



## *Greetings from the Chair*

Hi everyone. Welcome to our fall edition of the *Life-Line* newsletter. We hope you'll take a couple minutes to peruse the contents to learn more about the Commission and benefit from some of the information collected here.

As you may recall from our last newsletter in the spring of 2007, the Commission identified three focus areas for the 2007-08 year: academic and student affairs partnerships, sustainability, and learning at the next level. This newsletter is focused on academic and student affairs partnerships. Some of you are doing outstanding work finding those intersection points between your educational aims and the educational aims of faculty for the benefit of your students. I hope we can continue to share ideas and resources in this area as I truly believe these partnerships are essential if we are going to play a role in the transformative education of our students. The newsletter is just one point of contact – please use the Commission listserv as well.

As for sustainability, I am pleased to let you know that ACPA will be sponsoring a Sustainability Institute at Harvard, June 11-14, 2008. Hold these dates on your calendar and begin to consider what team of individuals you

would like to send. It will be a great opportunity for faculty, staff, students, and student life administrators to begin to strategize a plan for a campus sustainability movement. Look for more information on ACPA's web site soon.

Finally, the Commission is pleased to be offering the Second Annual Residential Curriculum Institute (RCI), January 24-26, 2008. The RCI is again being hosted by the University of Delaware in Newark. The online registration site is up and running on ACPA's web page at [www.myacpa.org/pd/rci/](http://www.myacpa.org/pd/rci/). We encourage you to consider sending a team to learn about the curricular approach to residential education. This year we are honored to have Susan M. Salvador, Vice President of Student Services at Monroe Community College and one of the original authors of *Learning Reconsidered: A Campus-wide Focus on the Student Experience*, providing the keynote address. Gavin W. Henning, Chair of the Commission for Assessment and Evaluation (a co-sponsor) and Director of Student Affairs Planning, Evaluation, and Research at Dartmouth College, will present a session on assessment and learning outcomes. Several schools that attended last year's institute will be back to discuss their successes and challenges as they have worked to implement this approach. Last year, the Institute filled up quickly and we had to turn people away. So, tell your colleagues and co-workers to put together a team and register early. For more information about the institute, feel free to contact me or go to ACPA's website.

Hope you are well and enjoying the transition from summer into fall. Keep in touch.

Sincerely,

Kathleen G. Kerr  
Chair, Commission for Housing and Residential Life  
Director of Residence Life, University of Delaware  
[kkerr@udel.edu](mailto:kkerr@udel.edu)

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## *The Second Annual Residential Curriculum Institute*

January 24-26, 2008 University of Delaware—Newark, Delaware

The Second Annual Residential Curriculum Institute will show you how to take your residence life department to the next level by taking a curricular approach to residence education. This approach is believed to enhance the experiences of our students by being more intentional in our programming and developing a community of learners.

Topic Areas Include:

- A Programming Model vs. a Curricular Approach
- How to Develop Intentional Goals and Outcomes
- Learning Strategies
- How to Assess your Learning Outcomes

The Residential Curriculum Institute will challenge you to rethink the practices and grounding philosophies of your residential program. You will have the opportunity to view an alternative to traditional programming models; work towards the development of a student-learning centered departmental mission; practice developing assessable learning outcomes; and examine the impact this shift in thinking and practice has on you, your department, and students. Ultimately, you will learn to uncover the opportunities to deliver educational messages in every student interaction. These include check-in, building meetings, RA-student one-on-ones and survey questions.

In addition to presentations from University of Delaware staff, we have gathered a group of excellent and insightful speakers to share their wisdom and expertise in practical applications. Previous Residential Curriculum Institute attendees will also illustrate what has and has not worked on their campuses. Finally, we will provide you with a number of “take-away” resources to guide you and your department through the uncovering of the “essential education” for students and the process of an inevitable culture shift.

This year, Susan M. Salvador will deliver the keynote address. Featured speaker Gavin Henning will present a session on assessment and learning outcomes.

Online conference registration is available at [www.myacpa.org/pd/rci](http://www.myacpa.org/pd/rci). For additional information, please contact: Michele Kane at (302) 831-8496 or visit [www.myacpa.org](http://www.myacpa.org).

### **Registration Information:**

**Early Bird Registration (on or before December 21, 2007):**

\$400 ACPA Members; \$520 Non-Members

**Registration after December 21, 2007:**

\$460 ACPA Members; \$580 Non-Members

## About the Featured Speakers: Gavin W. Henning and Susan M. Salvador

### *Keynote Speaker: Susan M. Salvador*



Susan M. Salvador has served as Vice President of Student Services at Monroe Community College (MCC) in Rochester, New York since 1999. She has also served as MCC's representative to the League for Innovation in the Community College since 2001. Salvador was a contributing author to *Learning Reconsidered: A Campus-wide Focus on the Student Experience*, a joint ACPA and NASPA publication, and has served on the national writing team to produce inventory statements for the *Principles of Good Practice for Student Affairs*, sponsored by ACPA and NASPA. Salvador has also written articles on the impact and philosophical change of residence halls on two year colleges. Salvador is a member of the ACPA Educational Leadership Foundation Board of Trustees, NASPA Community and Two-Year College Advisory Board, and the 2008 Conference Planning Committee for the National Council of Student Development. She has served in many capacities within ACPA including Director for Commissions and a member of its Executive Council, Executive Committee, and Nomination Committee. She was the past chair and directorate member of the Commission on Student Development in the Two-Year College; directorate member of the Commission for Students, Their Activities and Their Community; and member of the Professional Development Core Council. Salvador

received her bachelor's degree in psychology from Siena College, a master's degree in education in student personnel/counseling from The Pennsylvania State University, and her doctorate in higher education administration from The University of Michigan.

### *Keynote Speaker: Gavin W. Henning*



Gavin W. Henning is the Director of Student Affairs Planning, Evaluation, and Research at Dartmouth College and Chair of the Commission for Assessment and Evaluation. In his current position, he supports student learning and development by initiating division-wide assessment efforts and supporting assessment projects within individual departments. Along with student affairs assessment, Henning has experience in residential life, judicial affairs, alcohol education, diversity initiatives, and institutional research. Henning's work has been published in professional journals, and he has presented at regional and national conferences as well as spoke at colleges and universities on assessment topics. Henning holds a bachelor's degree in psychology and sociology and master's degree in college and university administration from Michigan State University, a master's degree in sociology from the University of New Hampshire, and a doctorate in education policy and leadership also from the University of New Hampshire.

## *Call for Resources on Residential Learning*

# Designed Residential Learning

How are you educating your residents in the residence halls?

Have you developed new methods to intentionally influence the learning that occurs?

The Educational Strategies Committee is creating a resource guide for designed residential learning to be made available through our Commission website.

If you have created any innovative models or methods to facilitate residential learning, please e-mail submissions to Gudrun Haider at [haiderg@muohio.edu](mailto:haiderg@muohio.edu) by **December 1, 2007**.

### Submissions should include:

- Your name, institution and contact information
- A brief overview of your designed residential learning model
- An outline of your designed residential learning model (this can include resources that are shared with new staff during training, etc.)
- Any other information or resources that would be helpful for other institutions who may be looking to adapt a similar model

### **Newsletter Submissions:**

We are also looking for contributors from different institutions to discuss their experiences with designed residential learning for the spring newsletter. Interested contributors should submit their contact information and a brief abstract to Gudrun Haider at [haiderg@muohio.edu](mailto:haiderg@muohio.edu) by **November 15, 2007**.

## *Join the Commission for Housing and Residence Life Listserv*

To subscribe to the Commission for Housing and Residence Life listserv, please use the following directions:

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

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



## *Newsletter Feature Focus: Academic and Student Affairs Partnerships*

### Lost in Translation: The Foreign Language of Academic Affairs

Submitted by: Evan Baum, George Mason University

In May, I was asked by our Associate Vice President of University Life to make a presentation to their full division about my own ideas for more closely connecting student affairs and academic affairs across the University. I was asked to ground my presentation in my own experiences in academic affairs up to that point. I had transitioned in January from a position in residence life at The George Washington University in Washington, D.C. to my current position in academic affairs at George Mason University in Fairfax, Virginia. While I had worked closely with faculty in the past, faculty became my primary audience in my new role at George Mason University. Having focused so intensely on students throughout my graduate studies and prior professional work experiences, my shift into academic affairs presented a tremendous mental challenge. For the first several months on the job I felt utterly incompetent.

More to the point, I felt as though I had ventured into some foreign universe. As I stepped back to figure out more about what was going on, it became clear that the language being used in the conversations in my new role was drastically different from the language I had become accustomed to using and hearing when I was around students and fellow student affairs personnel. The conversations might as well have been in French. To use an analogy, if the conversations in which I was engaged with faculty colleagues were a game of golf, the language they used could be represented by normal golf clubs, while the language I was equipped with was more like a baseball bat. Both tools could perform similar functions in the game, but ultimately I had language intended for one application and they had language intended for another.

The differences in language between student affairs and faculty/academic affairs I was experiencing formed the foundation for my presentation to University Life. In constructing my message, I wrote out approximately 100 terms – 50 terms for language used most often in conversations involving faculty and another 50 terms for conversations involving student affairs personnel. Here is what I came up with:

**50 Terms You Might Hear in the Average Conversation Involving Faculty:** top-tier journal, course assignments, emerging methodology, provost's office, course release, registrar's office, learning objectives, plagiarism, summer salary, grading, syllabus design, committee obligations, distinguished

scholar, grant proposal, degree requirements, copyright policies, external consulting, teaching evaluations, non-tenure track, upper-division class, tenure review, academic freedom, general education, research assistant, editorial board, 'junior' faculty, critical thinking, publishing, research agenda, student learning, lecture notes, faculty senate, visiting professor, empirical verification, number of credits, department chair, technology in the classroom, lower-level requirement, course withdrawal, peer review, academic standing, team-teaching, field research, research center, course prerequisite, curriculum development, governance responsibilities, term faculty appointment, human subjects review board, travel money.

...on the other hand...

**50 Terms You Might Hear in the Average Conversation Involving Student Affairs Professionals:** identity development, stakeholder collaboration, gap surveying, individual counseling, judicial sanctions, co-curricular, living-learning, student apathy, campus climate, student expectations, civic engagement, mentorship, leadership education, first-generation, cultural celebration, drug and alcohol abuse, emergency response, 'best practices,' Facebook, student involvement, bias incident, sense of community, transition issues, assessment, diverse campus, roommate conflict, privacy concerns, extra-curricular, retention, professional development, student learning, 'sides of the house,' Safe Zone, Greek life, student activities, social justice, wellness education, spiritual exploration, school spirit, institutional liability, transformational change, disability accommodation, career development, capital construction, 'helicopter' parents, university traditions, community service, family programming, self-awareness, 'customer' service.

Although there is some possible overlap, and acknowledging that these words are not exclusive to one community or the other and might vary in meaningfulness from one institution to the next, the differences in the two lists are stunning.

Simply, the words we use to talk about ourselves and the work we do have tremendous implications for our ability to relate to others, and particularly those outside our immediate circle. Whether you look to theories of cross-cultural communication, group dynamics, organizational behavior, or social capital, words provide meaning, imply values, illustrate

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### Lost in Translation, continued . . .

belonging (or exclusion), and come to represent significant artifacts in what we can consider culture (at least from an anthropological perspective). When housing and residence life staff talk about cultural differences between student affairs and academic affairs, the terms from the respective lists above are really at the heart of such a conversation, even if they are never made explicit. “I don’t understand ‘their’ language (and by extension, values) and ‘they’ don’t understand my language (and by extension, values), even though we work at the same institution and seem to be working towards the same goals,” might be one way to imagine someone saying it in a meeting.

I think there are several lessons those of us in housing and residence life (or more generally in student affairs) can learn from my personal observations and experiences in shifting into academic affairs. First, understanding a culture is a necessary prerequisite to impacting it. Second, immersing one’s self within a culture is an ideal way to develop an understanding of it. If we assume that working with faculty and academic affairs is a valuable component of housing and residence life, these lessons beg the question, “In what ways can I immerse myself at my institution and in my housing and residence life position within the culture of academic affairs to observe and understand it?” When was the last time you called up the chair of the English department and asked to observe a faculty meeting? Even if you wanted to do this, would cultural norms at your institution encourage or prevent it? Third, the stereotypical language of student affairs is wholly inadequate for *most* conversations with *most* faculty members. If you sat down for a conversation at a sidewalk café with someone whose native language and professional background was different from your own, how effective would your language be in the conversation? Housing and residence life departments (and some student affairs divisions) actively jumping aboard the curriculum development, student learning outcomes, and assessment trains are hypothetically good examples to look towards for integrating the language and values of academic affairs into our work.

Through my work on the Commission in the coming year, I hope to explore these issues further. If you work (or aspire to work) with faculty, below are nine questions that might form the foundation for dialog about the issues I have raised in your work and on your campus. If you are interested in exploring these types of questions and issues with me, with the ultimate goal of informing the collaborative relationships

between academic affairs and residence life, please send me an e-mail at [ebaum@gmu.edu](mailto:ebaum@gmu.edu).

- 1) What types of competing priorities or activities are important for you as a faculty member at your institution and in your field, and how would you describe your own efforts to balance these priorities?
- 2) How would you describe the culture among faculty in your department/unit and at your institution in general, and how does this culture impact your decision making?
- 3) Do student affairs/campus life administrators and staff at your institution understand the competing priorities of faculty life and faculty culture, and why or why not?
- 4) As a faculty member, do you find that you have an understanding of the culture of student affairs/campus life administrators and staff at your institution, and why or why not?
- 5) Do you find that student affairs/campus life administrators and staff at your institution draw upon scholarship from their field when constructing arguments to link academic affairs with student affairs? If not, would you find the incorporate of such scholarship valuable and why?
- 6) In your opinion, as a faculty member, what should the role of a housing/residence life operation be on your campus?
- 7) As a faculty member involved with a living-learning program at your institution, please describe what your involvement entails and how that involvement is valued?
- 8) As a faculty member involved with a living-learning program at your institution, please describe the nature of your collaborative relationship with your institution's housing/residence life department and the ways in which the relationship could be improved?
- 9) Is your involvement with a living-learning program at your institution fulfilling for you, and why or why not?

*About the author:* Evan Baum is the Director of Undergraduate Academic Programs in the College of Humanities and Social Sciences at George Mason University. He can be contacted at [ebaum@gmu.edu](mailto:ebaum@gmu.edu).

## *Newsletter Feature Focus: Academic and Student Affairs Partnerships*

### Modifying Resident Assistant Expectations within a Residential College

Submitted by: David Berland and Mark Whitesel, University of Georgia

The Franklin Residential College (FRC) is a partnership between the Franklin College of Arts and Sciences and the Department of University Housing at the University of Georgia. The FRC was established in 2000 and is housed in Rutherford Hall. The FRC has a committee structure of which all members of the residential college are a part. The committees are chaired by FRC Executive Board members, who are students elected each spring. The three Resident Assistant (RA) staff of Rutherford Hall are on the executive board, which is co-advised by David Berland from University Housing and Tanya Kooi from the Franklin College of Arts and Sciences. There are also faculty and administrative fellows of the FRC involved at various levels within the program.

This past summer Doug Toma, the residential Dean of the FRC, David Berland, Residence Hall Director, and Mark Whitesel, Area Coordinator for the Myers Community, entered discussions in regard to the role of the RAs in the FRC. The main point of discussion centered around programming requirements of the RA as they related to the mission of the FRC. The calendar of the FRC is full from the onset of the year with programming each week for the students. Many of the programs are facilitated by the faculty fellows around their research area or interests. These events have been extremely successful in providing quality programming on a diverse base of topics that the students attend in great numbers.

The RA staff, within the Department of University Housing, has their own programming model and requirements outside of the programming taking place in the FRC. There was some duplication and conflict with programs beginning to arise in the 2006-2007 academic year that were a result of the overlapping requirements of the RA staff supporting the program calendar of the FRC while meeting the requirements of the Department of University Housing. Discussion began in early July of 2007 in regard to potentially altering some of the requirements for the RA staff working with the FRC to help address the issue of overlap. We were able to make small adjustments that have been effective in enhancing the partnership between the RA staff and the elected FRC executives, which have produced large dividends so far this year.

In analyzing the needs of the residents versus the pre-planned programming of the FRC, it became quite apparent that most needs were being met. As a part of the Department of Uni-

versity Housing, RAs are required to program around four aspects: social interaction, personal growth or recreational development, diversity, and educational enhancement. A survey of programming from the FRC in previous years showed an abundance of programming in the areas of social interaction, personal growth, recreational development, and educational enhancement. The only area (perceived to be) lacking adequate programming was the area of diversity.

Students in the FRC are awarded points for attendance at programming done through the FRC. These points are used in a rewards system to determine eligibility to return to the residential college, order of preference for room selection, and various prizes at the end of the year. The most prevalent problem expressed by the RAs was that students were not awarded points for attending their programs, unlike FRC sponsored events, and therefore students were neglecting to attend. During the summer collaboration, Doug, David, and Mark decided to eliminate the four aspects of programming that were already being covered by the FRC. RAs were then re-assigned to a more intimate role in helping programming committees reach their educational and attendance goals. In this way, the elected executives and RAs have been brought together as a more cohesive group. It also addressed the superfluous programming and ensured maximum benefit to residents by allowing every program to now count for points within the residential college.

The programming area of diversity, as determined by Mark and David, was not adequately covered based on the mission statement of the Department of University Housing. Therefore, this requirement remains for the RAs. In this way, surplus programming has been reduced by 80%, while the mission statement of both the FRC and the Department of University Housing are being adequately fulfilled. Further, the new collaboration between the RAs and elected FRC executives provides a more cohesive partnership between the two entities involved in this venture, the Department of University Housing and the Franklin College of Arts and Sciences.

*About the authors:* David Berland is a Residence Hall Director and Mark Whitesel is an Area Coordinator in the Myers Community at the University of Georgia. They can be contacted at [dberland@uga.edu](mailto:dberland@uga.edu) and [mwhitesc@uga.edu](mailto:mwhitesc@uga.edu).

## *Newsletter Feature Focus: Academic and Student Affairs Partnerships*

### A Personal Perspective on the First Year Adviser Position at Miami University

Submitted by: Gudrun Haider, Miami University

In graduate school, we had to write a personal philosophy statement. One of the topics I discussed in mine was supporting students' academic success and collaborating with Academic Affairs. But, to be honest, I didn't really know what that would look like or how I would go about doing that. Now, having worked at Miami University as a First Year Adviser (FYA) for over a year, I have been able to experience a system where collaboration with Academic Affairs and especially Academic Success Resources around campus is built into the structure of the Residence Life Office. This experience has allowed me to better understand what this collaboration could look like.

The FYA position at Miami combines the responsibilities of a residence hall director and an academic adviser for first year students. Similar to Hall Director positions at other institutions, FYAs live in the residence hall, supervise a Resident Assistant staff, facilitate programming, work with themed living-learning communities and advise community councils. In addition, FYAs also hold First Year Academic Advising Workshops, meet with each student individually during the fall semester to discuss their academic progress, hold midterm intervention with students who are not doing so well academically and meet with students who have been placed on academic warning in the spring semester. You may ask, "How does that all fit into someone's schedule?" Sometimes I ask that myself, especially when I'm doing an advising appointment in the evening or on a Sunday because I just couldn't fit it in anywhere else, but the one thing that makes this dual position even possible is that FYAs have very little judicial responsibilities. FYAs handle documentations about noise, sports in the hallway and other violations of the Guide to Residence Hall Living, but the bulk of the judicial load – anything that has to do with alcohol, for example – is taken care of by the Office of Ethics and Student Conflict Resolution. Being an FYA is definitely a time-consuming and sometimes stressful position, but it is also a very unique and rewarding experience and it has truly changed how I look at supporting academic success in the residence halls.

"At Miami University academic advising is a developmental process that assists students in their academic decision making by linking students and designated faculty and staff together to communicate and exchange information that will contribute to students reaching their maximum poten-

tial" (Miami University, 2003). During students' first semester in college, the FYA is the students' primary academic adviser. In advising appointments, FYAs don't just talk about academic advising information with their students, but also have the opportunity to spend some time talking about the students' college experience in general. For me, this has been the most rewarding and interesting part of the position, as it allows me to really get to know my residents and have in-depth one-on-one conversations with them. Of course, a bulk of the time is spent providing students with information about academic requirements, university programs and academic resources. That is where the collaboration with Academic Affairs comes in.

The connection between Residence Life and Academic Affairs for new FYAs is initiated during the academic advising training for Residence Life staff in August. FYAs and graduate students, whose job responsibility includes academic advising, meet with the chief academic advisers from each division and representatives from various academic support services. Throughout the fall semester, these staff members also continue meeting with various offices to learn more about the Academic Resources on campus. It is this familiarity with academic support services and the divisional academic advising offices that has allowed me to refer my students to the appropriate resources as well as be able to collaborate with these offices in order to help my students succeed academically. It isn't just that I have met the different staff members, but they also have a better understanding of what my job entails, which further helps us to improve our partnerships.

I believe the main reason why I am able to support my students' academic success is that my residents see me as an academic resource. While as an undergraduate student, I made a clear separation between my in-class learning and my out-of-class learning and I would go to my hall director for one set of questions and my academic adviser for another, here students come to me for all kinds of questions. A conversation about academics can very easily lead into a conversation about a roommate conflict or unhealthy lifestyle choices and vice versa.

As I am starting to think about my future in Residence Life, I have questioned how I could apply some aspects of the



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### A Personal Perspective, continued . . .

FYA position to a traditional hall director position to make sure that when I go to another institution, I can continue to support my residents' academic success. First, I would want to familiarize myself with the academic divisions and the academic support services on campus. But I think a large part would also be trying to create this culture, where students see the hall director and the Resident Assistant staff caring about their academic success and as resources they can utilize when having questions about academics and academic resources around campus. I believe that you don't have to be experts in academic advising, but simply checking in with students about their academic progress, talking about study habits, discussing career aspirations and celebrating academic achievements, can establish a culture in the building where academics are on the forefront of everyone's mind. Regularly organizing programs that focus on academic success strategies and organizing study groups in the community are other easy ways to make academics a focus.

Before I started working at Miami University, I knew that I should be supporting academics, but even I made a clear distinction between Academic Affairs and Student Affairs. Being an FYA has made me realize that there doesn't have to be such a clear distinction. I believe that once we are able to see ourselves as part of the support system for students' academic success, we can start working toward truly collaborating with Academic Affairs.

#### Reference:

Miami University (2003). *Academic Advising at Miami*. Retrieved October 1, 2007, from Miami University Web site: <http://www.units.muohio.edu/saf/lrn/test.htm>.

*About the author:* Gudrun Haider is a First Year Adviser at Miami University. She can be contacted at [haiderg@muohio.edu](mailto:haiderg@muohio.edu).

## Bridging the Gap between Academic and Student Affairs Using One School's Example

Submitted by: Jack Saxon, University of California, Riverside

Historically, student and academic affairs have struggled to understand the other's perspective and contribution in the university setting. Yet, this disconnect is not only between student affairs and faculty. Tinto and Engstrom (2000) identify what they consider a deep cultural divide between these and other components of the modern university and college – faculty, administration, student affairs, multi-cultural affairs, etc. It is easy for these groups to lose sight of the fact they are all working toward a similar goal – the growth and development of students. However, in order to provide a more seamless experience, student affairs administrators are finding it necessary to engage and partner with faculty and other campus departments to strengthen the students' quality of experience. Sadly, these collaborations are not always seen as welcomed and necessary, but rather something that must be endured.

University faculty would be remiss if they did not acknowledge the importance of out-of-class learning, but it is difficult to shift from a student affairs perspective to one focused primarily on curriculum, teaching, and scholarship. Conversely, how does one encourage faculty to explore the value of what is often misrepresented as frivolous distractions from scholarly endeavors? With that being said, it is important that administrators and faculty first seek to understand before assuming one's role is more

or less critical. To do so, one must view the entire student experience at the university as critical to student development and their acquisition of knowledge; it is important that one checks assumptions about iconoclastic educators or non-intellectuals. Once the group is able to buy into a common goal or idea, it makes the collaboration process possible. While many universities and colleges are working toward various types of collaborations, this article will focus on the University of California at Riverside's implementation of a pre-business theme community joining Housing Services with faculty and the alumni office to enhance the experience of students who live in the community, as well as at the university.

Housing Services at UC Riverside hosts a number of academic and cultural theme communities – over ten in all. Some communities are student driven, such as the Pan African Theme Hall, Únete a Mundo (UCR's Latino/Latina hall), or Stonewall Hall, UCR's GLBT community. Others are faculty and academically driven: Enginuity Hall, for example, was introduced last year, after faculty in the College of Engineering approached Housing Services about the possibility of housing a majority of their incoming first year cohort in one location – Enginuity Hall. The pre-business community started much like Enginuity; faculty and administrators in the Colleges of



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### *Bridging the Gap, Continued . . .*

Business and Humanities and Social Sciences were impressed with what they had heard regarding the engineering and science based theme halls and wanted to create a similar experience for their students. As such, a work group was formed to investigate options for the community; key players from Housing Services, the College of Business, the College of Humanities and Social Sciences, the alumni office, and career services were invited to help craft the mission, goals and learning outcomes for the community. From the start, it was suggested that the addition of UCR alumni, now leaders in the Riverside and surrounding communities, as potential mentors would only serve to enrich the student experience.

To effectively promote this collaboration, each constituent in the work group crafted a memo of understanding to outline their contributions; this was then shared amongst the group to ensure that everyone was on a common page. Housing would secure a space and staff, while the career center worked to create specific programs for the community; the College of Business and its faculty helped craft the educational and curriculum goals, while the alumni center worked on contacting former UCR business students who were interested in serving as mentors. Key players, at all levels, were invited to be part of and involved in the planning process; partners, such as the Learning Center, were identified and contacted regarding their interest in helping establish this community. It should be noted that it was critical that senior level administration in academic and student affairs buy in to this program and the direction the planning committee was taking the community; to do so, it was important to hear and address their concerns and ideas. Constant communication was vital to establishing productive discourse and relationships among this group; with everyone coming from their own frame of reference, it was helpful to have new perspectives and different takes on each others' contributions and limitations.

After months of planning and preparation, UCR was able to successfully launch its pre-business theme community in the fall of 2007. Sixty-four first-year students were hand selected to live in the suite-style residence hall community designed to provide social and support benefits, improve their ability to read, write, and think critically, and improve retention of first-year students. The alumni office was able to recruit a core group of alumni who were interested in serving as mentors for the students and who were able to commit their time to helping these students grow over the course of the academic year. Housing Services and faculty crafted learning outcomes that fostered both academic and personal growth while supporting students to persist to their second year (Tinto, 1983). Programs were planned

through Career Services and Housing to enhance the out-of-class experience and increase involvement, while these new alumni mentors were involved to bring a real-world perspective. Overall, while the process was not without its trials, the students moved into an environment where seemingly everyone was working toward their future success and encouraging them to take ownership of this new opportunity.

While UCR is not the only school working toward such collaboration, it is still important to highlight successes. Often times the differences between academic and student affairs is couched in an "us versus them" paradigm. However, this is not what is best for the student experience and is not reflective of inevitable future. Collaboration between units is the future of higher education. No longer is it possible to address one aspect of a student's development without taking the whole picture into consideration – both academics and co-curricular experiences shape the student experience at the university. Schroeder (1994) talks about the emphasis universities are putting on total quality management – what value are we adding to our students' experience. With that said, faculty and student affairs administrators should embrace opportunities to collaborate and positively impact the student, as the trend towards one, seamless experience that addresses all aspects of the student is our future.

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## October is Careers in Student Affairs Month

Join your fellow educators from around the world to promote October as the Careers in Student Affairs month. The following are tips to promote Careers in Student Affairs Month on your campus. However, some of these are great tips to continue even after October!

1. Hold a Job Shadow Day for student leaders and student staff in your department.
2. Write an article for the campus newspaper on the unique nature of student affairs work.
3. Hold a brown-bag luncheon to discuss careers in student affairs with students. Have your senior student affairs officer attend the program. Invite your president/chancellor to say a few words about the importance of the work provided by student affairs staff to students.
4. Develop an orientation on the student affairs profession in collaboration with your career development office.
5. Encourage student leaders and other students who are interested in student affairs to attend annual higher education association meetings and conferences.
6. Develop a visual display featuring student affairs staff on campus with quotes about why they love student affairs.
7. Give students opportunities to meet one-on-one and network with student affairs staff to get more information about our profession.
8. If you have a higher education graduate program on your campus, invite them as well as any nearby graduate programs to hold a graduate program fair in the student center and/or other high student traffic areas.

## Online Classes for Fall 2007

### Responding to Mental Health Disturbances in the University Community

**Dates:** 10/29/07-11/16/07 **Instructor:** Patricia McSteen, Ph.D., Associate Dean of Students, Ohio University

**Description:** The presence of students experiencing mental health difficulties on our campuses is often an uncomfortable and perplexing situation. On one hand, a college is required to provide service and assistance to such students as outlined in ADA guidelines. But, the student's behavior may be negatively impacting the campus community. The balance between what is best for the individual and what is best for the common good may be difficult to achieve. This course will provide practical insight and strategies for all level of student affairs professionals.

### Recruitment as a Year Round Activity: Recruiting and Retaining Staff—Staying Abreast of Best Practices

**Dates:** 11/28/07-12/18/07 **Instructor:** Tom Ellett, Ph.D., Assistant Vice President, Student Affairs, New York University

**Description:** Over the past few years recruiting quality staff in many areas of student affairs has become increasingly difficult, as fewer candidates appear to be entering the profession. This course will provide participants with concepts, strategies, and proven techniques to help organizations look at recruitment as a yearlong activity. Additionally, participants will review selection and retention strategies.

To register for either class, go to [www.acpatraining.com](http://www.acpatraining.com).

## Directorate Body Elections Coming Soon!

Thanks for all those who nominated individuals for the Commission for Housing and Residential Life Directorate Body. Elections are just around the corner, starting October 24, 2007, and concluding November 9, 2007. Please check your e-mail on October 24 to find the online link to see candidate blurbs and vote for the Directorate Body Class of 2011. Please contact Camilla Jones at [chjones@ksu.edu](mailto:chjones@ksu.edu) if you have any questions about the election process.

## Life-Line Topics and Article Submission

Submitting something for *Life-Line* is a great way to get your work published! *Life-Line* is published four times a year and is distributed to hundreds of members of the ACPA community. Each issue will highlight one of three topic areas the Commission has selected to focus on for this year. As you can see from this issue, the fall edition *Life-Line* is intended to inform its readers on academic and student affairs partnerships. The Winter issue of *Life-Line* will focus on sustainability. The spring issue will address designed residential learning within the residence halls. Be thinking about the topic areas that interest you, and please consider submitting a piece for *Life-Line*. Articles, original research, book reviews, critical essays, and resource lists on the highlighted topic are all encouraged for submission. Submission deadlines for each issue are listed to the right. All submissions should be e-mailed to Carla Dennis at [cadennis@uga.edu](mailto:cadennis@uga.edu).

### Submit an article for Life-Line!

Winter Issue: *Sustainability*

Deadline: January 7, 2008

Spring Issue: *Designed Residential Learning*

Deadline: March 3, 2008



**ACPA ATLANTA 2008  
ANNUAL CONVENTION**

*Professionalism with Purpose—Advancing Inclusion and Expertise*  
March 29-April 2, 2008

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

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

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

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

**Be challenged. Be purposeful. Atlanta awaits.**

#### Convention and Hotel Registration Opens November 15, 2007

Convention Registration Rates	Early (1/31/08)	Regular (2/28/08)
Member	\$325	\$375
Student	\$130	\$180

Placement Registration Rates	Early (1/31/08)	Regular (2/28/08)
Candidate	\$60	\$80
Employer	\$80	\$95
Interview Table	\$80	\$95

Hotel Rates	Single	Double	Triple	Quad
Marriott Marquis	\$150	\$160	\$170	\$190
Hyatt Regency	\$155	\$155	\$175	\$175

For additional information on convention rates and registration, view the convention website at <http://convention.myacpa.org/>.



## Commission Directorate Body Members

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

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

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

**Mary Gallivan** (2008), University of Buffalo

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

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

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

**Jenna Moroney** (2008), IIT Stuart School of Business

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

**Angel Wilson** (2008), University of Texas-Austin

**Carla Dennis** (2009), University of Georgia

**Ryan Green** (2009), Dickinson College

**Rebecca Mosely** (2009), Oberlin College

**Trent Pinto** (2009), Emmanuel College

**Catherine Sanders** (2009), University of Texas-Austin

**Jack Saxon** (2009), University of California, Riverside

**Jodi Schulman** (2009), Rutgers University

**Peter Trentacoste** (2009), Northern Kentucky University

**Evan Baum** (2010), George Mason University

**Joshua J. De War** (2010), Ripon College

**Amy Franklin-Craft** (2010), Michigan State University

**Sean Gehrke** (2010), Whitman College

**Gudrun Haider** (2010), Miami University

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

**Camilla Jones** (2010), Kansas State University

**Ashley Mouberry Sieman** (2010), Marymount University

**Darcy Smith** (2010), Mount Ida College

For additional contact information for the Commission Directorate Body Members, please visit our webpage at [www.myacpa.org/comm/housing/](http://www.myacpa.org/comm/housing/).



# LIFE-LINE



***“WE ARE THE HEARTBEAT OF OUR STUDENTS’ LIVING EXPERIENCE”***

**WE’RE ON THE WEB!**

**VISIT US AT:**

[www.myacpa.org/comm/housing](http://www.myacpa.org/comm/housing)

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*Some of the content of Life-Line was pulled from the ACPA and HRL Commission website at [www.myacpa.org](http://www.myacpa.org).*

## ***Commission for Housing and Residence Life Overview***

### **HISTORY**

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

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

### **PURPOSE**

Residence halls are one of the primary settings for student learning at colleges and universities. The Commission for Housing and Residence Life is one of

the largest of ACPA’s commissions and actively involves its members in meeting several major objectives:

1. To provide leadership with ACPA and the profession in general for student learning in college residence halls.
2. To identify issues of special concern and advise colleagues regarding these concerns through the support of research efforts, survey information, reports, position papers, and task force investigations.
3. To communicate innovative ideas, special issues, problem resolution, and research information with a broad base of individuals throughout the country who are involved in residence education.
4. To maintain a working relationship with other professional organizations, student associations, and other commissions, divisions, and agencies within ACPA that maintain similar or overlapping objectives.
5. To cultivate professional development experiences through sponsoring and implementing convention programs and regional workshops.
6. To assist in developing a set of professional standards for staff working in residence halls.
7. To develop a plan and a process for evaluating the work and leadership of the Commission.

## ***Get Involved!***

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

1. Check the Housing and Residential Life Commission box on your ACPA membership application. By doing this, you’ll become a member and receive Life-Line, the Commission newsletter. This publication will keep you updated on the activities of the Commission. If you didn’t do this on your original membership application, you can log into the ACPA site to update your membership information and join the Commission.
2. Serve as a member of the Directorate Body. Visit the Commission website for more information.
3. Volunteer to assist with the Commission’s many services and resources, including: awards (review submissions), sponsored convention programs (evaluate program proposals), newsletter (submit and article for Life-Line), convention carnival (assist in the planning of the carnival for the annual convention), and business meetings (attend the annual business meeting and have your voice heard).