanding of how students learn through their college experience. Every program across a campus could now be seen as providing learning opportunities that contribute to the overall goal of transformative education. "Student affairs, in this conceptualization, is integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition" (Keeling, 2004, p. 12). The representation of the interconnectedness of student learning presented by *LR* gave practitioners a lens through which to reconsider college student learning. This interconnectedness of learning presents the relationships between the social, academic, and institutional contexts of students' experiences and how they interact and simultaneously contribute to learning. Helping students integrate their experiences across the campus provided student affairs professionals the path to provide students with opportunities for transformation.

Fully adopting the student-centered philosophy of transformational learning necessitates the intentional reflection on the learning opportunities we provide in order to understand how our programs contribute to the overall goal of transformative education. To that end, the authors of *LR* present seven broad categories of learning outcomes as one possible guide for professionals to examine their programs' contributions to the transformation of their students. Although not meant to be solely prescriptive, the outcomes of cognitive complexity, knowledge acquisition, integration, and application, humanitarianism, civic engagement, interpersonal and intrapersonal competence, practical competence, and persistence and academic achievement encapsulate a holistic view of the type of learning institutions of higher education might aspire to if truly seeking a transformative experience for their students.

Transformative Learning in Residence Life
Jane Fried (2007) describes the collective efforts of both *LR* and *LR2* as "a new single playbook for all of us who are concerned about student learning" (p. 3). The focus of the remainder of this article will discuss strategies for implementing the tenets of this playbook within the context of residence life and housing. Whether examining existing programs or designing new ones, the application of *LR* to our departments falls into three continuously repeating steps or categories: mapping our learning environment, designing learning outcomes, and assessing these outcomes. I present these steps as continuously repeating because the notions described in *LR* and the processes presented in *LR2* are meant to be ongoing. In order to purposely reflect on the learning we are affecting in our students, we must assess our effectiveness in the delivery of learning opportunities and use that assessment to guide future decisions we make to ensure a constant focus on the student learning experience (Bresciani, 2008).

Before entering into the process of learning outcome development and assessment, it is important to decide which population(s) you will use to engage in this process. We impact many student populations and groups through our work in residence life and housing. Some of these include Resident Assistants (RAs), desk workers, residents within specific programs, or the entire population of residential students on a campus. The population you decide to examine will have a direct impact on the kind of environment you map, the types of outcomes you develop, and the assessment methods you will use to assess them. Your power over the learning of your RAs, for example, might be easier to map and measure versus your entire residential population. Despite which population you decide to engage with this process, you will eventually want to hit all of your various student populations in order to reach a better understanding of the learning you are responsible for within your department or program.

Newsletter Feature Focus: Designed Residential Learning

Intentional Residential Learning, continued. . .

Mapping the Learning Environment
Borrego (2006) describes mapping the learning environment as the "process of recognizing, identifying, and documenting the sites for learning activities on campus; it provides the framework within which student affairs educators can link their programs and activities to learning opportunities" (p. 11). This step in the process will involve examining your program to identify all of the opportunities for learning it provides.

The process of mapping the learning environment will vary depending on the population and type of program you decide to examine. You might decide to investigate learning solely among your Resident Assistants. Will you examine what they will learn through an entire year or semester of working within the position or will you focus on what they will learn after completing your training program? Again, the size of the program you decide to map will affect the process of mapping the environment. Within a training program, you might examine all of the sessions provided as possible sites for learning. You would also want to include informal time spent with staff members and preparation time spent in gearing up for a new year. All of these offer sites for learning that will affect the experience the RAs have. If you were to map an entire semester or year for learning opportunities you might find the RA job description to be useful. What are the different experiences that will be provided to your RAs through their employment that will lead to learning? This type of mapping is much broader in scope but may very well help you and your staff to truly scrutinize the RA experience for all possible learning opportunities.

Mapping the learning environment for your entire residential population will be a much broader undertaking. You may choose to map the learning that takes place in a residence hall orientation program series for all residents which will involve examining the type of learning through different sessions and activities. On the other hand, you may choose to tackle the comprehensive learning that takes place within your halls through an entire semester or year or more for each of your residents. Again, the scope of the mapping will depend on the experience you choose to map. Regardless of the program or experience you choose to examine, the mapping process should result in a better understanding of the types of learning opportunities you provide. This understanding could be represented simply by a list of sessions or experiences or complexly as a conceptual diagram mapping the connections between these different experiences or a written narrative describing these experiences. Your specific goals as a department should guide the extent to which you choose to map your program. Susan Borrego's chapter in *LR2* provides good information and text to inform your mapping process.

Developing Learning Outcomes
Once you have examined your programs' learning environments, you can begin to identify learning outcomes. "A variety of methods might be used to identify learning outcomes and prioritize the degree of emphasis to be placed on them…each internal entity (e.g., a functional area, a major) should begin by identifying the learning outcomes it seeks to develop in its students" (Komives & Schoper, 2006, p. 31). This process may take one of two distinct methods, described by Komives and Schoper as either outcome to practice or practice to outcome. I will illustrate these two processes using RA training. The outcome to process practice involves the intentional design of a program around a set of desired outcomes. Using this process with RA training would involve creating a set of outcomes you hope your RAs reach through the training process and then purposefully designing the entire training through the lens of those outcomes. Sessions and activities would be selected based on how they might contribute to the set of developed outcomes. Conversely, using the practice to outcome process would involve taking an existing RA training program and developing a set of outcomes that you think are met through that training. It is important to decide which method you want to use before engaging in this process, regardless of the scope of program you are examining.

Consideration should be given to including multiple individuals and stakeholders in this process. When developing outcomes for your RAs utilize the expertise of the professional staff in your office that work with the RAs in some context or another. Your resident directors, area coordinators, coordinators, and other administrative or professional staff can all provide a view of student learning through the RA experience. These may be very similar or very different depending on the variety of experience and preparation of your staffs. Simply engaging your professional staff in this process can lead to a more comprehensive understanding of the types of outcomes you want to develop. Likewise, if you are seeking to develop outcomes for your entire residential population, engaging individuals who work with your residents can be very valuable. This could include your professional hall staff as well as paraprofessional staff that you oversee (e.g., RAs, desk workers). Multiple perspectives in this process can be invaluable to you as you develop your outcomes.

The methods you use to develop your outcomes should be intentionally chosen. If you are engaging in a process of outcome brainstorms or sorting, you should have a clear understanding of what you hope to achieve from each step. Brainstorming lists of outcomes individually can help you to judge how pervasive some types of learning are in your program. Sorting your outcomes into the broad categories outlined by *LR* can help you to examine whether or not your program is meeting the different tenets of transformational learning. Ranking outcomes can help you to evaluate the relative importance and emphasis placed on different outcomes. The methods described by Susan Komives and Sarah Schoper in their chapter on developing learning outcomes in *LR2* is a fantastic resource to consult when engaging in this process.

Newsletter Feature Focus: Designed Residential Learning

Intentional Residential Learning, continued. . .

Assessing Student Learning
Implementing outcomes-based assessment plans and procedures is quite possibly the most difficult step in the process of implementing *LR*. Assessing whether or not your program is helping students to meet your desired learning outcomes is an integral step in reflecting on the effectiveness of your program's contribution to transformative learning (Bresciani, 2008). Residence life programs are often very good at assessing student satisfaction with their program. We can often recite how many of our students are happy with the quality of our programming or the cleanliness of our facilities but we tend to experience difficulty when it comes to stating or understanding how much students are learning in our halls. In order to effectively understand our impact on student learning, the focus of assessment must shift from assessing student satisfaction to assessing student learning. Ideally, you will find ways to assess both satisfaction and learning because residence life is often seen as a service and an educational entity.

When developing your assessment plan, it is important to take into account how you will measure your outcomes. Some outcomes might be best measured using quantitative methods while others might lend themselves better to qualitative methods. A comprehensive assessment plan should include both quantitative and qualitative methods. If using quantitative methods such as questionnaires or surveys, it is important for you to decide how you want to operationalize your outcomes to measure them. You might find pre-existing scales and instruments that effectively measure facets of your outcomes. You might, however, find that the best measures of your outcomes are locally designed scales developed by you and your colleagues. Quantitative tools such as surveys can be helpful when attempting to measure outcomes for large populations (e.g., entire residence hall populations, all residential students). Your department of institutional research can be an effective resource for you to use as you engage in this process. Qualitative methods such as observations, interviews, and focus groups can also be effective in trying to understand how students are meeting learning outcomes. These can especially be effective when working with smaller populations such as sections of residence halls, or your RA staff and can provide very rich data to use as you assess your program.

Once you have decided on your methods for assessing student learning, it is important to assess your outcomes through the lens of your learning environment. The purpose of assessing learning outcomes is to examine whether or not students are learning within the context of the environment we provide for them. Assessment methods should examine both the outcomes as well as the environment in order to evaluate the impact of the environment on the outcomes. Astin's (1993) I-E-O educational assessment model provides a rich conceptual framework through which to assess your outcomes. This model is based on the premise that any effective assessment plan must take into account the qualities that students bring to educational programs (inputs) as well as the actual experiences that students are exposed to within the program (environment) in order to assess whether students are meeting desired outcomes. For example, in assessing an RA training program, it would be important to examine the inputs that your students bring to the training (easily measured through pre-tests of your various outcomes), the environment they are being exposed to in the training (in this case, the sessions and activities designed for the training), and the outcomes of the training in order to examine how your intentionally designed program impacted the learning of the participants. This process would be much more complex if one were to expand it to outcomes for an entire residential population but is equally as valuable. Again, utilizing the staff in the institutional research office on your campus will greatly help you as you engage in this process.

Closing the Loop
Intentional program design using assessment data and information is the next crucial step in this process. Once you have assessed the outcomes of your program, you can begin to ask the question of how the results should inform future decisions. If you are adopting the philosophy posed in *LR*, you will use the information gathered from your assessment to improve your existing programs as well as create new ones to help you meet your learning outcomes. Finding ways for these new programs to include other staff and faculty across the campus can help create more opportunities for truly transformative learning that accounts for all the contexts students learn through.

Conclusion
The tenets of transformational learning and the steps provided in this article present an introductory guide to working toward designed residential learning. In order for residence life and housing departments to truly become learning centered, we must intentionally design programs to enhance the learning experiences of students and assess their effectiveness in meeting desired learning outcomes. Examining your department's contributions to students' learning will lead you to ask more questions and discover new programs and structures to aid students in their learning process. By engaging in the process of mapping your residential learning environments, developing learning outcomes, assessing those outcomes, and using that information to inform key program decisions with the focus on student learning, you will enable your residence life department to play an integral role in engaging students in their processes of transformative learning.

References:
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Borrego, S. E. (2006). Mapping the learning environment. In R. P.

Newsletter Feature Focus: Designed Residential Learning

Intentional Residential Learning, continued. . .

Keeling (Ed.), *Learning reconsidered 2: Implementing a campus-wide focus on the student experience* (pp. 11-16). Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA.

Bresciani, M. J. (2008, February). *Assessing student learning and development*. Presentation given for the Improving Outcomes-Based Assessment for Student Affairs Conference. San Diego, CA.

Evans, N. J., & Reason, R. D. (2002). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development, 43*, 359-377.

Fried, J. (2007). Higher education's new playbook: Learning Reconsidered. *About Campus, 12*(1), 2-7.

Keeling, R. P. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA.

Keeling, R.P. (Ed). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: NASPA & ACPA.

Komives, S. R., & Schoper, S. (2006). Developing learning outcomes. In R. P. Keeling (Ed.), *Learning reconsidered 2: Implementing a campus-wide focus on the student experience* (pp. 17-41). Washington, DC: ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA.

About the Author: Sean Gehrke is the Assistant Director of Residence Life at Whitman College. He can be contacted at gehrkesj@whitman.edu.

Residential Curriculum: RAs' Thoughts on Working with the New Model

Submitted by: Gudrun Haider, Miami University

The Change: Emerging Community Leaders living-learning community at Miami University started using a residential curriculum model in Fall 2007. The Change community is designed for leaders who are dedicated to putting their convictions into action. Supported by the Etheredge Center for Leadership, the Office of Community Engagement and Service, and the Harry T. Wilks Leadership Institute at Miami University, this community provides students with the opportunity to think deeply about what it means to engage in leadership at Miami and beyond. Here are some of the comments by the Resident Assistants at Miami University who are responsible for carrying out the model.

"The residential curriculum has given me parameters to work in and those parameters have helped to guide me in how to focus the roles of my job. Sometimes it can be a challenge to come up with creative programming to go along with it, but overall I think it is a wonderful initiative we have started." — Samantha Begley, junior and first-year RA

"I enjoy having a residential curriculum because I always know what is expected of me, and I have a great guide to base the programs I plan off of. I do, however, feel that I am not able to put as much time into my classes as I know other RAs on campus without the curriculum are able to." — Mandy DuBro, sophomore and first-year RA

"The residential curriculum has allowed me to clearly see the goals that we, as a staff, have for the residents and the community that we live within. I have used these set goals and combined them with my personal goals for the Resident Assistant position, and have found great success within the confines of our staff, my corridor, and then within our living-learning community." — Michael Kane, sophomore and first-year RA

About the Author: Gudrun Haider is the First Year Adviser for the Change: Emerging Community Leaders living-learning community at Miami University. She can be contacted at haiderg@muohio.edu.

Newsletter Feature Focus: Designed Residential Learning

Resources for Creating a Learning Outcomes Based Residential Curriculum

Submitted by: Gudrun Haider, Miami University

Developing Learning Outcomes

Student Learning Outcomes 101. Office of Student Learning & Outcomes Assessment, University of Rhode Island. Kingston, RI. Available at http://www.uri.edu/assessment/uri/outcomes/student/tools.html

Measurable Learning Outcome Grid. Learning Reconsidered. NASPA & ACPA (2004). Washington, D.C. Available at http://www.csn.edu/PDFFiles/Administration/Planning_and_Development/InstitutionalResearch/Assessment/LearningReconsideredTable.pdf

Assessment

Assessment Tips for Student Affairs Professionals
By Karen W. Bauer, University of Delaware, and Gary R. Hanson, Arizona State University.
December 11, 2001. From NASPA's Net Results.
Available at http://cai.cc.ca.us/Summer2005Institute/NASPA's%20NetResults%20Assessment%20Tips%20for%20Student%20Affairs.doc.

Assessment Planning Tool
The two CD-set contains the Ten-Step Matrix in Student Affairs Assessment and the Ten-Step Matrix in Student Outcomes Assessment. The CDs help: determine the best assessment method, data collection plan, identify instruments, identify control and environmental variables, analyze data, and determine suggestions for policy and practice. Developed in partnership with the Center for the Study of Higher Education at Penn State University and based on the Assessment Practice in Student Affairs: An Application Manual by John Schuh and Lee Upcraft.

Special Pricing Available for Past Assessment Seminar Attendees and Purchasers of CD # 01. Contact National Office for Price Quote at (202) 835-2272.
Available at: http://www.myacpa.org/pub/pub_books_assessment.cfm

Looking for an Online Survey Tool?
Check out the Web site for ACPA's Commission for Assessment and Evaluation at http://www.myacpa.org/comm/assessment/index.cfm and go to "Commission Resources" for a variety of resources.

Join the Commission for Housing and Residential Life Listserv

To subscribe to the Commission for Housing and Residence Life listserv, please use the following directions:
- Visit https://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/person/Listserv.html.
- Log in with your ACPA username and password
- Find the line for "Commission for Housing and Residential Life," verify your e-mail address and select an option from the drop-down menu (subscribe single or subscribe digest).
- Select "Submit Changes."

If you have any questions regarding this process, please contact the International Office at (202) 835-2272 or info@acpa.nche.edu.

2008 ACPA Convention Programs on Commission Focus Areas

The following is a listing of some programs from the ACPA Convention bulletin that pertain to the Commission's three focus areas: **Sustainability in Higher Education, Academic Collaboration and Partnerships, and Designed Residential Learning**.

Sustainability in Higher Education

Creating Commitment to Sustainability through Curricular and Co-curricular Learning
Monday, March 31; 10:15 a.m.—11:30 a.m.
Marriott Marquis, International 5

It's Easy Being Greener
Monday, March 31; 11:45 a.m.—1:00 p.m.
Marriott Marquis, A703

Developing Institutional Commitment to Sustainability
Tuesday, April 1; 8:45 a.m.—10:00 a.m.
Marriott Marquis, International 5

Integrating Sustainability into the Student Affairs Preparation Curriculum
Wednesday, April 2; 8:00 a.m.—9:15 a.m.
Marriott Marquis, International B

Academic Collaborations and Partnerships

The Summer Reading CD: Collaboration between Academic and Student Affairs
Monday, March 31; 7:30 a.m.—8:30 a.m.
Marriott Marquis, L401 and L402

Understanding Faculty Engagement in Residence Halls at Research Institutions
Wednesday, April 2; 8:00 a.m.—9:15 a.m.
Marriott Marquis, International 10

Transformative Learning: The Roles of Student Affairs in Undergraduate Research
Wednesday, April 2; 9:30 a.m.—10:45 a.m.
Marriott Marquis, International 3

Understanding Faculty Motivation for Involvement and Collaboration in Living-Learning Communities
Wednesday, April 2; 9:30 a.m.—10:45 a.m.
Marriott Marquis, International 2

Designed Residential Learning

Living Learning Communities Serving Deaf and Hard of Hearing Students
Monday, March 31; 7:30 a.m.—8:30 a.m.
Marriott Marquis, L405 and L406

Conceptualizing and Implementing a Four-Year, Learning-Based Residential Curriculum
Monday, March 31; 8:45 a.m.—10:00 a.m.
Marriott Marquis, International 8

One World: Promoting Multiculturalism Among Faculty, Administrators, and Residential Students
Monday, March 31; 1:15 p.m.—2:30 p.m.
Marriott Marquis, International C

Strategic Change: From Self-Review to a Residential Curriculum
Monday, March 31; 2:45 p.m.—4:00 p.m.
Marriott Marquis, M302 and M303

Learning Spaces: Gaining Insight from Libraries and Classrooms
Tuesday, April 1; 7:30 a.m.—8:30 a.m.
Marriott Marquis, L 405 and L406

Learning Reconsidered in Action: First Year Success Using Experiential Education
Tuesday, April 1; 10:15 a.m.—11:30 a.m.
Marriott Marquis, A7070

Supporting Academic Success in First-Year Residence Halls
Tuesday, April 1; 2:45 p.m.—4:00 p.m.
Marriott Marquis, A703

Strengths-Based Community: Implications of StrengthsQuest in a Freshmen Community
Tuesday, April 1; 4:15 p.m.—5:30 p.m.
Marriott Marquis, A707

Scholarship in Action: The Purpose behind Syracuse University's Residential Curriculum
Wednesday, April 2; 9:30 a.m.—10:45 a.m.
Marriott Marquis, International 6

Commission Directorate Body Members

Kathleen G. Kerr (Chair, 2006-2008), University of Delaware

Adrian Gage (Chair-elect, 2008-2010), Worcester State College

Licinia "Lulu" Barrueco-Kaliher (2008), University of Delaware

Roberta Butler (2008), Rutgers, The State University of New Jersey-New Brunswick

Mary Gallivan (2008), University of Buffalo

Olan Garrett (2008), University of Maryland-College Park

Harry R. Knabe (2008), The George Washington University

Jenna Moroney (2008), IIT Chicago-Kent College of Law

Rod Waters (2008), University of California, Santa Cruz

Angel Wilson (2008), University of Texas-Austin

Carla Dennis (2009), University of Georgia

Ryan Green (2009), Dickinson College

Rebecca Mosely (2009), Oberlin College

Trent Pinto (2009), Emmanuel College

Catherine Sanders (2009), University of Texas-Austin

Jack Saxon (2009), University of California, Riverside

Jodi Schulman (2009), Rutgers University

Peter Trentacoste (2009), Northern Kentucky University

Evan Baum (2010), George Mason University

Joshua J. De War (2010), Ripon College

Amy Franklin-Craft (2010), Michigan State University

Sean Gehrke (2010), Whitman College

Gudrun Haider (2010), Miami University

Jerome A. Holland, Jr. (2010), Brandeis University

Camilla Jones (2010), Kansas State University

Ashley Mouberry Sieman (2010), Marymount University

Darcy Smith (2010), Mount Ida College

For additional contact information for the Commission Directorate Body Members, please visit our webpage at www.myacpa.org/comm/housing/.

Commission for Housing and Residential Life

LIFE-LINE

We're on the Web!

Visit us at:

www.myacpa.org/comm/housing

Commission for Housing and Residence Life Overview

HISTORY

For three decades, the HRL Commission has made numerous and outstanding contributions to ACPA, to the residence life profession, and to millions of students who have lived, studied, and matured in American residential colleges and universities.

For the past several years, the HRL Commission has been especially productive in five important professional areas: information dissemination, membership involvement, recognition of achievement, liaison relationships, and leadership.

PURPOSE

Residence halls are one of the primary settings for student learning at colleges and universities. The Commission for Housing and Residence Life is one of the largest of ACPA's commissions and actively involves its members in meeting sever major objectives:

1. To provide leadership with ACPA and the profession in general for student learning in college residence halls.

2. To identify issues of special concern and advise colleagues regarding these concerns through the support of research efforts, survey information, reports, position papers, and task force investigations.

3. To communicate innovative ideas, special issues, problem resolution, and research information with a broad base of individuals throughout the country who are involved in residence education.

4. To maintain a working relationship with other professional organizations, student associations, and other commissions, divisions, and agencies within ACPA that maintain similar or overlapping objectives.

5. To cultivate professional development experiences through sponsoring and implementing convention programs and regional workshops.

6. To assist in developing a set of professional standards for staff working in residence halls.

7. To develop a plan and a process for evaluating the work and leadership of the Commission.

Get Involved!

There are three primary ways in which you can get involved!

1. Check the Housing and Residential Life Commission box on your ACPA membership application. By doing this, you'll become a member and receive Life-Line, the Commission newsletter. This publication will keep you updated on the activities of the Commission. If you didn't do this on your original membership application, you can log into the ACPA site to update your membership information and join the Commission.

2. Serve as a member of the Directorate Body. Visit the Commission website for more information.

3. Volunteer to assist with the Commission's many services and resources, including: awards (review submissions), sponsored convention programs (evaluate program proposals), newsletter (submit an article for Life-Line), convention carnival (assist in the planning of the carnival for the annual convention), and business meetings (attend the annual business meeting and have your voice heard).