HOUSING AND RESIDENTIAL
LIFE-LINE

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

Greetings from the Chair!

Hello Commission members. If you're like me your insides are beginning to do a bit of celebrating. We've almost made it to the end of another semester!

But, do you ever feel like you live in a world like the one depicted in Bill Murray's movie, *Ground Hog Day*? If you haven't seen the movie, the premise is that Phil Conners (Murray) keeps living the same day over and over again. It's sometimes how I feel in my world in academia. Except instead of living each day over and over again, we live each semester (or quarter) over and over again. Just when we're enjoying the celebration of having survived one, another begins and we do *it* all over again!

The trick is to make sure that we keep striving to do *it* better and better each time. We've been given a "do-over," so let's make the most of it. To me, this means being clear about what I'm trying to achieve, not accepting the status quo, and staying current and inspired. It's one of the reasons I'm so excited about being involved in the Commission for Housing and Residential Life.

The Commission is one of the primary ways for me to learn new ideas, problem-solve with colleagues, stay current on important issues in higher education, and maintain my enthusiasm about the work I do with students. I can do this because of opportunities such as getting involved in ACPA's leadership role in the area of sustainability education; the Commission's upcoming institute on residential curricula; and even the content of this newsletter - to just name a few.

I hope you will also take advantage of the opportunities that both ACPA and the Commission for Housing and Residential Life have to offer. In this issue we welcome our new directorate body members and the Chair-elect. But please remember, even if you do not hold an elected position with the Commission, we'd love to see you at the Institute in January; at our Commission meeting, awards ceremony, and sponsored programs in Orlando; or we'd love for you to contribute to our Commission publications. For more information about these opportunities, check-out-out the Commission website (http://www.myacpa.org/comm/housing/), join the Commission listserv, or contact me at kkerr@udel.edu. I hope you enjoy your break and come back ready for a new semester!

Kathleen

Kathleen G. Kerr
Chair, Commission for Housing and Residence Life
kkerr@udel.edu

NEWSLETTER GREETINGS

Greetings from the Communications Chair!

Welcome Everybody, to the Winter 2006 Housing and Residential Life Newsletter! I can hear the sounds of hustle and bustle and am sure that everyone is busy closing down halls, hiring news staff members, and preparing for those well-deserved breaks. With 2006 drawing to a close, I just wanted to take the time to express my gratitude to our readers. It is you, our colleagues, who support and motivate us to represent you in such a positive way. Thank you for allowing us to take up "precious" space in your email inbox! ☺

Just a reminder about the HRL Commission's three specific focus areas:

1. Professional Roles and Competencies – how we define ourselves as educators; parent issues; student expectations; recruitment and retention of staff; transitions beyond entry level positions; etc.

2. Technology – how it affects the work we do; educating students; facebook/myspace challenges and opportunities; staff roles and expectations; judicial issues; staying on top of it all; etc.

3. Gender Issues – gender neutral bathrooms; mixed gender bathrooms and rooms; housing transgender students; educating staff and supporting students; etc.

Also, don't forget about "Creativity Corner!" Whether it's through art, poetry, short stories, famous quotes, or photography, it is my sincerest hope that each of you takes a moment to think about something that you do that would be of benefit to other colleagues if it were shared.

Please feel free to email me with any possible contributions and as always, questions, comments, concerns, or suggestions are greatly appreciated! HAPPY HOLIDAYS!

Angel L. Wilson
Communications Chair
angelw@austin.utexas.edu
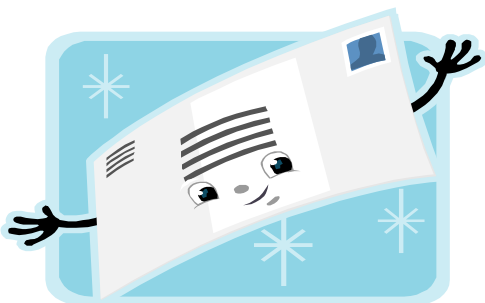
CONGRATULATIONS!!!

To the 2007 Newly Elected Members of our Directorate Body

Chair-Elect
Adrian Gage
Associate Director of Residence Life and Housing
Worcester State College
AGAGE@WORCESTER.EDU

Seasoned Professional
Amy Franklin-Craft
Associate Director of Residence Life
Michigan State University
FRANKL96@MSU.EDU

New Professional
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First Year Adviser, Office of Residence Life
Miami University
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Plains Region
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Southern Region
Ashley Mouberry Sieman
Community Director
University of North Carolina at Chapel Hill
MOUBERRY@EMAIL.UNC.EDU

Mid-Atlantic Region
Evan Baum
Community Director
The George Washington University
EBAUM@GWU.EDU

New England Region
Jerome Holland
Quad Director
Brandeis University

GETTING INVOLVED!!!

**Housing and Residential Life Commission
Directorate Body Assignments for 2006-2007**

Chair: **Kathleen G. Kerr**

1. *Vice Chair for Education and Outreach*: **Stephanie Sue Helmers**

   A. *Convention Programs/Educational Strategies Committee:*
      Lulu Kaliher, Chair
      Chris Elliott
      Erik Albinson
      Carla Dennis
      Trent Pinto

   B. *Publications Committee:*
      Olan Garrett, Chair
      Harry Knabe
      Pete Trentacoste
      Jodi Schulman

2. *Vice Chair for Membership Services*: **Jayme Uden**

   A. *Communications Committee:*
      Angel Wilson, Chair
      Jenna Moroney
      Roberta Garrett
      Rebecca Mosely
      Jack Saxon
      Cat Sanders
      Tricia Schwery Smith (ex-officio)

   B. *Webmaster*: **Jenna Moroney**

   C. *Awards Coordinator*: **Mary Gallivan**

   D. *Commission Photographer:* **Lulu Kaliher**

3. *Vice Chair for Commission Operations*: **Adrian Gage**

   A.   *Elections Coordinator:* **Rachel Rumple-Comerford**

   B.   *Convention Showcase Coordinator:* **Ryan Green**

   C.   *DB Orientation Coordinator:* **Jack Saxon**

   D.   *Fundraising/Corporate Relations Coordinator:* **Cat Sanders**

   E.   *Liaisons:* **Rod Waters & Mary Gallivan**
   (Includes: Core Council for Outreach and Advocacy;
   NACURH/SALT Presentation; ACUHO-I; SC New Professionals;
   SC LGBTA; SC Women; Commission for Social Justice
   Educators)
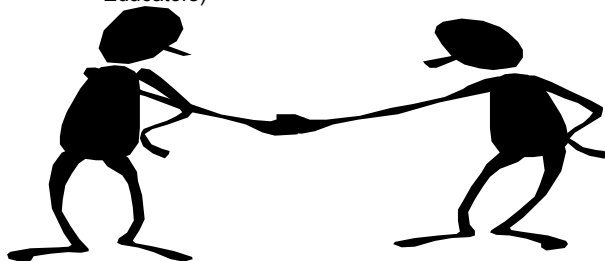
2007 Joint Meeting Selected Sponsored Programs

We are proud to announce the three sponsored programs for the ACPA/NASPA joint meeting being held March 30-April 4, 2007 in Orlando, FL. Thank you to all who served as program reviewers. Over 60 programs were reviewed and scored by over 70 reviewers. Congratulations to our selected programs and presenters:

1. ProgID-508-Residential Curriculum: A Strategy for Citizenship Development
Coordinating Presenter: Kathleen Kerr, University of Delaware

2. ProgID-274-Intentional Learning in Residence Halls: Whitman College's Residence Life Learning Outcomes Project
Coordinating Presenter: Sean Gehrke, Whitman College

3. ProgID-2026-NACURH Student Award for Leadership Training (SALT)
Coordinating Presenter: Mary Gallivan

We look forward to seeing everyone at the convention in March!

Questions about the 2007 Joint Meeting? Go to the Joint Meeting website:

http://www.2007jointmeeting.org
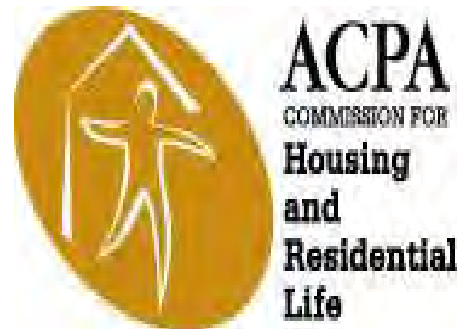
GETTING INVOLVED!!!

THE FIRST ANNUAL RESIDENTIAL CURRICULUM INSTITUTE

"FROM JUST RESIDENTIAL TO RESIDENT INTENTIONAL: DEVELOPING A CURRICULAR APPROACH TO RESIDENCE LIFE"

ARE YOU STRIVING TO CREATE A TRANSFORMATIVE EDUCATIONAL EXPERIENCE FOR THE STUDENTS LIVING IN YOUR RESIDENCE HALLS? IF SO, REGISTER FOR THE FIRST ANNUAL RESIDENTIAL CURRICULUM INSTITUTE BEING SPONSORED BY THE COMMISSION FOR HOUSING AND RESIDENTIAL LIFE, AND BEING HELD ON THE UNIVERSITY OF DELAWARE CAMPUS IN NEWARK, DE JANUARY 25-27, 2007.

COME BY YOURSELF OR BRING A TEAM FROM YOUR CAMPUS. ONLY 50 PARTICIPANTS WILL BE ACCEPTED TO PARTICIPATE AND LIMITED SPOTS REMAIN SO SIGN UP TODAY.

FOR MORE INFORMATION VISIT:
HTTP://WWW.MYACPA.ORG/PD/RCI/

Join the Commission for Housing and Residential Life Listserv:

Just a reminder, if you haven't yet done so, join the Commission listserv:
To subscribe to the Commission for Housing and Residential Life listserv, please follow the following directions:
- ✓ Visit https://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/person/Listserv.html
- ✓ log in with your myACPA username and password.
- ✓ Find the line for "Commission for Housing and Residential Life," verify your email 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

Want to Learn More? myacpa.org

Our Power and Responsibility to Shape Education

Register Today!

Registration/Hotel
Reservations open:
October 30, 2006

ACPA/NASPA Joint Meeting • March 31 – April 4, 2007 • Orlando, Florida

Join us in Orlando!

Every ten years, colleagues from ACPA - College Student Educators International and NASPA - Student Affairs Administrators in Higher Education have joined together to renew a shared commitment to students and the higher education enterprise. In 2007, more than 7,000 of the nation's leading student affairs administrators and educators will assemble in Orlando at a Joint Meeting to explore our power and responsibility to shape education today - and in the future.

An exciting slate of Pre-Meeting Workshops, 500+ General Interest Sessions, Sponsored Programs and Roundtables forms the core of the Joint Meeting program and reflects cutting edge practice in all aspects of student affairs. Our renowned speakers, beginning with former Vice President Al Gore, will broaden horizons and stimulate dialogue. Traditional Association programs & events as well as special collaborative programs will highlight the strengths of both Associations. The largest ever Placement and Career Services offers candidates and employers an unparalleled opportunity to focus on career opportunities in student affairs.

Whatever your focus is within student affairs, the 2007 Joint Meeting brings to you an innovative and creative blend of programs at the forefront of the profession. Join us in Orlando for the student affairs event of the decade. You won't want to miss it.

Barbara C. Jones
NASPA President

Jeanne S. Steffes
ACPA President

March 31 – April 4, 2007 • Orlando, Florida • 2007jointmeeting.org

COMMISSION COMMUNICATION

Here is where you'll find the latest tidbits on what's happening within the HRL Commission as well as any other information from groups or individuals that needs to be shared. If you would like to submit something to be shared here, please email Angel L. Wilson at angelw@austin.utexas.edu.

"Getting to Know You, Getting to Know All About You..."

Harry Knabe, Publications Committee

Where do you currently work and what do you do?
The George Washington University, serving as the Senior Associate Director for GW Housing Programs. I directly oversee all of the administrative operation for academic year campus housing and our Summer & Conference Services program. In addition, I oversee department technology initiatives, develop and implement housing policy, report occupancy statistics, and forecast trends associated with student housing. I supervise two Assistant Directors directly and indirectly provide leadership to several professional and student staff in our department.

Where did you attend college?
Rutgers University-New Brunswick BA in Sociology 1993; University of Georgia M.Ed. in Student Personnel in Higher Education 1995; The George Washington University Ph.D. studies in progress

What position do you hold on the Directorate Body?
Currently, member of the Publications Committee Prior (2005-2006), Past Chair of the Orientation/Director Body Manual Committee (of one)

What do you hope to be able to accomplish as a Directorate Body member?
(1) Ability to network and build relations with a cross-section of Housing and Residence Life professionals active in ACPA, (2) To offer a voice and perspective from a "Housing" Professional to a body that is heavily "Residence Life", and (3) To contribute to the dialogue of issues that are most relevant to our profession and work as Housing and Residence Life professionals.

Why are you passionate about working in housing and residential life?
I am most passionate about examining the organizational structure and program effectiveness of Housing and Residence Life units. I am interested in issues regarding retention of Housing and Residence Life staff beyond entry-level positions and improving the quality of candidates in entry level positions.

What do you enjoy doing in your spare time?
I have a part-time retail position (because Student Affairs was never known for its generous salaries) which I have held for four years, enjoy an annual European vacation, and care for my four cats (nicknamed "small", "medium", "large", and "extra-large").

Rebecca Mosely, Communications Committee

Where do you currently work and what do you do?
I currently work at Oberlin College and am an Assistant Dean/Assistant Director for Residential Education. I work with our First Year Experience program as well as our Program Houses(LLC's).

Where did you attend college?
I completed my undergraduate work at Clarion University of Pennsylvania and did my grad work at The Ohio State University...Go Buckeyes!!

What position do you hold on the Directorate Body?
I am a member of the communications committee on the Housing Directorate.

What do you hope to be able to accomplish as a Directorate Body member?
I hope to find ways to address current issues that are relevant to my colleagues in housing, by providing articles and educational opportunities.

Why are you passionate about working in housing and residential life?
I love working in housing because in housing we have the most access to students. I think this is the place on campus where there is the most potential for educating students to become good and responsible citizens.

What do you enjoy doing in your spare time?
I enjoy working in my yard, golfing with my husband, hanging out with friends and family, and spending time with my two dogs and cat.

CAT SANDERS, FUNDRAISING/CORPORATE RELATIONS COORDINATOR

Where do you currently work and what do you do?
I am currently a Hall Coordinator at the University of Texas at Austin. I am also working on a Ph.D in Higher Education Administration.

Where did you attend college?
I earned a Bachelors and Masters from the University of Illinois at Chicago.

What position do you hold on the Directorate Body?
I am the Class of 2009 representative for the Plains Region. This year I am responsible for Corporate Relations and Fundraising for the Commission.

What do you hope to be able to accomplish as a Directorate Body member?
I hope to help make ACPA responsive to the current needs of Housing and Residence Life professionals. I would also like to help professionals across the country get to know each other better, so we can learn from one another.

Why are you passionate about working in housing and residential life?
I love working with students. As the director of our Division says, they are the Fountain of Youth.

What do you enjoy doing in your spare time?
I enjoy spending time with my husband Jason and our dog Cameron. We love being outdoors and active. I also enjoy spending time with friends and family and traveling.

NHTI 2007!

Ashley Mouberry Sieman

Have you been in the housing profession for 3-5 years? Are you ready to transition out of that entry level job? Are you looking for an exciting and engaging professional development opportunity? If you answered yes to these three questions, then NHTI is for you!

NHTI, the National Housing and Training Institute, is an intensive and immersive professional development workshop, sponsored by ACUHO-I, designed for young housing professionals who are committed to advancing in the field of housing and residential education. Each year, 30 participants and 10 faculty mentors come together at NHTI to reflect on past experiences, discuss current trends, and engage in rich and meaningful dialogues about the nature of our work.

I was fortunate to have the opportunity to participate in NHTI 2006 and it was one of the most powerful professional development experiences of my career. Immediately upon arrival in College Park, Maryland, we were divided into our pre-arranged clusters. Clusters at NHTI consist of three participants and one faculty mentor and are intentionally designed to maximize diversity of experiences. As a cluster, we lived, ate, and worked together throughout the institute. This arrangement provided a great opportunity to get to know three other housing professionals on a deep and meaningful level. My cluster's faculty mentor, Vennie Gore, Associate Director of Housing and Food Services at the University of Washington, was fantastic! His commitment to the housing profession and to the development of young professionals was unquestionable. He challenged us to think in new and different ways about how we approach the work that we do. His leadership and care inspired me to be a better professional.

Assessment is at the heart of NHTI. Our motto throughout this year's institute was "You don't know, that you don't know, what you don't know." In order to figure out what we "didn't know" (i.e., the areas in which we needed further development), we completed and utilized a variety of assessment materials throughout the institute. Prior to attending the institute, each participant was asked to complete and submit a professional profile to document past experiences. This professional profile was more detailed than a resume. It included areas such as education, professional experience, committee appointments, workshops, special projects, conference presentations, professional affiliations, continuing education, and non-work related activities. The professional profile was then shared with our faculty mentors who worked with us, both as a cluster and individually, to complete an activity log and a competency assessment.

NHTI is centered on an extensive set of competencies that were identified in a survey by ACUHO-I Chief Housing Officers as essential for housing professionals. The competency model is divided into three main sections including: administration (staff training, selection, supervision and appraisal; planning and projection; and research skills), development (communication, diversity awareness, leadership and counseling), and foundations (organizational theory, student development theory and current trends). These competencies served as the subject of faculty presentations, small group activities, and case studies throughout the institute.

At this year's institute we spent a lot of time reflecting on our personal values and commitment to the housing profession. This was an important and timely exercise and one that I may not have taken the time to engage in on my own. Values and commitment should drive our actions. I believe that too often we get caught up so easily in our day-to-day activities and checklists that we forget or fail to take the time to reflect on our values, our passions, and what originally brought us to the housing profession. NHTI made me realize the importance of regularly engaging in this type of exercise.

The most rewarding aspect of NHTI was the opportunity to connect and build relationships with other institute participants. While we spent a significant amount of time in our individual clusters, small group activities and socials allowed for the opportunity to meet faculty mentors and participants from other clusters. I was truly impressed by the diversity and professionalism of all of the institute participants. The faculty mentors were excellent! Their energy and enthusiasm was contagious. They were always willing to listen and they provided just the right amount of challenge and support. The experiences and feedback of my fellow participants was invaluable as we worked together to process and reflect on the material that was being presented. Since the institute, many of us have remained in touch. I know that the relationships that were built at NHTI will continue far into my professional career.

The true value of NHTI cannot be fully realized unless you attend yourself. This year's institute is scheduled for June 12-17, 2007 at the University of Maryland College Park. The application deadline for NHTI 2007 is February 23, 2007. However, there is a priority deadline of January 12, 2007. The cost of attending is $760.00 which includes housing, meals, and conference materials. Scholarships are available from regional organizations and the ACUHO-I foundation to help those in need of additional financial support. Don't miss out on this wonderful professional development opportunity!

COMMISSION FOCUS AREAS

Strategies for Supervising Individuals with Mental Health and Concerns:
A New Professional's Focus
Jack Saxon

Our student population continues to evolve; more and more, we find ourselves working with students who are smarter, more driven, and more technologically savvy than in the past. These students have matured in a diverse world forever changed by computers, cell phones, and the ability to instantly connect and communicate with others. Howe and Strauss (2000) describe them as special, achieving, team-oriented, and confident. Yet, with this seemingly limitless potential come a host of stresses, pressures, and ailments, which only intensify as these students come to college. Kadison and DiGeronimo (2004) account for what they identify as an "extraordinary increase in serious mental illness" by outlining a number of factors ranging from typical developmental issues students often face, such as identity development or peer pressure, to more serious and complex academic, racial, social, financial, and cultural pressures. Today's students must endure all this to be successful in the university setting, and these same pressures account for the rise in mental health concerns and contribute to what Kadison and DiGeronimo call the "college of the overwhelmed." As student affairs professionals, we have the pleasure and sometimes challenge to work with these complex students in our hall councils, on our staffs, in our offices, and so on. However, we do not always have the tools to adapt our supervision or advisement to successfully meet their changing needs. Therefore, it is the intention of this article to outline some simple strategies for working with and supervising individuals with mental health concerns.

Clarifying a Complex Role

I include this section only to highlight the complex nature of our field and the relationships we can form with students. The complexity of this matter intensifies when working with a student with a mental health concern, as you may take on additional roles during the course of your relationship. There is a concept in counseling called a "dual or multiple relationship." Corey et al (2003) define a dual or multiple relationship as a relationship that occurs when a professional assumes two or more roles with the same client either simultaneously or sequentially–therapist and friend, therapist and supervisor, therapist and mentor, and so on. Most student affairs professionals recognize that our various roles tend to blend much more than those in traditional counselor and client relationships; it is not a matter of simply working within the constructs of one role or another. Oftentimes, we must be able and willing to adapt our roles to best meet the needs of our students; sometimes we act as counselors, or advisors, or mentors, or even friends. Egan (2002) attempts to clarify the helping role a supervisor or manager can play by stating that we often "help workers cope with problems related to work performance, career development, interpersonal relationships in the workplace, and a variety of personal problems that affect their ability to do their jobs." However, this assertion falls short when it comes to student affairs, as many professionals seek to engage their students on a level beyond simply that of employee and employer. Additionally, as university resources continue to dwindle, student affairs professionals may find themselves more often in multiple relationships out of necessity. It is important to note that while not all multiple relationships are harmful, we must remain cognizant of our motivations and the impact we can have on our students.

Strategies for Supervision
- **Boundaries**: Maintain healthy boundaries from the outset of the relationship. Talk with your student about the limits of your role and how much you can realistically help within that context. Do not try to reach beyond your professional ability or training when working with the student—this has only the potential for harm.
    - Inform your supervisor about the situation, and work with him/her to develop a supervisory plan that best meets the needs of your student.

Strategies for Supervising Individuals with Mental Health and Concerns: A New Professional's Focus (continued from page 8)

- Acknowledge the level of trust the student must feel with you to share this concern, particularly as mental health issues still carry a distinct stigma in our society, including the perception that they "might not be right for the job."
- Work on establishing a balance between acknowledging the issue and not over-focusing on it, that is, do make it the focus when it is not a factor in a particular situation.
- If necessary, refer your student to other professionals when their needs outreach your ability.

o **Expectations**: Establish clear expectations from the beginning. Talk to your student about the accountability process and how it works. If you sense a student may be struggling, talk to him/her about potential accommodations you can make; however, it is also important to explain that not all deadlines are negotiable.

- Follow through and follow up with issues to ensure they are resolved properly—consistency is integral when addressing supervision issues.
- Set performance goals with your student, and work on strategies to help them reach those goals.
- Do not be afraid to take the student through the accountability process as recourse for poor or lack of performance, as your should remain fair and consistent with your practice.

o **Information**: Seek out all the requisite information you may need to make informed decisions regarding your supervision or advisement of your student. This includes any information regarding university policies or ADA-specific accommodation or protocols. This also includes any research that would assist your understanding of your student's condition or issue, as well as what CAS standards say in regard this matter. Gathering information does not require you to be the expert; rather, it raises your level of awareness and degree of professionalism.

o **Resources**: Identify resources in your community and at the university that can improve the effectiveness of your supervision. Resources may include, but are not limited to, networking with other student affairs professionals, establishing relationships with mental health professionals at your institution, and seeking viable connections in your community. Not only does this help you to establish a professional support or wellness network when issues arise, but it also helps you develop of list of resources that you can give your student when referring them to outside agencies.

Whether out of necessity or genuine interest, student affairs professionals need to prepare for relationships with students who have mental health concerns. This list of strategies is in no way exhaustive. In fact, this field of study merits both further attention and research; as the number of students with mental health concerns increases, it will be crucial to give more time to developing appropriate models and strategies for managing this issue. These particular strategies are predicated upon the fact that one is working with a student who self-identifies as a person with a mental health concern. Our profession has not yet discussed strategies for working with students whom it is suspected might have a mental health concern or with students who refuse to seek help or accommodations; these are prompts for future consideration. The author is a Resident Director at the University of California-Riverside and can be reached at jack.saxon@ucr.edu.

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COMMISSION FOCUS AREAS

Are You SAD?
The Facts Behind Seasonal Affective Disorder
Roberta Garrett

   Have your moods changed? Have your sleeping or eating habits changed? Are you finding it hard to get out and socialize? Are you depressed? Okay, I know this sounds like the beginning of a really bad infomercial or pharmaceutical advertisement, but these are all legitimate questions we should be asking our students, our staffs and even ourselves. While this time of year often brings happy thoughts, the end of the semester, spending time with family and friends, and the holidays, it also brings Seasonal Affective Disorder or SAD.

   SAD is a type of depression that affects you at the same time each year, usually in the fall or winter. The shorter days of winder and lack of light have often been considered the cause of this seasonal depression. It is most common in people who live in extreme northern climates where winter days are very short or seasonal differences in the amount of daylight are extreme. Researchers are also studying other possible causes including disturbances in the body's natural biological clock and/or problems with the regulation of the brain chemical serotonin. Symptoms of SAD include irritability, sadness, anxiety, increased appetite and a craving for carbohydrates, weight gain, decreased activity and a need for more sleep, drowsiness during the daytime, and problems with work and relationships. Symptoms begin and end around the same time each year for each person, usually starting in September or October and ending in April or May.

   Diagnosing SAD requires a thorough physical examination as well as a look at whether you have been depressed in the winter and recovered in the spring/summer for at least two years in a row. The dramatic mood swings that correlate to the change in seasons are what differentiate SAD from other non-seasonal depressions. Although many of the symptoms for depression and SAD are the same, your doctor will look for increased appetite (especially cravings for carbohydrates), weight gain, and excessive sleeping as symptoms that help diagnose whether you have seasonal depression. Your doctor may also ask if a close relative—a parent or sibling—had seasonal depression.

    Treatment for SAD includes light therapy, in which you sit at a certain distance from artificial bright lights, usually in the morning. Another form of light therapy called dawn simulation is also used. With dawn simulation, lights in your bedroom are programmed to come on gradually a few hours before you wake up in the morning. Your doctor may also prescribe antidepressant medications

   Statistics show that you are more likely to develop seasonal affective disorder if you are a female between the ages of 15 and 55. Between 60% and 90% of people with SAD are women and those who have a relative with SAD are more likely to develop it. Older teens and young adults are also at risk for SAD. People living farther away from the equator develop SAD more often, but you can develop it no matter where you live. The risk of developing SAD for the first time decreases as you age. The author is a Manager of Livingston Housing at Rutgers, the State University of New Jersey-New Brunswick and can be reached at **rgarrett@rci.rutgers.edu**.

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COMMISSION FOCUS AREAS

Teaching Students Personal Image Management on the Internet
Peter Trentacoste

Imagine one of your students stopping by your office and blurting out "Hey, I thought you should know that I smoked marijuana in my residence hall room last night right after I vomited in the hallway on my way back from a rocking party!" While this statement is a ridiculous disclosure, it is one way of describing the incredible amount of personal information shared on social networking sites such as Facebook and Myspace.

Social Networking sites have exploded in popularity among college students. According to a 2005 survey by Stanford University Researchers, the average Internet user now spends 3.5 hours per day online. Most online users feel a sense of anonymity while surfing the net, blogging, or downloading content. Unfortunately, many users do not understand the basic mechanics of the Internet or the true amount of privacy afforded by the Internet. In particular, most users do not realize that their computer shows an Internet Protocol Address (or IP Address) every time it connects to the Internet, visits a website, downloads a song/movie, or posts a new comment on an online blog. An IP address is sort of like a license plate. Everywhere an Internet user goes, that license plate is able to be viewed. The major difference comes in that IP addresses are logged. So in essence, the IP address is like a license plate but all of the "roads" that a user travels on have cameras that record the fact that they have "visited."

The feeling of anonymity brings on a lot of inappropriate sharing on social networking sites. Groups like "Dude, how did I get home last night?" or "Can't go a day without smoking a bong" host hundreds of members inside Facebook. If these groups had signups in a student union with local media present to cover the recruitment event, one would have to think that the membership would be considerably lower. This is one of the analogies I like to share when discussing the concept of Image Management with students. I define Image Management as the act of influencing the perception of peers, supervisors, and subordinates on one's character and value. As someone goes through the course of a day, they make hundreds of informal judgments about the people they interact with. From a student who falls asleep in class to someone who makes a great impression with a fantastic speech, judgments are made either consciously or subconsciously.

Most students acknowledge the concept of image management when it relates to appearance for a job interview, proper attire for a speech, and preparing for class. However, a good majority of students fail to realize the impact that the online world can have on their personal image. When I discuss this concept with students I reference the idea that today's students never have to tell each other ". . . make me a double of that photo." Instead, they text message each other about the newest photos shared on Myspace, Facebook, or Webshots. The problem with the current digital technology that exists around photos is the permanence of the photos. Six years ago, if someone had a college indiscretion that they wanted to eliminate photo evidence of, it only required someone to destroy the original, negative, and any duplicates that were made. For today's student, this is more complicated based on the fact that a digital image can easily be copied, uploaded, e-mailed, or archived for an infinite period of time. Instead of that one photo lying in a college memory book, the possibility exists that the same photo now has millions of copies available on the Internet.

The premise behind my speech about personal image management is actually pretty simple. I tell students to not post anything online that they would be embarrassed to show a parent, coach, pastor, rabbi, significant other, etc. Also, students need to remember that employers are very aware of the information being shared on the Internet by prospective candidates. The personal activities of candidates have long been off limits for employers to ask about in an interview. However, when someone offers up their personal life for all to see on the Internet, that information can enter into employment decisions. In fact a recent survey of 750 employers by AfterCollege, Inc. (www.aftercollege.com) revealed that nearly 50% of employers felt that information shared online on sites such as Myspace and Facebook should be considered in hiring decisions (AfterCollege, 2006).

Another problem behind the online blogging and social networks is the fact that verbal communication is a very poor communication method when determining intent. For instance, when someone

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Theory to Practice:
Webpages and Residence Life: Are We Using Our Space Effectively?
Shana Warkentine Meyer

Many colleges and universities are spending millions of dollars in renovating and building residence halls for the 21st century. Undoubtedly, these new and updated structures will advance the level of student services our undergraduates currently receive. Yet how will upgraded residence halls and the services within be promoted online? Can res. life student services effectively assist our students in an online capacity? Theory may be used to help us answer these questions.

C. Carney Strange's Environmental Theory (1996) can be used to design physical structures; however, it can also be applied to the creation of web pages. Strange's theory focuses on designing for educational purposes and components of campus environments. Educational purposes include: promoting inclusion and safety; encouraging involvement; and building community. Components of campus environments include the physical, human aggregate, organizational, and constructed elements (Strange and Banning, 2001).

Features of the campus "physical environment" and the services offered can be emphasized on our website, showcasing the beauty of the physical building and grounds during the spring months, or using graphics depicting key service locations as they are being utilized to their fullest extent. Showcasing the positives of the halls may entice students to use the services within or to further explore the availability of online services. The structure of the webpage, the photography or graphics selected, and the layout are the "physical environment" of the web. According to Sturner (1973), Theline & Yankovich (1987), the physical features of a campus are among the most important factors in creating a visitor's critical first impression of an institution. By fully utilizing our web space, we can provide prospective and current students with that positive "first impression" of the campus and services offered— which can encourage involvement and help to build community.

The next component of the campus environment is the "human aggregate," or the campus personality and student culture. The Residence Life webpage should speak to the kind of "fit" we want to reflect to our current and potential students. Pictures, text, and context all will provide clues as to our campus climate and the human aggregate—and to the type of student we are hoping to reach. If a student feels at home on campus, he or she is more likely to feel safe & included. In today's world of technologically-savvy students, it is important to include technological "touches" to the web. While seemingly contradictory at first glance, technology can actually provide a "human aggregate" to the web. Tools such as bulletin boards, chat rooms, instant messenger—even links to college MySpace pages can link prospective and current students to other students, faculty, and staff, and can provide a first-hand experience of connecting with others in the residence halls or on campus.

The "organizational structure" of the campus, and of Residence Life systems themselves, is complex. Each residence life student service area should have their own presence on the website, yet remain part of the whole to provide clues about the department's mission, goals, and objectives. Key areas should include academics, programming, food service, and campus living. Niche groups, FYE programs, and staffing are other areas that can be highlighted. A staff section can contain important emergency information, and can be used for idea sharing. It is important that the website is organized and presents a clear picture of each service area, as well as how to navigate to that area—whether online or in the buildings themselves.

The last component of campus environment is "constructed meaning." Constructed meaning is one's impression of the culture, including, but not limited to, assumptions about students, institutional values, and behavioral norms (Strange, 1996). In the physical world, perception comes from interactions with all components of the environment. On the web, students' impressions are derived from the website experience exclusively. This impression is the students' reality, and may or may not lend the student to involvement, being an active part of the community, and using the residential services. The questions one must ask when reviewing or creating a residential life webpage are, "Who is our audience?" "What picture are we trying to paint?" and "Is that picture an accurate reflection of what our campus really is?"

As we review each of these areas, we can look to creating new online student services such as online bill payment, peer discussions in chat rooms or on bulletin boards, online housing counseling via instant messaging, and direct to service emails. These services can enhance students' experiences and can increase

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their knowledge and utilization of services—in person or online. It is not necessary for students to leave their room or home town to feel connected to campus, be involved, and use services with this type of delivery. Interfaces that allow user-specific personalization such as portals will allow students to control their own web environment, empowering them to control that aspect of their college experience and surround themselves with their own supportive human aggregate.

By using Strange's Environmental Theory in building our webpage, we can create a site that will help us to best promote Residence Life services and to provide additional online services that can improve the educational environment as a whole. Rather than replicating Res. Life online, we can create a dynamic site that will individually assist each user and provide an online educational environment. The author is the Assistant Vice President for Student Affairs at Fort Hays State University and can be reached at slmeyer@fhsu.edu.

Teaching Students Personal Image Management on the Internet

makes a comment like " I passed out last night in the street and it was the greatest night of my life" it is difficult to determine whether the comment is made in jest or is a true representation of the individual writing the comment. To make matters worse, it is possible that all communication that occurs on the web may be archived via the Internet archive which can be located at http://www.archive.org. The "WaybackMachine" search engine indicates that it is archiving the Internet for future generations. While the utility of the search engine is great, it creates some interesting dynamics for someone who decides to delete an old blog from four years ago.

A final concept I share with students regarding personal image management online is the notion that the person they are today may be very different from the person they may be ten years from now. I have them consider the fact that our future political leaders and public officials will likely have to the weather the storm of being "Googled" or having their profile on Myspace exposed. A simple denial of past behavior will no longer suffice since photographic evidence will be available as a result of digital photos and Internet archiving.

In conclusion, I believe it is critical that we discuss the concept of image management with college students. Frequently, I have students who rush out of my presentations to alter/change/delete profiles and also those who swear that they will now think twice before posing in "questionable" digital photos with friends. As for those students who ignore my cautionary tale, I can only hope that they do not consider public service as a future career path. The author is the Associate Director of University Housing at Northern Kentucky University (Highland Heights, KY) and can be reached at trentacosp1@nku.edu.

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