



TABLE OF CONTENTS

- Submissions for Life-Line p.2
- Directorate Body p.2
- New Director Body Members p.3
- Commission Activities at the Annual ACPA Convention p.3 & 15
- **Articles related to Educational Priorities:**
 - Professional Development for Residence Life Staff**
 - Supervision Habits p.4
 - Five minutes in the hallway p.4
 - Understanding the non-taxable fringe benefits of the live-in position p.7
 - Mental Health Issues in Residence Life**
 - Interview with Dr. Susan Hawkins, Director of Counseling and Psychological Services p.5
 - Student Learning in Residence Halls**
 - Promoting Student Learning Among Sophomore Students p.8
 - Educating RAs on How To Focus on Student Learning p.10
- Programming Resources p.11
- Award Nomination Info p.12
- Working in Residence Life p.13
- Crossword Puzzle p.14

Life-Line submission deadlines will be announced after the ACPA Convention. For more information, e-mail HRLLifeLine@gmail.com

HAPPY NEW YEAR!

I am sure that many of you have recently reflected upon how quickly the semesters seem to fly by. I am currently thinking about how we just started a new semester, worked to fill housing vacancies of graduating seniors, prepared winter training for the RAs, and now we are in the middle of RA Selection for next year. I also use this time of year to reconnect with both my professional and student staff. I find that it is far too easy to get swept away with all the projects and processes that occupy the spring semester and forget about the folks that I work with on a daily basis. I use this as a way to reenergize my staff and recognize all the work they have put in during the fall semester as well as the work they continue to do throughout the spring.

I hope all of you had a wonderful break and are successfully back into the swing of the new semester. There are many things going on this semester with ACPA, and I encourage you to take advantage of the opportunities. We are currently seeking nominations for individual and program Commission awards as well as looking for volunteers to serve as reviewers for the awards process. This is a wonderful opportunity to get involved with the Commission and witness the great things that your colleagues are doing around the nation. I also encourage you to attend the Annual ACPA Convention in Boston if you are able. The planning team is doing a wonderful job of coordinating the many aspects to ensure successful and enjoyable convention. I know that finances are limited for many schools this year. To help with these financial challenges, ACPA is offering a One Day Pass to the convention for those in the area who may not be able to attend the full convention.

This is a historic time. The unification discussions between ACPA and NASPA continue to progress, and I encourage you to update yourself on the happenings by visiting the ACPA website. We have an opportunity to make a significant change in the field of student affairs with the unification of these two great organizations. Please take this opportunity to research the progress being made and offer your contributions to the discussion by emailing Tom Jackson, ACPA President at ourcommonvoice@gmail.com

I want to wish you all the best for a successful semester. I also encourage you to take a few moments to reflect on the positive impact you make in the lives of those around you, and take pride in the work that you do to improve the experience of the students you work with. Be sure to visit our Commission events that will be occurring at the 2010 Convention. I look forward to seeing you there.

Sincerely,

Adrian Gage

*Adrian Gage, Chair, Commission for Housing and Residential Life
Associate Director of Residence Life and Housing, Worcester State College*

Commission for Housing and Residential Life — Educational Priorities:

Newsletter articles, sponsored programs, and other initiatives of the Commission address topics that fall within our educational priorities. After asking for Commission member’s input, the Directorate Body chose the educational priorities at our Commission Meeting at the 2009 Annual ACPA Convention. Current educational priorities for this year are: Mental Health Issues in Residence Halls, Student Learning in Residence Halls, and Professional Development for Residence Life Staff.

SUBMISSIONS FOR THE LIFE-LINE - WE HAVE SOMETHING FOR EVERYONE

We are always looking for help with our quarterly newsletter, the *Life-Line*. Whether you are a graduate student who just wrote a paper for one of your classes, a new professional who is looking for that first opportunity to get published, or a seasoned professional who would like to share your expertise - we want YOUR submission.

There are many different types of submissions you could send our way:

- Scholarly articles addressing one of our three focus areas for this year: **mental health issues in resi-**

dence halls, student learning in residence halls, or professional development for residence life staff. Our goal is to have at least one article addressing each topic for each issue.

- Interviews with “experts” in our profession relating to our focus areas.
- Pictures from residence hall programs.
- Programming resources that you have utilized successfully. (Just share some information about the resource and how you utilized it).

- Submit a question for our “Think About It... Talk About It...” section.

All submissions should be sent to HRLLifeLine@gmail.com. If you have questions about what to submit or would like one of our *Life-Line* staff members to work with you on your submission, please contact us at HRLLifeLine@gmail.com or call Gudrun, Editor-in-Chief, at (904)620-4672. Please also let us know if you have feedback about the *Life-Line*. We look forward to working with you!

DIRECTORATE BODY MEMBERS & ASSIGNMENTS FOR '09-'10

Adrian Gage, Chair
Worcester State College
adrian_gage@yahoo.com

Kathleen Gardner, Chair Elect
Southern Illinois University-Edwardsville
kagardn@siue.edu

Evan Baum, Vice Chair for Education & Membership
George Mason University
ebaum@gmu.edu

Camilla Roberts, Vice Chair for Operations and Communications
Kansas State University
chjones@ksu.edu

Sean Gehrke, Committee Chair for Educational Strategies
Whitman College
gehrkesj@whitman.edu

Jonathan Todd, Educational Strategies & SCGSNP liaison
University of Massachusetts, Amherst
jtodd@gw.housing.umass.edu

Kelli Raker, Educational Strategies & Photographer
Salem State College
kraker@salemstate.edu

Morgan Murray, Educational Strategies
University of North Carolina, Chapel Hill
morgan_murray@unc.edu

Franklyn Taylor, Educational Strategies & ACUHO-I liaison
Northern Arizona University
franklyn.taylor@nau.edu

Dena Kniess, Educational Strategies
Clemson University
dkniess@clemson.edu

Ali Martin Scoufield, Educational Strategies
Southern Methodist University
amartin@smu.edu

Greg Thompson, Convention Sponsored Programs
The University of Iowa
gregory-r-thompson@uiowa.edu

Scott Francis, Committee Chair for Membership
University of Florida
scottf@housing.ufl.edu

Amy Franklin-Craft, Awards
Michigan State University
frank196@msu.edu

Ashley Mouberry Sieman, DB Orientation
Marymount University
ashley.sieman@marymount.edu

Veronica Wilson, Open Meeting Coordinator/ Membership Outreach
University of San Francisco
vwilson@usfca.edu

Aaron Koepke, Election Coordinator
aaronkoepke@gmail.com

Jerome Holland, Committee Chair for Operations
Sonoma State University
jerome.hollandjr@sonoma.edu

Bonnie Maitland, Showcase
Merrimack College
bonnie.maitland@merrimack.edu

Philip Badaszewski, Fundraising/Corporate Relations
The Ohio State University
pbadaszewski@studentlife.osu.edu

Nadine Kelley, NACURH liaison
University of Texas, Austin
nkelley@austin.utexas.edu

Jimmy Lee Howard, Marketing
University of Delaware
jimmyh@udel.edu

Josh DeWar, Committee Chair for Communications
Ripon College
dewarj@ripon.edu

Gudrun Haider, Life-Line Editor-in-Chief
University of North Florida
gudrun.haider@unf.edu

Michael Richards, Life-Line
Otis College of Art & Design
mrichards@otis.edu

Megan Rowe, Life-Line
Loyola College in Maryland
mmrowe@loyola.edu

Romando Nash, Life-Line
Seattle University
nashr@seattleu.edu

Jeff Brown, Webmaster
Clemson University
brownj@clemson.edu

Darcy Smith
Mount Ida College
dmsmith@mountida.edu

Complete contact information is available at www.myacpa.org/comm/housing/

LifeLine e-mail: HRLLifeLine@gmail.com

CONGRATULATIONS TO OUR NEW DIRECTORATE BODY MEMBERS

Submitted by Aaron Koeske, Elections Coordinator, Commission for Housing and Residential Life

This fall, I received the election results from ACPA Headquarters. 252 members of the commission voted in our yearly election. Many of the races were very close. I am pleased to announce that the individuals below have been elected as the newest directorate board members of the Commission for Housing & Residence Life. Please take a moment to congratulate your colleagues!

If you know individuals who were not elected, please encourage them to continue to be involved in the commission and run again next year. Again, this was an extremely competitive election, so keep encouraging folks to participate and be active in the commission.

Thank you to everyone who helped to make this year's election process a smashing success. See you in Boston!

At-Large Member (most votes overall)

DENISE NELSON

dnelson@usm.maine.edu
 Director of Residential Life
 University of Southern Maine

Southern Region

LAURA ARROYO

[larroyo@coastal.edu](mailto:lroyo@coastal.edu)
 Area Director
 Coastal Carolina University

Western Region

TIFFANY GRAY

grayt@sonoma.edu
 Residential Life Coordinator
 Sonoma State University

New England Region

SHAUN BEST

sbest@tkc.edu
 Director of Residence Life
 The King's College

Midwest Region

MITCH NASSER

rmnasser@mckendree.edu
 Director of Residence Life
 McKendree University

New Professional

JOHN BORAWSKI

jborawsk@kent.edu
 Residence Hall Director
 Kent State University

Mid-Atlantic Region

LISA ALEXANDER

lalexan2@umd.edu
 Resident Director
 University of Maryland, College Park

Plains Region

JACOB ACTON

acton@wustl.edu
 Residential College Director
 Washington University in St. Louis

Seasoned Professional

BELLE VUKOVICH KENOYER

bvukovich@hotmail.com
 Assistant Director for Housing and
 Residence Life
 Qatar Foundation

ACPA 2010 • BOSTON • MARCH 20-24, 2010



Hope to see you at our Commission for Housing & Residential Life Events:

**Commission for Housing and Residential Life
 Open Meeting**

Where: Boston Marriott Copley Place - Nantucket
 When: 3/23/10 2:45 PM - 4:00 PM

Convention Showcase

When: 3/22/10 6:30 PM - 8:00 PM
 Stop by the Commission for Housing & Residential
 Life booth for more information about how to get
 involved in our commission.

**Commission for Housing and Residential Life
 Sponsored Programs & Social**

Information is available on page 15 and will be distributed via our listserv and handouts at the convention on these very special programs and about our social! Program sponsorship is also noted in the program booklet. Please attend these events to strengthen the ways in which you serve residential students!



PROFESSIONAL DEVELOPMENT FOR RESIDENCE LIFE STAFF

SUPERVISION HABITS

Submitted by **Jonathan Todd**,
University of Massachusetts, Amherst

Whether we supervise undergraduates, graduate students, or professionals, supervision is the centerpiece of our job. Everyone from the new professional to the seasoned administrator is challenged to make a difference in the professional lives of those they supervise. Here are 6 habits you can adopt so that you can be the most effective boss possible.

Habit #1 – Expanding self-awareness

- Ask how you would supervise yourself.
- Know how you react and process situations.
- Know your own strengths and areas of growth, and be transparent about them.

Habit #2 – Practicing Empathy

- Listen and take interest.
- Remember that you are an advocate for both the employee and institution.

Habit #3 – Following “Golden Rule” Principles

- Be the leader you want others to be.
- Be the role model you want students to be.
- Be as organized as you want others to be.

Habit #4 – Maintaining Proper Boundaries

- Know your foundation for supervision (i.e. mission statement, evaluation process, policies, etc.).
- Provide space, and don't expect to be invited to everything.
- Role model a healthy balance of work and play.

Habit #5 – Criticizing Artfully

- Know how others prefer to receive feedback.
- Try to turn every situation into a learning experience.

Habit # 6 – “Flexing” to Different People Styles

- Know your supervisees' strengths.
- Understand their learning styles.

From *Six Habits of Highly Effective Bosses*,
Kohn and O'Connell, Career Press, Inc. (2005)

FIVE MINUTES IN THE HALLWAY

By **Michele C. Murray, Ph.D.**, Associate Vice President
of Student Development, Seattle University

A year or so ago, I saw a student I knew on the way to my office. I asked the usual, “How’s it going?” She replied with the standard, customary response, “Fine.” But all was not fine; at least that is what my instincts told me. Behind her casual reply was doubt, confusion, and, perhaps, pain, so I probed a little deeper. She confided that she had just learned that she had failed, for the third time, a course required for graduation; her graduation date was likely to be delayed; she did not know how she would pay for an extra term; she was scared to tell her parents. She felt like a failure and was considering dropping out. After all, she mused, she had proven to herself that she could not pass the one class that stood between her and a diploma. “What was the point?” she asked, hoping that there would be another answer besides, “Nothing.”

Three things happened during that brief encounter that ultimately helped change the course of that student’s undergraduate career—three things that are regular opportunities for student affairs professionals. The first thing that happened: I took the time to notice that her body language and facial expression did not match the cheery, “Fine” she offered, and then asked to learn more. This first step was, perhaps, the most important, and I share it more as a reminder to myself than as advice to anyone else. In the rush of each day’s meetings, tasks to be completed, and e-mails to return, I find myself guilty of not always being truly present to the students I am here to serve. Taking five minutes to find out what was behind her cursory reply meant slowing myself down long enough to pay attention.

The second thing that happened: She let down her guard. It was tough for her to admit to someone in authority that she had failed, and it seemed to be even tougher to talk through what that failure might mean to her expectations to graduate from college. Perhaps she was too bewildered by the news to maintain the poker face that so many of us cement in place, especially when we are most in need of support. Perhaps she felt, in that moment, that she could trust me with what she thought was her darkest secret. I have never asked her what prompted her to share her embarrassing news with me, but memory of her sharing helps me to be more open to other students, who, feeling caught or alone, are trying to let down their guards.

The third thing: She sought a hope-filled response to her seemingly defeatist question. Her question cleared the way for her to plan for her eventual success, a road, she knew, would wind right through her fears of inadequacy and her diminishing self-concept. It might not have seemed so on the surface, but her question was a courageous one. As I recall this student’s story, I wonder how many times I have sidestepped the difficult, but most essential, question for lack of hope or courage? The hope she mustered in her most trying moment echoes the hope many of our students are longing to express despite the difficulties they face. My role was simply to be a mirror to her hope.

In those five minutes, this student taught me some powerful lessons about my professional practice, and I offer them to you. Attention. Trust. Hope. Remember these the next time you meet a student in the hallway.

MENTAL HEALTH ISSUES IN RESIDENCE LIFE

INTERVIEW WITH DR. SUSAN HAWKINS, *DIRECTOR OF COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)*

By Andrew McGeehan, Graduate Assistant – Seattle University

In my work as an Assistant Residence Hall Director, I need to have as much information as possible in order to best serve my students. I have found that my general interest and working knowledge of psychology and counseling has aided me greatly in the work I do. I believe that understanding the types of mental health issues that happen in the residence halls can directly benefit not only housing and residence life staff, but also staffs across campus. To gain further understanding of these issues, I conducted an interview with Dr. Susan Hawkins, the Director of Counseling and Psychological Services (CAPS) at Seattle University. Dr. Hawkins has been working in higher education mental health for many years and was able to provide helpful insights into some issues involving mental health in the residence halls on campus.

Andrew: Susan, thank you for meeting with me to discuss these important issues. What are some of the largest mental health issues that you see in residence halls today? Why do you think those issues are present?

Susan: You know in general for students, the biggest, the most frequent presenting problems that students bring are related to problems with relationships—that could be roommates, boyfriend/girlfriend, parents, just relationships broadly defined. And then depression and anxiety are kind of big issues. And in smaller numbers, alcohol and substance abuse issues, eating concerns and those sorts of things. These things tend to play out in the residence halls in a different way than they do for students who don't live on campus because of the proximity of other students and that they are on campus property and staff is available and aware. If a student may be depressed and sleeping all the time in their off-campus apartment, nobody necessarily knows or is worried unless the student is communicating that that is going on. Or a student whose behavior is erratic in some way or they are getting drunk a lot, again if they are not doing that on campus, it impacts other students a little less. Their friends might be very worried, but there isn't a whole hall full of people impacted by how many times someone vomits in the hall or bathroom from drinking too much. So a lot of what seems to impact students the most in the residence halls has to do with the close living quarters. Also for the same aspect of residence hall living that provides the most opportunities for growth and learning, you know the challenges of living with a roommate or that many people, and forming relationships and learning what is the appropriate way to behave or not behave. There is a student who has a problem and then there is this community ripple effect and that is more subtle and limited outside the residence hall.

Andrew: Since you began working in higher education mental health services, have you seen a change in the types of issues

that students deal with? If you have, why do you think that might be?

Susan: There have been some changes. Just a specific thing we've seen a lot more of is students with Aspergers. It's not clear exactly why that is happening: are we really diagnosing more people with Asperger's and the number hasn't actually changed or are there actually more young people with Aspergers? That has created issues because the people are perfectly capable of doing the academic work but may not be so good at social cues and that sort of thing. You may see that in the residence halls, and sometimes their peers need time to get to know them and understand them, and there can be social disruptions that can happen with their behavior. Those are the biggest changes. There is always some variation from year to year in terms of which substances and things students are more likely to be using and that sort of thing. I'll say one other thing: we progressively have had parents who are more actively involved, you know mothers calling us and wanting to be involved in the care somehow.

Andrew: Do you think there are any aspects of life that are specific to the residence halls that you think can cause specific mental health issues? And if so, can anything be done to alleviate that?

Susan: Some things where copycat behaviors occur are very problematic. For example, with disordered eating behaviors, you know there is a tendency that some of the behaviors are shared. So if a student is anorexic or verging on anorexic, they may share their techniques for avoiding eating or for over exercising with their friends, and there can become kind of a culture of "this is cool, we're gonna do this, we're gonna share this." The same thing can happen with bulimia. One student teaches another to vomit or how to cut their wrists. And some of that is about living in residence halls, some of that is about social networking and internet information being exchanged. There is very little that people don't have the opportunity to find out about.

Andrew: Is there anything you can think of that might alleviate that issue? Or is it too hard to see it happening?

Susan: Sometimes it is hard to see. Again, I think that there is programming that you can do in the residence halls that gives students the awareness so that they aren't so susceptible to that. And also to give them the awareness so they know when their friends are having difficulties. The reality is, the peer group knows most what is going on with other students and some of the most dangerous and concerning problems that students have. We find out about them because their

continued on next page, p 6

Interview with Dr. Susan Hawkins ... - continued from page 5

friend drags them in here or their friend comes in and wants to learn how to help the person who lives down the hall or their roommate or whatever. And so for residence life staff, since they have the student there, they have the opportunity to work with them on those things.

Andrew: Do you think that in students' minds, they feel like there is a stigma attached with needing the services that counseling centers provide?

Susan: Well yes and no. I think overall the stigma has decreased over the years but I think for some students there is still a huge stigma and you know there is a lot more information out in the world about mental health and counseling and psychology. There is an opportunity for students to have a more open point of view and a lot of them have had an experience with counseling or psychology when they were younger. But there are other students who wouldn't come because of their own family background, or attitude of their parents, or regional and cultural groups that they come from who do feel that there is a huge stigma, that you must have terrible problems or that you are crazy to come to CAPS. But there is a range. You have students come in and they say, "I'm pretty sure I looked on the internet and I think I have bipolar disorder," and other students come in and all the evidence is there and they don't want to accept the diagnosis or that that's a problem or that it's causing a problem and that they don't want to tell their family. It's really a wide range.

Andrew: Do you think there are students who are in need of help who don't feel comfortable going to counseling centers and so don't get help? And if so, has there been any outreach developed to help identify them and get them help?

Susan: I think any kind of outreach that we do is basically geared at reaching students like that. We are always in a bind in the sense that, for most of the year, we operate pretty much at capacity. So while philosophically we really want all students to benefit from our services and come in and then we are like "well we don't have any space," we can't see them and have to put them on a waitlist or refer them off campus. And that feels crummy, so it's a constant tension that way. And the other piece of the tension is sort of triaging how we use our resources because we're aware that there are a lot more students out there that can benefit than actually come through the door. And this is every counseling center's dilemma. How do you make sure that you get the widest use out of the resources you have? One way we do that is only working on a short-term focus. Working on a long-term basis we would be able to see very few students. It's a strategy like that to make it possible so that when one of those students really needs the services and gets up the nerve to come in or convinced by their roommate to come in that we are actually able to see them.

Andrew: I would think that must be one of the most difficult challenges to know that someone is out there in need and wanting to find a way to get them to come in.

Susan: That's one of the things that is a huge challenge for counseling centers. We are trained as psychologists. We are

trained that when we are working with a client we have a very specific ethical and legal duty to them to do exactly what's best for them, and if we were seeing them in a different kind of setting, in a clinic or private practice, that's what we would worry about. We wouldn't have any obligation to anyone else except the people who were our patients and clients. But when you work in a university setting and part of the goal of the office is to serve all the students on campus, there is this tension because you have to serve the person who is already your client. You are responsible to them, and you don't quite have the same responsibility to the student who needs help but isn't getting it. But again because of part of our role on the campus is to serve that student, it really is a dilemma. It's hard to say "ok I can't see you anymore you have to go off campus so I can see this person" when our whole training is that our biggest obligation is to the first person.

Andrew: Have you seen any correlation between mental health and the preponderance now among the millennial generation of students in terms of technology? Losing that real communication because of text messaging, and IM messaging, Facebook, etc.? Do you think there is a correlation between that and some mental health issues?

Susan: My gut instinct and my anecdotal experiences is that there is a connection. It does cause problems. And there are people out there actually studying this. My impression is that it is having a deep impact, and we don't quite know what that is. We know some of the physiological ones like people's thumbs and wrists being hurt and having all those problems and there are some instances, like addiction to porn and gaming that are so readily available, and for some individuals that is their entire world, and they really are not able to do anything else. That is the extreme end. But yes it is very different. The biggest thing about technology is that we run the risk of people losing the capacity to be quiet and self-reflective and on their own without having constant input and access to others. Even just walking across campus, people don't walk with their own thoughts. They are calling someone or texting, and that's got to have some sort of impact, but we don't know how it is going to pan out.

Andrew: What would you say is your #1 tip for keeping up good mental health?

Susan: It's actually really the basic stuff. Sleeping, eating, and exercise. Lack of sleep or inadequate sleep increases your risk for mental health problems astronomically. It makes you much more susceptible to stress or depression or whatever. And again not eating nutritionally and regularly and not getting some sort of exercise. And I think this is something that I hope people are getting more aware of because our physiological selves are so much a part of our mental and emotional health because it all happens neuron-chemically so what happens in our brains because of what we are doing with our bodies impacts our moods incredibly. So it sounds really simple, but people just miss it.

PROFESSIONAL DEVELOPMENT FOR RESIDENCE LIFE STAFF

UNDERSTANDING THE NON-TAXABLE FRINGE BENEFITS OF THE LIVE-IN POSITION

By John McKiernan, J.D., Residence Hall Director – Seattle University

I'll very likely have to pay rent and buy my own food when I get my next job; until then, I love having a rent-free apartment five minutes from downtown Seattle and a meal plan. What has it saved me over the past 28 months? Well that's a question of educated guesswork based upon local rental rates and some speculation on what I would have spent at the grocery store had I been required to feed myself. I also know that being allowed to exclude both forms of compensation from my taxable income has saved me a significant amount of income tax expense.

Why is it important to understand these issues? Well, for starters, it clarifies the total value of compensation provided for the live-in position. I earn a certain amount in salary, but the total value of my compensation is significantly higher than my entry-level salary, in large part because of these fringe benefits. Throw in a tuition remission benefit and other fringes like free parking and free use of custodial laundry facilities, which I won't attempt to quantify here, and the total value of my compensation gets even higher.

On a more practical level, understanding these fringe benefits and exclusions helps me to recognize the tremendous economic benefit that I'll enjoy during my live-in tenure. Precisely because I don't have rent, utility, and food expenses at the moment, I enjoy a certain amount of disposable income at the very beginning of my career. With this disposable income comes financial opportunity: I've been able to pay off about 35% of my law school debt, fully fund my Roth IRA for two straight years, and build a nice nest egg which I can eventually use for a down payment on a house or to buy a new car. Yes there have been some sacrifices; I don't eat out a lot and my dvd collection hasn't grown much in the past two years, but these are sacrifices I've chosen to make in favor of pursuing certain personal financial goals.

When I do a bit of research about local rental rates, average utility expenses, and average grocery expenses I estimate that I'm receiving over \$18,000 in additional compensation, tax free, every year I'm in a live-in position. The 2009 average monthly rate for a 1-bedroom apartment in Seattle was \$1,090ⁱ, so that would be \$13,080/year in rent expense. The average monthly Seattle household utility bill between April 2009 and September 2009 was \$253ⁱⁱ; assume that average holds true for all of 2009 and that's \$3,036/year in utilities expense. Assume that the average annual grocery bill for a 1-person household is \$2,500ⁱⁱⁱ and I've now received \$18,616.00 in additional compensation by virtue of holding a live-in position with a meal plan. Even if they're not completely accurate, these estimates clearly illustrate the significant additional compensation I receive through fringes associated with

the live-in position.

But it gets even better; not only am I raking in \$18,000.00 (give or take) in additional compensation, but I don't have to pay taxes on this compensation either. Let me introduce the concept of the non-taxable fringe benefit. A fringe benefit is "a form of pay for the performance of services" and "is taxable and must be included in the recipient's pay unless the law specifically excludes it."^{iv} Both my lodging and meal plan satisfy specific tests under Internal Revenue Code ("I.R.C.") 119 (a)^v that allow my employer to exclude their gross value from my taxable income.

Important to this analysis is the concept of "for the convenience of the employer." Essentially, a fringe benefit provided for the convenience of the employer is another form of compensation provided for a substantial business reason other than providing the employee with additional pay. This is a subtle, but important, distinction. A fringe benefit provided for the convenience of the employer is an additional form of compensation but it is provided for the purpose of allowing the employee to better perform his or her job.

With respect to lodging, the gross value of lodging is excluded from my taxable income so long as the lodging is provided for the convenience of my employer, is on the business premises of my employer, and I'm required to accept such accommodations as a condition of my employment.¹ All three conditions have been satisfied in my live-in position: the apartment is provided to ensure that I'm able to provide a supervisory presence in my hall and be readily available for emergency responses. The apartment is on campus, and my appointment requires that I occupy the unit. So the gross value of my lodging is excluded from my taxable income.

But suppose either your apartment isn't located on campus or the principle terms of your position don't require you to occupy the unit. Well, you still don't have to pay taxes on the gross value of such lodging because I.R.C. 119(d)^{vii} provides a special exception for lodging provided to employees by certain educational institutions. If you are employed by a qualified educational institution (almost any accredited degree-granting institution will be "qualified") which provides the apartment on, or in the proximity of, campus then you are also entitled to exclude the gross value of the lodging from your taxable income.

It's much the same analysis for the meal plan. So long as the meals are furnished for the convenience of the employer and are furnished on the business premises, then the gross value of the meal plan is excludable from taxable income. There are

continued on page 14

STUDENT LEARNING IN RESIDENCE HALLS

PROMOTING STUDENT LEARNING AMONG SOPHOMORE STUDENTS

By *Dan Stypa, Program Advisor, The University of Tennessee - Knoxville*

Students enter college having many expectations about their experience. Students develop expectations regarding the relationships with other students, faculty interactions, amount of time and effort to devote to academic work, and with an increased reliance on technology beginning early in school, and with expectations for services to be available 24/7 (Miller & Reyes, 2007). These different types of expectations influence not only how students perceive their overall experience at an institution, but also the level of satisfaction they have with their residence life experience. Residence life professionals should be concerned with helping students achieve their expectations in order to promote persistence and engagement in the residence halls.

Retention is an issue gaining more and more attention in higher education today. Research indicates that two important predictors of retention include satisfaction with college (Bean, 1990) and the intent to leave college (Tinto, 1975). Generally, dropping out is considered a negative experience for both students and higher education institutions (Pantages & Creedon, 1978). For institutions, the costs from student attrition includes "...loss of future tuition and fees, loss of faculty lines, and increased recruitment costs" (Habley, 2004). Specifically for housing departments, when students drop out, especially if already living in the residence halls, this significantly impacts the revenue stream and can have negative consequences.

While efforts have been undertaken to increase retention rates during the first year of college, continued support after the first year experience is important for student success (Tonge Mack & Fisher, 2007). Sophomores' perceptions of social integration, social growth, classroom climate, academic experience, faculty and peer feedback, and collaborative learning experience are considered by scholars (Pascarella & Terenzini, 1986; Lenning, Beal & Sauer, 1980; Garripa, 2004) as factors that impact student retention (Suh, 2007). Research shows that sophomores tend to distance themselves from the larger campus community and begin to feel unimportant or not valued at the institution if they are not engaged. Sophomores need to be exposed to opportunities both on and off campus that allow students to apply what they are learning in the classroom to the real world (Schaller, 2005). Experiences such as these will provide a unique opportunity for second year students that will allow them to be more personally invested in their collegiate experience. Residence hall staff members can sig-

nificantly impact sophomore success by being intentional and understanding the unique needs of sophomores.

Common concerns that sophomore students report feeling include a lack of satisfaction with faculty interaction and academic advising, commitment to academic major, leadership opportunities, and support from student affairs (Finning-Kwoka, et al., 2007). Taken together, these issues are referred to as the sophomore slump (Pattengale & Schreiner, 2000). This negative experience can be combated by providing opportunities that stimulate higher level thinking which will, as a result, prepare students for success. Residence life staff members should ensure opportunities are available for students that allow them to explore new ideas and possibilities. The intellectual, emotional, and social development that occurs during the sophomore year can be heightened through an active residence life experience during the second year (Schaller, 2007).

A commitment to sophomore specific programs will help prepare sophomores to become knowledgeable and productive world citizens (Schaller, 2007). While many successful sophomore year experience (SYE) programs include an academic, co-curricular, and residential focus (Finning-Kwoka, et al., 2007), Wilder (1993) found that interactions between second-year students and faculty have a significant impact on success. Study abroad and international experiences are also opportunities for sophomores. Exposing sophomores to the rest of the world exposes them to the diverse global culture. Faculty who are invested in the success of second year students assist them with developing their worldview and a broader perspective (Boivin, et al., 2001).

Residence hall staff members can provide experiences such as these to promote a holistic student experience that stimulates a higher level of thinking. Learning community programs such as classroom-based learning communities and living-learning communities have been documented as programs that not only improve retention but also the quality of undergraduate education (Inkelas & Weisman, 2003). Such learning community programs are beginning to emerge specifically for sophomores to aid institutions and residence life staff members in promoting persistence and retention. These types of programs are becoming hallmarks of SYE programs.

continued on page 9

Promoting student learning among sophomore students... - continued from page 8

In addition to building faculty relationships and participating in learning community programs, Schaller (2006) emphasizes that services such as advising, placement, roommate pairing, and orientation seminars that are typically concentrated during the first year should be incorporated to the SYE to help engage sophomores and increase their commitment to college.

Upon arrival back to campus for the start of the sophomore year, an intentional unifying event (e.g., building wide ice cream social, movie night, dinner) for sophomores would help build a stronger sense of community (Finning-Kwoka, et al., 2007). In addition to a unifying event to start off the year, career planning becomes more important and deserves more emphasis during the sophomore year. For example, etiquette dinners and networking symposiums would be beneficial to sophomores since they will soon begin interviewing for internships and jobs with professionals (Tonge Mack & Fisher, 2007). Also, community service and service learning are also important components to allow students to develop their self-identity and leadership skills. Each of these programs would allow for residence life staff members to work with partners and colleagues around campus to provide much needed support to sophomore students. By collaborating with other officers, residence life staff members will be able to provide such programs without bearing the burden of having to do all of the work to create a successful program.

Residence life staff needs to be aware that in the residence halls, sophomores have different needs (Finning-Kwoka, et al., 2007) and do not need programming that is aimed at first year students who have just moved away from home, such as dealing with homesickness, living with a roommate, and the like. Although these may well be issues that sophomores experience, by focusing residence hall programming on topics such as leadership, communication, social responsibility, life skills, and career preparation, sophomores will find added benefit from living on campus and be more likely to live on campus even after they have completed their on campus residency requirement and are able to move off campus.

Residence life staff members can consider placing upper class resident advisors with sophomores in order to help increase success and satisfaction. Working with sophomore residents is often difficult for resident advisors because sophomores are less actively involved in their floors for reasons such as already having a group of friends and having more homework and harder classes. As a result, it appears sophomores need their resident advisors less (Finning-Kwoka, et al., 2007). By placing returning resident advisors who have been successful with a predominately sophomore population, they are better able to serve their residents and feel positively about their job performance.

By taking a proactive approach to enhance the success of

sophomore students, residence life professionals will be fostering a culture of engagement and critical thinking that stimulates student development both in and out of the classroom. The learning that occurs in the residence hall can significantly impact the success and persistence of sophomores and should be taken seriously as residence life staff are continually seeking ways to create a positive on campus living experience.

References:

- Bean, J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, 12 (2), 155-171.
- Boivin, M., Fountain, G. A., Baylis, B. (2000). Meeting the challenges of the sophomore year. In L. A. Schreiner & J. Pattengale (Eds.), *Visible solutions for invisible students: Helping sophomores succeed* (Monograph No. 31) (pp. 1-18). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Finning-Kwoka, S.M., Clayton, J., & Newman, J. (2007, November). *Evidenced-based sophomore year experience program development*. Presented at the 14th Annual National Conference on Students in Transition.
- Garripa, S. P. (2004). Factors associated with student retention among college Hispanic freshmen attending border institution. Unpublished doctoral dissertation, Texas A&M University.
- Habley, W. (2004). *What works in student retention?* Iowa City, IA: ACT, Inc.
- Inkelas, K. K., & Weisman, J. L. (2003). Different by design: An examination of student outcomes among participants in three types of living-learning programs. *Journal of College Student Development*. (44), 335-368.
- Lenning, O.T., Beal, P.E., & Sauer, K. (1980). *Retention and attrition: Evidence for action and research*. Boulder, CO: National Center for Higher Education Management Systems.
- Miller, T. E. & Reyes, S. (2007). Aligning expectations: A shared responsibility. In G. Kramer & Associates (Eds.), *Fostering student success in the campus community* (pp. 44-60). San Francisco: Jossey-Bass.
- Pantages, T.J., & Creedon, C.F. (1978). Studies of college attrition: 1950-1975. *Review of Educational Research*, 48(1), 49-101.
- Pascarella, E., Terenzini, P., & Wolfe, L. (1986). Orientation to college and freshman year persistence / withdrawal decisions. *Journal of Higher Education*, 57, 155 - 175.
- Pattengale, J. & Schreiner, L. A. (2000). What is the sophomore slump and why should we care? In L. A. Schreiner & J. Pattengale (Eds.), *Visible solutions for invisible students: Helping sophomores succeed* (Monograph No. 31) (pp. v-viii). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Schaller, M. A. (2007). The development of college sophomores. In B. F. Tobolowsky & B. E. Cox (Eds.), *light on sophomores: An exploration of the second college year* (Monograph No. 47, pp. 1-11). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.
- Schaller, M.A. (2006). *Complexities in understanding the experience of sophomore students*. Presented at Students In Transitions Conference.
- Schaller, M. A. (2005). Wandering and wondering: Traversing the uneven terrain of the second college year. *About College*. 10, 17-24.
- Suh, W. (2007, July). The effect of first-year seminar regarding students' perception on sophomore return rates. *Paper presented at 20th International Conference on The First-Year Experience*, Hawaii.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125.
- Tonge Mack, C. & Fisher, B. (2007, November). *CSI is on the case: Investigating the sophomore slump*. 14th National Conference on Students in Transition, Cincinnati, OH.
- Wilder, J. S. (1993). The sophomore slump: A complex developmental period that contributes to attrition. *College Student Affairs Journal*. 12, 18-27.

STUDENT LEARNING IN RESIDENCE HALLS

EDUCATING RAS ON HOW TO FOCUS ON STUDENT LEARNING - PART II - THE UPS & DOWNS OF INTRODUCING A NEW INITIATIVE

By Gudrun Haider, Area Coordinator, University of North Florida

In the last edition of the *Life-Line*, I promised to take you along on my journey this year: sharing what initiatives I've been working on, how my staff is responding to this new way of looking at their position, and how these changes are affecting my residential community.

One of my overarching goals has been to help my staff see themselves as educators rather than policy enforcers. One of the strategies we've utilized as a department that has helped with this shift has been to introduce the concept of Resident Assistants (RAs) having intentional one-on-one conversations with their residents. Now, at the beginning of the second semester, I will take some time to sit back and reflect on this new initiative.

Overall, I would say that the introduction of one-on-one conversations has been a success. I've seen my RAs build closer relationships with their residents. In past years—as some of my returners admitted—many of them didn't even know all the names of their students; now they've at least had one conversation with each of their residents, the hope being that after that first initial one-on-one, the relationship between the RA and the resident continues to grow. Residents also seem to feel more comfortable going to their RA and sharing concerns with the staff or simply asking a question. My staff and I have been able to intervene on roommate conflicts earlier and have become aware of, for example, mental health concerns earlier. Are my RAs making the conversations as intentional as I'd like them to be? No, not yet. Has the staff learned how to encourage students to reflect on their experiences? Some yes, some no. But we are getting there and our communities and the RA role are transforming.

Of course, the introduction of one-on-one conversations didn't go off perfectly. I shared in the last *LifeLine* how disheartening the reaction from our new staff member during the one-on-one training session was. The resistance to the one-on-ones—in particular the evaluation forms—did not stop after training. During the first months of the semester, we struggled to get RAs to submit evaluation forms. For some RAs, it was the evaluation form; for others having the conversations. But eventually the staff realized that no matter what they did, the one-on-one conversations were not going away and probably partially due to the fear of bad evaluations, we saw a ton of one-on-one conversations happening toward the end of the semester. Of course I wasn't thrilled with these conversations happening so late—we all know that the first few weeks of a student's time at college are crucial, and that's when we really needed the RAs to go out and talk to their resi-

dents—but at least they were happening, and in future years, once staff at this institution is used to holding these conversations, they will be happening earlier. I've already seen an improvement in my staff this semester. And seeing how much even this mediocre implementation of one-on-one conversations has changed how students view RAs and how RAs see themselves, I believe it was worth it. Moreover, our “superstar” RAs are truly grasping the concept of one-on-one conversations, are asking reflective questions, are challenging their residents, and are making the most of these conversations.

We have made some changes to the one-on-one evaluation forms. Instead of asking what the conversation was about, we now ask, “What was meaningful about the conversation?” The idea is that we are not looking for a laundry list of topics that an RA talked about with their residents. We are also not looking for the resident's deep dark secrets—we want to know why this conversation was special, what the resident gained from the conversation, and how the RA challenged the resident to reflect on his or her experiences. This is a positive change, I would say, even though I'm currently struggling with getting my RAs to actually answer this question instead of just telling me what they talked about. I also now have four different types of evaluation forms (word document via e-mail, hard copies, excel spreadsheet, and google documents online) that RAs can choose from in the hope of making it most convenient and easiest for them.

I have also spent some additional time on training the staff by doing role plays of one-on-one conversations during staff meetings to help them get better at facilitating these conversations as well as by discussing conversations and potential questions they could have asked or could ask in the future during my one-on-one meetings with them. The challenge has been to find a balance where I am training them enough but they don't get to the point where they are annoyed with hearing about one-on-one conversations. Discussing this topic with each RA individually has proven to be most beneficial.

So what have I learned from this experience? Change is never easy. But when you believe in a change—the reasons why it is being implemented, the theory and experiences it's based on, and the benefits that it can bring—it is worth it. And for me, there is nothing as exciting as the ability to develop a new initiative, struggle through its implementation, see its benefits, and continue to evaluate and build on it. That, to me, is what being a Student Affairs professional is all about.

PROGRAMMING RESOURCES

SERVE SEATTLE - ENGAGING STUDENTS IN ENVIRONMENTAL CIVIC DUTY

Submitted by Alvin Mangosing, Assistant Director for Residential Programming, Seattle University

Seattle drivers honked with encouragement along Cheasty Boulevard on Saturday, September 26th, 2009, as a sea of bodies dressed in red charged into 43-acres of deciduous and coniferous greenspace at this year's Serve Seattle event. This year marked the sixth year of collaboration between New Student and Family Programs, the Center For Service and Community Engagement, and Housing and Residence Life. In a university that prides itself in social justice, these Seattle University offices teamed up with Earthcorps, a non-profit organization whose mission is to "build global community through local environmental service" to engage its students in their environmental civic duty.

Nearly 450 Seattle University students, faculty, and staff members joined 30 Earthcorps leaders in five hours of natural habitat restoration, which mostly involved removing non-native and invasive plant species such as English ivy and blackberry bushes. Not only were our students getting their hands dirty with their peers, but they also engaged in global perspectives on environmental service, as a majority of Earthcorps volunteers come from 60 countries around the world.

Resident Assistants (RAs) and Orientation Advisors (OAs) are responsible for the large turnout this year as they lead with drive for participant registration at their floor meetings and Orientation Small Group meetings. To encourage more participation and build community through competition, Housing and Residence Life also sponsored a contest where the floor community with the highest percentage of participants was rewarded with free t-shirts that their floor can customize.

Faculty members like Lindsay Whitlow, a Biology faculty member from the College of Science and Engineering, contributed to the event by welcoming the group and reiterated the importance and benefits of engaging with our community through environmental service.

At the service site, Earthcorps members worked with small groups of participants to explain the history of the greenspace and the impact that restoration has on increasing species diversity simply by allowing native plants and animals to co-exist. Students, staff, and faculty also learned about the methodologies that Earthcorps practices in rebuilding a functioning natural ecosystem.

Shannon Nakimine, a Resident Assistant for the Hurtado Environmental Justice Learning Community, felt that the biggest strength of the program was the impact that her community made. "My group covered 5500 square feet, so it was really cool to actually see how much of a difference we can make. We also learned a lot about invasive plants and their impact on the local environment. I also feel like the residents on my floor know each other better after spending the day together."

After a day of service, the Center for Service and Community engagement organized a Service Fair, where 14 non-profit organizations and service agencies within our community solicited students to sign up for service opportunities throughout the year. Many students used this opportunity to set up their service learning requirements for their classes this quarter.

Resident Assistant Danielle Knight, who serves on the Oscar Romero Diversity through Unity Learning Community said, "I think the program was very successful because there were more students that attended the program then signed up. I also really enjoyed how willing people were to just doing the hardest tasks that day."

For many of our participants who are freshmen, this event was an opportunity for them to make new friends, get to know faculty members outside of the classroom setting, and learn about the surrounding community which they are now members. It was also great to see continuing students, in particular our sophomores, engage in this campus tradition. As stated by Arthur Rabago, the Resident Assistant for the Sophomore Engagement Learning Community, "It [Serve Seattle] brought together both faculty and staff members. Also, since a lot of 7th floor residents are OAs, it showcased their leadership and commitment to the university."

Housing and Residence Life is looking forward to continuing this campus tradition and working with the Center for Service and Community Engagement and New Student and Family Programs as Seattle University continues to develop leaders for a just and humane world.

Please submit your successful programming resource to HRLLifeLine@gmail.com for publication in the next Life-Line. Thank You!

JUST A FEW MORE DAYS TO NOMINATE AN OUTSTANDING COLLEAGUE, PROGRAM OR DEPARTMENT!

Submitted by *Amy Franklin-Craft, Awards Coordinator, Commission for Housing & Residential Life*

The Nomination process for HRL Commission awards will close on February 19. Please read the following award categories and criteria. Be sure to tailor your submissions to address criteria. Good Luck. There are a lot of deserving people, programs, and departments out there!

OUTSTANDING GRADUATE STUDENT STAFF MEMBER

This award is presented to an outstanding full-time graduate student employed in a paraprofessional staff position. Criteria include: performance and contributions in current graduate assistantship or professional position, contributions within nominee's academic program, contributions to the Student Affairs profession, and other recognitions of achievement.

OUTSTANDING UNDERGRADUATE STUDENT STAFF MEMBER

This award is presented to an outstanding undergraduate student employed in a paraprofessional staff position. Criteria include contributions to and involvement in department, community, and/or university.

OUTSTANDING NEW PROFESSIONAL IN RESIDENCE LIFE

This award is given to an individual in the first three years of professional employment who has demonstrated outstanding contributions to her/his campus and/or the housing profession. Criteria include: Current performance, contributions to student affairs scholarship and or the profession, and contributions to the community.

OUTSTANDING EXPERIENCED PROFESSIONAL AWARD

There are two categories – 4-9 years and 10 or more years

This award is given to an individual with 4 or more years of professional employment who has demonstrated outstanding contributions to her/his campus and/or the housing profession.

Criteria include: Performance and contributions within current position, performance and contributions to student affairs scholarship, contributions to the profession, and/or contributions to the community.

EXCELLENCE IN SERVICE AWARD

In the tradition of National Residence Hall Honorary's (NRHH) Spotlight Award, this award is given to an individual who has demonstrated outstanding contributions to her/his campus and/or the housing profession and is not eligible for any of the other awards; therefore, the nominee cannot be a student or professional staff member. Possible nominees could be food service personnel, night security staff, administrative assistants, or custodial staff. Criteria include: performance and contributions in current position, contributions to student success, contribution to community in which university or college is located.

EXCELLENCE IN SUSTAINABILITY

There are three categories of excellence in sustainability awards. This award is presented to a program, an individual, or a department that has demonstrated outstanding contributions toward sustainability on her/his campus and/or to the housing profession. The individual award criteria for excellence in sustainability are: individual responsibility, integration, collaboration and assessment. Excellence in departmental sustainability criteria include: integration of sustainable practices, responsible growth and management, education and conservation. Criteria related to an outstanding initiative or program include: holistic nature of program or activity (advancing students' understanding of the relationship between environmental stewardship, social justice and economic growth), relationship of initiative to the ACPA learning outcomes for sustainability, degree of collaboration, assessment and sustain-

ability of initiative, embedded nature of practice, and conservation. Note: Not all initiatives will address each criterion equally.

OUTSTANDING INNOVATION IN HOUSING AND RESIDENTIAL LIFE

This award recognizes and honors excellence for an innovative program, project, collaboration with student affairs or academic departments, or service sponsored by a housing or residence life department. The nominated program or initiative should demonstrate improvement in the quality of life for students, the efficiency in the department and/or the effectiveness in service delivery.

Awards Timeline and Requirements:

- **January 18 - February 19: Call for Award Nominations**
To submit a nomination, please write a letter detailing the individual's, department's or program's qualifications for a given award and send the nomination to the commission awards coordinator, Amy Franklin-Craft, at frankl96@msu.edu by **February 19, 2010**. Contained in this nomination should be the nominee as well as nominator contact information including: name, e-mail address, and phone number.

Other helpful, but not required items a nominator may want to include are:

- a copy of the nominee's resume for the individual awards
- up to three supporting letters for an individual or specific program's nomination in a given category

Nominees and recipients of the Commission for Housing and Residential Life awards will be honored at the commission's award ceremony and social during the ACPA Annual Convention (see p. 15 for details!).

WORKING IN RESIDENCE LIFE

PHOTO CORNER: COMMUNITY ENGAGEMENT & SERVICE



This fall, Seattle University's Residence Hall Association Executive Council committed 4 hours of their training schedule to serve at the Danny Woo Community Garden, located in the Chinatown/International District of Seattle. The Danny Woo Community Garden, which holds more than 100 terraced-plots along a hill, was built in 1975 to provide the diverse Asian senior citizens of the area with space to grow vegetables used in their cultural cuisines. As you can see from this photo, the group worked on the restoration of a few terraces found on this 1.5 acre space.



After a month of participating in Service Activities such as making teddy bears for children in hospitals and collecting food donations for JASMYN, the Jacksonville Area Sexual Minority Youth Network, residents of Osprey Fountains at the University of North Florida celebrated with a concert by the pool. The program was recognized with a national Of The Month Award: http://otms.nrfh.org/otm_program.php3?otmid=91872&vid=qsg7e39e9xbchczh

Understanding the non-taxable fringe benefits of the live-in position... - continued from page 7

some caveats, specifically around non-work hour meals and non-work day meals, but these can also be overcome given the realities of the live-in position. A non-work hour meal is only excludable if the meal would have been provided during normal work hours, but because of the particular duties associated with the employee's position, the employee eats outside of normal business hours. The live-in position isn't a 9-5 job, so this covers my odd-hour meals.

A non-workday meal is only excludable only if it's linked to the qualified housing exception discussed above. Thus, if your apartment didn't qualify as a non-taxable fringe benefit and you used your meal plan to purchase food on a day off, you would be required to report the gross value of the meal as income. But my apartment qualifies as a non-taxable fringe benefit and my meal plan is included alongside my lodging in the principle terms of my employment, so I do not need to include the value of meals purchased with my meal plan on my day off.

Back to my earlier question: what amount of income tax expense have I saved because my lodging and meal plan are non-taxable fringe benefits provided for the convenience of my employer? Adding \$18,616.00 to my taxable income for 2009 would require me to pay \$6,619.00 as a single filer^{viii}. That's \$3,568.00 more in tax expense than the approximately \$3,051.00 I expect to pay for 2009, a significant savings.

Footnotes:

- ⁱ <http://www.apartmentratings.com/rate/WA-Seattle-Pricing.html>
- ⁱⁱ <http://www.whitefenceindex.com/city/Seattle/state/WA/>
- ⁱⁱⁱ <http://www.stretcher.com/stories/990705a.cfm>
- ^{iv} http://www.irs.ustreas.gov/publications/p15b/ar02.html#en_US_publink1000101739
- ^v http://www.law.cornell.edu/uscode/html/uscode26/usc_sec_26_00000119----000-.html
- ^{vi} *Id.*
- ^{vii} *Id.*
- ^{viii} <http://www.irs.gov/pub/irs-pdf/i1040tt.pdf>

Crossword Puzzle

courtesy of Thinks.com

Across

- 1 Mrs. Flintstone
- 6 Roasting rod
- 10 Trucker's haul
- 14 "___ with a View"
- 15 Gist
- 16 ___ Domini
- 17 Mother-of-pearl
- 18 ___ dixit
- 19 Actor Sean
- 20 Improve in quality
- 22 Its capital is Mrida
- 24 String quartet member
- 26 Richard Strauss opera
- 27 Where found
- 30 Attractiveness
- 32 Track event
- 34 Region of Malaysia in northeast Borneo
- 38 Reproductive cells
- 39 Bind
- 41 English cathedral city
- 42 "Of course!"
- 45 Appraised
- 48 Arab, for example
- 50 Threaten
- 51 Unruffled

- 54 Morocco's capital
- 56 Made watertight
- 58 One of the Redgraves
- 62 "How Sweet ___!"
- 63 Norse fire god
- 65 Provide with funds
- 66 Better than good
- 67 Folksinger Burl
- 68 Traffic tangle
- 69 Actress Swenson
- 70 Verne's captain
- 71 Movie shots

Down

- 1 Diminish
- 2 Ayatollah's land
- 3 Scottish lake
- 4 Czech region
- 5 Convenience
- 6 Pitch
- 7 "Great Expectations" hero
- 8 Bitsy beginning
- 9 "Born in ___"
- 10 One of the Canaries
- 11 "You're ___ talk!"
- 12 Former French protectorate in Indochina
- 13 "Death Be Not Proud" poet

1	2	3	4	5		6	7	8	9		10	11	12	13	
14						15					16				
17						18					19				
20						21			22		23				
			24				25		26						
27	28	29					30	31							
32							33				34		35	36	37
38						39				40			41		
42			43	44		45					46	47			
			48			49					50				
51	52	53						54	55						
56							57		58				59	60	61
62						63		64			65				
66						67					68				
69						70					71				

- 21 Legal setting
- 23 Automobiles
- 25 Whistle-blower
- 27 Unbending
- 28 St Petersburg's river
- 29 Wooden piece
- 31 Archaic bidding
- 33 Greek war god
- 35 Greek b
- 36 Actor Baldwin
- 37 Part of a split personality
- 40 "The Lion King" hero
- 43 Young Clinton
- 44 Give a toot
- 46 Least generous
- 47 Aerial
- 49 Land
- 51 Heinlein's genre
- 52 Dine at home
- 53 Regretting
- 55 Dispatch boat
- 57 Peace emblem
- 59 Minn. neighbor
- 60 Aggrieved
- 61 Cobbler's tools
- 64 Jewel

Join Us for the CHRL Social at Convention!

Please plan to catch up with colleagues in the field of housing and residence life at the Commission for Housing and Residential Life's annual convention social on Monday 3/22. This FREE event provides great food, fellowship, and a chance to see who has won the Commission's annual awards. You will not want to miss the chance to unwind after a long day of sessions, congratulate others working in the field, and enjoy some great food at fun at an off-campus site!

As in past years, this event is presented in partnership with On Campus Marketing (OCM). The social will take place at the Cactus Club Restaurant and Bar (across the street from the convention center), located at 939 Boylston Street. Individuals interested in attending are welcome to meet in the lobby of Marriott Copley Place at 9:15 PM to walk over together with a member of the directorate board to make sure to get to the right place.

JUST THE FACTS:

WHEN: MONDAY 3/22, 9:30 PM

WHERE: Cactus Club Restaurant and Bar

WHO: You! (And anyone else you know that works in housing or residence life!)

COST: FREE! (Cash bar will be available.)



CHRL SPONSORED PROGRAMS at CONVENTION 2010

Are you looking to expand your knowledge or competencies in the field of residence life? If so, please attend one of these great programs sponsored by the Commission for Housing and Residential Life while at convention. Each program offers exciting, innovative, and unique ways to examine how to better serve residential students on your campus.

Innovative Residence Life Retention Efforts...with Revolutionary Results

Presented by Ryan Hall, University of Tennessee at Chattanooga

Monday, March 22-11:45 AM - 1:00 PM-Marriott Copley Place, Wellesley

As access to colleges and universities has improved in recent years, issues of retention have become a growing challenge at some institutions. The role of housing and residence life is central to improving retention rates. This presentation will focus on a successful retention initiative that utilizes select resident assistants to approach struggling first-year students and share the importance of class attendance with them. This presentation will also detail UTC's first-year experience living-learning community program and first six weeks program.

You Belong: An Innovative TRANSFERmation

Presented by Kimberly A. Harvey, State University of New York at Geneseo

Monday, March 22-1:15 PM - 2:30 PM-Marriott Copley Place, Suffolk

Over 60% of college student transfer at least once, hence the transfer process is becoming a norm, not an exception. Knowing that many transfer students join our institutions, what do we know about their experiences and how to assist them in the transition process? This workshop will highlight a study conducted at a 4-year public liberal arts institution that studied two cohorts of fall admission transfer student and two cohorts of spring admission transfer students.

Distance Learning meets RA Training: Creating Innovative Online Training Component

Presented by Amanda Horvat, Lynda O'Malley, Susan Guarrieri, and Christina King, Hofstra University

Monday, March 22-2:45 PM - 4:00 PM-Sheraton Boston Hotel, Liberty A

As an innovative training technique, Hofstra University created its own distance learning curriculum to enhance Resident Assistant training.

Partnering with faculty computing services, the creation of an online training program resulted in positive assessment from RAs, economic savings to the university, and met the needs of today's students' learning styles. This program will provide conference attendees with the information and steps necessary to begin this process at their respective institutions and will discuss Hofstra University's future application of this program.

Revolutionizing Student Learning Through Developing and Assessing Student-Faculty Interactions

(Co-sponsored with the Commission for Assessment and Evaluation)

Presented by Brittany Medlin and Tessa Tyson, Dartmouth College

Tuesday, March 23-10:15 AM - 11:30 AM-Hynes Convention Center, 204

Does your campus lack meaningful faculty-student interaction? Do you question whether your current faculty programs are impacting student learning? Through highlighting two residentially-based faculty-student programs, this session will showcase implementation strategies, as well as several assessment methods and survey results. Using this information, participants will discuss how to use data to insure that student learning outcomes and program goals are met. In addition, participants will leave knowing how assessment can inform program development and improvement at their campus.

Curricular Approaches to Residential Education

Presented by Keith Edwards, Macalester College

Tuesday, March 23-10:15 AM - 11:30 AM-Marriott Copley Place, Fairfield

Residence life staff members are well versed in the rich opportunities for learning beyond the classroom. However, typical efforts to foster that learning through program models often fall short in conceptual design, staff buy-in, student learning, and measurable outcomes. This session will explore how we can better foster student learning by designing intentional and purposeful engagement of students. This session will discuss this paradigm shift, components of educational plans, concrete strategies and examples, and assessment approaches.