

# HOUSING AND RESIDENTIAL LIFE-LINE



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

Vol. 34, No. 4    Newsletter for Housing and Residential Life    Fall 2006

## Greetings from the Chair!

Greetings to all Commission for Housing and Residential Life members! I hope you have survived the challenges and excitement of opening your halls and are looking forward to the coming cooler months. There is a lot of useful information inside the "pages" of this e-newsletter. Take some time to look it over and let us know if you have any questions. Couple things I would like to highlight:

**Professional Development Opportunities:** The Commission has been looking to provide professional development opportunities outside of the national conventions. To that end, we have decided to sponsor a Residential Curriculum Institute at the University of Delaware on January 25-27, 2007. See the article inside this newsletter for more information. Registration for the institute will be on-line on ACPA's web site beginning around October 1 and space is limited. For more information about the institute, feel free to contact me directly at [kkerr@udel.edu](mailto:kkerr@udel.edu).

In addition, we recently sent out an email soliciting your articles. These will be used for future newsletter and possibly white papers. Don't miss this opportunity to get published and share your great ideas with colleagues. If you are interested in writing an article, feel free to

contact Olan Garrett, our publications chair, at [ogarrett@umd.edu](mailto:ogarrett@umd.edu).

Update on the ACPA/NASPA 2007 Joint Meeting-Orlando, FL - March 31- April 4, 2007: The Joint Meeting is an exciting gathering for the entire profession and a wonderful time for colleagues from ACPA and NASPA to come together and help the profession grow, which ultimately benefits students. Such a large gathering brings with it excitement as well as some difficult logistics that are being managed very well by the Planning Team. A few items of note: Attendees can register beginning October 30, 2006; and conference attendees will need to register for the conference **BEFORE** they will be able to reserve a hotel room at either the Gaylord or Marriott. For more details see the conference website: <http://www.2007jointmeeting.org/>

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# NEWSLETTER GREETINGS

## Greetings from the Communications Chair!

Welcome Everybody, to the Fall 2006 Housing and Residential Life Newsletter! We are extremely excited to share our new and improved newsletter with all of you, in addition to being eager to update you on the changes we've made within our commission! Specifically, how we've revamped the responsibilities of our Directorate Body!

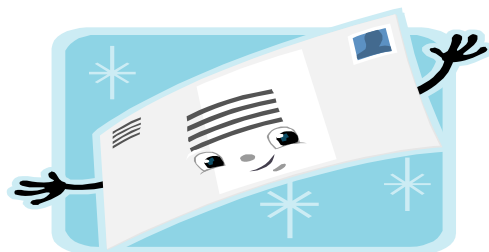
Also, beginning this fall, the HRL Commission will explore and provide information concerning three specific focus areas:

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.

In addition to these focus areas, we've retained our "Creativity Corner" to spotlight all of the creative ways we express ourselves! Whether this expression is 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!

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



## Greetings from the Chair, continued from page 1

Bylaws Changes Approved: ACPA membership approved the new Bylaws this summer, with 80% supporting the change. The new organizational structure will be less confusing and is intended to help ACPA balance its core values of inclusiveness and transparency while still being a nimble and responsive association. An Implementation Team has been appointed to put a plan in place to implement the new plan which takes effect July 1, 2007. If you have any questions please feel free to contact me and I will be happy to answer any questions and pass along any suggestions to the Implementation Team.

ACPA's Sustainable Development Initiative: ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations Decade of Education for Sustainable Development. Sustainable development works toward the vision of simultaneous and synergistic creation of economic growth and equity, conservation of natural resources and the natural environment, and worldwide social development and social justice. I have been asked to serve on the ACPA Presidential Task Force on Education for a Sustainable Future, which will plan, catalyze, facilitate, and assess the infusion of awareness and education for a sustainable future into all aspects of the association's activities. Please see the information inside this newsletter, written by the task force, and begin to think about how you can contribute to the education of your students in this area. Over the next couple months, I will share with you the learning outcomes written by the task force and I hope to begin a lively discussion on our listserv. We have such great opportunities to develop our students as citizens, let's make the most of them.

Again, welcome to the new year. I wish you well and hope to see some of you soon!

*Kathleen*

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

# 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:* **Jayne 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 Rumble-Comerford**

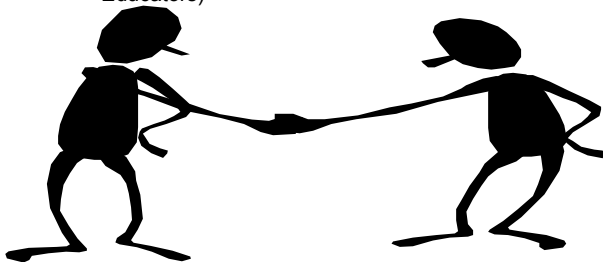
B. *Convention Showcase Coordinator:* **Ryan Green**

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)



## Join the New Commission for Housing and Residential Life Listserv:

Please consider joining this listserv. While we will still use commission broadcast messages to notify commission members of elections and make other important announcements, the listserv is intended to be available to all Commission members who join as a way to share resources, discuss ideas, and debate issues. As a Commission we feel that this may provide us with an important connection to colleagues across the country. The site will not be moderated but we ask that it not be used to post solicitations or emails that might be viewed as spam.

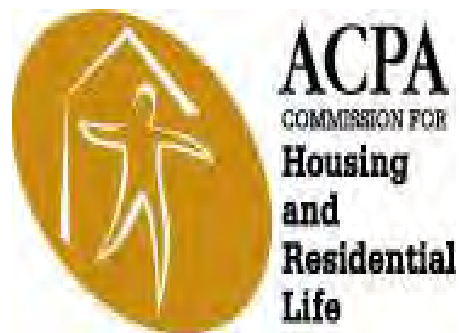
To subscribe to the Commission for Housing and Residential Life listserv, please follow the following directions:

-Visit

<https://members.myaacpa.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](mailto:info@acpa.nche.edu)



# GETTING INVOLVED!!!

## *Call for Chair-Elect and Directorate Body Member Nominations*

The Commission for Housing & Residential Life is currently seeking nominations for Chair-Elect and our next "class" of Directorate Body members. Please consider nominating yourself or a colleague for membership. Serving on the board is a tangible way to give back to our profession and to work closely with fun and knowledgeable colleagues from across the country on important housing projects and issues.

The criteria for **Chair-Elect** are as follows:

- The Chairperson must be a current or past member of the Directorate Body of the Commission for Housing and Residential Life.
- **Only individuals who are currently serving on the Directorate body or who served since the last chairperson election are eligible to be nominated and elected as chairperson.**
- The Chairperson must meet all qualifications as outlined the elections criteria for Directorate Body members (see below).
- The Chairperson is eligible to be nominated and elected to the Directorate Body again only after two years have elapsed since his/her term of office ended.

If elected, the **Chairperson** is expected to:

- Serve as Chair-Elect from the time of elections until June 30 of the final year of the Chair's term.
- Serve a two-year term of office, beginning July 1 of term through June 30 two years later.
- Serve one additional year as past-chairperson to assist the new chairperson with a smooth transition
- Attend all ACPA conferences held during his/her term of office as Chair, Chair-Elect, and Past Chair.
- Attend the ACPA Summer meeting in July during the two-year term of office.

The criteria for election of **Directorate Body members** are as follows:

- Directorate Body members must be members of ACPA and of the Commission for Housing and Residential Life.
- One cannot be a member of one of ACPA's other Commissions while serving on the Commission for Housing and Residential Life.
- Directorate Body members must be currently or formerly employed in a full-time position in housing/residence life; graduate students with no full-time experience are not eligible.

If elected, **Directorate Body members** are expected to:

- **Serve a three-year term of office, commencing with the ACPA convention following their election.**
- **Chair at least one committee or task during their term of office.**
- **Attend all ACPA conferences during their term.**

There are eight election categories for Directorate Body members. Candidates may run as a representative of one of the six regions: New England, Mid-Atlantic, Southern, Midwest, Plains, and Western. Or, nominees may run in the New Professional category (three or fewer years of professional experience) or as a Seasoned Profession (eight or more years of professional experience).

Please consider nominating a colleague for a position. You may nominate more than one person - we only ask that you make your nominees aware that you have submitted their name. We also encourage you to nominate yourself. The number of nominations for a Directorate Body position may only be significant in the process when there are more than three people nominated for a particular category or region. In this situation, the three candidates who received the highest number of nominations would appear on the ballot. In the event that more than two former or current Directorate Body members nominated for Chair-Elect, the two members who receive the most nominations will be placed on the ballot. Therefore, don't hesitate to nominate someone even if you know that they have already been nominated. For more information on the election process or the Commission's committees and annual projects, please visit [www.myacpa.org/comm/housing/](http://www.myacpa.org/comm/housing/)

Nominations should include the following information:

- The nominee's name, institution, title/position, phone numbers, mailing address, and e-mail address. Please also indicate whether the nominee falls into the new professional or seasoned professional category.
- The nominator's name, phone number, mailing address, and e-mail address.

**Nominations are due no later than Friday, October 6, 2006**

Chair Elect Nominations should be sent to:  
Kathleen G. Kerr  
Director of Residence Life  
5 Courtney Street  
Newark, DE 19716  
[kkerr@UDel.Edu](mailto:kkerr@UDel.Edu)

Directorate Body Member Nominations should be sent to:  
Rachel S. Rumble-Comerford  
Westminster College  
501 Westminster Avenue  
Fulton, MO 65251-1299  
[rumpler@westminster-mo.edu](mailto:rumpler@westminster-mo.edu)

# 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](mailto:angelw@austin.utexas.edu).

## ACPA-Education for Sustainable Development

By: ACPA President's Task Force on Sustainability

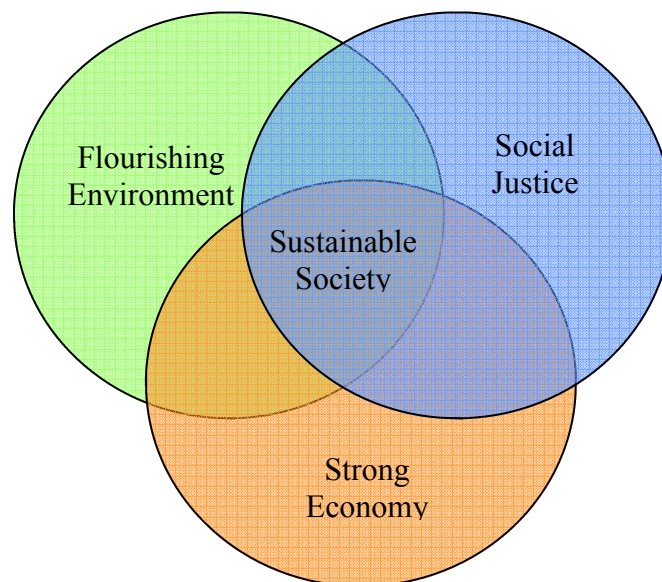
The United Nations declared a Decade of Education for Sustainable Development (2005-2014) to promote the local and global acceptance of principles of "sustainable development." ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations Decade of Education for Sustainable Development. This document provides the background on education for sustainable development; the role of U.S. higher education; and what individuals, institutions, and ACPA can do to work towards a sustainable environment, an equitable society, and a strong economy.

### What is sustainable development?

From the 1987 Brundtland Commission, the most common definition of sustainable development is "*meeting the needs of the present without compromising the ability of future generations to meet their own needs.*" In 2003, Dr. Rolf Jucker further illuminated the idea: "*Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations.*"

(Rolf Jucker, 2003, UNESCO Teaching and Learning for a Sustainable Future: A Critical Evaluation, Trumpeter, Vol. 19 No. 2)

The vision of sustainable human society resides in the simultaneous and synergistic creation of economic growth and equity, conservation of natural resources and the natural environment, and sustainable social development and social justice. It is often visually represented as follows:



**The Three Components of Sustainable Development**

### U.S. Responsibility in Sustainable Development

There is an urgent need for US higher education to advocate for sustainable development. The extent to which we, the people of the United States, adopt and embrace the principles of sustainable development may determine the quality of life that our country and all humanity enjoys in the decades ahead. Around the world, billions of people seek what we have. As 5% of the world's population, we consume 25% of the world's resources. The Earth simply cannot tolerate billions of people following the path we chose. Now, as responsible leaders, we must demonstrate new paths to economic prosperity which do not compromise our future. Many U.S. citizens do not know that: (continued on page 6)

## ACPA-Education for Sustainable Development (continued from page 5)

- We are exceeding the carrying capacity of the planet. ([www.myfootprint.org](http://www.myfootprint.org))
- The ecosystems are degrading (<http://www.worldwatch.org/topics/nature>)
- The U.S. has approximately 5% of the world's population and is consuming 25% of the world's resources.
- We can economically reduce human suffering, environmental degradation and social injustice now.

### The Role of U.S. Higher Education

There is enormous potential within U.S. Higher Education

- 4,096 colleges and universities
- 14.8 million students
- \$277 billion annual expenditures; 2.8% of the U. S. GDP
- U.S. higher education expenditures are greater than the GDP of all but 25 countries in the world

Higher education can change operational, curricular, and policy norms so all students can learn and practice how to be; environmentally responsible, socially responsible, economically responsible, and active citizens in a global economy. The goal is to engage students as effective change agents in our sustainability challenges. Students need to know that their daily decisions affect the quality of life of people around the globe.

HEASC, the Higher Education Associations Sustainability Consortium ([www.heasc.net](http://www.heasc.net)), has been formed to catalyze education for a sustainable future throughout higher education institutions. ACPA is leading the way among college and university professional associations on sustainability. Eighteen national higher education associations and thirteen national disciplinary associations are creating initiatives on education for sustainable development. The following are the acronyms and a brief description of some of the national higher education associations who have joined ACPA in programming, partnerships, publications and/or initiatives in education for sustainability:

- AACC - American Association of Community Colleges
- AACU - Association of American Colleges and Universities
- AASCU - American Association of State Colleges and Universities
- ACE - American Council on Education
- ACEED-I - Association of College Conferences and Events Directors
- ACPA - College Student Educators International
- ACUI - Association of College Unions International
- ACUHO-I - Association of College and University Housing Officers - International
- AGB - Association of Governing Boards
- APPA - Association of Higher Education Facilities Officers
- NACA - National Association of Campus Activities
- NACAS - National Association of College Auxiliary Services
- NACS - National Association of College Stores

- NACUBO - National Association of College and University Business Officers
- NACUFS - National Association of College and University Food Service
- NAEB - National Association of Educational Buyers
- NIRSA - National Intramural-Recreational Sports Association
- SCUP - Society for College and University Planning

### What is ACPA Doing?

ACPA, including each Commission, Standing Committee, and State and International Division, has a unique contribution to make to higher education's engagement in education for a sustainable future. The ACPA Presidential Task Force on Education for a Sustainable Future will plan, catalyze, facilitate, and assess the infusion of awareness and education for a sustainable future into all aspects of the association's activities.

ACPA is also:

- Managing investments with a socially and environmentally responsible ethic;
- Leading the higher education community on sustainable development;
- Developing sustainable development road show for state and international division conferences;
- Developing learning outcomes to guide undergraduate student learning and integration into graduate preparation programs;
- Developing an E-Learning series on sustainable development; and
- Assessing organizational practices with sustainability in mind.
- Creating a toolkit for colleges and universities to infuse sustainability into all aspects of the curriculum and co-curriculum (e.g. first year experience, orientation, student life activities, sustainability pledges and sustainability living campaigns).

### How can your Commission, Standing Committee, State or International Division contribute?

- Implement a serious program to encourage colleges and universities to infuse sustainability principles and practices into the subjects addressed by your entity;
- Include sustainability as a focus of your next conference, meeting, or workshop. Conference/Workshop shells are available designed around the four domains of campus sustainability; teaching/ learning, research, outreach, and stewardship Resources provided include template PowerPoint, educational displays, speaker list, bibliography, case studies, and best practices;
- Collect examples of education for sustainable development already occurring in your area by sending out requests for examples and summarizing these examples into templates;
- Contribute examples and templates to the toolkit described above; (continued on page 7)

## ACPA-Education for Sustainable Development (continued from page 6)

- Design and implement a variety of projects to encourage utilization of the materials in education for sustainable development and to produce more implementation of education for sustainable development on campuses nationally.

### What can I do as an individual?

- Become literate in sustainable development. You don't have to be an expert just start the conversations and model life long learning;
- Consume less by using durable goods versus disposables or throwaways such as coffee mugs
- Conserve water by using water efficient products, repairing leaks, and consuming less
- Save energy by turning off lights and computer, and setting heating and cooling temperatures correctly, walk and bike more, don't stand in front of an open refrigerator, clean the coils, etc.
- Change to energy efficient light bulbs and caulk your house; and
- Stay healthy by exercising more and eating fresh vegetables and organic foods
- Help the local economy by buying locally and regionally manufactured goods and services
- Save resources by using reusable materials such as 100% recycled paper
- Reduce waste through campus and community recycling programs
- Reduce pollution and save fuel by car pooling and using public transportation
- Assess your own habits and make a commitment to become a consumer advocate for sustainable (green and fair trade) goods and services. Go to [www.coopamerica.org](http://www.coopamerica.org) and join their boycotts and campaigns;
- Catalyze fair trade, social justice, and environmental groups on campus;
- Ask many store managers to contact their corporate office with a request for fair trade & green products.

### What can I encourage my institution to do?

- Make sustainability an integral part of planning, operations, facility design, purchasing, investments, and student life, and tie all of these efforts to the formal and informal curriculum;
- Implement a serious recycling and sustainable consumption program;
- Purchase duplex printers that use both sides of paper;
- Increase energy efficiency and use of renewable resources;

- Avoid air pollution and hazardous materials;
- Build green buildings and renovations;
- Develop sustainable living programs for students and staff;
- Insist on fair trade goods being sold in campus food service and bookstores;
- Engage students and community in creating the solutions;
- Be socially and environmentally responsible in purchasing and investments; and
- Support local businesses to limit waste in transportation costs.

### How can sustainable development be integrated into student learning?

Include sustainable development as part of learning outcomes in the curriculum and co-curriculum. (Notice how these learning outcomes relate to citizenship, diversity, and social well being.) Help faculty and staff as they strive to accomplish these learning outcomes with students. See the attached document for the list of learning outcomes and ways to accomplish them. ACPA has developed sample learning outcomes related to sustainability including competencies and strategies for each outcome.

### How Can I Get More Information?

For background information, visit the following sites:

- ACPA Sustainability Initiatives - <http://www.myacpa.org/task-force/sustainability/>
- Association for the Advancement of Sustainability in Higher Education - <http://www.aashe.org>
- United States Partnership for the Decade of Education for Sustainable Development - <http://www.uspartnership.org> (click on Partner Resources - Higher Ed)
- We Can Afford to Solve the World's Problems - The World Game Institute - 18 strategies for confronting the major systemic problems confronting humanity - [http://www.unesco.org/education/tlsf/TLSF/theme\\_a/mod02/www.worldgame.org/wwwproject/index.shtml](http://www.unesco.org/education/tlsf/TLSF/theme_a/mod02/www.worldgame.org/wwwproject/index.shtml)
- Campus Climate Challenge - <http://www.energyaction.net>
- Campus Ecology - <http://www.nwf.org/campusecology/>
- U.S. Fair Trade - <http://www.transfairusa.org>
- Global Exchange - <http://www.globalexchange.org/>

For specific assistance with your ACPA efforts, contact Presidential Taskforce Co-chairs Boyd Yarbrough ([boyd.yarbrough@furman.edu](mailto:boyd.yarbrough@furman.edu)) and Kathleen Gardner ([kagardn@siue.edu](mailto:kagardn@siue.edu)) or Debra Rowe ([dgrowe@oaklandcc.edu](mailto:dgrowe@oaklandcc.edu)), co-coordinator of the Higher Education Associations Sustainability Consortium.

# COMMISSION COMMUNICATION

## “Getting to Know You, Getting to Know All About You...”

**Adrian Gage**, *Vice Chair for Commission Operations*

**Where do you currently work and what do you do?**

I am the Associate Director for Residence Life and Housing at Worcester State College in Worcester, Massachusetts.

**Where did you attend college?**

Bachelors of Fire Protection and Safety Engineering--Oklahoma State University  
Masters of Education in Student Affairs--Clemson University

**What position do you hold on the Directorate Body?**  
Vice Chair for Commission Operations

**What do you hope to be able to accomplish as a Directorate Body member?**

**This year the area of Commission Operations has many goals. A few of them include: The Elections Coordinator is currently working to have our Directorate Body elections online for the first time; The Fundraising/Corporate Relations Coordinator is looking into new fundraising possibilities that will help the Commission to provide more services for our members; our Liaisons are building stronger ties with other groups with similar interests; and we are revamping how we market the commission and train new Directorate Body members.**

**Why are you passionate about working in housing and residential life?**

**I love having the opportunity to meet new students and help them acclimate to the college environment. I enjoy working with professionals and students who diligently work towards the goal of making a safe and secure environment for students so they can grow and enjoy their time at college. I also believe it is important to make sure that our student leaders are being advised well, so they have the necessary abilities to become the strong competent professional staff members of the future.**

**What do you enjoy doing in your spare time?**

I ENJOY TRAVELING AND SITE SEEING WITH MY WIFE, AND WE JUST ADOPTED A BEAGLE FROM A RESCUE SHELTER THAT WE ARE HAVING LOTS OF FUN WITH.

**Mary Gallivan**, *Awards Coordinator*

**Where do you currently work and what do you do?**

CURRENTLY I AM EMPLOYED AT THE UNIVERSITY AT BUFFALO, BUFFALO NEW YORK. I HAVE BEEN HERE FOR 6 YEARS STARTING AS A HALL DIRECTOR AND CURRENTLY SERVING AS ASSISTANT DIRECTOR FOR RESIDENTIAL LIFE. I CURRENTLY SUPERVISE 3 FULL-TIME RESIDENCE HALL DIRECTORS, 3 HALF-TIME ASSISTANT HALL DIRECTORS IN A FIRST YEAR AREA OF 1500 STUDENTS. I AM ALSO THE RHA ADVISOR AND CHAIR OUR PROFESSIONAL STAFF DEVELOPMENT & RECRUITMENT COMMITTEE.

**Where did you attend college?**

**Undergraduate Degree - B.A. Sociology,--SUNY College at Cortland, Cortland, NY  
Graduate Program, M.S.,--Canisius College, Buffalo, NY**

**What position do you hold on the Directorate Body?**

**Currently I am Commission Awards Chair and serve as a Liaison to the following Standing Committees - LGBT, Women, Core Council & NACURH**

**What do you hope to be able to accomplish as a Directorate Body member?**

As a directorate body member I would like to be able to create a strong relationship with the standing committees I am working with this year. I also would like to spotlight the student leaders in NACURH and the hard work of undergraduate students who bid for the SALT (Student Award for Leadership Training) and present at ACPA and the Joint Meeting this upcoming year. Finally a goal of mine would be to have a record number of award submissions for the Housing & Residence Life Commission.

**Why are you passionate about working in housing and residential life?**

I am passionate about working in Housing & Residential Life because of my desire to work with students. I consider myself an educator and if I am able to make a difference in the lives of the students I work with, then the long hours are well worth it.

**What do you enjoy doing in your spare time?**

In my spare time I enjoy volunteering as an Advocate for survivors of Sexual Assault & Domestic Violence. I also like to read, do yard work and spend time with friends & family.



# COMMISSION FOCUS AREAS

## Should Higher Education Be GaGa Over Google?

Jayme Uden

Google, the internet search giant, has announced plans this year to digitize and make available the collections of some of the large libraries in the world. The goal is to make these books searchable through a virtual or electronic catalog in a program called *Book Search*. The scanned collections will come from Stanford University, Harvard University, Oxford University, the University of Michigan, the University of California System, and The New York Public Library (Ekman, 2006). Google will scan copyright protected books unless the publisher or copyright holder chooses to “opt out;” in that case, only minimal text will be available. If the publisher or copyright holder does not choose to “opt out,” the entire book will be available for the public to read, but the book cannot be downloaded or printed. The general counsel for Google claims that the program falls under the fair use provisions of the United States copyright law, which do not require authorization from copyright holders in certain circumstances (Mills, 2005).

Many publishers and copyright holders believe that Google’s actions openly violate copyright laws. They are angered because *Book Search* places the burden on them to come in and affirmatively “opt out.” They argue that the program would not fit under the fair use provisions, because those are usually reserved for education, news reporting, and research. The focus of their concerns is that the program will hurt their ability to make money on their own digital book distribution.

Ultimately, I believe that this innovative plan can greatly assist higher education in their efforts to educate and broaden horizons for students. The technology age is here and we must embrace it. Schools are using web casts, pod casts, online chat rooms, and personal digital assistants as vehicles for education. Children and adults are spending more and more time on the computer so we need to take advantage of the resource.

I do concede that the current “opt out” method Google is using should be changed. This places too much responsibility on the copyright holders. Google would be more considerate to adopt a “opt in” method like the similar project that Microsoft is starting (Lombardi, 2006). Having an “opt in” method would increase the workload of Google’s employees; however, this is Google’s project so they should take on the responsibility.

Despite that small critique, I fully support Google as they attempt to make books more accessible to individuals around the world. College and university budgets are being cut, and libraries are struggling to keep up with demands. Many libraries are forced to specialize and rely on interlibrary loans for other subject areas (Ekman, 2006). Like most students, I get frustrated when I finally find a book I need for research and am told that it will take four days to ship it from another library. Furthermore, many students have to incur the costs for the shipment. In addition, some believe that *Book Search* could revive interest in underused books and classics no longer in print, which would increase the sales of books overall (Ekman, 2006).

As a student affairs practitioner and student advocate, I feel it is necessary to fight for the needs and desires of students. I challenge the universities and colleges who are resistant to *Book Search* to think twice about why they disapprove of the program. I realize many faculty authors and institutional publishing companies fear they will lose money from the sell of books, but I think they need to examine their ultimate goal of education. Change can be a good thing. The graduate students that work for my department, the hall government leaders that I advise, and the students that live in the residence halls and apartments on my campus all could benefit greatly from *Book Search*. I believe that this is true for students nationwide. (continued on page 11)

# COMMISSION COMMUNICATION

## The First Annual Residential Curriculum Institute, January 25-27, 2007

### *“From Just Residential to Resident Intentional: Developing a Curricular Approach to Residence Life”*

Residence hall staff members' efforts to be educators have traditionally occurred through the implementation of programming models. RAs are responsible for organizing a number of programs on various topics and encouraging their residents to attend. The success of programming is often judged by attendance. However, contemporary vision statements such as *The Student Learning Imperative* and *Learning Reconsidered* invite educators to frame their practice around student learning goals. These vision statements provided a context for reconceptualizing educational programming in residence halls at the University of Delaware.

*Learning Reconsidered* 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 authors believe that this definition is illustrative of how student affairs practitioners contribute to the accomplishment of learning outcomes and is “...in line with the findings of current learning research and with our own empirical observations about how learning (as a complex and integrated process) occurs among today's students” (p. 4).

Placing learning in the forefront of practice requires identifying what is to be learned. The authors of *Learning Reconsidered* write, “Clearly identifying these competencies and skills, describing the context within which they can be acquired, mapping the process through which students will gain them, and specifying ways in which their incremental development will be tracked and evaluated, will help students make sense of the institution's curriculum and academic requirements and provide an important guide to the institution's goals and commitments” (p. 17). A

common focus on student learning fosters partnerships among faculty and student affairs educators to provide an integrated learning environment for students.

In January 2007, ACPA's Commission for Housing and Residential Life will be sponsoring the first annual Residential Curriculum Institute. Co-sponsors include the University of Delaware, ACPA's Commission for Assessment for Student Development, and American Campus Communities. The institute has been designed to allow participants to explore a curricular approach to residential education as a replacement for the traditional programming model. Participants will have an opportunity to rethink the practices of their residential program and develop an intentional practice for residential education.

Featured speakers include Marcia Baxter Magolda, Distinguished Professor of Educational Leadership at Miami University of Ohio and author of *Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship*; Jeanne Steffes, Current ACPA President and the Associate Vice-President for Student Affairs at Syracuse University; and Alice Mitchell, Chair of ACPA's Commission for Assessment for Student Development and Assistant Professor and Assistant Director in the School of Undergraduate Studies (SUS) at the University of Maryland-University College. All student affairs professionals interested in exploring concepts of teaching and learning outside the classroom are invited to register. Registration information will be available on ACPA's web site around October 1, 2006. Because we believe this exploration best occurs in smaller settings, registrations will be limited to 50. (continued on page 11)

# COMMISSION COMMUNICATION

## The First Annual Residential Curriculum Institute (continued from page 10)

Registration Details:

**Early Bird Registration, before December 20, 2006:**

\$400 ACPA Members

\$510 Non-member

**Registration after December 20, 2006:**

\$460 ACPA Members

\$570 Non-members

*(Please note registration includes lunch and dinner on 1/25; lunch, dinner and a social on 1/26; and lunch on 1/27. If you are staying at the Marriott Courtyard Newark-University of Delaware, breakfast is included with your room.)*

The Institute will be held on the campus of the University of Delaware in Newark, Delaware. (UD's Home Page: <http://www.udel.edu/>). The host hotel for conference is the Marriott Courtyard Newark - University of Delaware. The hotel is located adjacent to the Clayton Hall Conference Center where sessions will take place. Breakfast is included with each hotel room. Although hotel reservations must be made separate from the Institute registration, a limited number of rooms have been reserved at the conference rate of \$124/ night plus tax, effective until January 3, 2007. When you call, be sure to mention that you are with the ACPA Residential Curriculum Conference. For more information on the Marriott Courtyard Newark - University of Delaware, please visit the website at:

<http://marriott.com/property/propertypage/ilgud>

For additional information about the Institute please contact Kathleen Kerr at [kkerr@udel.edu](mailto:kkerr@udel.edu), (302) 831-1201.

## Should Higher Education Be GaGa Over Google? (continued from page 9)

In the past, we have been hesitant to accept other technological changes such as television, computers, e-mail, and personal websites. I would contend that those have all had a positive effect on our way of life. Book Search has the potential to do the same, if we embrace it. Many years from now, I predict that we will be sitting around telling "crazy" stories about how we once actually physically went to a library to check out a paperback book. We had to walk five miles up-hill both ways to get there, too.

*The author is the Assistant Director of Residence Life in the Department of Student Housing at the University of Kansas (Lawrence, KS) and can be reached via email at [juden@ku.edu](mailto:juden@ku.edu)*

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# “CREATIVITY CORNER”

## Supporting Students with Psychological Illnesses

Gudrun Haider

In Residential Life, paraprofessional and professional staff members serve as the front line University employees, who respond to students' needs and concerns. Resident Assistants (RAs) and Residence Hall Directors are trained to deal with a variety of situations and are knowledgeable about the wealth of resources available to students on a college campus. With the increase of students with psychological illnesses enrolling in universities and colleges, Residential Life departments have to prepare its staff to adequately support this student population and its specific needs. A new emphasis should be put on proactively creating positive and supportive communities for students with psychological illnesses.

With 17.1 percent of all students with disabilities reporting a mental illness, this group is the second largest amongst students with disabilities after students with orthopedic or mobility impairment (U.S. Department of Education, National Center for Education Statistics, 1999-2000). A broad range of mental and emotional conditions are described by the term mental or psychological illness, with the most common being major depression, bipolar disorder, anxiety disorders, schizophrenia, and personality disorder (Boston University Center for Psychiatric Rehabilitation, 1997).

Various reasons are cited for the rising number of students with psychological illnesses on college campuses including a higher occurrence of mental health concerns as well as college being more accessible to people with psychological illnesses thanks to improved assessment, earlier intervention, medication and a decreased stigma toward mental illness (Harppter & Peterson, 2005). The stress and competition in regards to being admitted to a top college may also lead to more students struggling with emotional illnesses by the time they enter college (McGinn & Depasquale, 2006).

Scott Helfrich (2004), a Residential Life staff member at Bloomsburg University, emphasized the importance of preparing RAs to work with students with psychological illnesses. “As an RA you are very in tune to the behaviors and personalities of your residents, and you play a critical role in their well being,” Helfrich (2004) explained. Helfrich (2004) advised RAs to be careful in regards to the language used when interacting with residents to avoid words such as “crazy,” “Nuts”, and “weird,” which may create a hostile environment for students with psychological illnesses. RAs should be aware of their limitations, never make a diagnosis or quickly label a student with eccentric behaviors as someone who has a psychological disorder, and most of all should be working closely with their supervisor and other campus resources to support students with psychological illnesses (Helfrich, 2004).

Suicide response training is a must in Residential Life departments. Having clear crisis response guidelines is an important step in making it possible for students with psychological illnesses to attend college, but these initiatives only respond to crisis situations and do not address the origin of the problem. With campus therapists' offices crowded, Student Affairs professionals, including Residential Life staff, need to develop proactive and preventative measures and services for addressing the concerns of the growing number of students with psychological illnesses.

New York University (NYU) responded to four student deaths during the 2003-2004 school year by introducing a variety of new preventative measures such as sending letters to all families of prospective students requesting information on special needs including whether a student is taking medication or seeing a therapists. A 24-hour “wellness” hotline was introduced and university therapists started making weekly trips to residence halls for one-on-one sessions with students (McGinn & Depasquale, 2006). Residential Life staff can be involved in such initiatives through providing spaces for the therapists to meet with the students and assisting in the arrangement of these appointments. Residential Life staff can also play an essential role in publicizing the hotline phone number.

Another urban university introduced a program based on a community psychology perspective called ADAPT: Action for Depression Awareness, Prevention and Treatment on their campus (Field, Elliott, & Korn, 2006). Community psychology perspective focuses on understanding mental health problems in the context of an individual's environment (Miller, 1969).

Residential Life staff was involved in the planning stages of the ADAPT program, particularly in the needs assessment stage, as Residential Life staff often has experience in working with students who are stressed and/or depressed or suffer from other psychological illnesses. This initial assessment indicated that there was a lack of information about topics such as symptoms of depression and suicidality, prevention and treatment, and helpful ways to talk with someone suffering from depression. The program, therefore, focused on disseminating this information to staff, including Residential Life staff, as well as students. Furthermore, a play was developed as a collaboration of the Counseling Center staff and the Student Performing Arts program that depicts one students' experience of depression and the responses of those around her. The play was performed for students followed by small discussion groups as well as sessions that focused on teaching prevention strategies such as relaxation techniques (Field, Elliott, & Korn, 2006).

In addition to programmatic efforts and training of Residential Life staff, living learning communities can also help to create a positive and accepting environment for students with psychological illnesses. (continued on page 13)

# “CREATIVITY CORNER”

## Supporting Students with Psychological Illnesses (continued from page 12)

Living learning communities have become very popular at universities across the nation and many Residential Life departments are working on creating such communities. “If I were to be asked what structural and pedagogical innovation currently being developed in American higher education may hold the greatest promise for improving first-year student academic performance and retention, I can now argue that it may well be the learning community,” Gardner (1999, p.v) stated.

Living learning communities are commonly defined as communities that link curricular structures as well as co-curricular and residential living experience in an attempt to encourage more meaningful interactions between students and faculty and among groups of students (Knight, 2003; Love, 1999). Goals and objectives of such communities can focus on a variety of aspects of the college student experience, from first-year student transition to specific academic interest or specific students groups including students with disabilities, who could be provided with guidance and support specific to their struggles and challenges (Love & Tokuno, 1999).

Living learning communities may be a more supportive environment for students with psychological illnesses due to the smaller number of community members, the lower staff-student ratio and the increased interactions with faculty members. Students with psychological illnesses are often encouraged to choose smaller schools (McGinn & Depasquale, 2006). Living learning communities can emphasize the benefits of a smaller institution or provide students with the small-college feel on a larger campus.

In conclusion, it is important to emphasize the wealth of opportunities for Residential Life staff to take proactive steps to support students with psychological illnesses throughout their college experience. As front line university staff members to interact with students on a daily basis, Residential Life staff plays an essential role in providing students with the resources to succeed in college and creating supportive environments for students with psychological illnesses.

Besides referring students to the counseling center or disability services center on the campus, Residential Life staff can provide resources and programmatic efforts addressing the needs of this student population in the residence halls. Establishing programs addressing the concerns of students with psychological illnesses, creating positive and supportive environments and providing support systems through living learning communities are just a few ideas in regards to providing better and more effective services to these students. More research is needed in regards to Residential Life staff working effectively with students with psychological illnesses.

The author is a First year Adviser for Health Enhancement & Lifestyle Management in the Office of Residence Life at Miami University (Oxford, OH) and can be reached via email at [haiderg@muohio.edu](mailto:haiderg@muohio.edu).

### References

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**If you have something that you would like to share with others (fun advice, anecdotal stories, poetry, art, photography, etc.), please email Angel L. Wilson at [angelw@austin.utexas.edu](mailto:angelw@austin.utexas.edu). Remember, what you have to offer, might benefit others!**

# DIRECTORATE BODY CONTACT INFORMATION

The Directorate Body members would like to keep in contact with you. If you have any questions, feedback, and/or input, please feel free to reach us at the contact information provided below!

**Kathleen G. Kerr (Chair, 2006-2008)**

Director of Residence Life  
University of Delaware  
5 Courtney St.  
Newark, DE 19716  
(302) 831-1201  
[kkerr@udel.edu](mailto:kkerr@udel.edu)

**Todd Clark (Past Chair, 2006-2007)**

Director of Residential Life  
Union College  
409 Reamer Campus Center  
Schenectady, NY 12308  
(518) 388-6117  
[clarkt@union.edu](mailto:clarkt@union.edu)

**Delton Gordon (Class of 2007)**

Residence Life Coordinator  
K-State at Salina  
2310 Centennial Rd.  
208D College Center  
Salina, KS 67401  
(785) 826-2957  
[delton@salina.k-state.edu](mailto:delton@salina.k-state.edu)

**Erik Albinson (Class of 2007)**

Residential College Director  
Hitzeman, Hurd, Myers, Eliot  
Washington University in St. Louis  
6515 Wydown Boulevard, Box 1250  
St. Louis, MO 63105  
(314) 935-4123  
[albinson@wustl.edu](mailto:albinson@wustl.edu)

**Chris Elliott (Class of 2007)**

Area Coordinator, Alderman Road  
University of Virginia  
PO Box 400320  
Charlottesville, VA 22904-4320  
(434) 924-3736 (office)  
(434) 297-4347 (home)  
[chris\\_elliott20@yahoo.com](mailto:chris_elliott20@yahoo.com)

**Kathleen Gardner (Class of 2007)**

Associate Director of Residence Life  
Box 1254  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026  
(618) 650-4251  
[kagardn@siue.edu](mailto:kagardn@siue.edu)

**Jayme Uden (Class of 2007)**

Assistant Director for Residence Life  
University of Kansas  
422 West 11<sup>th</sup> Street, Suite DSH  
Lawrence, KS 66045  
(785) 864-4560  
[juden@ku.edu](mailto:juden@ku.edu)

**Adrian Gage (Class of 2007)**

Associate Director  
Residence Life and Housing  
Worcester State College  
486 Chandler St.  
Worcester, MA 01602  
(508) 929-8074  
[agage@worcester.edu](mailto:agage@worcester.edu)

**Kendra Hunter (Class of 2007)**

Area Coordinator  
Arizona State University  
(480) 965-4319  
[Kendra.Hunter@asu.edu](mailto:Kendra.Hunter@asu.edu)

**Debra P. Monk (Class of 2007)**

Director of Community Standards & Civility  
University Of Dayton  
300 College Park  
Dayton, Ohio 45469-0965  
(937) 229-3321  
[Debra.Monk@notes.udayton.edu](mailto:Debra.Monk@notes.udayton.edu)

**Rachel Rumble-Comerford (Class of 2007)**

Adjunct Professor  
Westminster College  
501 Westminster Drive  
Fulton, MO 65251-1299  
573-592-5286  
[rumpler@westminster-mo.edu](mailto:rumpler@westminster-mo.edu)

**Licinia "Lulu" Barrueco-Kaliher (Class of 2008)**

Complex Coordinator  
University of Delaware  
5 Courtney Street  
Newark, DE 19716  
(302) 831-3002  
[lulu@udel.edu](mailto:lulu@udel.edu)

**Mary Gallivan (Class of 2008)**

Asst. Director for Residential Life  
University at Buffalo  
123 Richmond Quadrangle  
Buffalo, NY 14261  
(716) 645-2011  
[mgallivan@urbuffalo.edu](mailto:mgallivan@urbuffalo.edu)

**Olan Garrett (Class of 2008)**

Community Director  
University of Maryland—College Park  
0128 LaPlata Hall  
College Park, MD 20742  
(301) 314-7403  
[ogarrett@umd.edu](mailto:ogarrett@umd.edu)

**Stephanie Sue Helmers (Class of 2008)**

Assistant Director for Staff Selection &  
Education Appalachian State University  
ASU Box 32111  
Boone, NC 28608  
(828) 262-7593  
[helmersss@appstate.edu](mailto:helmersss@appstate.edu)

**Harry R. Knabe (Class of 2008)**

Senior Associate Director  
The George Washington University  
2350 H. Street NW, Suite 107  
Washington, DC 20052  
(202) 994-7655  
[hknabe@gwu.edu](mailto:hknabe@gwu.edu)

**Jenna Moroney (Class of 2008)**

Director of Student Services  
IIT Stuart Graduate School of Business  
565 W. Adams  
Chicago, IL 60661  
(312) 906-6508  
[moroney@stuart.iit.edu](mailto:moroney@stuart.iit.edu)

**Rod Waters (Class of 2008)**

Residence Director  
University of Washington  
McMahon Hall, Box 354450  
Seattle, WA 98195-4450  
(206) 543-2744  
[rwaters@u.washington.edu](mailto:rwaters@u.washington.edu)

**Angel Wilson (Class of 2008)**

Hall Coordinator  
University of Texas-Austin  
201 E. 21<sup>st</sup> Street  
Austin, TX 78705  
(512) 232-5634  
[angelw@austin.utexas.edu](mailto:angelw@austin.utexas.edu)

**Roberta Garrett (Class of 2008)**

Manager of Livingston Housing  
Rutgers, The State University of New  
Jersey-New Brunswick  
66 Joyce Kilmer Ave.  
Piscataway, NJ 08854  
(732) 445-2346 – office  
[rgarrett@rci.rutgers.edu](mailto:rgarrett@rci.rutgers.edu)

**Carla Dennis (Class of 2009)**

Area Coordinator  
University of Georgia  
150 Maple Forge Drive  
Athens, GA 30606  
(706) 542-1969  
[cadennis@uga.edu](mailto:cadennis@uga.edu)

**Trent Pinto (Class of 2009)**

Assistant Director/Resident Director  
Emmanuel College  
400 The Fenway  
Box F150  
Boston, MA 02115  
(617) 735-9746  
[pintotr@emmanuel.edu](mailto:pintotr@emmanuel.edu)

**Catherine Sanders (Class of 2009)**

Hall Coordinator  
University of Texas at Austin  
309 E. 21<sup>st</sup> Street  
Austin, TX 78705  
(512) 232-9053  
[csanders@austin.utexas.edu](mailto:csanders@austin.utexas.edu)

**Jack Saxon (Class of 2009)**

Resident Director  
South Pentland Hills  
University of California, Riverside  
One Pentland Way  
Riverside, CA 92507  
(951) 827-6500  
[Jack.saxon@ucr.edu](mailto:Jack.saxon@ucr.edu)

**Jodi Schulman (Class of 2009)**

Program Coordinator for Residence Life  
Rutgers University  
109 Bishop House  
115 College Ave.  
New Brunswick, NJ 08901  
(732) 932-7209  
[jschulman@echo.rutgers.edu](mailto:jschulman@echo.rutgers.edu)

**Peter Trentacoste (Class of 2009)**

Associate Director of University Housing  
Northern Kentucky University  
Norse Commons, Suite 107  
Highland Heights, KY 41099  
(859) 572-6972  
[trentacosp1@nku.edu](mailto:trentacosp1@nku.edu)

**Ryan Green (Class of 2009)**

Area Coordinator  
Dickinson College  
PO Box 1773  
Carlisle, PA 17013  
(717) 245-1556  
[greenry@dickinson.edu](mailto:greenry@dickinson.edu)

**Rebecca Mosely (Class of 2009)**

Assistant Director  
Oberlin College  
3510 Chestnut Ct.  
Lorain, OH 44053  
(440) 204-8662  
[rebecca.mosely@oberlin.edu](mailto:rebecca.mosely@oberlin.edu)