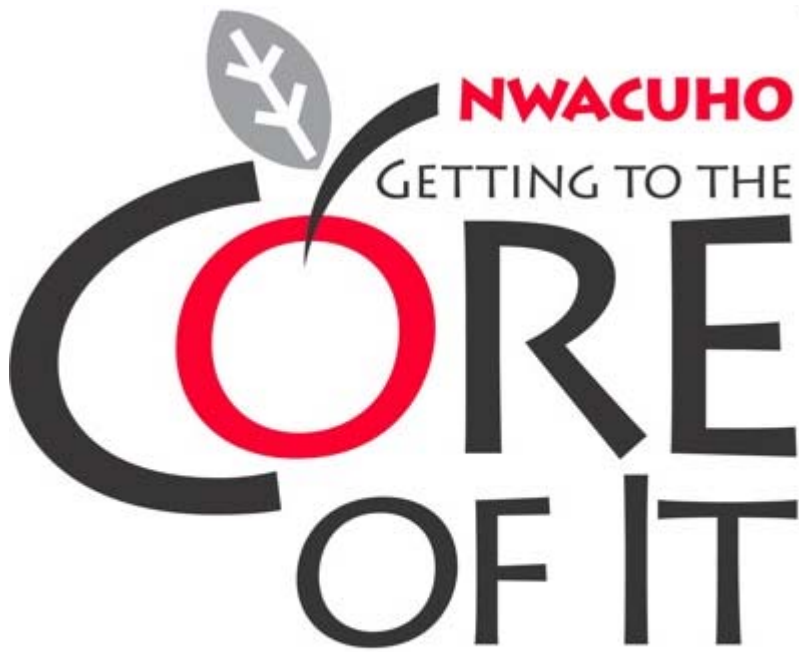


the official nwacuho newsletter

the soundings

northwest association of college and university housing officers

**NWACUHO**
GETTING TO THE
CORE
OF IT
YAKIMA, WASHINGTON
FEBRUARY 7-9, 2010



NWACUHO soundings

cover

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soundings editorial board

The editorial board is comprised of volunteer members throughout the NWACUHO region. Duties include assisting in the development of an editorial schedule, submission of interest articles, and soliciting articles and feedback from the members of the association. If you are interested in being a member of the editorial board, please contact your state or provincial representative or the newsletter editor.

editorial and submission policies

Deadlines for publications are based on distribution needs, and therefore it is important that members honor the established deadlines. Material not received on time, or not used due to space limitations will be considered for use in the next issue. Because *soundings* is the official publication of an educational association and reflects the professional standards of its members, necessary revisions will be made to ensure publication quality. *soundings* also reserves the right to edit submissions for space requirements.

Authors bear full responsibility for references, quotations, and data accuracy of publications submissions. Authors also hold NWACUHO harmless from any liability resulting from publications of articles submitted for printing.

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Please send all submissions (articles, letters to the association, updates from around the region, and announcements) to:

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*Please attach articles using MS word document.

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Secretary

Vacant

a letter from the president

richard deshields

**Richard DeShields, Central Washington University
NWACUHO President**

Hello NWACUHO Colleagues:

The December break allowed me the opportunity to travel home and be with family. During my vacation home, I reflected on the word “family” and found myself thinking about my professional family. NWACUHO has definitely been this for me.

Over the years, I’ve had many opportunities to interact with some of the finest in the profession and always know that the Northwest is filled with such quality professionals, but more importantly, quality people. The friendships I have formed will be some to last a lifetime.

Your executive team is a group of dedicated people that I am fortunate to call colleagues and friends. During my eight years of being involved with the organization, I have worked beside Matt Lamsma. The work that he has done as Past President to move us in our “corporate direction” is phenomenal and will secure the success of our organization long into the future. Josh Gana has worked tirelessly over the past year as President-Elect and Treasurer and has also been my strongest support and listening ear.

Together, our Presidential Trio has secured our corporate identity, created a strong tax status, been financially responsible, and developed some long standing policies for the organization. Our whistleblower policy and our corporate records retention policy, along with our efforts to secure organizational liability insurance are substantial feats in one year. I have valued my experiences with these two men and know that they have served and will continue to serve the best interests of NWACUHO throughout the years.

The other members of our executive team have also been a solid group of professionals. I have observed better communication with our member schools, an increased effort in valuing our corporate partners and friends, an update of our website, and an even stronger newsletter. Our group ranges from senior housing officers to many new professionals and these new professionals definitely deserve much recognition....I know I wouldn’t hesitate hiring or working for any of them! To Clive, Pat, Brian, Stephanie, Tash, Dave, and Jill I want to thank you for your continued dedication to NWACUHO and to our member institutions. I am proud of the work we have accomplished and know that the new board has some shoes to fill.

As I have indicated over the past year, I still challenge your involvement in the organization. NWACUHO is all of you. It is the new professional...but it is also the most seasoned professional. During our tough economic times, we must all reach out to continue promoting the work we are doing on our home campuses. The work is important. You are important. But NWACUHO needs your participation. Bring it up in staff meetings...what can we do to be more involved? Can we host a drive in conference? Can we submit articles for the newsletter? Can we contact our state or provincial representative and volunteer our time? Can you challenge your Senior Housing Officer to come with you to our regional conference and get involved?

By doing so, you make our family a stronger one. You help ensure that the Northwest is strongly represented nationally and internationally. We will become stronger. We will have more representation within our professional organizations. I know that the Northwest has some of the finest talents...let’s keep telling our stories to others.

Thanks for all you do to make NWACUHO a success. I have enjoyed my last five years on the executive board and look forward to serving strong as your Past President. Keep up the valued work!

**Brian Stroup, Oregon State University
Soundings Editor**

Hello and Happy New Year! I hope that this new month and New Year finds you well and re-energized for the months ahead.

In this edition of the *Soundings* we have many updates and announcements regard-

ing out annual conference which is just around the corner. Due to our new by-laws we have the items in which we will be voting on at the Business Meeting at the conference listed as well as information on how to register for the conference. Also in this edition, there are two articles from some colleagues at Oregon State Univer-

editor’s note

sity. One is focusing on academic intervention during this crucial time for students and the other is the winning Case Study submission from this past year.

I hope to see many of you in Yakima in February and until then, happy reading!

nwacuho 2010 conference

“getting to the core of it”

Josh Gana
Oregon State University

[NWACUHO 2010: Register now for the annual conference!](#)

Registration is now available for the 2010 annual conference in Yakima, Washington on February 7 – 9, 2010. Member registration fees are \$300, with the nonmember rate at \$350 and students at \$225. Additionally, NWACUHO has negotiated a smoking deal with the Red Lion Hotel, so be sure to make your reservations early. Be sure to register prior to 1/16/10 to avoid late fees! Registration and more conference information is available online: <http://nwacuho.org/conferences/annual-conference>

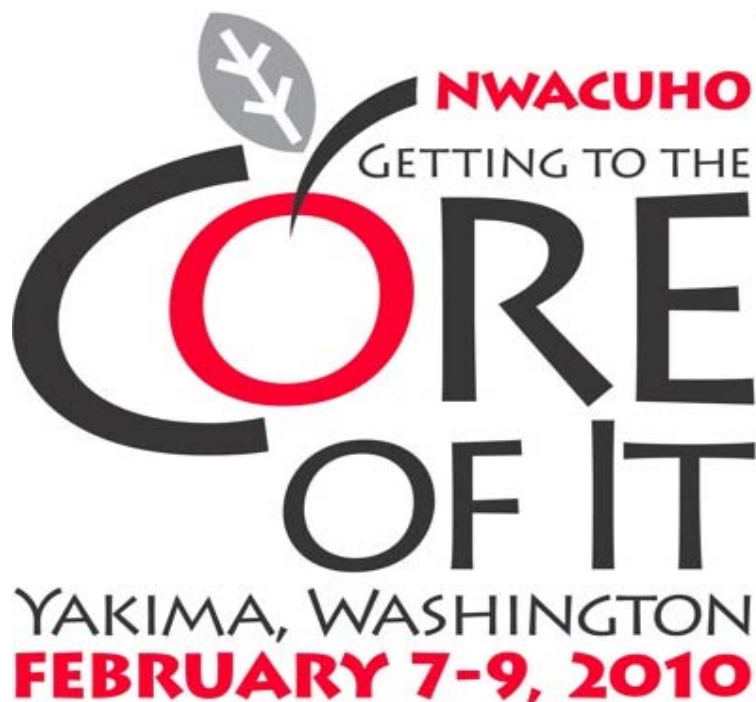
[NWACUHO 2010: Business Meeting Items for Voting](#)

Below is some legislation that will be voted on at our Business Meeting at the Annual Conference.

- Advisory Vote on the New Budget
- Naming the Lifetime Achievement Award
- Formalizing the Operations Award

[NWACUHO 2010: Programming Matrix](#)

Go to www.nwacuho.org and click on the link that says “Conference Program Schedule” on the right hand side. This will take you to a matrix of all of the great sessions we will be having at the conference. There are many great topics being presented so don’t miss out and register for the conference today!





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nwacuho registration have you renewed yet?

Time to Renew your Institutional and Corporate Membership!

Did you know that NWACUHO Memberships expire on December 31, 2009? Membership in NWACUHO is a great way to stay connected with colleagues, keep up to date with best practices, share ideas, and gain valuable professional development activities. Additionally, your institutional or corporate membership will carry the following benefits:

- Discounts on registration for the Annual Conference
- Availability of awards and scholarships
- Resources such as the Soundings newsletter and regional directory
- Participation in regional drive-in conferences and roundtables

Institutional Member dues are based on housing capacity size:

<u>Capacity</u>	<u>Dues</u>
0 - 499	\$75.00
500 - 999	\$100.00
1000 - 1499	\$125.00
1500 - 2999	\$175.00
3000+	\$200.00

Corporate Memberships are available at the following levels:

- Bronze: \$300.00
- Silver: \$500.00
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Renew now at: www.regonline.com/nwacuho2010m

All memberships are for a calendar year and benefits are for the regional conference that year. Dues are not prorated based on date of registration. Thank you for your support and contact treasurer@nwacuho.org with membership questions.

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- Convenient online modules self-paced to fit your schedule.
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Designed to meet the on-going training and development needs of housing professionals, the ACUHO-I Certificate in Housing Assessment program will utilize blended learning methods and include three online, self-paced courses as well as an optional in-person capstone experience.

Scheduled to launch in March 2010, online classes will include:

- Advocating for Assessment & Creating a Comprehensive Plan
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Those who complete the program will be able to verify, validate, and increase their assessment knowledge and skills and be prepared to apply this valuable skill to their institution.

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The ACUHO-I Assessment Certificate Program is open to all college housing professionals. Once registered:

- You will complete three online, self-paced courses that utilizes blended learning methods.
- Each course will consist of a series of online modules with a set of desired learning outcomes and associated activities.
- Though you are welcome to take just the online courses, to receive the housing assessment certificate you must complete the in-person capstone experience.
- The capstone experience will be an opportunity to demonstrate your understanding of the content offered in the online modules with an assessment expert and a learning facilitator.

Watch for more details in the coming months. A history of the program, including a market research survey, is available on the ACUHO-I Web site. For more information e-mail credentialing@acuho-i.org.

Learn more about this new program at www.acuho-i.org/credentialing

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nwacuho website resources

Pat Cunningham
University of Oregon

Do you know what is available on the NWACUHO website? Did you know you can stay up to date to what's happening in NWACUHO on Twitter and Facebook? Did you know that as a NWACUHO member you can post job postings on the NWACUHO website for free? We now have an updated job submission page and ways to subscribe to our jobs page. Check it out at <http://nwacuho.org/jobs/>. If you are Searching for a Job use it to keep posted on the region and if you have a job to post please do – It's really easy!

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The advertisement features a main image of a modern bedroom with a desk, chair, bed, and wardrobe. A circular inset shows three people (two women and one man) sitting around a table, looking at a laptop. The Washington State Correctional Industries logo is in the bottom left corner.



holsag

adding value through academic intervention and recognition

David Craig
Oregon State University

In our current environment of ever-increasing scrutiny of both higher education and student services, coupled with either flat or shrinking financial resources, Housing Professionals across North America are constantly seeking ways to demonstrate their value to both the residents and institutions that they serve.

One way the Housing Professionals at Oregon State University add value to both the resident experience and the institution is through a comprehensive Academic Success program. This program includes a variety of services and individual programs that provide both encouragement for academically successful behavior, and support for students in academic difficulty. It is important to do both, as this provides necessary assistance and processing for students at risk, and encourages the development of social norms related to academically successful behavior. This article will provide rationale and framework for both intervention with academically at risk students and appropriate methods for recognition of academically successful students.

Oregon State University uses an overarching model that encourages Academic Success through Promotion, Intervention, and Recognition. All of the strategies discussed in this article fit within one or more of these three focus areas. Housing Professionals at Oregon State are able to use this language with various other Institutional Stakeholders as various Academic Success Strategies are discussed.

Prior to beginning any type of Academic Success Intervention and Promotion program, consultation with potential stakeholders is highly encouraged. At Oregon State, these interactions took place in a variety of formats, with the primary focus being on one on one and small group meetings and discussions. It is very helpful in these meetings to allow the various stakeholders an opportunity to speak first, and to ask them to speak on what they are currently doing to support student academic success, as well as what they see as the opportunities for the Housing Professionals on campus around these issues. Some of the stakeholders that the staff at Oregon State consult with on a regular basis include academic advisors, the campus Academic Success Center staff, other student services colleagues, college deans and directors, and central academic administration. These consultations took place both while the Academic Success program was in development, and continue to take place both informally, and formally at least twice per year.

With the advent of online student information management systems, many institutions have moved away from providing students with a paper based academic report at the end of each quarter or semester. Instead relying on students to go online and check their grades/status in a self-directed manner. Couple this with a decentralized academic advising model common at many larger institutions and an unintended consequence is that many students in academic difficulty are unaware of their status.

In response to this situation, Oregon State University began utilizing Residential Education staff to contact each resident that is on either “Academic Warning” or “Academic Probation”. These contacts are both via email and in person. This initiative is done both in consultation with, and with the full support of the campus-wide Academic Success Center. At the end of each quarter OSU Housing Staff access academic records for all resident students (both for statistical and eligibility purposes). Students that are on “Academic Warning” or “Academic Probation” receive a centrally generated email letting them know that the department is aware of their status. Additionally, this email lets them know of some campus resources, and advises them that a Residential Education staff member will be following up with them sometime during the first part of the term. Specifically this email lets the resident know about the institution’s academic success classes and services, and encourages them to be in contact with their academic advisor. As an intervention, this contact via email could be an effective stand-alone option. Anecdotal feedback is that students find the email relatively non-obtrusive and the information helpful.

Staff members are then asked to follow up with students on both “Academic Warning” and “Academic Probation” in person during the first two weeks of the term, this is in concert with the typical early term/semester “check-in” that residential staff typically do. Student staff typically only interacts with students on “Academic Warning” for whom they feel that the interaction would be non-threatening and useful to the student. Professional staff conducts the rest of the personal interactions. Staff members are provided

with training and guidelines specific to the academic interactions that include confidentiality expectations, review of campus resources, specific language to use, and written materials to share with the resident. These materials are reviewed each quarter both in written form to all staff, and verbally in staff meetings prior to any interactions taking place.

The students in their area that are in academic difficulty do typically not surprise student staff members, and residents have reported that these interactions are done in a caring and helpful way. Some residents reported that this interaction (either email or in person) was the first they had heard that they were in academic jeopardy. Additionally, many students have expressed appreciation for the fact that someone took the time to explain the various Academic Regulations, as they are difficult to understand. At Oregon State, a student only receives a transcript notation that they are in either “Academic Warning” or “Academic Probation” status, with no additional information. While more study is needed, OSU has seen a decrease in the number of residence hall students “Academically Suspended”.

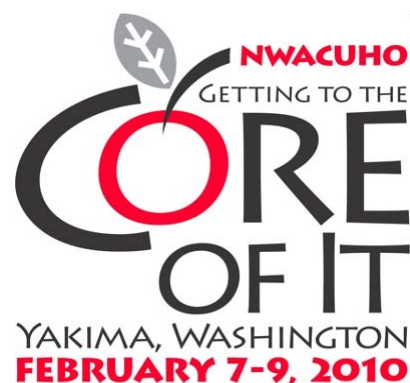
Concurrent to the intervention with students in academic difficulty, OSU Residential Education staff members are also encouraging academically successful behavior through a variety of recognition events and programs across campus. OSU uses a comprehensive “Study Bucks” program as a way to recognize and encourage academically success behavior day to day in our communities, and two academic all star activities that encourage and recognize academic success as measured by GPA.

The “Study Bucks” program is done in partnership with Hall Councils and RHA, and consists of the Residential Education Staff and Student Leaders having a supply of “Study Bucks” to hand out to students that demonstrate academic success in the day to day. Some examples of behavior that would be worthy of a “Study Buck” include studying in the hall, assisting a fellow resident academically, or showing improved performance in a class. “Study Bucks” encourage both studying in the hall, and students sharing their academic success, however they choose to define it, with both peers, and staff members. Students then turn in their “Study Bucks” at the end of each term for a chance to win prizes at end of term events. Prizes include Dining Services gift certificates, discounted meal plans, and usually a signature prize provided by RHA. This past winter term the signature prize was a Nintendo Wii, and students could win one no charge meal plan upgrade.

In addition to the “Study Bucks” program, we provide two “Academic All Star” programs. One program is a passive recognition program in each hall. Every resident who had a GPA of 3.50 or higher receives a paper die cut star. On each star, the Resident Director hand writes a note of congratulations and invites the student to post the star, with their name on it, on a specific bulletin board in the facility. This provides the student with some personalized recognition, and the opportunity for public recognition, should they so choose. The public posting also encourages the norming of academically successful behavior in the hall.

In addition to this passive recognition program, each year as part of the campus-wide “Mom’s Weekend” events in May, the department hosts a public recognition reception for students from the entire system who have achieved a 3.50 or better term or overall GPA. At this event, students are able to include family members, and receive a certificate of recognition.

As you are planning and implementing an Academic Success program, it is important to be in consultation with institutional stakeholders, provide solid resources for staff members executing the programs, and to remember to both intervene and recognize students’ academic performance. If you would like more information, or to see sample letters, brochures, or other materials please contact david.craig@oregonstate.edu.





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winning case study nwacuho 2009

Jill Childress
Oregon State University

When working in a higher education setting, housing professionals encounter constant opportunities to educate and support the development of students. One incredible growth opportunity for students is in carrying out a Resident Assistant (RA) role. Not only do these students get a chance to serve as peer leaders and role models, they also get to learn about the working world and what it means to be a part of a staff team with a shared goal of supporting the success of residents. As the case study presented shows, this path is not always smooth, and sometimes the best opportunities for learning and growth come out of some very challenging situations. This case study explores some of these situations and identifies the opportunities for learning and growth for student staff members that the Resident Director has in each scenario.

The first issue that is presented involves two staff members, Tina and Joe. Tina is feeling uncomfortable with a fellow staff member, Joe, who has been making advances towards her and who has been standing too close to her for comfort. Saundra Lawson Taylor (2003) asserts that “one role of the student affairs professional is to practice and teach conflict resolution skills in order to help improve the student learning environment and to remove barriers to effective functioning for both individuals and groups” (525).

To that end, I would begin by assessing what Tina has already done in terms of giving Joe the message that he is making her feel uncomfortable, or if she even feels empowered enough to give those messages. If Tina felt safe, I would encourage her to tell Joe her concerns directly, with me potentially acting as a mediator. The benefit of Tina addressing the conflict directly is that she can cite

specific examples from her experience, accurately respond to questions that Joe may raise regarding the situation, and set parameters that she feels comfortable with for how she would like Joe to interact with her and resolve the issue, empowering her and maintaining the staff team relationship. Another benefit of this approach is that Tina and Joe can both learn effective conflict-resolution strategies through real-life experience. I would also stress that this issue is one that should be resolved without the involvement of other RAs on staff.

If Tina does feel that she is physically threatened, I would work with her to get her into a safer situation immediately. The situation may get tricky if Tina wants me to be a third-party mediator in this situation, but does not want Joe to know that she brought the complaints. I would let her know that if I was specific enough to address the issues at hand, then Joe may realize that she is bringing the complaint, which would defeat the goal of anonymity. However, if I was too general in describing the complaints, then Joe may leave the conversation confused and with no clear idea of how to change behavior in a way that is appropriate. I would then ask Tina to strategize with me about how that conversation would go. Taking this approach allows Tina to be an integral, invested, and empowered member in the process. This approach allows Tina to have a stake in the outcome and can help influence the process in a positive way, and it has the potential to provide a life-long learning experience for Tina.

In terms of who is appropriate to involve in this conversation, I would communicate with Tina and Joe specifically about these concerns. I would also loop in my direct supervisor so that they are aware of the issues on staff, and potentially consult with the Affirmative Action office on my campus to identify what my resources are and potential other ways to resolve the situation.

In this situation, it is important that I as the supervisor do not make assumptions about who is right or wrong without knowing all of the information. Jon Dalton (2003) indicates that “fairness and equal consideration in relationships with employees is the bedrock of human resource management” (401). This piece also harkens to the professional ethical standards of acting to benefit others and promoting justice (ACPA, 1996). Although Tina is on performance probation and Joe is a high-performing staff member, it would be inappropriate for me to take a side in this situation based on that information. I should also be aware that Tina is a first-year staff member who has expressed low confidence in her place on the staff team, and Joe is a returner who seems pretty at ease with his place on staff, and understand how that dynamic could impact the effectiveness of potential conflict resolution strategies that might be employed.

Finally, I should keep in mind that Tina has a relationship with her parents where she utilizes them as a resource. While I should not make any decisions based on how Tina’s parents will react or become involved, and knowing that I will maintain Tina’s confidentiality under FERPA, this is a situation where I should be aware that Tina’s parents serve a support system for her. I can safely assume that Tina’s parents and I have the same end goal in mind for Tina – to see her be successful as a student and as an RA – and thus see her parents as partners in this process, rather than as an enemy. In all of the scenarios, I should be aware that I am a professional at a private institution and how that factors into the decision-making process.

Another apparent and potentially the most time-sensitive issue involves Holly and Tommy. Holly began dating a resident of the building, Tommy, without informing me, and she broke several policies while she was in a relationship with him. Now that the relationship is not going well, Tommy has threatened that he will come and talk with me about everything they’ve done, and so Holly has approached me first, informing me of all the ways Tommy has allegedly violated policy.

There are several concerning issues in this scenario. For one, Holly is in a relationship where there is a marked power differential because of her staff role. Another issue at play is the fact that Holly has broken several policies as a student staff member, which is counter to her role as a peer leader and role model for residents in the building. Additionally, the ways in which Holly has violated policy could have potentially impacted her ability to perform her job functions to the best of her ability, particularly if she was under the influence (consuming alcohol) or unavailable for addressing resident concerns (violating the inter-visitation policy).

In this scenario, the relationship issue needs to be addressed first. I need to identify if Holly and Tommy plan to continue a consensual relationship, and if so, I need to work with Holly to address the conflict of interest and remove the power dynamic that exists, which will likely result in Holly moving to another building. The next step would be to deal with Holly’s behavior as a personnel issue. Finally, I will need to address the policy violations with Tommy. Whether that process is formal or informal will depend on what conduct procedures are outlined for my institution and will be done in consultation with the chief hearing officer for my department, as well as my direct supervisor (if they are not the same person).

Clearly, this is a situation where corrective disciplinary action needs to take place for Holly. At the very least, Holly’s behavior will put her on performance probation, but there is a possibility that Holly could be let go from her position. I would be having the conversation about the performance concerns with Holly directly. I would also be involving my direct supervisor and any necessary

Human Resources representatives, and consulting any organizational performance concerns guidelines and grievance process documents. According to Jon Dalton (2003), “the termination of an employee should be the final stage of a process of performance evaluation, guidance, and probationary review” that gives employees “reasonable opportunities to take corrective action” (416). The same holds true in this case, and it is important to involve Holly as an active participant in those corrective conversations. Finally, I will likely be working with the room assignments manager to facilitate a room change for Holly, depending on how the situation plays out.

Some factors to be aware of to make the best decision possible include the status of the relationship between Holly and Tommy and Holly’s motivation for coming forward with information. I should acknowledge and honor the fact that I heard all of this information from Holly directly. If Holly was feeling blackmailed and threatened, I need to address that concern and support her in offering appropriate resources. Additionally, I need to be aware of how Tommy is potentially impacted, and be prepared to offer him resources as well. I should also be aware that Holly is a new staff member, and understand how that status might play a role in this situation.

Finally, another situation that has arisen that is time-sensitive but not as urgent as the other scenarios involves one of my veteran staff members, Andy. Andy has been badmouthing me because he disagrees with the duty expectations established for the staff. In this scenario, I would talk with Andy one-on-one and address with him what I am hearing from others that he has been saying. According to Patricia King (2003), student learning increases when there is a “reciprocal, trusting relationship” between educator and student (261). Knowing this, I would try to establish a safe environment where Andy feels empowered to share his thoughts and opinions with me while knowing that he will not be penalized for giving me constructive feedback. I would ask questions that identify what else Andy has going on that could be impacting his perceptions about the expectations I have set for staff.

King (2003) has also identified that student learning increases when students are an active part of the learning process and make personal connections in their own lives (261). Additionally, Marcia B. Baxter Magolda (1999) asserts that “situating learning in students’ experience, validating students’ ability to know, and defining learning as mutually constructing meaning – offer one useful framework or engaging students in active learning” (31). Understanding this and the personal experiences that Andy has as a veteran RA, I would involve him in the learning process. I would ask Andy to help identify what he thought specific needs of our building are, given our demographics of 300 first and second year students. I would then help him to understand how the expectations set for student staff in our building help support those needs. I would look for opportunities for Andy to serve in a positive leadership role, such as in facilitating an expectations-setting process for our staff team. I would also work to set expectations with Andy on an individual basis, including the expectation that we are supporting each other and managing each others’ reputations as part of a staff team, maintaining professionalism, and offering feedback in timely, constructive ways.



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USA TODAY and a combination of local, regional and/or national newspapers (chosen for distribution by your college or university) are delivered each weekday morning to displays conveniently located in the lobbies of residence halls and other campus locations. Students then select one or more of the papers daily for their reading enjoyment.

The goals of the program are to encourage a lifelong newspaper readership habit and to increase students’ knowledge of local, national and international events.

Depending on what is going on in Andy's life and how receptive he is to being accountable for his own behavior and taking leadership in resolving the issue, we may need to have a candid conversation in which we identify if Andy is prepared to carry out the duties of the position for another year. Part of that conversation will involve identifying and clarifying what those expectations are, looking together at the position description, and identifying resources (including his supervisor) to help him be successful. According to Jon Dalton (2003), "Good supervision does not... always work.... Some [employees] engage in personal diatribe and denial in which they adopt a vitriolic attitude toward the supervisor and the organization" (416). If Andy is not prepared to carry out the expectations of the RA role in a way that is professional and appropriate, and if the values of the organization do not match his personal values, then he may need to make a personal decision about whether being an RA is a good fit for him.

In this scenario, I would look to first communicate with Andy exclusively in order to resolve the issue. Understanding that Andy's reaction may be symptomatic of larger staff concerns with a new supervisor, I would then address the entire staff team as part of on-going staff training to clarify and give background to the expectations that have been set for them and answer questions they have about those expectations. According to George Kuh (2003), establishing a shared vision "is needed so that people can see how their work contributes to attaining the organization's goals as they perform their daily tasks" (287). In establishing a goal-setting and expectation-setting process with the staff team, we can help establish buy-in and a shared vision among our staff, and offer encouragement and support to reach those goals and serve our students to the best of our abilities.

In this particular scenario, a factor that is important to consider when resolving this situation is the length of time that Andy has been on staff. This can play out in several ways. For one, the length of Andy's service may give some insight into motivational factors, including potential burnout, which may be impacting Andy's reaction. As a veteran staff member, there is a great opportunity to draw on Andy's experience and allow him a chance to establish himself as a positive leader and role model for other RAs.

There is no one right way to address issues and concerns that may arise on a paraprofessional team. The resolution to various issues may vary depending on the dynamics of the staff team, levels of trust, support from student affairs professional staff, institutional type, needs of the building and community and characteristics of the parties involved. Additionally, the context of individual scenarios will play a role in how situations are resolved. However, a new professional would do well to presume goodwill, not make assumptions about any situation or staff member, and abide by the general ethical principles and guidelines established by the guiding professional associations for our profession. A new professional should also seek appropriate resources to help support a healthy staff team dynamic. Professionalism, a well-rooted sense of ethics and values, and an understanding of institutional, departmental, and unit visions and goals are the foundation for a successful professional in student affairs.

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in the next *soundings*...

The next edition of the *Soundings* will be published in the middle of April. Here's what to look forward to:

- **State and Provincial Updates.** State and Provincial Representatives will be contacting you to receive updates from your institution (staff changes, new building projects, new programs, etc.). An easy to use form will be provided to make this as smooth a process as possible.
- **Articles.** There will be articles in the next edition and one could be by you! To see what articles have been submitted in the past please check out past issues on the NWACUHO website here: <http://nwacuho.org/wiki.cgi?OnlineSoundings>
Article submissions are due by April 1st and can be e-mailed to me at brian.stroup@oregonstate.edu.
- **Re-cap from NWACUHO 2010 Annual Conference.** Highlights and photos will be in the next edition from our annual conference in Yakima, WA. Winners of the Case Study competition and our awards and scholarships will also be included.

Between now and the next edition I hope to see many of you at the annual conference!

Brian Stroup
Soundings Editor

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Green River Community College

Submitted by: Lauren Pigott, Assistant Director of Housing & Residence Life

Greetings from Green River Community College! The RA staff finished the Fall Quarter with the “CCA Santa”, aka RA Jason, going door to door handing out holiday treats. At the Campus Corner Apartments, we have many international students who were unable to travel home for the break and we hope this brought some joy to their day. The RA staff participated in a Winter Retreat hosted by GRCC Student Life in a cabin at Lake Retreat in Graham, WA. They reflected on the Fall Quarter, set goals for Winter Quarter, participating in the “Crossing the Lines” diversity activity, and even had time for a hilarious game of Dirty Santa/White Elephant. It was a great time for student leaders from across the GRCC campus to come together.

During Winter Quarter, we look forward to our Welcome Social themed the P-Party: Pies, Pizza, & People! as well as Resident Appreciation Week. Our new students began moving in on December 27 and we are excited to have them with us-Oman and Germany join China, Vietnam, Indonesia, South Korea, Norway, and Hong Kong as some of the countries represented by CCA residents.



Central Washington University

Submitted by: Jenna Hyatt, Director of Residence Life and New Student Programs

- Fall 2009 successful pilot of MAPWORKS™ program for all first year students.
- Apartment Community Coordinator immediate opening. Contact Jenna Hyatt hyattj@cwu.edu 509-963-1320
- Annual Academic Excellence Reception, January 2010 to celebrate residential students with a 3.75 GPA and above.
- NWACUHO 2010 or bust!

Gonzaga University

Submitted By: Matt Lamsma

The Fall 2009 semester in Residence Life at Gonzaga will go down as one of the craziest in memory. We began with a housing crunch and the largest freshman class in GU history and ended with an almost uncountable number of mental health crisis, roommate conflicts, conduct cases, and students with “drama clouds.” Through it all the Residence Life staff (from RAs on up) have been incredibly resilient and successful.

Some of our most significant successes this semester have been:

- Growing an off-campus theme house program from 9 houses to 23 different themes for the 2010-2011 year. This program has helped us fill our off-campus properties with motivated and enthusiastic tenants.
- Almost all of our RA staff completing their programming requirements. This equates to over 700 community building and educational events put on by our Residence Life Staff.
- The development of a formal 1-1 “ethical conversation” sanction with graduate students in the Philosophy Department and some of our more challenging students.
- A continued low recidivism rate for students who meet with a professional staff for a student conduct conversation.

On the RA Training front we are looking forward to our Winter Retreat where the highlights will be a visit Q&A with the University President, sessions on mental health issues, and snow tubing on Mt. Spokane. We have also begun our RA Recruitment process and are anticipating a record number of candidates for our student staff positions. In February many of you (or your students) will be on campus as Gonzaga hosts the PACURH No Frills conference. The group of committee chairs has been working hard all semester and is excited to show off GU to our PACURH friends. Overall it will be an event filled and fun spring semester.

ALBERTA

University of Calgary

Submitted by: Mark Keller, Manager of Residence Education

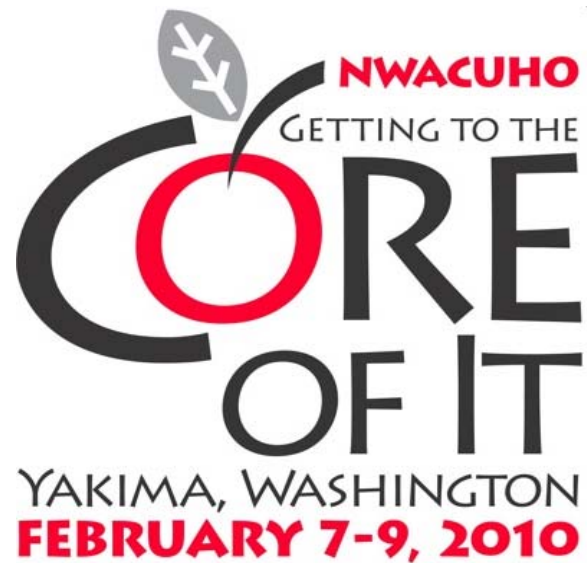
This January, we're very excited to be working with Mount Royal University to plan and implement a winter staff training day for our collective student staffs. The day is put together like a mini-conference, with Jen McMillen as our keynote speaker followed by breakout sessions and closing with a World Café. Breakout sessions will be presented both by professional and student staff members. The World Café will focus on getting students together to discuss new ideas for the upcoming term. This is one of our most anticipated winter trainings in years! We'd like to thank Mount Royal for hosting our staff. Next year it's our turn!

As for other updates, construction on our latest residence hall continues at a very brisk pace. International House, which houses both Hotel Alma and a residence community called Global Village, is up and running. The hotel and the residents are sharing the building well and business is good (particularly during the Grey Cup-the Super Bowl of Canada! Sort of).

Best of luck to everyone in the new year!

Done reading the *Soundings*? Pass it on!!

Please remember to share the *Soundings* with the rest of your colleagues in the office and on your respective campus. A digital copy can be found at www.nwacuho.org



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