

THE SIGNPOST

JUNE 2010

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SOOTHING SPACES: HELP STUDENTS STAY A STEP AHEAD OF STRESS

BY CANDICE REDER

Our students experience a lot of stress over the course of the semester. Encourage them prepare for finals by making a few small changes to their environment to make it more soothing. Soothing spaces can lessen stress levels by fostering relaxation and positive feelings.

Here is a list of items to help create a soothing space during finals or any other time:

Soothing music: Playing soothing music can help melt away tension. Beach waves, the rainforest, or light classical music can all have a peaceful effect on the body.

Lamps or other soft lighting: Stay away from the buzz of fluorescents. Soft lighting makes your room feel cozy and inviting.

Images of relaxing scenery (waterfalls, beach): Posters or screenshots can help you mentally escape your hectic life for a moment and provide you with relief.

Consider bringing a small fan or white noise machine: Ambient music can reduce the noise inside your head and block out sounds from the hallways or

building.

Live Plants: Plants help keep the air pure and your space feeling calmer. Flowering plants have also been shown to induce happiness!

Aromatherapy (you can't have candles, but you can bring plug-ins): Fresh smells not only keep out unwanted odors, but also calm your senses. Try lavender, eucalyptus, or mint to cultivate feelings of tranquility and awareness

Photos of friends and family: These can help reduce homesickness and also bring a smile to your face.

Water kettle to make tea: Start soothing yourself from the inside out. Staying hydrated helps maintain the energy you need during busy times. Treat your body, the earth, and your wallet well by refilling with filtered water.



DEAR ANDY, AN ADVICE COLUMN

Dear Andy,

I was thinking about attending NCHO 2010 but wasn't sure how I could go about being more active at the conference. Any suggestions?

-Appreciative Albert

Dear Albert,

NCHO 2010 is just around the corner! It will be on Thursday, October 21 and Friday, October 22 in Chapel Hill, NC. I'm glad you asked about becoming more active at the conference. The NCHO conference

is the best way to network and get to know other housing professionals and graduate students from across the state. This year we are partnering to co-host the conference with NCCPA. This is the state-level branch of



DEAR ANDY—CONTINUED FROM PAGE 1

ACPA. Thus, you'll get a chance to interact with a wide varied of professionals in higher education this year.

Thinking really far ahead is also ideal because you can plan several, specific ways to get involved at the conference. No matter what type of school you are currently at, you can explore ways to make an impact in October.

The top 3 ways for getting involved at the NCHO conference are as follows:

Complete a program proposal for the conference to present a program session! The program proposal form will be found at the following website once it becomes available: <http://www.nchoconference.com/> This website will also have other information regarding the conference. Currently the website has a list of programs presented at NCHO 2009: <http://www.nchoconference.com/14.html> It may be helpful for you to look over this list to get some ideas for possible topics.

Volunteer! Unlike at a large, national conference, volunteering at NCHO is not intense and affords you the opportunity to interact directly with attendees. You can be a pro-

gram moderator, serve as a mentor, or ask the conference planning team for other volunteer options. I would caution you from volunteering all day both days, as this may take away from the overall conference experience for you, but do consider assisting in the implementation of the conference.

Join the Programming Committee or other NCHO committee! This will allow you to help with the planning heading into the conference. You'll also take on increased leadership roles through the committee's efforts during the conference.

Albert, I'm glad that you are interested in being active during NCHO 2010. I hope that others around the state share your passion and desire to support this year's annual conference. We'll need your help, so please spread the word!

I'll see you at NCHO 2010 in Chapel Hill in a few months!

Andy

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Just like Dirty Jobs, the only way to keep this column going is through your support. Please email Dear Andy at ncho.admin@gmail.com with your questions or comments. Please note that your real name will not be used in this publication and will be changed to an alias that is completely different.

MENTAL HEALTH ISSUES IMPACT RESIDENCE LIFE

Student mental health problems have impacted university and college campuses across the nation over the last two decades. Institutions, like Harvard, MIT, and Virginia Tech, have faced heart-breaking losses and tragedies that some say should have been prevented. Lawsuits were filed by the families of Trang Ho (a Harvard student who was murdered by her mentally ill roommate) and Elizabeth Shin (an MIT student who committed suicide) alleging negligence and failure to adequately monitor or provide care to the troubled students (Kiztrow, 2003, p. 172). These tragedies have brought attention to the seriousness of mental health issues and the steps that universities and colleges are taking to address or prevent them.

The number of students arriving on campus with already diagnosed and undiagnosed psychological problems is increasing. According to the American College Counseling Association annual survey, 91.5% of counseling center directors observed the "recent trend toward greater number of students with severe psychological problem' on their campuses (Guess, 2008). Additionally, many counseling centers face "a limited budget and few, not more, available resources" (Guess, 2008).

According to Carol O'Saben, PH. D, Associate Director/Clinical Director and Licensed Psychologist at Appalachian State University, "the top four presenting issues in the counseling center have long been 1) depression, 2) anxiety, 3) relationship concerns, and 4) substance abuse". O'Saben has seen a trend of percentages increasing overtime, particularly for anxiety issues. Currently, the Appalachian State University sees "over 400 students who report with depression, anxiety (or both) and 300-350 with relationship concerns" said O'Saben. These numbers, however, only represent the students who seek help at the counseling center.

Housing and residence life staff are on the front lines with students who have chosen to live in residence halls. These staff members

NORTH CAROLINA TOOK ON SEAHO 2010!



Good afternoon NCHO!

I wanted to take some time to thank all of the NCHO members who made the trek to Williamsburg, Virginia last week for SEAHO 2010. It was great to see so many "I Heart NC" sticker wearers walking around the conference, at the NC lunch, and at the NC Caucus Meeting. It was also awesome to see several major award winners from NCHO!

SEAHO REPORT Feature Article of the Year Award

The *SEAHO Report* Feature Article of the Year Award was established in 2001 and first awarded in 2002. The *SEAHO Report* Editor(s) coordinates the *SEAHO Report* Feature Article of the Year Award selection. The *SEAHO Report* Editor(s) should submit copies of the *SEAHO Report* to each of the SEAHO State Editors. Under the leadership of the *SEAHO Report* Editor(s), the Committee selects the best feature article from the most recent three (3) issues following each annual conference. The Committee also has the opportunity to name up to two (2) other articles for "Excellent Submission" recognition. The *SEAHO Report* Editor(s) presents the awards at the annual conference. **This year's winner is: CLYDE C. WILSON, JR., University of North Carolina – Charlotte**

The SEAHO Outstanding Mid-Level Professional Award

This award is presented to a mid-level housing professional who supports and mentors entry level and support staff, works to recruit students and retain colleagues in the field, and creates new strategies for connecting with students and improving the department, while sharing their experiences in the field. This professional is dedicated to working with students, the department or profession. This year's winner is:

SARAH CHAPMAN, Appalachian State University

Conference Fee Waivers were awarded to the following NC delegates:

SARAH MAY – Meredith College LAUREN COOPER – Meredith College

JUSTIN LUKASEWICZ – UNC – Chapel Hill

SEAHO Service Awards

Each year, all SEAHO member institutions may recognize one person from their institution to receive a SEAHO Service Award. The award offers the institution an opportunity to recognize a staff member who has made a significant contribution to the residence hall students and the housing organization. Please include nominee's name, institution, and address in conjunction with the nominator's address information in the letter/email of nomination.

This year's NC winners were:

SHEILA BURLESON – Appalachian State

KATHRYN HART – NC State

TONYA SELL – UNC – CH

SARAH MAY – Meredith College

Best of SEAHO Program

Using attendee evaluations, the SEAHO 2010 Program Committee selected the Best Program of the almost 70 presented throughout the conference. I am thrilled to announce that this year's Best of SEAHO winners were: **JENNIE OFSTEIN and ANDY PETTERS from UNC- Chapel Hill for their program, "Becoming the DOG Whisperer: Developing Opportunities for Growth."**



MENTAL HEALTH ISSUES IMPACT ON RESIDENCE LIFE—CONTINUED

have the most interaction with students on a daily basis and are usually informed of conflicts or issues as they arise in the halls. With the increases in mental health issues, it is important for staff members to be aware and prepared to recognize issues and promote awareness and resources in the halls.

Some institutions, such as Queens University in Canada, are utilizing a new training program for Student Affairs staff called Mental Health First Aid (MHFA). According to the website for Mental Health First Aid, a training course was “developed in 2000 by Betty Kitchener and Professor Tony Jorm with the aim to improve mental health literacy of members of the Australian community.” The 12 hour course was designed to help people provide initial support for someone developing a mental health problem. According to Massey and Condra (2010), the objectives of the course in a university context is to increase knowledge about mental health, enhance staff sensitivity to mental health issues, and raise staff confidence in addressing mental health issues.

Other trainings and programs have also been implemented across different campuses to promote awareness of the issue. “Interestingly, over the last 4 years we have begun to see fewer and fewer first-year students and more and more juniors, seniors, and graduate students. One of the reasons for that might be that in the last decade or so there have been a much bigger push to reach out to first year students,” O’Saben said. Residence hall staff have been impacted by this push to increase programs and outreach focusing on awareness, resources available, and self-management tools. O’Saben recommends journaling, seeking support from others, exercise, sleeping enough, and eating well as the first steps to maintaining mental health.

Given the vast amount of data pointing to the increases in mental health issues, Student Affairs staff need to be more aware than ever before of warning signs and prevention methods that will help students be successful. Residence hall staff, specifically, have to report suspicious behavior, be aware of tell-tale symptoms, and not be afraid to approach a student and ask them directly about difficulties they may be having. Students come to college with fewer coping skills and more issues from home, universities and colleges must truly step in to develop the whole person and provide resources that will help them.

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Pineapple Upside-Down Cake

Ingredients:

- | | |
|------------------------------------|-------------------------------------------------------|
| 1 can (20 oz) pineapple slices | 1 jar Maraschino cherries |
| 1 stick butter | 1 cup packed brown sugar |
| 1 pkg Duncan Hines golden cake mix | **Check for additional ingredients that the mix needs |

Instructions:

Preheat oven to 375. Place butter in 13x9 pan and melt it in the oven while it’s preheating. When butter is melted, pull out pan and sprinkle brown sugar evenly in pan. Drain pineapple slices and arrange in the sugar mixture in 3 horizontal rows: 3 slices on top and bottom row, 4 on center row. Put a cherry in the pineapple hole centers. Prepare the cake mix according to package directions. Pour batter over the fruit.

Bake at 375 for 45-55 minutes, or until toothpick inserted in center comes out clean. Let stand about 5 minutes for topping to begin to set. Then turn upside-down onto a large platter or cookie sheet.

Hint: I like to save the pineapple juice from the canned pineapple and use it instead of water in the cake mix. You may have to add some water to have the desired amount for the cake mix but using the pineapple juice gives it that extra amount of pineapple goodness!



Who Tore Down that Bulletin Board? Gender and its effects on Residence Hall Behavior

By Shawna Jones

Appalachian State University

When it comes to conduct issues, alcohol violations, vandalism, or other behavioral issues in the residence halls, it seems that men are often the scapegoats of negative behavior. At Appalachian State University, this holds true. It is common to hear that the single-gender men's building at ASU is the "worst on campus", while the women's buildings seem to carry the perception that "nothing ever happens there". How can such sweeping claims be commonly accepted as fact? If men are causal factors for negative behaviors, the question becomes: Why? The purpose of this study is to seek out the factors that gender, room type, and living environment play on behavioral issues in the residence halls, and to affirm or relegate the perception that gender is a factor in behavioral issues.

In studying the topic, I found four major issues that seem to be closely related to, and possible explanations for, negative behavior in college residence halls. Those factors are: alcohol use, cognitive development, aggression, and type of living environment.

When thinking about negative behavior in the residence halls, the natural first connection to make is that alcohol and negative behavior are often inter-related. Cross et al. (2007) completed a study on alcohol use and negative behavior, and how the type of residence hall room in which a student lives heavily influences it. According to their study, students who lived in suite-style halls were more likely to drink heavily and more often due to the difference in age (older students tend to live there) and the lessened presence of authority figures (such as hall staff). The authors go on to say that in their study, they found that "students living in coed residence halls incurred more problems with alcohol than did students living in single-gender halls" (Cross et al., 2007, p. 584).

Cross et al. (2007) also state that, "students living in coed residence halls drank more than peers in single-gender halls. However, studies have not necessarily examined the relation between built environment (hall design and room type) and social factors (coed halls/floors)" (Cross et al., 2007, p. 587). This statement brings to the forefront the fact that further research needs to be conducted where the environmental factors and social factors are isolated and delineated, and therefore a more accurate conclusion about whether gender affects drinking levels can be proven or disproven. Furthermore, in the Enochs et al. (2007) study, the authors looked at the relationship between living environment and gender, and how those factors affected social adjustment to college.

The next assumption of increased male behavioral issues is that development and maturity are major factors. Several of the authors also suggest that cognitive development may play a huge role in the behavior of men. Chickering (1969) spoke to the fact that men often develop behind women, and that most men who come to college have not yet mastered their emotions (Brown, 2003, p. 3).

Enochs et al. (2007) reveal a disturbing trend in college adjustment, and one that may affect behavior differences among men and women. The authors explain that males and females cope with stress and depression differently, and that men are more likely to complete the suicide act:

"Males tend to suppress depression via isolation and escape where females tend to engage in self-blame, crying and are more likely to seek assistance [...] females are more likely to send outward signs than their male counterparts and are three times more likely to attempt suicide than males. However, males are more likely to use lethal means and succeed in completing the suicide act." (Enochs et al., 2007, p. 2)

Though this seems separate from the issue of behavioral issues, they can be connected in this way: Since men are socialized to suppress their feelings and isolate themselves, this socialization can lead to an increased feeling of aggression.

Brown et al. (2003) did several studies on college students, and their behaviors in the residence halls with particular emphasis on vandalism. There are three factors that Brown et al. (2003) identify as factors that influence vandalism behavior. These factors are: aggressive behavior, use of drugs and alcohol, gender, influence of environment (p. 1). According to the Brown et al. (2003) study on vandalism in residence halls, men were almost twice as likely to vandalize as women. Men also watched twice as much television as did women, which is a factor that Brown et al. (2003) hypothesize, might lead to increased vandalism. The article also mentions that college men reported using alcohol more heavily than women, and cites Goldstein (1994) who studied the strong relational factors between alcohol use and damage to residence halls (p. 3).

Brown et al. (2003) goes on to say that frequently-studied fraternity groups and athletic teams, where aggression appears more prevalent, seem to be "groups in which aggression and aggressive acts have been encouraged, accepted, and nourished (Hirschorn, 1988; Koss & Gaines, 1993), although aggression has been found to exist in fairly equal proportions in universities and colleges where such institutions do not exist" (Brown, 2003, p. 2).

According to Judy Haas, Director of Student Conduct at Appalachian State University, it seems that Appalachian, as well as two other peer institutions in the North Carolina system, the sentiment of men being the "troublemakers" in residence halls is echoed in the conduct cases seen in the past year. (Haas, 2010, personal communication)

From the data provided from Maxient (Appalachian State's online conduct system) in the 2008-2009 year, there were a total of 534 cases heard by the Office of Student Conduct. Of that, 430 involved men, as opposed to the 104 cases that involved women. This data alone shows that men are in the conduct system at Appalachian far more than their female counterparts. Haas also confirmed that similar numbers came from UNC Wilmington and North Carolina State, where the ratio of men to women in the conduct systems were almost 2:1.

It is clear that there are many factors that go into the fact that men seem to be much more involved in negative behavior than women. So the question becomes: what can hall staff do to deal with these issues and prevent further negative behavior?

In dealing with the alcohol factor in behavior, it seems that one measure hall staff can do is set the tone early. If students build a good relationship with their hall staff and floor community early on, and alcohol expectations/zero tolerance tone is set at opening floor meetings, students may be less likely to violate the policy.

In terms of cognitive development, there seems to be little staff can do preventatively. If there is a negative behavior issue and it is addressed early on with serious conversations about community responsibility expectations, and those expectations are reiterated to the community as a whole, it may provide the cognitive dissonance that students need so that it does not become a recurring issue.

Dealing with aggression is an area that hall staff can preventatively do very well. One of the most important things is to make sure to focus on men; in co-ed residence halls, there are often efforts to provide "gender neutral programming", but these programs are still heavily attended by women. Providing outdoor activities, sports, and programs that get men out of their rooms may be likely to reduce feelings of aggression as well as improve men's sense of community.

The fourth factor in negative male behavior is the type of living environment. The two factors that hall staff may be able to help control are facilities issues and ensuring that first-year students are well supported. Keeping up with facilities issues is paramount in making students feel like their residence hall is a home. If buildings are continually run-down or things stay broken for a long period of time, students may feel less ownership in the building, and may be more likely to vandalize. It is also very important to make male students feel like they belong: building intentional first-year communities (and ensuring that freshman males live in first-year housing) is one way that can help them feel less isolated, and less likely to behave negatively.

In conclusion, there are many relational factors that may lead to why men engage in negative behavior more than do women. Cognitive development levels, type of residence hall, alcohol use, and peer pressure are only some of the factors listed, but there are innumerable other factors that can lead to negative behavior patterns. It seems that there are a lot of assumptions about college men, however,

and not very much research. There are many preventative measures that hall staff and student affairs practitioners can take to aid in lessening the behaviors at hand. As far as implications for practice, however, it seems that the increasing numbers of college women (and the outnumbering of men), as well as how to involve men and increase community responsibility, need to be taken into account and studied more fully so that we can understand how to better engage and support the male population in our residence halls.

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"It is clear that there are many factors that go into the fact that men seem to be much more involved in negative behavior than women. So the question becomes: what can hall staff do to deal with these issues and prevent further negative behavior?"



The ABC's of NCHO Scholarships

NCHO offers a variety of scholarships for YOUR professional development! These scholarships are reimbursement for registration costs, which means that you should plan on using personal or institutional money to register for the conference. We have already distributed funds for the SEAHO Scholarship, the RELI Scholarship, and the NHTI Scholarship! Scholarship opportunities which are coming up include:

[ACUHO-I/APPA Housing Facilities Conference Scholarship](#) - DUE September 3, 2010**

[HBCU Scholarship](#) - DUE September 10, 2010

[Small College & University Scholarship](#) - DUE September 10, 2010

[Graduate Student Scholarship](#) - DUE September 10, 2010

[Undergraduate Student Scholarship](#) - DUE September 10, 2010

The HBCU, Small College & University, Graduate Student, and Undergraduate Student Scholarships are available to attend the annual NCHO Conference. This 2010 annual conference will be hosted by UNC Chapel Hill!

To apply for a scholarship all you have to do is:

Go to www.ncho.org
 Click on the link titled **Scholarships**
 Click on the appropriate scholarship
 Complete the application
 Submit

On or right after the deadline, the Awards and Recognition Committee will receive all applications and select the recipient(s). The recipient(s) will be sent an individual e-mail informing them of their scholarship along with directions on how to receive reimbursement. The NCHO membership will be e-mailed notifying who received the scholarship

This year we have had...

5 people apply for the SEAHO Scholarship which was awarded to Sarah May, Meredith College
 6 people apply for the RELI Scholarship with the following three recipients: Megan Delph, UNC Greensboro; Rodney Franks, Western Carolina University; and Jordan Luzader, North Carolina State University
 1 person applied for the NHTI Scholarship which was awarded to Cathy Roberts-Cooper, Appalachian State University

A traveling Smithsonian Institution exhibition is coming to town...



New Harmonies: Celebrating American Roots Music

September 25 - November 6, 2010

The Rural Life Museum at Weizenblatt Gallery,
Moore Auditorium, Mars Hill College

Free and Open to the Public!

By appointment AND

Tuesday - Friday: 11am - 5pm, Wednesday until 7pm

Saturday & Sunday: 12pm - 4pm

Closed Mondays



Please contact the Liston B. Ramsey Center for Regional Studies
for more information at (828) 689-1571 or visit

www.mhc.edu/newharmonies

New Harmonies: Celebrating American Roots Music is part of Museum on Main Street, a collaboration between the Smithsonian Institution and the North Carolina Humanities Council.

Photo credits from top to bottom: "Bashful Brother Oswald" by Jim Herrington; "Folk Musicians in Washington Square Park, New York City, 1960s" by Diana Davies, Smithsonian Ralph Rinzler Folklife Archives and Collections; Bascom Lamar Lunsford Scrapbook, Southern Appalachian Archives, Mars Hill College.

Dinner Impossible!

By Kim Demaree

**“There is no love sincerer than the love of food.”
~George Bernard Shaw**

When I am not at work, I can normally be found in my kitchen, where this quote embodies my philosophy of cooking. It should come then as no surprise that when UNC-CH DHRE Director Larry Hicks sent an FYI email that a Food Network show was coming to town and will be in our residence halls, my attention was more than piqued. As a chef-wannabe and my shown interest to Larry, I was allowed to be the point person from our Department on this unique and interesting project which happened to be for my favorite Food Network show: Dinner: Impossible (D:I); what a dream come true!



In case you are unfamiliar with the show, it really does seem like an impossible mission. Chef Robert Irvine arrives on scene and is given a small time frame to complete a themed gourmet meal for a specific number of guests using local sous chefs that usually have no mass cooking experience. To top it all off, the kitchen set-up is usually not in a traditional industrial kitchen setting or ideal. For UNC-CH's shoot, which occurred during Homecoming Week, Chef Robert's mission was to feed 150 hungry college students with only food retrieved from the residence halls. In a timeframe of 7 hours, he had to take this 'dorm food' and transform it into gourmet items that a homesick student would want. His meager kitchen was actually situated outdoors between our two Student and Academic Services Buildings. Featured guest chefs were Assistant Vice Chancellor for Student Affairs Winston Crisp, the Chancellor's wife Patti Thorp, and former American Idol contestant and UNC alumni Anoop Desai. Because this event was held on a college campus, Dinner: Impossible jumped at the chance to involve current students as extra chefs. As you can tell, this made-for-tv event was actually very student focused and really drew on our Student Affairs team and their excellence.

Leading up to the big day, producers arrived two days early to scout residence hall rooms for the food raid. Working hand-in-hand with the Vice Chancellor's Office for University Advancement, we arranged specific times that I would be with the production and film staff, escorting them throughout the buildings and ensuring that our media guidelines and community living standards were abided. The Homecoming Committee and University Advancement offices had already pinpointed specific student rooms to contact. As we met with each room of residents, the producers took note of what type of foods the students already had and inquired as to their cooking habits. From this information, the producers went on a wild shopping spree at the local supermarket and gave the residents more of what they already had. For those of you that are fans of D:I, the show does not normally pre-stock a taping; however, it would not be fair to have D:I take food from students. With all preparations made, I could only try to get some good sleep before I met my favorite celebrity chef.

Having now met two individuals that I admire, I must say both experiences were very different for me. When meeting Vincent Tinto at a conference, I quickly found myself engaged in a critical conversation, largely based on the research I was doing as a graduate student and his many articles that I had read. However, when meeting Chef Robert, I only managed a huge smile and a timid 'Hi.' As I was further introduced by his producers, I found my voice again and exclaimed that if he needed anything, to please let me know. Before I knew it, I was hunting for large bins that could be used to gather food from one room to the next. Thanks to conference operations, I was able to deliver on that promise and just as things were getting hectic with the group wanting to split into two film crews to speed the process along, a fellow Community Director jumped in to assist. Just as planned the two days prior, Chef Robert and the film crew would knock on a pre-planned room door, introduce himself and ask to come in, and would hurriedly grab some food. As Chef Robert had no idea what food the producers had purchased, he managed to grab some of the purchased food and some of the resident's food all during his mad dash.

Once back to the make-shift kitchen area, a massive brainstorm was under way and dishes were determined. As our three UNC cooks began their work, some of the residents Chef Robert met came to lend a helping hand. Being an outdoor event in a busy section of campus, many onlookers gathered and cheered our faux-chefs. By the end of the 7 hours, the team had assembled 20 dishes for the hungry 100 individuals that were lucky enough to score a meal ticket for the event. The food went quite a long way and I'd estimate that nearly 200 students were fed that evening. They feasted on items such as ramen noodles in an alfredo sauce, caramel popcorn balls, a variety of soups/chili's, barbequed chicken, an elaborate salad and so much more, all with much fancier Chef concocted dish names.

At the conclusion of the event, the film crew captured a fantastic scene of Chef Robert with our students holding Carolina blue and white balloons and chanting a UNC cheer. Students with full bellies lined up to take pictures and autographs with not only Chef Robert, but also with Executive Producer Mark Summers whom many remember from the Nickelodeon Double Dare episodes millennials watched as children.

After chatting with the producers and Chef Robert, I quietly walked home reflecting on how remarkable the collaboration between university offices made an event possible that added to the student and resident satisfaction on our campus. And as a gust of the chill November air hit my face, I smiled and thought, 'I have the best job ever!'

The UNC-CH episode of Dinner: Impossible appeared on the Food Network Wednesday, March 10, 2010 at 10pm EST.



This is a great dish for a cold morning. First step is to preheat oven to 350 degrees. Then combine oats and milk in a mixing bowl and let set five minutes. Then add the rest of the ingredients and mix well. Spread into a lightly greased baking dish approximately 11 x 7 x 1 1/2-inch baking pan and bake for 30 minutes or until oatmeal begins to pull from side of pan and the edges are crispy. Serve warm with milk. This will refrigerate well and can easily be reheated in the microwave. This is very versatile and the combinations are wonderful. Here are a few that have I enjoy.

Combinations:

1. Dried sour cherries, pecans, 1/4 teas ground ginger and 1/4 teas ground cardamom
2. Two Fresh diced apples, slivered toasted almonds, 1/4 teas nutmeg and 1/4 teas ground cinnamon
3. 1 teaspoon of maple syrup favoring for the vanilla
4. Dried cranberries, English walnuts, 1 tablespoon orange zest

Baked Oatmeal

- 1 1/2 cup milk
- 1 1/2 cups old fashioned oats
- 1/2 cup brown sugar
- 1 teaspoon of pure Vanilla
- 1/4 cup applesauce
- 1 egg, lightly beaten
- 1/4 cup chopped nuts
- (Optional)
- 1/4 cup raisins (Optional)
- 1 teaspoon baking powder

Package Logic: By Jenny McDaniel & Joanna Luke



Whether it's a gift or purchases made from an online retailer, packages are a regular part of everyone's life but for a student, they can be of particular excitement as well as necessity. With internet access at their fingertips, not to mention their parents far away and missing them dearly, students get a lot of mail and packages while they're studying. Sometimes it's a surprise package from family far away. Occasionally it's a bicycle or a 42 inch flat panel LCD TV ('cuz every college student needs one!). And, increasingly, it's textbooks bought or rented at a discount.

But how do students living on campus get their stuff? Obviously, UPS, FedEx or the Post Office don't hand deliver to each individual room (can you imagine how long that would take, not to mention the safety issues it conjures up?). Who (or what) keeps track of it all to make sure nothing gets lost? And since it's not delivered to the room, how do the students even know it has arrived?

You probably never really thought about the process it takes for a package to get to a student, but it is indeed a process – one that requires efficiency, accountability and accuracy. At UNC-Chapel Hill, we've implemented the use of a software system that takes care of that for us – SCLogic. SCLogic allows us to electronically record the receiving, sorting, storing and delivering of packages for students living in residence halls. Previous to SCLogic being implemented here, the process was entirely the responsibility of the community, of which there are 16 at UNC-CH. Packages would be delivered to the community office, notated on a handwritten log and stored within the office. How they notified students was up to them. The process was in no way unified, and the chance of human error was high. Now, with SCLogic, we are able to centralize this process; instead of packages being delivered to 16 different community offices, they are now delivered to three places. Since every package we receive and deliver is recorded electronically, we are able to pull up records and troubleshoot in the event of a problem. The new, streamlined process has been particularly helpful during our busiest times, like the beginning of each semester, exam time, Halloween and Valentine's Day.

So how does it work? First, we receive the packages from the carrier. For carriers that require a signature upon delivery we are able to scan the tracking numbers into the system to keep a tally as well as a create record of receiving it. This may not seem like a big deal but with centralized receiving we can see upwards of 250 packages from UPS alone, all of which have a unique tracking number and require a signature. Making sure we sign for the correct number of packages is vital for accuracy and accountability – we don't want to sign for something we never received. And, inevitably, all the carriers seem to show up at the same time. Imagine having to keep track by hand counting each item!

Next, we check-in the item using the existing tracking number (if applicable) by matching the name on the package to the name on the roster and cross reference the address to ensure accuracy. The student resident roster, compiled by the Assignments office, is uploaded by our ITS department to the server housing the SCLogic system. Aside from the initial upload at the beginning of each semester this is updated daily to account for changes made to the roster. At this step, we also assign the package a shelf location (which, surprisingly, is helpful when a student comes to pick it up). Having a centralized location dedicated only to packages provides a much more organized area than the former community office setting: instead of the office having to store the package in a closet or wherever there is room, we are able to place it on a numbered and lettered shelf, making retrieving the package very simple! As we process each item the system automatically prints a package label (which includes student name, shelf location and a bar code to scan when delivering to the student) and sends the student an email notification.

Finally, when a student comes to retrieve their goodies we scan their student ID (which is required for pick-up), and SCLogic pulls up the student's package history and allows us to locate his or her item(s). The student signs an electronic signature pad, and we scan the bar code label and save it in the system, indicating it has been delivered.

There are lots of mail and package tracking systems out there being touted as the best. So why SCLogic, you might ask? Our experience with SCLogic from the very beginning has been a positive one. They've provided us with user friendly software, helpful technical support and quality customer service including face-to-face initial setup and tutorial of the software to get it up and running. As anyone who owns a computer probably knows, just getting tech support on the phone sometimes is hard enough let alone having them help you through a process of fixing the problem. We're in the customer service business, so we know good customer service when we see it!

With SCLogic, we were able to streamline our entire process – receiving, storing and delivering. SCLogic helped improve accountability and reduced the human error, and we've had such great success that our Residence Hall Association has since purchased SCLogic to maintain their enhancements inventory. SCLogic has truly demonstrated to us that it does indeed live up to their slogan: *Delivering Accountability*.



Judging Our Past, By Jordan Luzader

Last week in an elevator I overheard a colleague talking to another, “He is a good candidate, but he needs to move to a new institution, it would be career suicide for him to stay here.” I smiled to myself at the comment, because I now identify as one of those pursuing career *suicide*. I spent my graduate years at NC State and accepted a newly created position in the same department. Now I have been at North Carolina State University four years, in most professions I am just getting my feet wet in the culture but in Housing/Residence Life I find myself to be one of the longest running employees in the department, outside of the leadership. I wondered what the consequences of mass departmental turnover are.

My thoughts then continued, what issues were hot topics five years ago, an entire year before I joined the Wolfpack family. What about a decade ago...two...three? So, instead of wallowing in my musings, I turned to the critically acclaimed Signpost to answer my question. Great record keeping by NCHO has made all past issues of the Signpost available on the website, so I started at the top of the list June 1983. Among the news of new hall construction, staff updates and award announcements I found one article that grabbed my attention, “Resident Assistant Selection” by James Ptaszynaki at UNC Chapel Hill. The article outlined the new process for interviewing RAs and why they made these changes. I thought I would see a quaint and antiquated process that would make me cringe; instead I found a process that closely matched our own.

Two points were brought up in the article to justify their changes that I believe warrant restating and analyzing:

“All candidates should be interviewed.” This does not seem like advanced thinking but the article goes on to talk about how our filters for weeding out candidates may not be effective, we all want an efficient process for RA selection but how often do we make additional cuts because we want to save a few hours of our weekend. Obviously GPA cuts should be enforced, but what about judicial conduct records? Some of our students who have been rehabilitated, or “seen the light” make the best role models and can relate better to deviant student behavior. Perhaps we are missing out on great candidates just because we have preconceived notions about their developmental level.

“Group Interviews do not provide a suitable situation through which we may view an applicant.” The author argues that it does not provide valuable information or show a candidates ability to work in a group. Because the group interaction is forced and observed it “forces applicants to either be aggressive or overly conciliatory.” Reading this statement made me think about to a presentation I attended at SEAHO this February. The presentation was on revamping some diversity programming models but the presenter made an off-hand remark that struck me. “We got rid of our group process because it was racist. The ratings by the staff showed favoritism toward white students causing minority candidates to do poorly in our process.” Both of these perspectives caused me to give pause to our current process. At NC State we use a group process and have for as long as I have worked in the department and I am aware of many institutions in the area that do as well.

Perhaps we are not consistently improving our practice in Housing/Residence Life as we would have liked. At the very least the high turnover in the field of student affairs has caused short term memory. If the architects of some of our vital processes are no longer at the table we lose their justification for many practices and we may find ourselves back where we started. Our work should have a forward trajectory not a cyclical route. High turnover is not going to change; and I, for one, am not convinced that it should. However, we do need to do a better job of maintaining records and revisiting conversations. I know I will be revisiting the Signpost Archives.



Resources Needed!!

Do you have a resource that you just cannot live without? If you have a fantastic resource that you would like to share, please send me the information on it. I am creating a list of great resources to share with the state. It might be a great team building activity book to a wonderful diversity training book. The goal is to create a list of resources that are reasonable to purchase. In these times of where budgets are tight, wouldn't be great to have a list of resources that you could choose to use in your staff development.

Email your resource to me (mbliss@mhc.edu). I will collate a list and then submit it in a future "Signpost". Please be sure to include information on where the resources can be purchased.



Trade The Trainer

At times do you wonder if your RA staff still hears your voice in training? Do they have that glazed look of having eaten too many donuts and are coming down from the sugar shock? Well, you are not alone. During RA staff training, I spend quite a bit of time lecturing the RA's, leading them through team building and situational exercises. There are many times that I feel that my staff have become immune to hearing my voice. This is especially true for my second year staff members as I am continually trying to make the information fresh and new for them.

The idea of "Trade the Trainer" struck me the other day as I was preparing for a staff training session. Wouldn't it be great to work with another intuition that was close to me and trade training sessions with each other. Now I understand that getting away during the beginning of the semester would be a bit too difficult, but for continuing training throughout the semester it just might work. It would work out that you would complete a training session at another campus and then someone from that campus would come and complete a training session on your campus.

If you are interested in participating in a program like this let me know. Send me the following information and I will start a database of intuitions interested and topics at mbliss@mhc.edu.

Name:

Contact Phone:

Contact E-mail:

Intuition name:

Training topic(s) you are able to present:

Time length needed for presentation:

Graduate Representative Update

The Graduate Professional Summit took place January 29th and 30th at North Carolina State University. Unfortunately due to the weather several participants were unable to attend though we did still have approximately twenty-two delegates from four different universities. Tia Doxey, from NC Central was a very dynamic keynote speaker who inspired and motivated all in attendance. Overall, the conference developed into a more personal and intimate professional development opportunity for the participants. Thank you to all who contributed to the event.

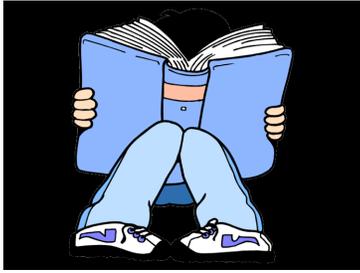
SEAHO 2010 in Williamsburg was a great success. During the NCHO luncheon on the Wednesday afternoon, the graduate students of the state dined together to further the connections made at this past NCHO conference. As NCHO Grad Rep, I joined the Graduate Issues and Involvement committee of SEAHO so I may work to further connect the grads of the state to themselves and the region. Podcasts and further social networking opportunities have been proposed as possibilities to come.



"Well, a pop-up doctoral dissertation is certainly an original idea..."



The Mars Hill College Summer Reading Program is pleased to announce the
2010's Summer Read **ZEITOUN** (2009) BY DAVE EGGERS



If you have not had a chance to read this pertinent and provocative book make time this summer. **Zeitoun** is an engaging read that will help the reader learn about a Syrian-American's true experiences in New Orleans during and after Hurricane Katrina. *Zeitoun*, while accessible and engaging, presents challenging content, and provides a broad range of topics for conversation, including multiculturalism, racial and religious tolerance, responses to disaster and adversity (specifically Hurricane Katrina and 9/11), the war on terror, heroism and fear, the role of government and authority.

ZEITOUN (2009) BY DAVE EGGERS

When Hurricane Katrina struck New Orleans, Abdulrahman Zeitoun, a prosperous Syrian-American and father of four, chose to stay through the storm to protect his house and contracting business. In the days after, he traveled the flooded streets in a secondhand canoe, passing on supplies and helping those he could. But, on September 6, 2005, Zeitoun abruptly disappeared. Eggers's riveting nonfiction book, three years in the making, explores Zeitoun's roots in Syria, his marriage to Kathy—an American who converted to Islam—and their children, and the surreal atmosphere (in New Orleans and the United States generally) in which what happened to Abdulrahman Zeitoun became possible. (—Publisher's synopsis)

From the list of four finalists, *Zeitoun* was enthusiastically endorsed with no objections. The committee looked for a book that would engage incoming freshman, provide a great range of subjects for discussion, exemplify good literature, and capture the spirit of realism and optimism.

Zeitoun, while accessible and engaging, presents challenging content, and provides a broad range of topics for conversation, including multiculturalism, racial and religious tolerance, responses to disaster and adversity (specifically Hurricane Katrina and 9/11), the war on terror, heroism and fear, the role of government and authority.

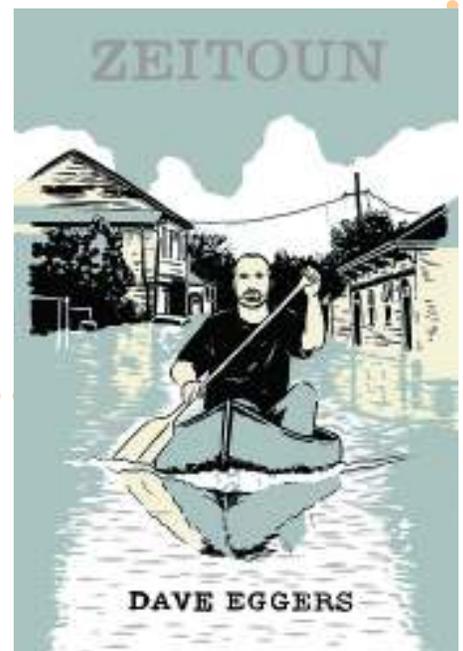
FROM REVIEWS OF ZEITOUN

"This is a beautiful book. *Zeitoun* is a poignant, haunting, ethereal story about New Orleans in peril. Eggers has bottled up the feeling of post-Katrina despair better than anyone else. This is a simple story with a lingering radiance. My admiration for the humanist spirit of Eggers knows no bounds." Douglas Brinkley, author of *The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*.

"Imagine Charles Dickens, his sentimentality in check but his journalistic eyes wide open, roaming New Orleans after it was buried by Hurricane Katrina.... Eggers's tone is pitch-perfect—suspense blended with just enough information to stoke reader outrage and what is likely to be a typical response: How could this happen in America?... It's the stuff of great narrative nonfiction.... Fifty years from now, when people want to know what happened to this once-great city during a shameful episode of our history, they will still be talking about a family named Zeitoun." — Timothy Egan, *New York Times Book Review*

"Eggers honors that steady spirit - of the Zeitoun family and all rebuilding New Orleansians - with this heartfelt book, so fierce in its fury, so beautiful in its richly nuanced, compassionate telling of an American tragedy, and finally, so sweetly, stubbornly hopeful." - *The Times-Picayune of New Orleans* "

"A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a mind can get both provocation and privacy." ~Edward P. Morgan



“Drunkorexia”—Implications and Interventions When Working with College Women

By Sarah Bole

one in which they are more than likely unwilling to share with a stranger.

Making the transition to college can be overwhelming for quite a few students. Some students find healthy means to make such a transition easier; playing sports, getting involved in campus clubs and organizations, or making friends with roommates and hall mates. For other students though, a transition can bring about stressors that surpass their known coping skills (Barker & Galambos, 2006). While the focus of this article is on young women in college and the phenomenon of “drunkorexia;” the intention is not to discount male college students and their own struggles with body image and eating disorders. This issue should not be overlooked or taken less seriously; however, the purpose of this article is to bring attention to a growing problem amongst young women in college. The term ‘drunkorexia’ is still relatively new, and while not an official medical term yet, it is starting to gain public awareness (Kershaw, 2008). According to the American Psychotherapy Association, women who suffer from “drunkorexia” tend to starve themselves in order to save their calories for the alcohol in which they intend to consume. This condition can also manifest itself in the form of a woman bingeing on food and alcohol and then purging (2009). In fact, patients who have bulimia nervosa are more likely to have problems with alcohol than patients with a calorie restricting eating disorder such as anorexia nervosa (Krahn, Kurth, Gomberg, & Drewnowski, 2005).

It is important to acknowledge that women suffering from an eating disorder may also be struggling with a form of alcohol dependency or abuse. Women may experience unintended negative consequences from drinking too much, such as blacking out or having unwanted sexual activity; this problem cannot be ignored (Krahn *et al*, 2005). The long term and acute negative effects of having an eating disorder also need to be considered when working with a young woman who is dealing with the condition of “drunkorexia.” These can include bone loss, seizures, kidney damage, diabetes, heart disease and depression, among others (“Eating disorders”, 2010). While dealing with just one disorder alone can be difficult, the presence of two co-occurring disorders complicates matters even more. In one case, Trish a 27 year old nurse described how she would starve herself and fixate on when her first drink would be. Trish also spoke of how the more she drank, the more fixated she became on her eating disorder. The same was said for her eating disorder; the more she fixated on her eating disorder, the more she thought about drinking. In this case, Trish claimed to use the alcohol to ease her anxiety when eating in front of people. Before being admitted to a rehabilitation center, Trish said that she was experiencing excruciating pains in her stomach and passing out from her lack of food (Kershaw, 2008).

It is important to be aware of what ‘drunkorexia’ is and the consequences that come along with it. Even more important though, is knowing how to help a resident who is dealing with ‘drunkorexia.’ What I do not have are all of the answers to this question. It is impossible to suggest a solution that will work for every woman in a heterogeneous group; and if someone claims they have that answer, be wary. While I am not an expert in working with young women who are dealing with the implications of “drunkorexia,” I do have a few suggestions for support and getting these women the help that they need. In order to be successful in helping this population, it is my belief that you must forge a trusting relationship with these young women. Having an eating disorder coupled with a problem with alcohol can be a very shameful part of their lives,

Being proactive is another strategy that may be useful. Having educational programs and bulletin boards about eating disorders and alcohol abuse can help raise awareness. These programs should center on helping young women identify realistic expectations of themselves, identifying situations that may trigger their urges, and helping to overcome self defeating thoughts (“Eating disorders,” 2010). The Counseling Center and Wellness Center would be two great campus resources to invite to these programs. In this way, not only are the young women dealing with “drunkorexia” being reached out to, their friends are made aware of what these issues may look like. As a Resident Assistant or Residence Director, providing a positive role model for these young women is very important (“Eating disorders,” 2010). Today’s society is reinforcing and glorifying young women being skinny to an almost unattainable level and to keep up with men in terms of drinking (Kershaw, 2008). The most important thing to remember though, for staff working in a residence hall, is that you are not a certified counselor. An expectation that an undergraduate Resident Assistant or graduate Residence Director can “solve” this problem is unrealistic and will not aide the resident in receiving the appropriate help. When a person works outside their area of competence problems can expect to worsen. Realistically, a Resident Assistant or Residence Director has had only a handful of psychology or counseling classes at the most. In no way does this enable them to work with a resident dealing with a dual diagnosis. If a Resident Assistant or Residence Director tries to provide counseling to a student dealing with an eating disorder and alcohol dependency, not only are they being unethical by practicing outside of their area of competence but they may also skew the resident’s idea of what counseling is going to look like.

What may be the most helpful intervention to employ is expressing genuine concern for the resident. Through this expression of concern, the staff can make a referral to the on campus counseling center or another community agency better equipped to deal with an issue such as eating disorders and alcohol dependence. “Drunkorexia” as an eating disorder is still a relatively new concept. It is important to be mindful of the implications when working with this growing population of young women on college campuses. Further research on the co-occurrence of eating disorders and alcohol dependency in young women would be beneficial when developing further intervention strategies.

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Break the Silence: Sexual Assault Realities

By Renee Kashawlic

April is national sexual assault awareness month. The National Institute of Justice and Centers for Disease Control and

Prevention report in 1998 that 1 in 6 women and 1 in 33 men will be sexual assaulted during their lifetimes. Data from the 2007 US Department of Justice's National Crime Victimization Survey suggests that someone is sexual assaulted every 2 minutes in the United States. Victims of sexual assault are 3 times more likely to suffer from depression and 6 times more likely to suffer post-traumatic stress disorder (World Health Organization, 2002). Moreover, victims are 13 times more likely to abuse alcohol, 26 times more likely to abuse drugs, and 4 times more likely to contemplate suicide. Unfortunately, this is a reality. This is a reality on our college campuses and within our residence halls.

Last month I was asked to keynote an event titled "SpeakOut" as part of our campus's Women's Week. SpeakOut is the closing event in a series of Take Back the Night activities. Throughout the semester a student origination titled "Project Dinah" maintains a blog where members of the university community (staff and students) can post anonymous testimonials on how sexual assault and/or dating violence has impacted their life. Stories range from primary survivors and, becoming more common, secondary survivors - those whom share the pain of knowing a close friend or loved who struggled due to an assault. These testimonials are read out loud by members of Project Dinah and the event concludes with an open mike session offering members of the audience an opportunity to share. As you can imagine it is a powerful night fueled by deep emotion.

I had been asked to speak by an incredible student. We had connected through this shared experience and terror. I admit openly and honestly, I was overwhelmed. It was not a matter of sharing my story but more the pure emotion that consumed me when thinking of all the stories and tears I have come to know from friends, students, and loved ones through this topic. How would I decide to share one's pain and story over another's? I decided I would speak to the range of how people I know have coped and how one responds as the friend and the loved one having to listen.

Below is a short recap of my message.

I remember sophomore year of high school after track practice in our locker room learning of my teammate's assault. It was only days after spring break. Kallie* had become separated from friends while dancing at a club in Daytona Beach. She had been drinking however knew it was time to call it a night. She decided to walk the one block from the club to her hotel. While walking a car drove up and two guys grabbed her. They drove up on the nearby beach and three guys raped her, one after the other. She walked to the hotel, showered, and drank until she passed out. The remaining days of her trip are a blur. The reason she decided to share her story with me in the locker room that day was simple - she didn't know what to do. As a graduating senior with many track scholarships on the horizon she could not afford to get caught drinking; however, she didn't have a clue on how to face the day or herself being sober. Kallie was an 18 year old female and she drank to forget.

My favorite college hoodie still bears a couple blood stains from Michelle* after many nights of cleaning and bandaging her wounds after having taken razor blades, scissors, even steak knives away from her. I remember nights fighting with ER nurses upset that they would not and could not help her. They kept stating "cutting" was not a suicidal ideation. The nurses would ask her a series of questions and send us home. I learned Michelle was assaulted by the neighborhood boy down the street. Michelle kept reliving the comment that "house went a little too far." Michelle was a 14 year old female at the time of her assault and five years and two unsuccessful suicide attempts later she would cut to remind herself was alive. This is how she coped.

Starting junior year of high school I volunteered as a rape counselor or peer advocate. My family jokes that I have a blinking red light above my head that beckons those in need to come cry upon my shoulder. In my sorority, heck the whole Greek community, I was a person whom others would confide in. I learned many stories. I learned more than one story regarding a particular man. You can imagine my fear when I learned my best friend Jennie* was talking with this guy. I tried to intervene. I tried to say this guy was no good. I tried to stop their relationship. There is a silence that surrounds the subject of sexual assault; this silence prevented me from being able to state outright that this guy was a rapist, that he had raped x, y, and z sister. I shared the best I could without violating the trust of those whom had confided in me with their story. Without names my plea did no good. Who knows - maybe even with names it still wouldn't have changed anything. My friend continued to date this person. She came under this person's trance. It was through she was under his control. She did not say yes but she was too scared to say no. I held her when she cried herself to sleep. Jennie was a 21 year old female and she ignored what happened to her and built walls to prevent others from getting close.

Just months ago I listened to yet another story of a friend. Luke* shared with me the story of how he celebrated the New Year. After a long night of drinking and partying with old buddies he decided to call it a night. He, yes I said he, passed out on a bed with his shoes still on. He woke up to being violated. Parts of his body were working yet he could not move nor feel. The next day he called his girlfriend (planned to be fiancé) and said he was sorry he had slept with another woman. He cheated. Although, Luke is a student affairs' professional and trained regarding the realities of sexual assault, he blames himself and is struggling to identify that he was assaulted, that he as a man was raped. Luke is a 25 year old male and has not figured out how to cope and is likely still coming to accept that he was assaulted.

I think about me. I think about what I was feeling and thinking during those moments as my friends shared their stories with me. I was angry. I wanted to cry. I knew I couldn't cry. I was scared I would say the wrong thing. I wished for words to come and the frog in my throat to go away. I wished I knew whether hugging them would help or hurt. I felt helpless. I distinctly remember feeling all these emotions and questions for each of the stories above, and many more stories I choose not to share. You'd think after training, courses in counseling, sessions on working with sexual assault victims/survivors, it'd get easier, you'd be confident in knowing you were saying the right things - you don't. It doesn't get easier. Even if it's part of our jobs.

It takes a Village... to develop a student

Annie Kehoe, North Carolina State University

An old proverb states, "It takes a village to raise a child." One of the more recent trends in residential Life is living and learning

communities, or villages, as North Carolina State University has deemed these communities. Today many housing professionals who work with living and learning communities would contend that these "villages" are useful in developing our students. Village communities can provide a unique living and learning experience for the residents from which residents can benefit in several ways. . The aspiration for these communities is to give residents greater opportunities to connect with peers and community partners with whom they share similar interests and passions in order to receive beneficial networking experiences. In addition, a village resident is afforded more opportunities to become involved in their community, is provided the resources to achieve higher academic success, and is the beneficiary of a richer, more meaningful college experience.

Becoming involved and assisting with student advising in a living and learning community can be a great professional development experience for a graduate student. Last year, the idea of a new living, learning community in my hall for first- and second-year students interested in leadership was proposed to me by my supervisor. From the very beginning, I was included on all planning phases of the village, which included establishing goals, developing objectives, and creating the name of the village. During the spring semester, we began to recruit students by developing and posting publicity for the current residents and sending letters and brochures to incoming freshman. By the end of the spring semester, our village was filled with students ready to embark on the envisioned student leadership experience that was created with the help of our campus partners. What we created was the IMPACT Leadership Village, established in fall 2009. The Leadership Village is an interdisciplinary leadership-based living and learning community created for first- and second-year students. The IMPACT Leadership Village provides students interested in leadership with the opportunity to live in a community of emerging leaders who desire to learn about leadership models, organizational development, ethics in leadership and global leadership. The Village helps students identify and develop their leadership strengths and provide participants with the opportunity to engage in practical application of leadership to real world issues.

To create a University living and learning community from the very beginning of its inception to its culmination has been a phenomenal developmental opportunity. If you are seeking a University professional development opportunity, you may want to consider being a part of a living and learning community, whether it is membership on the executive council, creation and development of the program, student advising, or assisting with and accompanying the students on a trip. It is a great opportunity to learn a lot about



"Reading and writing, arithmetic and grammar do not constitute education, any more than a knife, fork and spoon constitute a dinner."— John Lubbock

Break the Silence: Sexual Assault Realities

(Continued)

My concluding message highlighted that sexual assault can happen to anyone – a 14 year old girl or a 25 year old man. Each person copes, grieves, and deals in different ways. There is no right way on how to react and/or how to move forward. Sexual assault is a life changing experience. No one asks to be assaulted, to be violated. It is not [your] fault. Someone took away [your] power. [You] did not have a choice in those actions that happen to [you]. However, [YOU] do have a choice in moving from a victim to a survivor. [YOU] do have a choice in taking control of how [YOU] will move forward in your life.

For the most part that was my message. For roughly 25 minutes my words filled the room. It was the beginning of a wonderful night of breaking the silence. Anonymous testimonials were read and the open mike served as a healing pad giving voices to many people's pain. It was a tearful evening. It was an emotional evening. It was a powerful evening of hope through the raw wounds and scars of many.

*Names have been changed.

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*U.S. Department of Justice. *2007 National Crime Victimization Survey*. 2007.

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Through my experience of assisting with the development of the village and working closely with all aspects of the village, I have compiled the following tips for anyone considering the creation of a new village or becoming a part of a current community:

Establish clear goals and objectives for your village. Know what you want the residents to achieve as a part of the village and how you plan to accomplish these goals.

Be flexible. Many different aspects or issues will arise that you may not have considered. Therefore, you need to remain open to new discoveries in order to allow the village to evolve and better equip the students and the purpose of the village.

Ask and involve the residents. As student affairs graduate students and professionals, we may think we know the needs and limitations our residents; however, they often surprise us. **Just because you have a group of students interested in a particular living learning community, does not mean the students, as freshman, are able to take your directives and work independently.** Make sure you have a solid structure for those who may need extra guidance, but also allow for additional leadership opportunities for those who are ready to take charge.

Assess. Periodically, ask the residents and other partners who are involved to give you feedback about their experiences. In addition, record attendance, participation, and outcomes of the different programmatic aspects of the village so that you can make sure that your objectives, as well

It takes a Village... to develop a student

(Continued)

The Outsourcing of Higher Education Services: A Growing Trend

By: Jonathan "Jai" Jackson

With the current economic crisis looming, colleges and universities around the country are engaging in dialogue about steps to take that will cut costs and run a more efficient operation without sacrificing quality and customer service. Outsourcing is defined as contracting out a business decision to export some to all of an organization's non-core operations to a private service provider that focuses in that venture (Azu, 2007). Outsourcing in higher education began as early as the 1990s with colleges and universities looking to offer the same quality of services while remaining competitive in their tuition offerings (Wood, 2000). For colleges and universities exploring the option of outsourcing they must implore a cost/benefit analysis to determine if it is beneficial for them to maintain the service in-house or simply contract with a private company to provide the service. Outsourcing has been praised and defiled for the benefits and drawbacks it provides to consumers and clientele. Many wonder where the line will be defined in terms of what to outsource and what to keep within the university's reach but as budgets tighten will the allure of cost cutting overshadow in the tradition of university managed services?

The act of outsourcing has been given many titles to decrease the stigma that jobs are being taken away from working professionals and transferred to others for lower pay. Some call it privatization and external contracting. In higher education, the most common services outsourced are: admissions management, bookstore management, campus security, custodial and housekeeping services, dining and food service, student housing, and facilities management (Dickeson, Unknown). In 2006, 91% of Higher education institutions outsourced at least one function of their operation to private organizations (Serchuk, 2006). Outsourcing has many benefits that make it a very easy choice amongst colleges and universities. Outsourcing university services allows for institutions to save funds and allot the excess capital elsewhere through the organization (Azu, 2007). As colleges and universities outsource services they can join a consortium of other schools and businesses that assists in driving down prices of products due to the sheer number and leverage that they have together.

Just as there are many benefits to outsourcing, there are equally many drawbacks. As colleges and universities are constantly trying to provide great customer service for the students, faculty, and staff they serve, they sometimes have issues with providing the necessary customer service recognizable from traditional university services. Outsourcing relinquishes management of the specific service to the discretion of the private company. While giving up control of the day-to-day operations there can be a communication breakdown regarding the mission of the private company and the overall mission of the university (Wood, 2000). While private companies are fixated on the bottom line they sometimes overlook the aspects that make the good or service recognizable and memorable to that organization.

Many colleges and universities chose to outsource services for various reasons. The most common reason colleges and universities decide to outsource relate to cost effectiveness within the overall operation of that service. As the cost of operating a service becomes greater than the institution can handle the institution is charged with the decision of eliminating the service or finding alternative solutions in outsourcing the service to a private organization (Lee, 2004). While exploring the idea of outsourcing a service or operation, Student Affairs professionals must exercise deci-

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When making the decision the conversation should include the management of the service and where the university fits in that organizational chart, the financial benefit or burden of outsourcing the service, the quality that will be delivered, the legality of the outsourcing, and how the private partner will work to still support the mission of the university (Wood, 2000). Intentional decisions are necessary because if problems persist issues that may arise include an obligatory period of business because of a contract agreement, issues of diversity because of the private companies hiring practices, or even decreased customer service and unhappy students, faculty, and staff.

As the demand for more cost effective services increases, the call for private organizations to fill the void has been answered. Since 1951, Mac Gray has been providing outsourced laundry services for college campuses throughout the United States (Unknown, 2010). Mac Gray has grown exponentially since it's founding and now partners with over 500 colleges and universities around the country to provide high efficiency laundry facilities for college students. The outsourcing of university services expands to multiple areas in higher education. Aramark is a leading facilities and dining management firm that partners with over 600 institutions of higher education (Aramark, 2009). The services these two companies provide help to decrease overall costs for the institution while meeting student needs/wants in their respective fields.

As colleges and universities throughout the world are facing the reality of budgetary shortfalls it is evident that a solution be presented. The decision to outsource services in higher education is one that provides numerous long-term benefits because of the cost saving that occurs and the reduction of man hours needed to provide such services. In the short-term the process can have negative affects on a university. While in the process of outsourcing, a university must negotiate contracts with the private firm while still adhering to all state and federal guidelines concerning contractual obligations as well as clearly outlining expectations and guidelines the institution has for the private company (Wood, 2000). This is an emerging issue for colleges and universities since professionals are constantly aiming to provide the best customer service while still meeting and exceeding the needs of consumers (students). As colleges and universities continue to contract out university services what will be the result in the long run?

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