OFFICE OF RESIDENCE LIFE 2015-16 ANNUAL REPORT

Submitted June, 2015 by Dr. Nick Nicklaus, Director of Residence Life

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RESIDENCE LIFE MISSION STATEMENT
The University of Wisconsin-La Crosse Residence Life Program is an integral component of the University’s educational mission. We provide reasonably priced and well-maintained living/learning environments which are designed to foster learning, community, personal growth, responsibility, respect, leadership, and citizenship.

RESIDENCE LIFE DIVERSITY STATEMENT
The Residence Life program is committed to creating living/learning environments that help all students feel welcome and included. This means that we are dedicated to fostering an inclusive environment for students of all racial/ethnic, cultural, sexual orientation, gender identity/expression, ability/disability, and religious backgrounds. We understand that learning to live in a Residence Hall community setting that is diverse can be a new and challenging experience and we strive to offer a variety of programs and services where all students can engage in understanding and interacting with others who are different than themselves. Our Residence Life staff, student leaders, and residents work together to ensure that these values are reflected throughout the Residence Halls. We work in concert with various departments across the campus to enhance compliance with these values. Some of these offices are:

- ACCESS Center (www.uwlax.edu/ACCESS-Center)
- International Education and Engagement (www.uwlax.edu/International)
- Office of Multicultural Student Services (www.uwlax.edu/omss)
- The Pride Center (www.uwlax.edu/pridecenter/)
- Campus Climate Office (www.uwlax.edu/campusclimate)

Based on my gender identity, is university housing for me?

We understand that when your gender identity/expression is not readily reflected when giving a preference for where you would like to live, it is difficult to determine what would be optimal for you. Residence Life staff are committed to assisting you to determine how our program can work for you. Gender inclusive housing is available. Please contact the Director of Residence Life (608) 785-8075 prior to your contract due date to discuss options.

Differently gendered and transgender students are also encouraged to contact the Pride Center which is devoted to serving students and the university community regarding gay, lesbian, bisexual, transgender, queer or questioning students, and their allies (GLBTQA). This center is a primary campus resource and advocacy office for GLBTQA students and works closely with other campus offices striving to provide a safe atmosphere and accommodations for transgender students.
(Statement adopted from the University of Wisconsin Madison Housing Department)
GOALS FOR OFFICE OF RESIDENCE LIFE (ORL) FOR 2015-16

Using our mission statement as the basis upon which to build our departmental goals and after review of departmental goals from previous years, the following foci were developed in accordance with our student centered approach:

- Engage in on-going, multi-assessments of why we do what we do and its impact
- Successfully implement a new housing software program
- Continue with the big rocks discussions started last year….community development and programming
- Develop a timeline for plans to renovate the 8 traditional residence halls and new residence hall
- Assess the new special assignment concept implemented
- Review the gender-neutral housing program

There will also be a number of foci for the year including:

- Enhancing inclusivity in our halls, our programs, our staff, our students
- Inclusive excellence scholarships…what works? What needs to be tweaked?
- Assessing our rate structures
- Enhancing our communication: among ourselves, our department, our residents, the campus
- Demonstrating respect for all
- Taking care of ourselves
- Maintaining a positive staff morale
- Addressing the impact of the ACA and FLSA on our student staff (ACA) and FLSA (residence hall directors and graduate assistant hall directors)
- Addressing the student need for break (Thanksgiving, semester, and spring) housing
- Host a successful Upper Midwest Region of the Association of College and University Housing Officers International Conference (UMR)

To involve students in maintaining a fiscally sound budget for 2015-16 and develop a budget for 2016-17 which will not only meet our current needs, but establish a reserve level which will address the growth needs of our department.

You are referred to our financial report for specifics relative to this issue. Our debt is over 30% of our budget. Given the state and institutional budgetary situations, ORL continues to face additional opportunities to cover university fiscal obligations. With the enhancement of our staff, especially Troy Richter, our relationship with the budget office continues to improve with frequent communication. While the constraints of the state continue to grow and be imposed on us, with a reserve level not to exceed 10-12%, our planning processes continue to evolve. For the first time in 5 years we were able to raise our rates @ the 3% level which will help in us addressing the future plans for our department which include a new director of residence life, a re-structured central staff, and proposals for a new residence hall and the renovation of our 8 traditional halls.

Through the good work of the staff in residence life and through the Residence Hall Association, we were able to present a FY 16 budget which has no increase for those residing in our residence halls and in accordance with state and institutional guidelines, we have reduced our reserve level to 10-12%. While we have actively engaged in this process, we continue to have a need to set aside revenues as we continue to plan for a new residence hall and major, needed upgrades/renovations in our 8 traditional halls.

I remain pleased with an active enrollment management planning committee and the strategies we are implementing to right size the university. However, with budget deficits, we are facing the need to increase revenues by increasing enrollment and thus increasing the demand for on campus housing.
To monitor and assess the impact of our over-crowded housing situation on the academic progress of our residents.

We continue to fund weekend/alcohol alternative initiatives in our halls above the $15,000 figure. This includes academic initiatives in addition to additional all campus weekend (TH-Su) programming. These events have proven to be innovative, fun-filled, and highly participatory.

Our three FYE halls (Coate, Laux, and White) remain successful and are popular. Our collaboration with Academic Advising remains strong and we fund three academic staff members, Lori Anderson and two graduate students and provide each with an office. With changes in the academic advising area this staffing model will need to be addressed this fall. We also need to be cognizant of establishing FYE communities in all of our halls, except Reuter.

We participated in the EBI (Educational Benchmarking) survey during November 2015 (see the assessment section of this report). The results from this survey provided us with much data relative to our student satisfaction of living in the residence halls. Date showed us where we succeeded and some areas for improvement. We are waiting for results from results from our select six institutions (UW Oshkosh, UW Whitewater, UW Stevens Point, the University of Northern Iowa, Minnesota State University Mankato, Truman State University, Northern Illinois University [1st alternate]), in order to compare with like institutions. This data should arrive by the end of the month. While additional assessment needs to be made, there was no significant difference in student satisfaction with the residence halls when we compared those students living in an overflow (study or 3 person double) situation to those in regular room assignments. The one exception is lack of privacy. In addition, we were able to compare GPA data on first year students living in FYE halls vs. those in traditional halls and students in extended housing, according to type of extended housing, vs. those students in regular double rooms. The results showed that living in an extended housing situation did not significantly impact grade attainment. This data was well received by the UWL Enrollment Management Council. As time permits during the summer, further analyses will be made. We will again be participating in this assessment in November 2016.

To effectively plan for and address personnel changes.

Personnel changes continue to impact our program. For 2015-16 we had 5 new hall directors, 3 new office graduate students, and several changes in our housekeeper ranks. These changes continue to provide challenges and numerous opportunities to reflect and assess our operation. Numerous changes/modifications have been made as we revised manuals, procedures, and our operation. Coupled with our new staff during the 2014-15 year and 3 new staff for 2016-17, our hall director and assistant hall director staff are young. During the 2015-16 year we had a hall director leave in September, another one in January, and a third hall director take a leave of absence in April. These staffing issues plus a depleted housekeeping staff and the retirement of a University Services Associate creating challenges for those staff members remaining.

To assess our revised strategies for a new programmatic/community development and hall leadership models:

The steps we took in 2013-14 to revise our community development, programming, and leadership models was successfully implemented this year in 2014-15. Our program statement is as follows:

Office of Residence Life...Standards for Community Development
Hall Directors have the responsibility to design and implement a community development model for their assigned residence hall based on their education, experience, intuition and ingenuity as well student feedback, assessment and our departmental standards for community development (as outlined below). In the design of the community development model, Hall Directors are expected to include:

- Intentional outcomes that align with the Office of Residence Life Mission Statement to foster learning, community, personal growth, responsibility, respect, leadership, and citizenship
- The utilization of assessment data (EBI, evaluations, hall surveys, focus groups, etc.) to develop and revise the community development model
- An emphasis on the first six weeks of students’ experience
- Strategies to create an academically focused residence hall environment that supports student success and learning
- Inclusive Excellence opportunities to assist students in understanding differences to further the ability to create inclusive communities
- Strategies to reduce the negative impact alcohol has on students and the community
- Opportunities to encourage interaction among students to develop interpersonal relationships
- A wide array of leadership development opportunities and initiatives
- Active promotion, attendance at, and support of campus events and speakers
- Opportunities for students to engage in and connect to the University and La Crosse communities
- Collaboration with campus entities in developing residence hall and campus initiatives.
- Cooperative planning between staff, execs, and residents
- A system for accountability to ensure that staff are fulfilling the Hall Director’s expectations in relation to the community development model

Each Hall Director must submit a written document detailing the community development model to their supervisor, which will then be forwarded to the Central Staff. Community development models will be further enhanced by Graduate Assistant Hall Directors and student input, as well as ongoing assessment efforts made departmentally and in hall.

**Timeline:**

July 15th: Initial model submitted by returning Hall Directors
August 10th: Initial model submitted by new Hall Directors
October 15th: Updated model for fall semester submitted
January 15th: Updated model for spring semester submitted
May 30th: Reflective assessment submitted on the model for future implementation

**Program conditions for all residence life sponsored events and initiatives**

1. Business contracts cannot be signed by Office of Residence Life staff. The Assistant Director of Operations is the contact for all contracts.
2. Staff contemplating alcohol or sex education programs are required to use the Wellness Resource Center in planning and implementing these programs.
3. Simulated drinking games are not allowed.
4. Food eating contests are not allowed, because they are wasteful and high risk.
5. No programs involving asking parents to send gifts. People are left out too frequently.
6. Solicitation of prizes and/or donations from area businesses is allowed but must be done in accordance with the process outlined by University Centers (see staff manual google site).
7. Casino trips cannot occur as a program. Mock casino night programs can occur on campus, but should be approved by University Centers and involve no gambling monies.
8. Camping trips or overnight events are permissible but a professional staff member must be present.
9. Off campus programs with an elevated risk or liability need to be discussed with a Hall Director and may need to be attended by a professional staff member.
10. Brewery tours are not permitted.
11. Tackle football and other contact sports are not permitted.
12. Front desk DVDs are only intended for private viewing only and cannot be used for programs.
13. Fire pit programs are allowed but must be used in accordance with the fire pit policy (see staff manual google site).
14. The consumption of alcohol and/or drugs is not permitted at any program.
15. Activities where there is a risk of damage to our facilities need to be discussed with the Assistant Director of Facilities.
16. Participants must complete an Office of Residence Life liability form for all programs held off campus and for programs on campus where there is an elevated risk or liability.
17. Staff members are employees of the State of Wisconsin and consideration must be given to the safety of any given program or activity planned by the Office of Residence Life. For this reason, student staff need to keep Hall Directors informed of programs being planned. Residents (including Execs) are not covered by state insurance and this should be kept in mind in event planning.

This program statement was evaluated and discussed throughout the year and revisions are being made for 2016-17.

To continue to address our summer program.

We re-structured our summer prostaff responsibilities and another central staff member has responsibility along with Troy Richter to implement our summer conference program and a hall director, Sam Pierce, is working with Troy Richter to hire and supervise our summer student CAs (Conference Assistants). The increase in summer camps/conferences is beginning to increase and for the summer 2017 we anticipate additional large camps/conferences being housed. This should provide additional needed income which will help us plan for the future and keep room rate increases low. Having two new buildings that are air conditioned will help in this endeavor. This goal will continue in the future.

Further, we have provided office space for our hall directors in the central office rather than having them work in isolation in their halls. This has proven to be fruitful as we plan fall training, identify projects/goals for 2016-17, increased communication among the prostaff, and help in addressing student/parent calls regarding room placement and roommate problems.

To engage in inclusive excellence throughout our program.

Much training was presented to prostaff, student staff, and student leaders on the concept of intentional inclusive excellence communities. This was reiterated throughout training sessions and the year throughout our staffing ranks.

We funded delegations of students and staff to attend the White Privilege Conference (WPC) and the Midwest Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTAAC).

We were well represented on the institutional Trans* task force and the residence life facility sub-committee. A detailed report of these committees is available through ORL. We have added additional Gender Inclusive Housing options throughout our housing options which will cover all of our price options in our housing program. The proposal to renovate our traditional halls also include the providing of Gender Inclusive restrooms on every floor.
We remain an active and financial supporter of ATP and diligently work to get all students, especially first year students, to attend these performances both in the fall and spring semesters.

We are an active reporter of hate/bias incidents on campus (in the residence halls) and have developed a follow up/communication protocol to keep all prostaff abreast of hate/bias incidents on campus.

Due to personnel changes and staff on leave, our relationship/interaction with OMSS and CC got off to a slower start than normal but this picked up later in the fall semester.

We held several discussions and sessions for our professional staff on inclusive excellence, especially in the area of racism.

Staff we informed and actively encouraged to attend and participate with the numerous offerings offered on this important topic.

We developed a SEEDS (Students Educating and Embracing Diversity) along with Campus Climate. This pilot program was implemented spring 2016 (see the report submitted on this program in this report).

The Inclusive Excellence scholarship program has been enhanced (see the report on this program in this report).

**Ad hoc task forces**

- **Break Period Housing** – For the first time, we kept all residence halls open during Thanksgiving and Spring Break. While some minor adjustments with desk hours and staff need to be made for the future, it was ultimately a positive move.
  - Thanksgiving Break:
    - 202 Students Signed Up to Stay; 94 in Traditional Halls
    - 6 Student Staff Worked during the break, covering 3 “areas”
    - $1800 Cost to the Department
  - Spring Break:
    - 417 Students Signed Up to Stay; 234 in Traditional Halls
    - 9 Student Staff Worked during the break
    - $4300 Cost to the Department
  - With just Reuter and Eagle open during Winter Break, the cost was about $5400 in student staff payroll.

- **Community Development Task Force**
  - April Handtke and Lisa Weston, with Sam Pierce, Theresa Luensmann, and Amanda Abrahamson meet many times over the course of Spring Semester to reevaluate our current Community Development Model and propose a new direction.
  - After much deliberation, we are ready to move forward with a plan that is…
    - Based on research focused on effective community development
    - Shaped by core learning objectives and goals
    - Structured with an appropriate amount of autonomy to meet the needs of unique communities
    - Driven by relationships to students and supplemented by partnering with campus partners
    - Easily implemented by Hall Directors and Student Staff
  - The Plan is shaped around the 6 “I’S” of Community Building: Introduction, Involvement, Interactions, Investment, Influence, Identify
Major Initiatives

- **Hosting UMR** – Patrick Heise and Lisa Weston co-chaired UMR Host 2015, “Come To The Edge” in October 2015. All members of the department volunteered time to make the conference outstanding. About 15 students also volunteered time in an effort to connect with housing professionals across the region. Just shy of 500 UMR Members attended the conference in downtown La Crosse. The feedback was glowing and attention to detail and customer service was a common compliment. We partnered with the La Crosse Center, The Radisson, The Holiday Inn, The Courtyard Marriott, and the La Crosse Area Convention and Visitors Bureau to truly make it a memorable experience. Highlights included featuring Campus Climate’s ATP Troupe, Angie Lee as a Featured Speaker, The first Annual 1K: Under a Mile Run.

- **ACA Compliance; Student Staff Tracking Hours** – In order to plan for ACA compliance, an hourly tracking system was created and implemented for all Resident Assistants, Desk Coordinators, and Senior Staff. Upon review of the initial few weeks of tracking, the decision was made to make some minor changes to the Student Staff Contract for 2016-2017 based on the understanding that the Student Staff role is about 20 hours/week. The biggest change is restricting additional campus jobs outside the Student Staff role to ensure that no student goes over 25 hours in any given week. Exceptions to this decision are to be made by Patrick and April as Area Coordinators. Additional analyzing of the hours tracked during spring 2016 will be done this summer.

- **FLSA (Fair Labor Standards Act)**- On going review of the impact on our hall directors and graduate students.

**PROFESSIONAL STAFF EXPECTATIONS:**

**Professionalism**

1. Be familiar with your position description and follow through with your areas of responsibility.
2. Respect different styles and approaches to our work. Occasional mistakes are not only normal but a sign of a healthy organization as individuals should feel safe enough to take appropriate professional risks. How we treat each other, respond to one another’s contributions (individually and as a group) is important in developing a positive and healthy morale. As team members our role is to assist and support each other both publicly and privately as well as provide each other feedback.
3. In addition to using your peers for guidance, remember, your primary source for direction in your work is your supervisor. If your supervisor is not available seek out other central staff.
4. Hall Directors and Central Staff are to be mentors for all graduate students in our department.
5. Be solution oriented - don’t be someone who only perpetuates problems or complaints but rather work toward finding solutions and positively representing our organization.
6. View yourself as a professional and role model in the following areas: office appearance, clothing, language, relationships, electronic communication, being attentive in meetings, punctuality, meeting department deadlines, Facebook and other forms of social media, passing on complete information, producing quality work and how you present yourself through your work.
7. While we value developing positives relationships with student staff/student leaders, we need to use discretion in sharing information with them; being mindful of their student role.

**Professional Development**
1. During your first year at UW-L your professional development largely comes from successfully preforming in your primary job responsibilities. Though you are certainly welcome to explore additional opportunities, please know that it is not an expectation.

2. We view professional development as a partnership and will support you in developing professional goals and funding professional development experiences that aid you now and in the future. We also believe that for professional development to be most effective each individual must take ownership and initiative in this process.

3. Look for opportunities to become involved at the campus level, i.e. search committees, division committees, Academic Staff Council, etc. Consult with your supervisor before volunteering for professional opportunities outside of your position.

4. Your happiness is important to us. We will ask about your satisfaction in your work and life here at UW-La Crosse. Though we will frequently ask about your needs, it is critical that you communicate with us those things that we can do to improve your quality of life. We will act as advocates on your behalf and ask that you understand our role in seeing the bigger operational picture.

Department/Campus Collaboration/Communication

1. Frequently communicate not only with your supervisor but all of central staff.

2. Whenever considering a change from departmental practice, even if you believe it only affects your residence hall, always consult with your supervisor.

3. Departmental special assignments and committees ensure the accomplishment of departmental goals in a specific area in an efficient manner but they cannot be implemented without the support of each other. Those working in a special assignment area need to seek out feedback from central staff and the department as appropriate and regularly communicate information to ensure everyone is well equipped to provide support.

4. Professional staff are asked to attend and/or encourage others to attend departmental programs/events.

5. Be collaborative in your work within Residence Life and with other departments/professionals across campus.

6. Consult appropriately and communicate in a timely fashion with other departments (OSL, C&T, OIE, UP, etc.) regarding student behavior and critical incidents; keep your supervisor and Dr. Nick apprised.

Administration/Operations

1. Work to be administratively sound. Prioritize work that central staff needs from you.

2. Make sound financial decisions and operate within your assigned budgets.

3. Consult with central on large expenditures or those that you think may be called into question.

4. Promptly respond to emails and phone calls.

5. Keep current with departmental databases.

6. While you report to your direct supervisor, you will also work with other members of the central staff on departmental committees, projects, etc. They will also have the authority to assign you tasks, evaluate your work, etc. Please work with all central staff to create positive and successful working relationships and respect each area of responsibility and follow through with any assigned tasks.

7. Vacation requests for work week days need to be approved by your supervisor prior to being placed on the Time Away Calendar. When taking vacation, plan ahead by getting coverage for your areas of responsibility, placing out of office messages on office phone and e-mail.

8. Provide weekly communication with building residents which include sharing activities and other opportunities through an all hall e-mail. Residents which include sharing events/activities, important deadlines and information, and other residence life and UWL opportunities

9. Conduct a monthly audit of your financial budgets with Troy and have your treasurer present.
9. Conduct needs to be done in a timely fashion. Work to make contact within 3 work days of incident but no incident should linger past two weeks.
10. Ensure that customer service practices at your front desk are exemplary.
11. Be present for closings and openings of your residence hall.

Facilities

1. Our facilities are an important part of our operations and need to be a priority. Dedicate 1 hour a week to walk through your building with facilities being the focal point. Submit appropriate work requests and call Doug with more urgent situations.
2. Turn in work orders within one day of being notified of the issue. When away from the office (vacation, conferences) this task needs to be delegated to AHD, SS, or DC to ensure prompt response to work orders.
3. Communicate housekeeping feedback from your weekly building tour and other housekeeping issues to Gary. Invest time and value into your building, housekeeping staff, and our maintenance staff. Meet weekly with the professional housekeeper. Turn in housekeeper time reports to Gary in a timely manner (the day that you get the time report).
4. Create a system to supervise assistant housekeepers and hold them accountable.
5. Complete monthly fire alarm tests. Document tests in the fire alarm log and e-mail Doug confirming monthly tests have been completed. Fire alarm tests are a state requirement and the fire alarm log is our record of compliance and is turned in at end of the academic year.
6. You are responsible for the security of all building keys. Complete key audit routinely to account for accuracy. Notify central staff immediately if a master or retainer key is missing.
7. Consult or inform Doug (or Randy in his absence) on urgent or after-hour facility issues.
8. Due to Doug’s nomadic work day, primary communication with Doug should be via his work cell phone.

Students

1. One of your primary focus’ needs to be students.
2. Build relationships, make connections, get to know students in your building. Be a part of their college experience.
3. Be visible, communicate your availability and be aware of your approachability.
4. Design and implement a community development model based on departmental standards for community development.
5. Be Proactive. Utilize informal and formal feedback to enhance your effectiveness as well as that of your staff members.
6. Be a student advocate while protecting the integrity of the department and the institution.

Student Staff

1. Have meaningful, deliberate and developmental one on one’s on a regular basis. Take the lead to ensure cancelled one on ones are rescheduled.
2. Have weekly staff meetings and staff developments. Developments should be intentional in nature and address the ongoing educational/ job performance needs of staff.
3. Conduct written evaluations of student staff members. Completing mid-year evaluations by the first week of 2nd semester as well as completing year-end evaluations.
4. Student staff should always know who to contact in the event of an emergency, whether that is you or the Hall Director on Duty. Student staff should also understand your expectations about how you are to be made aware of emergencies that you are not initially involved in.

Leadership
1. Place a priority on leadership development within your residence hall by investing your time and energy.
2. In addition to working with your core leaders, develop and implement individual and group opportunities to enhance leadership development (i.e., Student Interest Groups, the Leadership Development Series, Campus Leadership programs such as LeaderShape®, etc.)
   a. Attend the Leadership Development Weekend at Camp Pepin.
   b. Attend the Fall Leadership Conference.
   c. Attend a minimum of one RHAC general meeting per year.
4. Consult with Chris on leadership development initiatives within your residence hall to determine the potential impact on our overall leadership development program.
5. Meet with Chris monthly to discuss the progress of your community development and leadership development efforts. This will be time to share resources, brainstorm new initiatives, assess ongoing initiatives, etc.

Expectations for Primary Advisors (HDs in Small Halls/AHDs in Large Halls)

• Meet weekly or bi-weekly with the hall council president.
• Meet bi-weekly with each additional core leader.
• Attend all hall council meetings and core leader meetings unless on vacation, sick, or out of town
• Work with Senior Staff to assist you in your work with core leaders and hall council.
• You are the Hall Council Advisor.
• The Senior Staff may also meet regularly with the core leaders but their meetings are in addition to your meetings.
• Assist your core leaders in the development of an academic year constitution that promotes hall-wide leadership engagement.

Expectations for Hall Directors in Large Halls

• Meet a minimum of once a semester with each core leader to establish a relationship and have an opportunity to be involved in their growth and development.
• Attend all hall council meetings unless on vacation, sick, out of town, etc.

FINANCIAL SUMMARY
Submitted by Troy Richter

The budget process was delayed this year. Our final budget hearing was on April 18th. Part of this delay was due to changing plans for a new residence hall and renovations of our traditional halls. With the assistance of Kristin Stanley, we continue to “right size” the Office of Residence Life budget. For FY 16, we created separate accounts for the various areas of Residence Life so that I could more accurately monitor budgets and spending. We had accounts for things like RHAC, HD Search and Screen, RLIS, etc. For FY 17, I have created even more accounts. I continue to work with our central staff and professional staff to help them better understand our budget, the UWL budget and the Wisconsin budget. ORL staff and students have been informed of our current budget state. We will have to be fiscally conservative as we move towards our building and renovation plans. There may be a need to look for additional ways to cut or reduce expenses.

Current Financial State
(This data is based on 5/20/16 information)
Budget Highlights

- Room rates for all halls will increase 3% for FY 17. This is the first real increase since I’ve been in my position.
- Planning for a new residence hall and renovations of our traditional halls.
- Continued the use budget templates for all central staff to use in building their individual budgets. This has been very helpful in the overall budgeting process.
- Created separate accounts to better monitor our expenditures.
- Actively served on Joint Planning and Budget.

Budget Lowlights

- Slow process of our renovation and building plans.
- Lack of ability to build reserves for renovations or new construction.
- Increased funding of non-ORL functions.
- Lower revenue due to lower occupancy.

Debt Service

Our debt service for FY 16 was $3,637,071 and is approximately 28% of our budget. The Eagle Hall bond is a part of the Build America Bonds continues to receive Federal Interest Credits each year of the bond. Currently this is $400,000. This has been built into FY17 budget.

Our debt service amount will increase as we prepare for the possible construction of a new residence hall and the needed renovations of our 8 traditional residence halls that are over 50 years old. Kristin Stanley and the Budget Office Staff compiled detailed pro forma for several different scenarios for our renovation plans. These were extremely helpful in making our decision about building and renovations. I have strong concerns about our debt service obligations consuming too much of our operating budget. I’m glad that these concerns were addressed during our planning process.

PR Balances

The 10% balance threshold is problematic. As we look to future renovations and potential construction, we will need to address the appropriate level of balance. If our building and renovation plans get approved, we will be able to direct some of our reserves towards those projects. I will be working with Kristin Stanley in June to determine our plan for our FY 16 balances.

Deferred Maintenance

Our deferred maintenance account was created to help understand the costs of maintain our buildings. Since much of the significant repair work is done during the summer months, these costs tend to span different fiscal years. As of today, we have spent $373,440 on projects and have encumbrances of an additional $139,156. For
FY 17, we have created two accounts to use budget planning. We will have a Repair/Replacement budget ($200,000) and a Deferred Maintenance budget ($425,000) that will be used for furnishings for renovated halls. During the budget process, Doug Kuenn, Doug Pearson, Scott Schumacher, Kristin Stanley and I reviewed the projects to make decisions on what should be kept in the budget for FY 17. The reduced “project” budget will be difficult to stay within as our aging buildings have ongoing issues that need to be addressed. We may need to revisit the project list and make cuts elsewhere in order to keep our halls in good shape. Additionally, since the renovation plans are pushed out until after a new hall is built, we will need to put more money towards the aging halls. I would like to work with Doug Kuenn and our Physical Plant staff to develop our DM budget and project list earlier in the year. This will be difficult due the timing of our budget approval process. However, it is still a worthy pursuit, especially with a major building and renovation period on the horizon.

**Chargebacks**
Various chargebacks continue to be a significant part of our budget. We are required to pay our fair share and then some. We continue to be good campus partners by providing either full or partial funding for several positions on campus. Facilities/Repairs chargebacks continue to be a large item in our budget. The excellent work of the ORL Facilities Team (Doug Kuenn, Randy Otto, and Mike Heal) is invaluable and keeps our maintenance costs affordable.

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<th>Chargebacks</th>
<th>FY16</th>
<th>FY17</th>
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<td>Work Center</td>
<td>965</td>
<td>749</td>
</tr>
<tr>
<td>Procurement Assessment</td>
<td>2,292</td>
<td></td>
</tr>
<tr>
<td>DDA Legal Services</td>
<td>927</td>
<td></td>
</tr>
<tr>
<td>Cubic Liability</td>
<td>4,896</td>
<td></td>
</tr>
<tr>
<td>WAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Chargebacks</strong></td>
<td>1,416,077</td>
<td>1,413,052</td>
</tr>
</tbody>
</table>

**Other Cost Factors**

<table>
<thead>
<tr>
<th>Cost Factor</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Network Operating Fee</td>
<td>655,175</td>
<td>682,444</td>
</tr>
<tr>
<td>IT Auxiliary Positions</td>
<td>24,729</td>
<td>24,729</td>
</tr>
<tr>
<td>Debt Service</td>
<td>3,890,606</td>
<td>3,866,688</td>
</tr>
<tr>
<td>Protective Services</td>
<td>56,246</td>
<td>57,305</td>
</tr>
<tr>
<td>CCEC Annual</td>
<td>10,856</td>
<td>16,690</td>
</tr>
<tr>
<td>Green Energy Surcharge</td>
<td>15,750</td>
<td>29,606</td>
</tr>
<tr>
<td>City Storm Water Utility</td>
<td>1,697</td>
<td>4,991</td>
</tr>
<tr>
<td>Central Utility</td>
<td>58,806</td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Cost Factors</strong></td>
<td>4,726,670</td>
<td>4,751,541</td>
</tr>
</tbody>
</table>

**Grand Total**

<table>
<thead>
<tr>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,142,057</td>
<td>6,164,592</td>
</tr>
</tbody>
</table>

**Percent of Total**

<table>
<thead>
<tr>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.41%</td>
<td></td>
</tr>
</tbody>
</table>

**Variance**

<table>
<thead>
<tr>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,984</td>
<td>0.26%</td>
</tr>
</tbody>
</table>

**Room Rates**
Room rates will increase 3% for FY 17. This is the first real increase during my tenure. For FY 16 Students placed in “Extended Housing” receive a $300 credit and we eliminated the $25 laundry cash provided each semester. We will maintain this structure for FY 17.
**Summer Camps & Conferences**  
The highlight of summer 2015 was hosting the White House staff in Eagle Hall prior to President Obama’s speech in the REC. We housed approximately 60 members and provided “radical hospitality” to our guests. It was amazing to see the Summer Assistants and other staff step up with less than 24 hour notice of their arrival. This group provided a needed boost as camp attendance was down.

Summer 2015 saw a 2% decrease in camp revenue from summer 2014. Camp attendance numbers, especially for athletics camps were down. We have a few new camps for this summer and most of our existing camps are returning. We are exploring other opportunities with youth groups and sports teams. We are blessed to host the WIAA State Track Meet. This meet is a great opportunity to showcase UWL and it provides a good portion of our summer revenue.

<table>
<thead>
<tr>
<th></th>
<th>Summer 2012</th>
<th>Summer 2013</th>
<th>Summer 2014</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$227,197.00</td>
<td>$252,339.00</td>
<td>$257,262.50</td>
<td>$252,625.50</td>
</tr>
</tbody>
</table>

**THE FUTURE**

**Bright Spots**
- Still fiscally sound
- Renovation and new hall plans submitted
- Continued high occupancy rate despite a dip in our projected numbers
- Dedicated students and staff
- Great collaborative opportunities with other campus offices

**Challenges**
- Tuition freeze and pressure to hold housing rates constant
- Program Balances needing to be at or below 10%
- Aging buildings
- Lack of a true master plan
- Increase in charge backs and requests to fund non ORL expenses

**OCCUPANCY**  
Submitted by Nick Nicklaus

As in the past, our occupancy rate exceeded projections. Our current designed capacity is 3180. Even with the opening of Eagle Hall, due to an increase in first year student enrollment (1975 target), we had to again place students in 3 person doubles, housed students the guest rooms in Angell and Coate, placed five students in the studies in Sanford, Laux, and Wentz, and student staff were assigned roommates in our traditional halls.

We housed 3555 students in our halls fall semester and the actual number of revenue generating occupants, as reported to UW system, for fall was 3441. While spring numbers are no longer reported to UW system, our spring occupancy numbers 3346. We continued to house students in studies and in three person doubles and had over 100% occupancy.

We were very successful in accommodating all incoming first year, transfer and international student applicants and addressing the needs of those students living in an over-crowded situation.

The emergence of an active Enrollment Management Council continues to be beneficial to our department as well as the university. Through use of data from our EBI assessment and grade point comparisons of those
living in extended housing vs. a traditional double occupancy room, we were able to move forward in making all double room suites in Eagle triples and singles doubles and this reduced the number 3 person double extended housing rooms needed in the traditional halls to 96 at the time of opening. There was also an agreement/understanding that students (first year and transfer) who apply late (after mid-April/May) may be assigned to extended housing options.

With the increase in the number of undergraduate students desiring on campus housing and the limited off campus housing options available (off campus housing rentals are filled to the 98-99% level), housing remains an issue. As we planned for fall 2016 housing, we increased the first year housing target to 97% of the first year student class and with the target increasing to 2050 students, the demand for housing will continue to increase.

Our budgeted occupancy was negatively impacted by failure to reach our goals of housing 140 International students (we only received less than 90 new International students) and less than the 200 spaces reserved for transfer students.

Plans for a new residence hall have once again been submitted and we remain hopeful that this will be approved during the summer 2016.

**FACILITIES**
Submitted by Doug Kuenn

Housekeeper staffing issues continue to plague us! With retirements, staff on FLMA, and temporary agencies unable to supply us with temporary employees due to regulations, keeping the halls clean with personnel vacancies has been a challenge. But, due to the hard work of Doug Kuenn and John Laffey, we have been able to meet this challenge.

TMA is being implemented on a trial basis and this is proving to be a challenge but ultimately it will improve our operation.

Our relationship with physical plant (Facilities Planning and Management-FPM) has been improved greatly due to the efforts of Doug Kuenn to maintain open communication, fiscal responsibility, and coordination with the FPM group.

We planned and facilitated facility and housekeeper training sessions for student staff, professional staff, housekeepers, and summer student workers.

A proposal to build a new hall was developed and a comprehensive facility renovation plan for our 8 traditional residence halls have been submitted for approval. We are anxiously awaiting approval during the summer of 2016.

Due to a reduction of our reserves and the need for long range renovations, some of the normal summer projects have been prohibited from happening (ex: hallway carpet replacement, student room chairs, etc.) and have been deferred. This will have long range impacts on our facilities.

What follows is a sampling of the facility projects completed this past fiscal year.
<table>
<thead>
<tr>
<th>Hall</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN</td>
<td>Abate/retile up to 6 rooms</td>
</tr>
<tr>
<td>AN</td>
<td>Install Panel Room AC- Units ordered</td>
</tr>
<tr>
<td>AN</td>
<td>Replace 400 Mattresses- Ordered</td>
</tr>
<tr>
<td>AN</td>
<td>Install c-cube basement toilet partitions</td>
</tr>
<tr>
<td>AN</td>
<td>Abate/replace game room carpet</td>
</tr>
<tr>
<td>CO</td>
<td>Resident Room 148 - electric &amp; carpentry</td>
</tr>
<tr>
<td>CO</td>
<td>Replace fire alarm system</td>
</tr>
<tr>
<td>CO</td>
<td>Replace HD Apartment AC- Units Ordered</td>
</tr>
<tr>
<td>CO</td>
<td>Replace Koehler Room Ceiling Tile</td>
</tr>
<tr>
<td>CO</td>
<td>Abate/Replace Carpet in TV Room</td>
</tr>
<tr>
<td>CO</td>
<td>Replace HD Apartment Carpet</td>
</tr>
<tr>
<td>CO</td>
<td>Replace HD apartment kitchen vinyl</td>
</tr>
<tr>
<td>CO</td>
<td>Remove bulletin boards</td>
</tr>
<tr>
<td>CO</td>
<td>Patch/Paint rooms where bulletin boards were removed</td>
</tr>
<tr>
<td>CO</td>
<td>Repaint Door frames 2nd &amp; 3rd floor, basement, and stairwell doors</td>
</tr>
<tr>
<td>CO</td>
<td>Front Door Access Ramp- Mud-Jack</td>
</tr>
<tr>
<td>CO</td>
<td>Replace Drapes</td>
</tr>
<tr>
<td>CO</td>
<td>Abate/replace tile in 6 rooms</td>
</tr>
<tr>
<td>CO</td>
<td>Abate/replace carpet on 2nd floor hallways</td>
</tr>
<tr>
<td>Department</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>DR</td>
<td>Abate asbestos tiles - 6 rooms</td>
</tr>
<tr>
<td>DR</td>
<td>Install Outside Garbage Hut Walls</td>
</tr>
<tr>
<td>DR</td>
<td>New Furniture for blue study</td>
</tr>
<tr>
<td>EA</td>
<td>Install drop ceiling in custodial office</td>
</tr>
<tr>
<td>EA</td>
<td>Commissioning controls</td>
</tr>
<tr>
<td>HU</td>
<td>Replace fire alarm system</td>
</tr>
<tr>
<td>HU</td>
<td>Abate/tile up to 6 rooms</td>
</tr>
<tr>
<td>HU</td>
<td>Abate/replace 2nd floor hallway carpet</td>
</tr>
<tr>
<td>LA</td>
<td>Replace Front Steps</td>
</tr>
<tr>
<td>LA</td>
<td>Install Instantaneous Water Heater- Abatement of Pipe Insulation</td>
</tr>
<tr>
<td>LA</td>
<td>Install Shower Dividers- All Floors (including tile patch/repair)</td>
</tr>
<tr>
<td>LA</td>
<td>Replace North and West Side Shrubs</td>
</tr>
<tr>
<td>LA</td>
<td>More tables for studies (move from Reuter)</td>
</tr>
<tr>
<td>LA</td>
<td>Abate/replace computer lab carpet</td>
</tr>
<tr>
<td>RE</td>
<td>Appliance Replacement in Student Suites-</td>
</tr>
<tr>
<td>SA</td>
<td>Drape Installation Warranty Issues</td>
</tr>
<tr>
<td>SA</td>
<td>Abate/tile up to 6 rooms</td>
</tr>
<tr>
<td>WE</td>
<td>Instantaneous Water Heater</td>
</tr>
<tr>
<td>WE</td>
<td>Abate/Replace 1-4 Study Carpet</td>
</tr>
<tr>
<td>WE</td>
<td>Abate/Replace 1-4 Study Carpet</td>
</tr>
<tr>
<td>WE</td>
<td>Abate/Replace 1-4 Study Carpet</td>
</tr>
<tr>
<td>WE</td>
<td>Abate/Replace 1-4 Study Carpet</td>
</tr>
<tr>
<td>WE</td>
<td>Remove/move counter/storage in coffeehouse</td>
</tr>
<tr>
<td>WE</td>
<td>Move TV to East wall of main basement area</td>
</tr>
<tr>
<td>WE</td>
<td>Move white board to right of when TV will go</td>
</tr>
<tr>
<td>WE</td>
<td>New Appliances for 2 Kitchens</td>
</tr>
<tr>
<td>WE</td>
<td>Replace 260 student room chairs- Chairs Ordered</td>
</tr>
<tr>
<td>WH</td>
<td>Install door window in game room, large/small basement/studies</td>
</tr>
<tr>
<td>WH</td>
<td>Install 11 Bike Racks</td>
</tr>
<tr>
<td>WH</td>
<td>Install microwave unit over stove</td>
</tr>
<tr>
<td>WH</td>
<td>Repair Walls &amp; Ceiling at Entrance (Vestibule)</td>
</tr>
<tr>
<td>ALL</td>
<td>Replace outside building lights with LED lighting (Green Fund)</td>
</tr>
<tr>
<td>ALL</td>
<td>Sidewalk replacement</td>
</tr>
</tbody>
</table>
Our commercial housing assignment program (StarRez) has now been in operation on campus for 1½ years. The process has gotten easier as we have seen the full cycle through at least once and twice in some instances. This year the RLIS students, Carol Beckerjeck and April Handtke largely dealt with StarRez ourselves as we waited on the hiring of the new IT position which occurred in March with Erin Hein hiring. Jordan Harmel worked for us for one month in December/January getting us prepped for returner room sign up.

2015-16 Accomplishments

- StarRez sent a free trainer for 2 days in December, Erin our StarRez Community Service Rep. She reviewed our set up and made recommendations for changes.
- Updated and simplified the summer housing application in StarRez
- Successful repair of Laundry View for all halls.
- Continued to enhance CBord and StarRez interactions
- Fine-tuned processes for returner and new student application and assignments in second year of StarRez
- Returner sign up was very smooth this year with few student calls or concerns. This change was due to clearer communication to students about demand for certain hall housing, changing hall sign up for Eagle to 6 person from three, changing Eagle sign up to be before Reuter sign up giving students more options, and correction of error with StarRez that allowed students in earlier than others.
- Last summer we began our pilot project for running an electronic room inventory process through the StarRez module ‘inventory’ in Hutch Hall with the intention of determining whether we wished to extend this to all halls. We purchased both android and apple devices to test this. Only an apple app currently exists for this so we wanted to see what the time difference was using the app and not. As of the week of May 23rd Erin Hein and Allyson Plattner will be proposing a plan to move forward across campus based on the pilot. Many benefits were realized through the pilot including time savings for HDs in entering damages and work orders (potentially- TMA has an interface with StarRez that Erin is looking into), savings on record keeping and paperwork, simplified record and damage picture capturing and simplified check in check out process.
- Further movement to centralizing IT services. Inventory and purchasing are now coordinated through Justin Bolstad/the Help Desk.
- Room changes are now being completed by HDs at semester time. During the year they continue to be addressed by Carol.
- LLC and gender inclusive housing processes were reviewed and changed to enhance business practices. Hand assignments were made for these individuals rather than using StarRez.
- Issues with StarRez were addressed through email. Additional support from StarRez was given to address these matters.
- Website responsibilities were moved from April Handtke to Lisa Weston
- Lab machine usage was monitored and determined to be higher than most thought especially in Reuter and Eagle Hall. It was still determined we could decrease our available workstations in hall labs by half (except for Reuter and Eagle Halls) and still meet student needs. Lab machines were ordered for this replacement. It was determined to save costs and extend the life of existing equipment we would order only CPUs and use existing monitors for those CPUs. We will add an additional monitor for each CPU to enhance the students’ experience.
- The new Res Life /IT position that Erin Hein’s holds has been moved under IT management and is housed there. I have been appreciative of the joint training happening between Erin and Ryan Whitehead our division software support individual. This way if we lose a person we are not starting all over.
Upcoming Res Life projects

- Converting over homegrown programs to SharePoint- summer 2016
- Implementing the financial portion of the Stares program. Working with Business Services to automate this process.-Summer 2016
- Bring assignment letter process into Stares- July 2016
- Better utilize date room configuration – Summer 2016
- Make necessary changes to student profiles for optimizing Stares use – Summer 2016
- All hardware and software support will be moved to the IT Help Desk and Justin Bolted. RLIS will be available for any programming support for the Desk, Track applications and in room connection issues. Fall 2016
- Implement Room Swap – ideally July 2016, at latest spring 2017
- Investigating options for programs that SharePoint might not be an answer to –Front Desk, DC Web, Intelligent Panda and WIAA. Summer 2016-spring 2017
- Implement option for new students to select their own rooms- Spring 2017
- Continue to optimizing our Stares business practices. 2016-2017

COMMITTEES/SPECIAL ASSIGNMENTS:

For the most part, the committee structure within ORL was changed to incorporate a special assignment focus. Some committees remained intact. These reports are as follows:

HALL DIRECTOR SEARCH AND SCREEN COMMITTEE

Committee:
Patrick Heise, Assistant Director of Residence Life (Chair)
Troy Richter, Assistant Director of Residence Life
Lisa Weston, Student Services Coordinator
Theresa Luensmann, Sanford Hall Director
Jaron Frederick, Resident Assistant
Jackie Lee, Wentz Hall Director
Sam Pierce, Eagle Maroon Hall Director

Initiatives and accomplishments for 2015-2016

- Attended both the NASPA Placement Exchange (TPE) in Indianapolis and the Oshkosh Placement Exchange (OPE) in Oshkosh; diversifying our recruitment efforts.
- We returned to our #1 spot in the OPE Registration sweepstakes. Mailbox 2000. This marks the 3rd time in the last 4 years that we acquired the top spot.
- Received and reviewed 75 applications. Applications were down from 123 last year.
- Interviewed 30 candidates at TPE, 16 candidates at OPE and 7 Phone Interviews. OPE interviews were ½ of what we normally conduct. In part because of a lower overall application pool but also from the competitive location of TPE being in the Midwest. We did however conduct 23 graduate assistant interviews were resulted in a full schedule at OPE per usual.
- Conducted 7 on campus interviews.
- Our work resulted in hiring 3 qualified candidates for our open positions.
- We were efficient and held to an aggressive timeline through the process.
Throughout the process we prioritized effective and complete communication with all candidates about their status in our hiring process and personalized contact points with our candidate pool.

- Enhanced the Hall Director Recruitment Website off of the Residence Life home page.
- Redesigned our Hall Director Recruitment view book to look even more professional.
- Enhanced a marketing theme that has been utilized for 6 years at the Oshkosh Placement Exchange. We get a tremendous amount of positive feedback on our theme and it has become our brand.
- Reviewed and updated the Hall Director position description.
- Reviewed and enhanced all marketing materials used in the search.
- We conducted reference checks on 12 candidates to gain additional information to determine on campus finalists. This information proved to be important and determined our on campus finalists.

- We redesigned our on campus interview experience. We eliminated the Hall Director (Peer) interview as it has been a criticized part of our process for several years. We did add a social interaction with peers during the apartment tours the evening before their interview day. We truncated the day to end a 1 ½ hours earlier. We added in lunch with Randy and John (Facilities). We went with a host model and a Hall Director on the Search Committee was assigned to be the host through a candidate’s experience. Our changes were very effective and well received.

- Reviewed and improved upon formalized questions for screening interview. We continued the practice of communicating 3 search committee interview questions in advance to campus finalists. This again resulted in more complete and thorough responses from candidates in these topical areas for us to be able to more thoroughly assess them as a candidate.

- We continued the practice of allowing candidates to customize their on campus experience and set up an opportunity to meet with an area outside of residence life with whom they may have a particular interest. We provided a list of our campus partners for them to select from.

- We also communicated well with Human Resources and Affirmative Action.

- Throughout the process the committee displayed tremendous professionalism and was very detail oriented to represent UW-La Crosse and the Office of Residence Life in an exemplary fashion.

**BROADENING HORIZONS**
Submitted by Jackie Lee

**Overview:**
Broadening Horizons (BH) is a Residence Life committee that can best be described as a “learning to action” experience for students interested in issues of social justice and inclusion. The committee has four main tasks: 1) to help committee members learn more about social justice issues and topics, 2) to provide Inclusive Excellence (I.E.) learning opportunities for residents living in the halls, 3) to support and collaborate with other I.E. groups on campus, and 4) to support the Office of Residence Life in other I.E. tasks as assigned.

This year, Broadening Horizons had 5-6 core members and a few other members who came and went throughout the year. The group was advised by Jackie Lee (Wentz HD) and Theresa Luensmann (Sanford HD).

**Core Members:**
Susie Schoenrock - Wentz DC
Hayley Powers - Wentz RA/SS
Felipe Pincheira-Berthelon - Wentz RA
Mykala Konrardy - Eagle Gray RA (Social Justice LLC)
Mary Franitza - Wentz RHAC Rep
Khadijah Islam (fall semester) - Sanford RA
We used a Google folder to share information with committee members. All documents have been saved on HD Share here: Z:\Committees\Broadening Horizons\2015-2016.

**Format of Meetings:**
The first half of each meeting (7pm on Wednesdays) was focused on personal learning and a committee member or advisor presented on a topic of their choice OR we discussed current events. The second half of each meeting was focused on program/initiative planning.

We often cancelled meetings due to social justice related events happening on campus during our meeting time (Wednesday is a very popular programming night).

**Highlights:**
1. Hosted a showing of *If These Halls Could Talk* in November.
2. Hosted a Broadening YOUR Horizons week in February that included daily ‘stop-and-go’ activities in Whitney.
   a. Monday - Whiteboard activity ("I Am UWL")
   b. Tuesday - Spork activity
   c. Wednesday - Self-love activity
   d. Thursday - Privilege activity
   e. Friday - "Social justice fair"-like activities and information
3. Selected the Diversity Program of the Year for RHAC Awards Night in April.
4. Purchased Broadening Horizons mugs to use for promotion and awareness in the future (these are located in Fort Knox currently).
5. Broadening Horizons Facebook page was created: [https://www.facebook.com/UWLBroadeningHorizons/?fref=ts](https://www.facebook.com/UWLBroadeningHorizons/?fref=ts)

**Budget:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing <em>If These Halls Could Talk</em> flyers</td>
<td>$25.00</td>
<td>DigiCopy</td>
</tr>
<tr>
<td>Printing Broadening YOUR Horizons Week flyers</td>
<td>$31.00</td>
<td>DigiCopy</td>
</tr>
<tr>
<td>Sporks for Broadening YOUR Horizons week activity</td>
<td>$24.24</td>
<td>Amazon</td>
</tr>
<tr>
<td>White boards for Broadening YOUR Horizons week</td>
<td>$11.85</td>
<td>Walmart</td>
</tr>
<tr>
<td>Broadening Horizons Mugs</td>
<td>$298.50</td>
<td>Discount Mugs</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$390.59</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation for Next Year:**
- Recruit more students to be involved that are not student staff members.
  - We recommend requiring each hall to send a representative to Broadening Horizons meetings.
- Make sure the Diversity Orgs, Thomas Harris (OMSS), Institute for Social Justice (Dr. Laurie Cooper Stoll), SEEDs (Campus Climate/ORL), Inclusive Excellence Scholars (ORL), and Will Van Rosenbeek (Pride Center) are aware of Broadening Horizons and the group’s desire to sponsor and collaborate on programs/initiatives related to social justice.
- Strategically think about the Broadening Horizons budget and make a plan at the beginning of the year on how to use funds.
Create traditional Broadening Horizons programs (1-2 for each semester) - the group struggles with having so much freedom that much of the time is spent brainstorming and there is very little action unless dictated by the advisors.

Provide weekly updates to Pro Staff at Pro Staff Meetings.

See below brainstorming list from committee members for next year:

**Ideas:**

- Training/professor development for professors
  - Reduce mis-gendering and calling out under-represented students
  - Even if BH is not coordinating, could partner with Campus Climate?
- Projects for BH
  - PGPs door decs for each hall
  - Bulletin boards
  - Interactive passive programs
- Create programs and/or trainings to assist student staff teams or core teams
- Blog or something online
  - Poetry, spoken word, articles, outlet for students to go to find current events and to share their own stories, opinions, etc.
- First year halls struggle to educate students on social justice
  - Combining art and social justice has been effective in Laux (i.e. spoken word)
- Passive programming
  - Bulletin boards in lobbies and side doors
    - Art or news articles
- All hall emails
  - Blurb from Broadening Horizons each week - here’s what’s happening in the world in regards to social justice
- Art is Survival project (ask Luke about this) - non profit
  - Art Show
- Time of committee meeting
  - Can’t meet on Monday or Tuesday
  - Personal learning happens through attending campus events (which happens often on Wednesdays)
- Bring in faculty members to talk about different topics
- Mural competition in the halls (designs based off social justice topics)
  - And cover up borderline offensive ones
- Statue in Riverside Park
- Educate more on social media (positive take-over of Yik Yak)
- More education about hate/bias reports
  - Make sure explained at first floor meetings

**Budget Ideas:**

- Buy books and movies for front desks
  - Travelling library
- Sponsorship to attend identity-based conferences
  - Recipients present to BH after attending on what they learned
- Bring in speakers based on themes
  - Ex: Not having clean water impacts a variety of social justice issues
- Pledge & swag distribution to encourage no hate
  - Similar to ally stickers
- CU-Boulder hate/bias response - have magnets to put up in place of hate/bias reports that occur on white boards
- Be a place where others can request funds?

**LIVING LEARNING COMMUNITIES**

Submitted by Chris Dziekan

This year, the Office of Residence Life offered five different Living Learning Communities. Living Learning Communities integrate topic-driven learning within a dedicated living space. The five LLCs are the Global Village in Eagle Gray, the Global Village in Reuter, the Outdoor Recreation Community in Eagle Maroon, the Social Justice Community in Eagle Maroon and the Service Learning Community in Sanford. Here is a brief description of each:

- The Global Villages in Eagle Gray and Reuter are designed for domestic and international students to live together; allowing for cross-cultural interaction and learning. The communities focus on the global connectedness of today's world.
- The Social Justice Living Learning Community is intended to be an inclusive and accepting community which focuses on social justice and diversity. The Social Justice community actively explores equality, peace and genuine respect for others.
- The Outdoor Recreation community is designed for students who have a passion for and an interest in outdoor activities and the environment.
- The Service Learning Community (our newest LLC) is designed for students seeking to become engaged in the La Crosse community through volunteering and learning about service organizations in the area.

The LLCs were the focus of a special committee designed to look at how to move them from person-driven initiatives to departmentally supported programs. Here are the nine recommendations the committee came up with and proposed to the Central Staff:

Recommendation #1: Create a shared departmental vision for our LLCs.
Recommendation #2: Create LLC learning objectives for each community.
Recommendation #3: Create an LLC curriculum for each LLC to guide the student staff in their community development efforts.
Recommendation #4: Identify and/or strengthen campus/community partnerships.
Recommendation #5: Develop and standardize LLC support infrastructures.
Recommendation #6: Develop protocols for the 1) creation, 2) modification and 3) disbanding of LLCs.
Recommendation #7: Standardize the room assignment process to effectively utilize StarRez and minimize the impact on the room assignment coordinator.
Recommendation #8: Determine facilities needs for the optimal success of each community.
Recommendation #9: Connect/reconnect all LCCs with classroom learning.
Changes for 2016 – 2017:

- Due to low numbers of interested students, the Social Justice LLC has been suspended for the 2016 – 2017 academic year. This will allow the office of Residence Life time to work with campus partners to come up with a comprehensive and effective recruitment plan.
- Due to lower than expected numbers of international students, the Global Village will be discontinued in Reuter for the upcoming year and will only exist in Eagle Gray.
- More intentional efforts will be made to outreach to campus partners in the areas of international business, global leadership, social justice, etc.

LLC Occupancy 2015 – 16:
As far as LLC numbers, here is a breakdown of participants:

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Global Village</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>Eagle Gray 80 /Reuter 60</td>
<td>EG 74 /RE 157</td>
</tr>
<tr>
<td>Social Justice</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>Outdoor Rec</td>
<td></td>
<td></td>
<td>14</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Service Learning</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>

Finally, the six Hall Directors and the Assistant Director of Residence Life – Leadership Programs met monthly to share programmatic ideas, to discuss marketing strategies for the various LLCs, and to work on placing residents in the LLCs using the new StarRez system.

INCLUSIVE EXCELLENCE SCHOLARS PROGRAM
Submitted by Chris Dziekan

Mission
The Inclusive Excellence Residence Life Scholars Partnership Program is committed to helping prepare first year multicultural students in their acclimation to the UW La Crosse campus. The program was designed to provide new students with an established connection to the Office of Multicultural Student Services (OMSS), Office of Residence Life (ORL), and the greater UW La Crosse campus community.

Students had the opportunity to build relationships across campus through the guidance of program advisors, peer mentors, and being an active participant within their residence hall. It is the goal of the program that those involved will become familiar with on campus resources and be exposed to leadership and involvement opportunities campus wide.

Vision
The Inclusive Excellence Residence Life Scholars Partnership Program was developed in alignment with the UW System platform focusing on diversity, equity, inclusion, and accountability. The entire university community is fully engaged in supporting student success, through academic priorities, leadership opportunities, and creating an inclusive campus community.

There were 7 upper-class mentors and 13 first year mentees in the program:

Mentors: Abis Shrestha, Alfonso Gunaratnam, Alexa Aquirre, Gaozie Yang, Juan Pablo San Emerterio, Nathaniel Edwards, Mikka Nyarko

Mentees: Shara Corvera Calderon (fall), Isabella Kilibarda, Grant Smith, Christian Montes, Bikorimana Devota (fall), Godzong Moua, Miron Hinton, David Bicoy, Melissa Baker, Edith Osorio, Samantha Harding, Nathaniel Conely, Monica Rios
IE Scholars Program Highlights:
- Attended Camp Pepin in the fall. This overnight retreat served as an orientation to the program. The schedule included a low and high ropes course, a session on StrengthsQuest, and lots of opportunities for bonding!
- Two end of the semester celebratory banquets to recognize all the hard work the scholars put into their semesters.
- The scholars all attended the Fall Leadership conference put on by the Office of Residence Life.

STUDENTS EDUCATING AND EMBRACING DIVERSITY (SEEDS) PROGRAM

This spring, the Office of Residence Life in collaboration with the Campus Climate Office, piloted the SEEDs program. SEEDs is a social justice, peer-education program made up of students who live on and off-campus. SEEDs provides student presentations, workshops, programs and other events focused on issues of social justice. The program was brought to UW-L by Authrene Ashton (UW-L junior) from UW-Eau Claire. The program is designed to help combat the amount of hate/bias incidences on campus by spreading awareness and understanding through peer-education.

Program Specifics:
- Each SEED peer-educator was compensated $400 per semester.
- The SEEDs worked 5 hours per week to participate in team meetings, one-on-ones, presentations, and in-hall involvement (as needed).
- The SEEDs were supervised by AJ Clauss in the Campus Climate Office.
- The SEEDs hired were trained using D2L over winter break and attended in-person training the first week of classes.

Finally, here were the SEED placements for Spring 2016:

<table>
<thead>
<tr>
<th>HALL</th>
<th>SEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angell</td>
<td>Tawn Christians</td>
</tr>
<tr>
<td>Coate</td>
<td>Ana Mendoza</td>
</tr>
<tr>
<td>Drake</td>
<td>Thomas Godfrey</td>
</tr>
<tr>
<td>Eagle Gray</td>
<td>Anna Razidlo</td>
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<tr>
<td>Eagle Maroon</td>
<td>Nora Murguia</td>
</tr>
<tr>
<td>Hutchison</td>
<td>Justine Capetillo</td>
</tr>
<tr>
<td>Laux</td>
<td>Sarah Seguine-Hall</td>
</tr>
<tr>
<td>Reuter</td>
<td>Emily Mootz</td>
</tr>
<tr>
<td>Sanford</td>
<td>Stella Nathan</td>
</tr>
<tr>
<td>Wentz</td>
<td>Jasmine Tatum</td>
</tr>
<tr>
<td>White</td>
<td>Alfonso Gunaratnam</td>
</tr>
</tbody>
</table>
SPECIAL ASSIGNMENTS:

Student Staff Selection

Committee Members: Troy Richter (chair), Lisa Weston, Allyson Plattner, Kayla Lentz, Amanda Abrahamson

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Summary

- 209 new applicants (though 12 did not meet grade requirement)
- 51 returning applicants

Calendar Year 2015-2016

- Week of September 28-October 2
  - Schedule weekly committee meetings
  - Email sent to student staff to recruit for SSS student committee
- Week of October 5-9
  - Begin reaching out to RSO’s to schedule times in Oct & Nov to advertise
  - Begin designing marketing campaign
- Week of October 12-16
  - Reserve Eagle classrooms, Basement and Centennial for SSS committee
- Week of October 19-23
  - Come up with questions for informational night
  - Video record the Info nights to post on the website
  - Update Powerpoint & Agenda
- Week of October 26-30
  - Digital and paper signage put up around campus and in halls
- Printed Advertisements
  Residence Halls
  QR Code
- Online advertisements/Display Boards (Also for Dec 7-11th)
  Whitney, Centennial Hall, Cartwright, TV, Website
- Postcards/shoulder-tap cards
  Shared with ORL staff, student staff & campus partners
  Names due by November 15th
  - Create Applications in Qualtrics, Communicate with RLIS to post them on the website and send out the link in campus/hall wide emails, send the email to our campus partners too

- Week of November 2-6
  - Applications for both new and returning student staff are live on the website
    - Prepare for student staff information nights
  - Go over job description/contract, potential staff panel
  - KSAs and application process
  - Order Advertisements from Digi Copy- put posters/shoulder tap cards in building mailboxes
  - Reach out to HDs for interview & set times
  - Reserve Interview spaces
  - Prep Interview Materials
  - Highlight how the position will benefit students later
  - Email blurb to HDs & Campus Partners with link

- Week of November 9-13
  - Student Staff Information Nights: 7:30 in Centennial 1404
    - Video Information Nights for the website

- Week of November 16-20
  - Prepare file info
  - Create Review form
  - Interview Question Review
  - Discussion Day
  - What should all files include?
    - Mid-Year Hiring Process

- Week of November 23-27

- Week of November 30-December 4
  - December 1st- Study Abroad Applications Due
    - Email these candidates specifically, noted on website and in all communications to applicants
  - Pro Staff Training
    - Question Follow-up & Probing
    - Empower them to own questions
    - Explain the whys
    - How to take notes
    - Remember where interviewers are (development)
  - Cliff Notes Training (Pro Staff)
    - Active contributors to process
    - Address overall stress of spring semester
    - Add notes to PowerPoint and who is presenting what
- New Staff Training
- Training in January
- How to Evaluate
- Expectations
- Returner Evaluations
- KSA relevant information

- Week of December 7-11
  - December 7-9: Study abroad interviews
  - Reach out to HDs to interview candidates
  - Order Office Supplies

- Week of December 14-18

- Week of December 21-25
  - January 3rd 5pm: Applications Due - use automatic shut off controls in Qualtrics and ask RLIS to remove application from website

- Week of December 28-January 1

- Week of January 4-8
  - January 4th: Grade check/Email to applicants about grade check- goes out

- Week of January 11-15
  - January 11th: New applications ready for file review
  - January 11th: Reminder email sent to returner applicants
  - New applicant File Review
    - Mail merge from excel files, sent to pro-staff so they can review away from office
    - All documents due to the file folders for review from pro-staff
    - Assign group of pro-staff to group of applicants to review

- Week of January 18-22
  - New applicant File Review
  - January 22nd: Email sent to applicants about interview sign up
  - January 22nd: Get preferences from HDs about what returners they don’t want to see

- Week of January 25-29
  - January 25th: Email sent to non-returners for assistance with new interviews
  - January 25th: Interview sign up warning letter sent to new applicants
  - Committee decide if candidates should be removed from the process after pro-staff review
  - Contact staff who are not returning to help with interviewing process.
  - January 25th-February 5th: Returner Interviews
  - Arrange HD/Returner Interview

- Week of February 1-5
  - February 1st: Training for student staff assistants helping w/ interviews- 1:00pm in ORL conference room
  - February 2nd: Last day to sign up for new interviews
  - February 3 & 4th: Interview Preparation Nights 5:00 & 6:00 in Eagle Basement
  - February 3rd: New application interview schedule completed and sent out
  - February 4th: Returner interview schedule completed and sent out
  - February 4th: SS/DC Interview schedule sent out
  - Update Returner Candidate Evaluation Form- Due Feb 6th
  - Print Timeline
- Schedule Staff members interested in interviewing candidates

  - Week of February 8-12
    - February 7th- SS/DC Interviews- Evening in Eagle Classroom
    - February 8-10th- New Applicant Interview Day- Eagle Basement

  - Week of February 15-19
    - February 19th Discussion Day?- 8:00am-Noon

  - Week of February 22-26
    - February 25th & 26th- Selection and letter creation days- Eagle Basement

  - Week of February 29-March 4
    - March 2nd- Intent letters due to ORL at Noon
    - March 4th- Late Hire Selection

  - Week of March 7-11
  - Week of March 14-18
  - Week of March 21-25
    - Application Feedback Days

  - Week of March 28-April 1
    - Application Feedback Days

  - Week of April 4- 8
    - Application Feedback Days

  - Week of April 11-15
    - Application Feedback Days

  - Week of April 18-22
    - Application Feedback Days
    - Student staff Orientation nights- Student Staff Training & Development

**Proposed Calendar Year 2016-2017**

- September 19th, 2016 – committee starts meeting
- October 2016 – begin marketing
- November 2nd, 2016 applications go live
- November 15th, 2016 – student staff information night
- November 16th, 2016 – student staff information night
- November 2016 – pro staff devo to begin training process
- December 2nd, 2016 – Study abroad applications due
- Week of December 5th, 2016 – study abroad applicant interviews
- January 2nd, 2017 – applications due
- January 9th, 2017 – file review begins
- February 6th, 7th, 8th, 2017 - new student staff interviews
- February 12th, 2017 – senior staff presentations
- February 22nd and 23rd, 2017 – selection days

**Student Staff Selection Subcommittee**

- Student Staff Selection Subcommittee
  - The Student Staff Selection Subcommittee was comprised of six current staff members from multiple halls across campus. Meetings were held weekly between every every week on Thursday
evenings from October until the end of the fall semester. The following things were accomplished with the help of the SSS Subcommittee:

- **publicity distribution**
  - (publicity created from Derek Zimmerman with a photo shoot of current staff members)

- **pre-planning for the interview prep nights**
  - How can we improve from last year?
  - What preparatory questions should we ask?
  - Who can help?
    - Asked all current staff members to help as we had two to three ‘interviewers’ per table and 4-5 ‘interviewers’ mock interviewing.
    - 15-20 current staff members helped each night
  - When?
    - Two evenings in Eagle Basement
    - 1-2 weeks before the interview week

- **social media**
  - Each SSS Subcommittee member posted on the ResLife page (1 per week toward end of semester) about their personal story with ResLife and why they hope others apply for the position

- **visiting organizations**
  - Students on the subcommittee visited the organizations below and told them about the timeline, and gave the organization a pile of shoulder tap cards
  - Diversity Organization Coalition
  - Hall Councils
  - Greek Life
  - OMSS

**New Student Staff Selection Process**

- New applicants filled out the New Student Staff Application for 2016-2017
- Individuals underwent a grade check to make sure they met the requirements. Those that did not meet the necessary requirements were notified and dropped from the process.
- Professional staff reviewed applications and gave candidates a score on the College Knowledge KSAs, and well as an indication of whether the candidate is recommended or not recommended for an interview.
- The SSS committee emailed students to sign up for times they are available to interview.
  - This was done through a Qualtrics survey – in the future it is recommended to make it part of the application process
- The SSS committee scheduled blocks of interviews and students were notified of their interview time.
- Professional staff and student staff that were not returning for an additional year interviewed new candidates. Each table was provided with color coded interview sheets, questions for the table, and questions to give the candidates after they were done with the table. Each table also had pens and highlighters.
- New staff interviews
  - Students interviewed in groups of 10. The room was divided into two sides, with tables numbering 1-5 on each side. Students rotated around the room and went to all 5 tables on one side.
  - Candidates spent 5 minutes at each table and then 4 minutes in the middle of the room as the professional staff finished up the evaluation sheets.
Each interview round took 45 minutes.

After each round there was a 15 minute break for professional staff to compare notes with the same table on the other side of the room if they wanted to.

- After interviews, professional staff were given approximately 2 weeks for file review. As part of file review, there was an additional information form that took the place of the discussion day (https://docs.google.com/a/uwlax.edu/forms/d/1jHd1ZTBEbE1x28bqidzc4nvD6EG3gnKxnH8JZja2E/viewform_). Professional staff were asked to complete this form for each student in their building, and for those they knew well.
- Professional staff gathered in the Eagle Hall basement for selection. Senior staff candidates were selected first, followed by DC, followed by returners, followed by male, followed by female. Halls indicated their top candidates on a google doc and discussion about fit for the candidates followed until a decision was made.
- Letters were printed on the second day of selection and delivered to students.

**Returner Selection Process**

- Returning staff completed the Returning Staff Application for 2016-2017.
  - As part of the application process, returning staff were asked to submit a cover letter and resume.
  - Returning staff were given the option to indicate where they would like to work best
- The SSS committee assigned each returning staff member to two professional staff for interviews. The students were placed based on building preference for the next year.
  - The following email was sent to students to notify them of their interviewers:

  Good morning!

  You have re-applied to be a student staff member for the 2016-2017 academic year, and this email serves as a notice of your interviews for that process!

  You will have two separate interviews with Hall Directors/Associate Hall Directors. Each interview will last approximately 15 minutes, and you are responsible for reaching out to your assigned Hall Directors/Associate Hall Director to set up the interview. Interviews should take place between January 25th-February 5th. We recommend that you reach out to your assigned interviewers now so you do not forget. It is also recommended that you send your interviewers multiple times that you will be available for an interview.

  You will be interviewing with: **HD #1** and **HD #2**

  (You will not be able to contact Shane quite yet, but you will have his contact information soon.)

  Again, you are responsible for reaching out to those people and setting up the interview. Interviews will take place between January 25th-February 5th.

  Please let me know if you have any questions, and enjoy the rest of your break!

- Students were asked to reflect on the year in their interviews.
  - Question 1: Share something you are most proud of from your staff experience this past semester?
  - Question 2: Share a time when you struggles as a student staff member this past semester?
- Senior Staff candidates did not go through returning staff interviews. They had a 10-12 minute presentation to professional staff that outlined who they are, their vision for the year, and why they believe they are ready for the Senior Staff role (see below the sheet emailed to SS candidates when they were notified of their interview time).
  - The following email was sent to SS candidates indicating when their interview would be:
Good afternoon!

I am writing to you today to inform you of your presentation time and presentation topic for the Senior Staff position you have applied for. Attached to this email you will find a document that explains the process for Senior Staff presentations, including the topics to cover and the time you have to do so.

Your presentation will take place on: (date/time)

Stay tuned for a location - this is yet to be determined and I will send it to you soon!

Please let me know if you have any questions/comments/concerns.

Thanks!

- Returning Desk Coordinator candidates in the past have done these presentations. The SSS committee decided that if new DC candidates were not completing presentations, that the returning candidates did not have to either.
- Files were completed for returning students and were reviewed along with new files.
- Returning staff members were placed in buildings after senior staff and desk coordinator candidates.

Senior Staff Interview Process

The Senior Staff Interview Process will be conducted on **February 14, 2016**.

The Process

On the day of the interview, and during their timeslot, SS candidates will have **10-12 minutes** to give a presentation in front of all **10 Hall Directors**, **1 Associate Hall Director**, and **3 Assistant Hall Directors** followed with a **3-5 minute** time period for questions. SS candidates will **not** be asked to participate in the regular returning staff interview process. **If you need any special accommodations, or technology requests, please email Amanda Abrahamson (aabrahamson@uwlae.edu) 3 days prior to your interview.**

Guidelines

You will have the **AWESOME** opportunity to **sell your skills to all 7 Hall Directors** who need SS. Even if you are not selected for the SS position, all the HD’s and AHD’s will have been able to see you and can advocate for you in the selection process. If you put time and effort into your presentation, you will see the results.

What do we want from you? If a returning staff member is applying to be an SS, it means that they are ready for the next step. It means that you want to give more to the Office of Residence Life, to your staff teams and residents, to the HDs, and take on a great deal of responsibility. What is going to help the HDs across from you make that decision to select **you**? This takes a great deal of self-awareness, and self-disclosure. Generally, **and in any order**, you should discuss:

- **Be creative if you can, but most importantly, be authentic.**
  - There is a fine line between entertainment and distraction from what is important. The HDs can tell the difference. Do not waste your 10-12 minutes.
- **Introduce yourself.**
  - Who are you? We want your name and anything else that helps us understand who you are. What is your identity, what drives you, what are your values? What is your leadership style? How does your identity and values impact your leadership of others?
• **Tell us why you are interested in the position.**  
  o This should be a shorter section of your presentation. We have your application, but it is good to remind us. Plus, you have us in person. You can explain better in person than you can on paper.

• **What roles come naturally for you in a team setting?**  
  o How do you operate? Are you a focus person? Do you bring the fun? Let us know how you interact as a teammate, and how you want to grow in your roles.

• **What is your vision for the position?**  
  o Take some time to think forward. How do you want to carry out the SS role? What are your goals for the position? What is your timeline? What do you want to accomplish? How are you going to help the HD? How are you going to help your RA/DA/Exec team? What approach do you want to take as an advisor? If you are going to be a SSDC, how are you going to supervise others?

• **What challenges do you need to overcome/take on?**  
  o Talk about your weaknesses, or areas for growth. HDs are looking for partners. People that can help them, but that they can also help develop.

• **What are you going to bring to the SS role that is unique?**  
  o We know you have what it takes to be an RA/DC. We have seen you perform over the course of the year. There are other SS candidates applying. What are you going to bring to the job that is unique? What helps us say YES to you?

• **Wrap it all up.**  
  o The 7 HDs who have SS just listened to a great deal of presentations. What thoughts about you do you want to leave us with? What are the last 3 sentences that describe what you just presented? How do you want to wrap this all up and leave us with a good impression?

**Good luck with your interview!**

---

**KSA Evaluation Process**

No changes were made to KSAs from the previous year. The following KSAs were used in the process for the 2016-2017 hiring season:

**KSA #1: College Knowledge**

What we look for: Is aware of what life is like for college students at the University of Wisconsin-La Crosse (UW-L). Knows how to be engaged on campus at UW-L. Has basic knowledge of UW-L Campus Resources.

This KSA was used in the application review process.

**KSA #2: Critical Thinking**

Question: Describe a time you had to make a decision when there were multiple solutions.

What we look for: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

**KSA #3: Communication**

Question: Rate your communication skills on a scale of 1 to 10 with 10 representing excellence. Share with us an example from your past experiences that demonstrates the selected number.

What we look for: Able to convey ideas, understand how individuals take in information, and appropriately conveys/shares information. Takes time to understand the points being made and asks questions as appropriate. Seeks the appropriate audience.
KSA #4: Personal/Social Perceptiveness

Question: Describe a situation where you worked with someone who thought differently than yourself.

What we look for: Is aware of other’s reactions and understands why they react as they do. Ability to regulate emotions and impulses. Can monitor/assess self-performance, the performance of others, and can adjust own actions in relation to other’s actions. Ready to embrace training and other learning opportunities. Recognizes the impact of decisions on others.

KSA #5: Problem Sensitivity

Question: Describe a situation in your life when you experienced failure?

What we look for: Has the ability to tell when something is wrong, or is likely to go wrong. It does not involve solving the problem, only in recognizing there is a problem. Has the ability to apply general rules to specific problems to produce answers that make sense and are appropriate to the situation. Has the ability to combine pieces of information to form general rules or conclusions. Can find relationships among seemingly unrelated events.

KSA #6: Interpersonal/Service Conscientiousness

Question: Describe what you wish you could teach your peers and why?

What we look for: Actively looking for ways to help others. Compassionate. Open and respectful to other’s opinions, experiences, and perspectives. Willing to embrace the breadth of those they are working with, including cultivating and maintaining relationships. Shows self-discipline and acts dutifully.

Evaluations/recommendations by other Professional Staff

- **Stop**
  - Continue with more recruitment- SCHEDULE A TIME TO MEET WITH THOMAS HARRIS IN OMSS TO DISCUSS RECRUITMENT OF UNDERREPRESENTED IDENTITIES.
  - File Review in its current process- discuss what is relevant to review
  - Current Returner Interview Process- Not helpful at all- we can do better.
  - Different application/review process for DC position- their position isn’t like any other position and shouldn’t look like the others

- **Start**
  - Use social media more to advertise positions
  - More enticing advertisements
  - Having SS and DC selection on a different day
  - Review questions and follow up questions- do they get at what answer we are looking for?
  - Having one person coordinate candidate file updates- Example: when students remove themselves from the process, have one person keep those records.

- **Continue**
  - More training- the cliff notes version of training really helped to see a clear picture
  - ‘Additional Candidate Information Form’- See Luke’s for examples
  - Training on how to interview folks on our process- practice with their actual questions
  - Training on how to select a team
  - Earlier communication
With strong communication- Important to keep Pro staff in the loop

Student Staff Selection Info Session Recording:
http://mymedia.uwlax.edu/Mediasite/Play/bfc4e132417c45d39801bcfe887a6ec21d

**Recommendations from the committee**

- Make sure that everyone has a role on your committee- something that folks can put a stamp on
- This is a confidential process- this is to help keep the integrity of our students who are wanting to become staff members and those who aren’t selected
- Work Ahead- It will be important for the entire committee to work together so that they are able to perform well
- Review the KSA question sheets- the KSA for ‘Describe a situation where you worked with someone who thought differently than you’ needs to be edited
- Continue using the ‘Additional Candidate Information’ Form. Create specific expectations of how Pro Staff needs to use it.
- Be clear with your communication to the applicants about RA roommate situation
- Ensure that you are ready and letters are updated for after selection is finished
- Make one committee member in charge of communication for students. There will be a lot of moving pieces and so having one person responsible for that is helpful.
- Communicate that as of right now we will be placing students based on their legal sex.
- Have ORL assistants help prepare files- ensure that there is a checklist for each file so you know it is complete before file review.
- Discuss expectations regarding students who violate policy and what that process is.
- Plan for skype interviews and schedule ahead
- Give everyone on the committee their ‘responsibility’
  - Senior Staff Interviews
  - Student Staff Sub-Committee
  - Returner Interviews/DC Process
  - Interview Day
  - Selection Day & Prep
  - Application Review/File Updates
  - Mid-Year Hiring Process
  - Advertisements

**ASSESSMENT**

Submitted by Nick Nicklaus

Special Assignment Overview:

1. Assessment: The role of this special assignment was to plan and coordinate the use of the Educational Benchmarking Institutes’ Resident Assessment tool.
2. This included arranging the expenses to be paid, the institutional specific questions (ISQs), creating a timeline, and processing data.
3. Additionally, as the data was processed it allows for us to dig into different demographics, factors, to compare to previous years, and also against 6 institutions that we selected.
4. This data is rich as 87% of on-campus students completed the survey. The survey provides insight in not only the student experience with student staff but also facilities, dining, and their overall college experience.
5. As a department we will be able to use this data to assess how students with different identities experience our housing department and the university at large. Moreover, we were able to assess the performance of our Residents Assistants and identify the extracurricular needs of our residents.

**EBI timeline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
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<tbody>
<tr>
<td>Sept. – Oct. 31, 2016</td>
<td>Familiarize ourselves with the tool, generate additional 20 questions, consider incentives (if any), create marketing, connect with Patrick Barlow from Institutional Research.</td>
</tr>
<tr>
<td>Nov. 1-16</td>
<td>Prepare EBI Assessment Tool to launch</td>
</tr>
<tr>
<td>Nov. 16-20</td>
<td>Launch Survey</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Able to access data</td>
</tr>
</tbody>
</table>

Comparative schools selection 6:
- UW Oshkosh
- UW Whitewater
- UW Stevens Point
- University of Northern Iowa
- Minnesota State University Mankato
- Truman State University
- Northern Illinois University (1st alternate)

These are the same institutions used last year and in 2013-14 which should provide us with additional data to review/compare. The data will be available in July.

Overall ORL and individual hall/floor data is available through ORL.

Recommendations for 2016-17 is to continue with this assessment and review the incentives offered to students and staff.

**PROSTAFF TRAINING AND DEVELOPMENT REPORT**

Submitted by April Handtke

**Noteable points**
- Started the year with a session on how to dialog and taking time to figure out who we are as an organization. We had two large staff team meetings to discuss direction and address concerns.
- All contents of training sessions continue to be recorded in Google Docs (and saved on HD Share) so topics do not need to be recreated each year, just updated/adjusted sessions based on feedback on sessions.
- Moved away from formal HD meeting time. One did occur without central staff knowledge and the response was very negative with HDs asking that it not happen again.
- Moved to a ‘what’ and ‘why’ concept for some of training to help direct sessions for presenters and audience with supervision. Really resonated and seemed to become a theme that HDs also used with staff throughout the year.
- Branched out and utilized additional resources on campus for dev sessions, extremely well received.
Pro Staff Training Learning Outcomes: 2015-2016

1. Orient staff to the community, university, ORL, and individual building

   Community – This will be achieved by:
   - Holding committee and departmental lunches at local establishments within the La Crosse community
   - Sharing community resources, such as restaurants, hair salons, banks, recreation, places within a 1 hr. drive, landmarks in the area, doctors, dentists, etc.

   University – This will be achieved by:
   - Providing information about offices that are frequented by ORL staff
     - Campus offices, such as Counseling and Testing and the Student Life Office, will present during training
   - Meeting with University Police Department
   - Attending sessions on the topics of alcohol, sexual assault, and student life
   - Having new staff members attend new-employee meetings with Human Resources

   ORL – This will be achieved by:
   - Ensuring that ORL staff members are prepared for student staff and core team training
   - Sharing resources available in ORL
   - Sharing the history and philosophy of ORL
   - Providing opportunities for peers to socialize, both personally and professionally

   Individual Building – This will be achieved by:
   - Analyzing individual building’s end-of-year report and hall plan with supervisor (new staff only)
   - Touring individual residence hall with the Assistant Director of Facilities (anyone new to a building)
   - Meeting with individual building’s housekeeper to foster communication and build relationships

2. Encourage teamwork and help to build cohesion among staff members

   This will be achieved by:
   - Providing intentional activities to get people connected on a personal level
   - Engaging in group tasks that facilitate teamwork
   - Facilitating small-group activities/discussions to form deeper connections
   - Organizing common meal times that encourage casual conversation

3. Help professional staff members gain sufficient knowledge of administrative and operational procedures in order to effectively meet job requirements and expectations

   This will be achieved by:
   - Learning to effectively utilize departmental technology, such as Advocate, GoogleApps, Room Sign Up/StarRez, ORL calendars, and many others
   - Human Resource procedures, including paperwork, student time reporting system, and hiring practices
   - Attending sessions on financial skills, facilities, emergency/crisis response, conduct, desk operations, hall opening/closing
   - Maintaining updated information on Pro Staff Google Site

4. Help you learn new strategies/thoughts related to your continued success

   This will be achieved by:
   - Fostering professional and personal relationships between colleagues
• Attending training on inclusivity topics and current issues in field of higher education
• Participating in discussions about supervision, advising, and conduct philosophies

**Pro Staff Training Schedule: July/August 2015**

**Training Topics for new HDs**
- Schedule Overview
- Intro to Resources (Advocate, RoomSignUp, D2L, etc.)
- ORL Tour
- Building Tours
- 1-1’s with Supervisors
- 1-1’s with Dr. Nick
- 1-1’s with Chris
- Purchasing Paperwork & Spending Money
- Intro to Community Development
- Student Staff Training Prep
- D2L Training
- Campus Climate and Hate Response
- First Year Students and FYE planning

**Training Topics for Grads**
- Leadership Vision and Values
- Campus Tour
- Desk Training (AHDs)
- Purchasing and Spending Money

**Office grads and Returning HDs**
- Leadership Model Focus Group Findings (and returning HDs)

**Grads and new HDs**
- 2015-2016 Leadership Model (and new HDs)
- Advocate training

**Staff Development Topics for All Staff**
- HD Expectations – HDs’ only
- C&T Partnership
- ART Training Sessions- Leadership Development, Role of Advisor, Recruitment and Training, and Group Development
- Engaging our students in Inclusive Topics
- Lunch with Campus Climate
- Lip[ Sync practice
- Catch all session (jeopardy game)
- Advising Best practices
- Counseling Center: Campus Connect Dev
- Housekeeper lunch
- Student Life (Title IX, Conduct, NSO, Wellness)

- Lunch with Paula, Student Life, OMSS, Campus Climate, facilities
- Fire system training
- Supervision – The What
- Front Desk Training and Payroll
- Campus Tour
- Emergency Info & Duty
- Hall Opening To-Do List
- Leadership Vision & Values
- Supervising Grads (Just HDs who work with a Grad)
- Conduct Philosophy and Practice
- Hall Opening prep
- New Initiatives and Stuff

- Sharing and Brainstorming for Comm Devo
- Catered lunch with Student Life, Counseling and Testing
- Retreat to Norskedalen
- Development of Dialogue
- Team Building exercises
- Organizational values exercise
- Conduct Best practices
- Move In details
- FYE and academic advisors (FYE halls only)
- Student Life session
- Who are our students (EBI results)
- Supervision the how
Winter Pro Devo Workshop, January 2016

There were a few topics we covered during the Pro Staff Workshop in January (13-15).

- Student Staff Selection
- EBI – Ash
- Intersectionality and how to advance social justice in your work (Laurie Cooper Stoll)
- What is leadership session (Chris)
- Racial Identity Development Session (Suthakaran Veerasamy)
- Mental disorders and How they Manifest (Liz Stine)
- Departmental Direction meeting
- Bowling PlaMor Social
- Optional evening activities (500 at April’s house, and The Sound of Bowls)
- Pro Staff Meeting – Tuesday
  - Room Changes
  - Incoming Students
  - Staff Training
  - New Mid Year Hires – Who and Trainings
  - Check in on special assignments

Pro Devo Topics – Thursdays

Only one developments prior to UMR because we were hosting
9/10: Content Review reminders (follow up to training with questions from new pro staff)
11/5 Working with DCs
11/19 Difficult Conversations around Inclusivity (AJ Clauss) two sessions one for central staff and one for HDs
12/3 Team Dialog
12/10 SSS Cliff Notes
2/3 Evidence Based practices for effective interviewing
3/3 Follow up session with Dr Sutha
4/4-8 Social Justice Week

Other additional for the Year

- Added more all staff social activities as a team during Jan training
- Had the first central staff holiday gathering rather than a whole department gathering at Dr. Nick’s
- End of year (May) social was hosted by Lisa’s new house

Things to keep in mind for next year

- Recommend more socials with the entire group during training as otherwise I think it helps contribute to a separation of the pro staff.
- Kate Noelke has a session she is hoping to do for student staff and pro staff on wellness based on feedback she gathered from student staff

STUDENT STAFF TRAINING AND DEVELOPMENT

Patrick Heise, Assistant Director of Residence Life (Co-Chair)
Theresa Luensmann, Sanford Hall Director (Co-Chair)

Charge:
The Student Staff Training and Development special assignment serves to teach student staff skills to effectively perform their job and prepare them for being a Resident Assistant, Desk Coordinator or Senior Staff. We strive to provide opportunities for staff to learn from other institutions while sharing knowledge and skills with others.
through student conferences. We aim to provide skill sets that reach beyond their positions and benefit them in life and work.

**Initiatives and accomplishments for 2015-2016**

**LEARNING OUTCOMES**

- We continue to use the Student Staff Job Description as the learning outcomes for staff training and development. This provides a firm framework for the time we spend in online (D2L) and in face to face training.
- We utilize a few additional learning outcomes for the Student Staff Orientation Nights

**TRAINING**

- The following topics were covered in the D2L online modules last summer: Staff Manual, Student Staff Contract and Job Descriptions, Inclusivity/Microaggressions, Motivational Interviewing, Leadership Opportunities, Facilities Care, Residents Rights and Responsibilities, Roommate Relationships, Academically Focused Relationships, Campus Policies, General Helping Skills, Inclusive Excellence, and Continued Professional Development.
- We utilized specific tracks within D2L for specified roles within the department (Desk Coordinator and Senior Staff), as well as tracks for returning and new RAs. In addition, various learning styles and skills were used to assess completion of each model to ensure that students were able to learn to their maximum potential!
- The face to face training time was shorter as the online modules had allowed some content to be covered prior to campus arrival.
- A significant effort was made to create more in-hall team time.
- Student Staff will be able to start their roles with early arrivals to their building instead of move-in day, based on the lighter second week schedule.
- We adjusted the plan for helping the student staff become acquainted with the Counseling Center and learn general helping skills instead of situation specific knowledge. This new plan addressed some emotional stress and the feelings of being overwhelmed staff have experienced in the past. However, we continue to aim to meet the needs of our staff members assisting with crisis so that they do not feel isolated during or after an incident.
- We have kept some staples of training, which have been highly valued and regarded in the training. These core items are: StrengthsQuest, Staff Camp with Teambuilding rotations, La Crosse Queen Cruise, Behind Closed Doors.
- Behind Closed Doors involved partners from across campus as the “actors.” This allowed staff teams to do rotations together. We also were able to connect student staff to various other professionals on campus. It received positive feedback and will be continued with a few alterations.
- Desk Coordinator and Senior Staff Training were conducted prior to the rest of student staff arriving. We plan to enhance Desk Coordinator training this upcoming fall, by providing separate training sessions for DCs only and by allowing the DCs more time to prepare the front desks to open and to feel comfortable in their roles.
- Our partnership with Campus Climate continues to be a strength of training and will be embedded into various parts of Fall Training. We had time in the schedule to address topics of IE and had 4 breakout sessions that all focused on IE topics (Race, Res Life and the Gender Binary, Serving Students with Different Abilities, and Engaging in Current Events through Dialogue, as well as an Inclusive Excellence prep session with Amanda Goodenough). We continue to refine this session/s and have seen movement in the staff’s understanding and development throughout.
- Winter Training was one day this year. Staff members were welcomed back and learned about the One Word 365 program for New Year’s Resolutions. They were also informed about EBI results and spent time brainstorming ways to support residents in wellness efforts and how to utilize Peer Health Educators effectively.
1. The afternoon was split for returners and first year staff. Returners were trained in Campus Connect, suicide prevention training through Counseling and Testing, which was shared with first year staff members in staff class this past fall. First year staff received a refresher in Campus Connect, and then attended other sessions about various topics (what DCs actually do, programming, and having difficult conversations)

2. Winter Training also provided a large amount of in-hall time for teams to utilize in whatever way they need to, although a list of in-hall topics to cover was provided to each HD/AHD.

- We onboarded a large cohort of 7 for spring semester. Behind Closed Doors played a large role in this (facilitated by Theresa Luensmann and other pro-staff)
  1. Mid-year training continues to evolve. We have considered adding a spring staff class for mid-year hires and will continue to explore that possibility if we have a large number of students hired mid-year again in the future.

CONFERENCES
- We coordinated staff delegations to the University of Northern Iowa RA Conference (13 student staff and 2 advisors) and the State RA Conference at UW-River Falls (7 student staff and 2 advisors). These provided very valuable learning opportunities for 31 of our student staff who appreciated the chance to meet other staff, share information, and learn about how other campuses work.

STUDENT STAFF ORIENTATION NIGHT
- We organized 2 Student Staff Orientation Nights.
  - The first night was for all hired student staff and Pro-Staff. This was similar to past Orientation nights. We covered the job descriptions for all positions in detail and went over the student staff contract. We also provided time for HDs and AHDs to meet with their teams for next year to cover various information.
  - The second night was for newly hired student staff only. Theresa did a short welcome activity and shared a TED talk with the staff, which they discussed briefly in small groups. The orientation night also provided an opportunity to ask questions of the Senior Staff and learn about various resources available to student staff. The highlight continues to be questions asked of the Senior Staff from new student staff.

GRADUATE STUDENT SELECTION AND DEVELOPMENT
Submitted by Allyson Plattner

Graduate Assistant Development Special Assignment 2015-2016
- Dr. Nick and designated Hall Director
- Provide opportunities for our graduate students to meet and collaborate about their experience in Residence Life
- Provide additional opportunities for further professional development in student affairs
- To implement and progress our undergraduate student affairs track for prospective graduate students

Resources
Files can be found in HD share “Undergraduates Interested in Student Affairs
A ‘panel’ of questions was distributed to student affairs professionals and asked their perspective on subjects regarding this committee. This information will be important to share with students. It will be helpful for perspective.

Student Opportunities
The first meeting with all the students were in October. During this time we discussed the different opportunities that the students were looking for needing this year from their experience and how I would be
able to enhance their job search, student affairs development, and help in any other capacity that they were needing. We also discussed some questions that they had regarding navigating the profession.

We met several more times throughout the fall semester and I provided opportunities for the students to work on their resumes, cover letters, apply to internships for the summer, ask each other questions, do research on their options for the summer, and solidify what they still need to accomplish for the professional development of their careers.

**OPE Preparedness**

Several sessions were hosted to prepare students for a job search in housing. Some sessions were open to other students pursuing student affairs work outside of housing. (See timeline)

A list of students considering careers in housing student affairs is updated in a google doc titled “Undergrads interested in housing/student affairs”

**Timeline**

**September**

- Inquire and begin compiling a list of students’ plans (housing, S.A., OPE, etc.)

**October**

- Inquire and begin compiling a list of students’ plans (housing, S.A., OPE, etc.)
- Market first meeting to other S.A. offices and collaborate with Career Services/Advising for general S.A. career/grad school presentation.
- First meeting for students potentially interested in Student Affairs
- “What are careers in S.A.?” Get info about what each student is looking for, explain S.A. careers, overview of job search (WCPA in mid Oct.)
- WCPA Student Affairs 101 workshop (potential collaboration with Student Life)
- OPE (overview) meeting for students considering OPE
  - Distribute timeline for OPE
- Get info on what each candidate is looking for; let them know we are here to assist them so don’t panic; get them to make sure they register for OPE and secure hotel arrangements; begin the development of their resume and cover letter so each is ready to go by December 1; and ask them about any immediate questions they have.

**November**

- Maintain and update list of students’ plans
- Distribute Grad School information, past candidate notes
- Letters of recommendation
- Connect candidates with Career Services and other resume resources
- Brenda Leahy will serve as a contact for students pursuing Student Affairs.
- Support students so they are not overwhelmed

**December**

- Update list of students’ plans
- Resume workshops, Letters of Rec, Cover letters
- Second OPE meeting
- Responding to questions, begin more detailed prep for OPE, and complete a checklist of what needs to be completed by January 1.
- OPE Blurbs, details about “at OPE”
- Distribute practice interview questions

January

- OPE meeting, collaborate with Brenda and Career Services
  - Have meeting in Career Services presentation room
- Interviewing etiquette, phone/skype, professional dress, behavior, and arranging for some mock interview times, get updates, and respond to questions.

January/February

- Update list of student plans
- Mock Interviews in Career Services interview rooms/offices
- Prepare gift/encouragement packages to send for candidates at OPE.
  - Involve all Pro-staff, other student staff. Pro Staff Committee may take care of this piece.

March-May

- Follow up with students and compile list of destinations
- Meet with students as needed for individual guidance

Below is a summary of students’ search results at the end of the academic year.

**Individuals attending Graduate School in Student Affairs:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Hoye</td>
<td>SIU- Carbondale</td>
</tr>
<tr>
<td>Kayla Sobotta</td>
<td>SIU- Carbondale</td>
</tr>
<tr>
<td>Alex Miller</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Jacob Sparks</td>
<td>North Carolina State U in Raleigh</td>
</tr>
<tr>
<td>Jenna Hensley</td>
<td>Mississippi State University</td>
</tr>
<tr>
<td>Andie Coxey</td>
<td>Eastern Illinois University</td>
</tr>
<tr>
<td>Haley Zangl</td>
<td>Missouri State University</td>
</tr>
</tbody>
</table>

**Graduate students pursuing full time positions:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Britt</td>
<td>University of Wisconsin- La Crosse</td>
</tr>
<tr>
<td>Marissa Becker</td>
<td>University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>Kayla Lentz</td>
<td>University of Northern Iowa</td>
</tr>
</tbody>
</table>

**LIFE SKILLS INITIATIVE**

Committee included Assistant Director April Handtke, Hall Director Colin Burns-Gilbert, and Graduate Assistant Lee Yang

1. **Overview of assignment:**
   - April and designated Hall Director (recommended to add grad to position)
   - Develop proactive departmental plan to address alcohol use and behaviors
   - Advise Peer Health Educator Liaisons to residence halls
   - Work with campus partners on joint programming efforts (ex: Sex Week, Zen Dens, and Spring Spectacular)
   - Work to create initiatives for students to further develop life skills
• Work with educational campaigns for residence halls including specifically social norming
• Work in collaboration with campus resources potentially serving on related committees

2. Wellness Wheel Committee:
• There are seven areas of wellness: Financial, Spiritual, Emotional, Environmental, Social, Career, Environmental, and Physical.
• Not all of these areas have an active committee; the options were communicated to Prostaff and Prostaff were encouraged to seek out Colin for more information on joining any active committees. Colin, Megan Denison, and Kayla Lentz all served on the Emotional Wellness Committee this year.

3. Serve on overall Wellness Committee
This was something that never materialized but I think would be extremely helpful in the future to have someone from Residence Life serve in this capacity. Colin met regularly with Kate Noelke as we brainstormed our vision for the collaboration and how to best work with each other.

4. Fit Checks
After assessment, the fit checks did not happen due to the lack of effectiveness and use we were seeing.

5. Peer Health Educators
In spring semester, Colin worked closely with Kate, Kallen, and the Peers to help bring programs to the halls. Many times, our meetings consisted of brainstorming effective approaches for specific residence halls and how to best communicate with residents, professional staff, etc.

It was nice attending the meetings regularly in the spring semester to provide a consistent voice and presence. Kate is shifting the structure of the Peers to a more team approach that can also include unpaid volunteers that have a passion for wellness and health-related initiatives. Kate is excited for this change and we can certainly help facilitate that adjustment next year!

Peer Health Educators were trained on Motivational Interviewing for their presence at Zen Dens.

6. Social Norming Campaign
This was a project that was our initial collaboration in the fall semester. It turned out we had different ideas between Residence Life and the Wellness Office about roles and implementation of this initiative. Ultimately the Wellness Center ended up taking the lead on the project, but I'm not sure if it ever materialized.

I recommend this happen next year and be a Summer project for Summer Assistants to at least find all of the information for various topics, if not complete the poster series all together.

7. Zen Dens
Spring semester, the Peer Health Educators hosted "Zen Dens" which was designed to be a space twice a week (Wednesdays and Fridays) for students on campus to use to decompress, relax, and have a peer available for any conversational support. It was supposed to complement the high traffic in the Counseling and Testing Center for students that may not need as much attention, but need something to help their self-care experience.

Numbers were low, but I think with a better vision and a better centralized location in the new Student Union, this has potential to improve and provide a great stigma-fighting space against mental health concerns. I recommend all Peer Health Educators get trained in Campus Connect to help navigate any conversations around suicide that may come up in this role.

8. "Sex Week"
This year sex week programming took on a new game plan. Due to growing pressure from outside of the UWL community, Kate and the Wellness Office shifted Sex Week to be more general to avoid backlash and included "College Health Week" as the new approach. Many of the traditional programs remained the same, but the efforts were mostly outside of the residence halls. I think we can do a better job at "Promote and Gos" with this, especially knowing how much work the Peers put into these weeks each semester.

9. “Spring Spectacular”

A new all campus program that was hosted by Wellness Office. Residence Life sponsored a table at this event that was very popular with students, utilizing the spinning board that Drake owns and then asked Res Life trivia questions for prizes (oranges, water, freeze pops (very popular), and leftover items from another program, ice tea, chips, etc.) This would be a good event to sponsor again next year.

10. Recommendations for Future Life Skills Planning:

- Students in Recovery initiative
- Serve as a BASICS facilitator
- An HD should serve on the overall Wellness Committee

SUMMER CONFERENCES and SUMMER STAFF SELECTION

Submitted by Colin Burns-Gilbert

- The summer operations performed well and hosted many impactful visitors that promoted UW-L and the Office of Residence Life, including, but not limited to: United States Secret Service, Upward Bound, WIAA State Track, UWL Athletics Camps, UWL Health Career Camps, UWL Continuing Ed Conferences, other smaller groups from around the Midwest, and many of our UWL International and summer students.
- The SA position was marketed and held an informational night.
- Over 20 applicants applied for the Summer Assistant position. All were current or former staff members. 11 were selected and accepted the position.
- Coordination of the hiring paperwork for the SAs was completed.
- The social and business meetings were coordinated during the academic year to plan for the summer was conducted. Summer Assistants were trained before the summer began so they could begin work right away.
- The position description and duties were updated.
- Troy and Sam have coordinated the logistics of summer, specifically the transition from the academic year to the summer.
- Troy made camp placements

STUDENT LEADERSHIP/GOVERNANCE

Various training and leadership growth opportunities have been mentioned via the G&D committee reports. Much of the training and developmental experiences occurred in the individual halls.

LEADERSHIP DEVELOPMENT IN THE DEPARTMENT

Leadership Coordinators Special Assignment submitted by Jackie Lee and Luke Visor

Overview:
The responsibilities of this Special Assignment include the following:
Coordinate departmental support/training for elected student leaders
Coordinate departmental leadership series
Provide support for the in hall Special Interest Groups (SIGs) initiative/development
Maintain the Core Leader Google Site
Advise the Leadership Development Committee (LDC) and oversee the planning of the Fall Leadership Conference
Work with University Centers to implement and enhance the campus-wide Leader Shape program
Work collaboratively with campus partners on various leadership initiatives
Assess the Leadership Program

**Core Leader Training**

Elected hall leaders (core leaders) have 3 formal trainings throughout the year: Camp Pepin in September, Mid-Year Training in January, and the Leadership Development Series held twice a month throughout the year.

**Camp Pepin**

This September 2015 training was coordinated by the former Leadership Coordinator, Megan Denison, and Chris Dikeman, as Jackie and Luke were not assigned to this special assignment yet.

Planning for Camp Pepin 2016 has begun as of April 2016. Changes for 2016 include not doing a high-ropes course at Camp Pepin but offering the on-campus high ropes experience for those who are interested, not placing professional staff in cabins with students, and expanding training to include a large-group orientation/welcome/overview for all core leaders before leaving for Camp Pepin on the Wednesday or Thursday beforehand. A list of additional brainstorming ideas and summer tasks can be found here: Z:\Committees\Leadership, Education Academics and Diversity (L.E.A.D)\Leadership Special Assignment.

**Mid Year Training**

The schedule can be found here: Z:\Committees\Leadership, Education Academics and Diversity (L.E.A.D)\Core Leader Training\2015-2016\January 2016

The In Hall Training Guide that was given to each HD/AHD can be found here: Z:\Committees\Leadership, Education Academics and Diversity (L.E.A.D)\Core Leader Training\2015-2016\January 2016

A summary of feedback and recommendations for the future can be found here: Z:\Committees\Leadership, Education Academics and Diversity (L.E.A.D)\Leadership Special Assignment\2015-2016\Core Leader Training\Summary of Feedback_Mid Year Training.docx

**Leadership Development Series**

On a typical month, there were two Leadership Development Series (LDS). The first LDS each month was specifically for core leaders, the second was open to everyone on campus. During fall semester, professional staff coordinated each LDS, during spring semester, the Leadership Development Committee coordinate the sessions.

**LDS Schedule for 2015-2016:**

- September - None
- October - StrengthsQuest, presented by Megan Denison (10/7)
- December - Reflection, presented by Chris Dziekan (12/2)
- January - None
- February - Creative Problem Solving, presented by Lisa Weston (Feb. 3) & Calling In/Calling Out, presented by Christian Noriega (2/17)
- March - Mine Field/Marshmallow Challenge, presented by LDC (3/2)
April - Wilderness Activity, presented by LDC (4/4) & Parks and Rec and Leadership, presented by Luke Visor and Hayley Powers (4/20)

Recommendations for Next Year:
- Advertise the LDS that are open to the entire campus in advance
- Use campus partners to help present information/lead sessions
- Focus on team building during core leader specific sessions, particularly in Fall semester

Student Interest Groups (SIGs)
This initiative was primarily coordinated in-hall, but Luke/Jackie monitored the centralized Google spreadsheet that collected SIG information.

Recommendations for Next Year:
- Teach HDs how to automatically be notified when a SIG request is submitted through the centralized Google form (so the form does not need to be monitored by Jackie/Luke solely).

Core Leader Google Site
The materials from each Leadership Development Series and Mid-Year Training were uploaded to the Google Site and core leaders were encouraged to utilize this resource.

Recommendations for Next Year:
- Promote this resource to core leaders (many still didn’t know it existed or how to use it) by the end of the year.

Leadership Development Committee
- General Goals/Visions
  - Open to anyone interested in leadership development (both on campus and off)
  - Plan a successful Fall Leadership Conference
  - Coordinate Spring Leadership Development Series
  - Develop our own leadership goals and help others to develop theirs
- Membership:
  - Evan Mol
  - Amolia Schumacher, Spring only
  - Cheyanne Massie
  - Gretchen Quinn
  - Montanta Fender, Spring only
  - Morgan Worachek
  - Nichole Banfield, Spring only
  - Rachel White
  - Takala Polster, Fall only
  - Joey Fedor
- Recruitment Strategies (ideas for the future)
  - Butcher block publicity for lobbies
  - Posters for lobbies
  - Personal invitations
  - All hall emails
  - Facebook group
  - RHAC reports for hall councils
  - Speaking at NRHH
Fall Leadership Conference (December 5th, 2015)
- The Fall Leadership Conference is a conference created by students, for students. Up until recent years, the conference occurred in the spring semester; however, the last five years the conference occurred in the fall semester.
- In the past the committee has elected Co-Chairs for the Fall Leadership Conference in the first few weeks of the semester. For the fall 2015 conference, we did not have conference chairs. The group wanted to split responsibilities between everyone and give updates on all committees each week.
- The theme for the conference was The Journey is the Destination. In the previous years, the themes have been Explore Your Leader Side, Fifty Shades of Leadership, Greener Leading, and Gym, Tan, Lead, and Lead Me to the Beach.
- The committee created subcommittees to handle the following assignments:
  - Marketing
  - Public Relations
  - Food & Decorations
  - Programs & Logistics
- This year, we had Scott Dickmeyer as our keynote speaker and Hunter Lisko as our student speaker.
- This is the fourth year we have utilized Centennial Hall. The large auditoriums were utilized for the keynotes, the Hall of Nations was used for lunch, and breakout sessions were all in classrooms on the second floor. Special coordinating was a hassle that needed to be accounted for in using HoN for lunch. Work with Dining and Reservations in advance.
- Conference feedback and all documents (schedule, presenters, etc.) can be found here: 
  - Z:\Committees\Leadership, Education Academics and Diversity (L.E.A.D)\Leadership Development Committee (LDC)\2015-2016
- The 2016 Fall Leadership Conference will be held on Saturday, November 19th and professional staff have been informed. Room reservations have been requested and our under Chris Dziekan’s name.

LDC Facebook Page

- Selected the ‘Rising Star Award’ for RHAC Awards Night in April 2016
- Bought 50 LDC t-shirts (currently in Fort Knox) to be used for recruitment purposes
- Co-Sponsored Center for Leadership, Involvement, and Graphics SOAR Banquet and speaker (Tracy Knofla, *The Over Involved Leader*)
- Committed $250 to sponsor James Loewen coming to campus in October
- All meeting notes and other documents for LDC were shared via a Google folder that has been downloaded to HD Share.

Budget:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLC - Catering (breakfast &amp; 175 boxed lunches w/beverages)</td>
<td>$2,008.85</td>
<td>UWL Catering</td>
</tr>
<tr>
<td>FLC - Swag (compasses)</td>
<td>$84.16</td>
<td>Amazon</td>
</tr>
<tr>
<td>FLC - Publicity</td>
<td>$54.00</td>
<td>DigiCopy</td>
</tr>
<tr>
<td>FLC - Speaker Recognition</td>
<td>$26.84</td>
<td>UWL Bookstore</td>
</tr>
</tbody>
</table>
Recommendations for Next Year:
- Reach out to former committee members, many have shown an interest in joining the committee again (students who live off-campus may still join)
- Focus on personal leadership development and growth with members
- Be strategic about ways to use the LDC budget
- Create set LDC responsibilities for each semester to help in recruitment and productivity (i.e. fall is Fall Leadership Conference and ______), spring is LDS and ________).

**LeaderShape**

Chris shared that it would be a possibility for Jackie and/or Luke to work with LeaderShape but those opportunities did not arise.

**Campus Partners**

We occasionally sought out campus partners to assist with presenting LDS sessions.

**Assessment**

For many initiatives there was an assessment piece that went with them. Everything is saved on HD Share or with Chris Dziekan.

**General Suggestions for Leadership Development Coordinators in the Future:**
- Create a year-long plan at the beginning of the year with overarching goals
  - Create goals and/or learning objectives for core leaders in regards to training and the Leadership Development Series
  - Have a complete understanding of the purpose of Camp Pepin and supporting goals and/or learning objectives and articulate those to the professional staff
- Create a consistent meeting schedule with agendas and ensure proper documentation with the Leadership Development Coordinators and Chris Dziekan.

**Leadership development in the department**...submitted by Chris)

This was the second year that the Office of Residence Life continued to implement the new leadership development model. The model encourages students to get involved in a variety of different ways including both short term and long term opportunities. The model has a lot of flexibility in each hall as long as the following guiding principles/values are incorporated:

**Principle/Value #1: Student Voice**
- Students determine who represents and leads them
- Students determine how their money is spent
- Students are encouraged to articulate and act on what matters to them

**Principle/Value #2: Student Learning**
- Students are supported in achieving academic success
- Students can articulate their personal growth
- Students are encouraged to think critically
Principle/Value #3: Student Responsibility
- Students learn how to make decisions and accept the ramifications of those decisions
- Students learn how to problem-solve
- Students learn how to evaluate commitment levels and follow through once commitments have been made
- Students learn how to manage positive and negative life events

Principle/Value #4: Student Experience
- Students have the opportunity to practice new skills and ways of being and doing with minimal negative consequences
- Students have the opportunity to make mistakes and learn from them versus being defeated by them
- Students have the opportunity to explore who they are and what they stand for
- Students have the opportunity to interact with and create positive relationships with those who are different from them

Principle/Value #5: Increased Student Engagement
- Students are able to get involved with minimal barriers
- Leadership opportunities are inclusive
- Varying levels of leadership engagement are offered

With these guiding principles in mind, the following changes were implemented:

- The Student Interest Groups (SIGs) were more heavily promoted this year. Seventy-six SIGs were created in the halls with some examples being: Koloring for Kids, Vegetarian Cooking, American Horror Story, Werewolf/Mafia Mania, and Dodgeball.
- The monthly Leadership Series sessions were more thoroughly developed. Please refer to the listing in the section above for the various topics.
- ORL continued to collaborate with campus partners to promote leadership development opportunities like LeadersShape, the SOAR Above Summit, bringing in Tracy Knofla, etc.
- The department used a hybrid of legacy and living constitutions. Halls could amend their old constitution or come up with a totally new one based on need.
- Chris Dziekan participated in the United with Leadership project to examine the various ways leadership manifests on campus. The ultimate goal of the United with Leadership group is to find out what exists, parse out some common themes, and then use these themes to guide and inform future UWL leadership practices.
Life Skills

- Committee of RESIDENCE HALL ASSOCIATION COUNCIL

RHAC Executive Officers

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Bridget Fish</td>
</tr>
<tr>
<td>Vice President - Administration and Operations</td>
<td>Sarah Rademacher</td>
</tr>
<tr>
<td>Vice President – University Affairs</td>
<td>Erynn Hoff</td>
</tr>
<tr>
<td>Secretary</td>
<td>Nicole Shaffer</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Stephanie Drefahl (Fall) Aidan Murphy (Spring)</td>
</tr>
<tr>
<td>National Communications Coordinator</td>
<td>Amanda Fabry</td>
</tr>
<tr>
<td>Senator</td>
<td>Madison Bentdahl</td>
</tr>
<tr>
<td>Senator</td>
<td>Patrick Brever (Fall)  Max Gietzen (Spring)</td>
</tr>
<tr>
<td>PR Coordinator</td>
<td>Emily Clement</td>
</tr>
<tr>
<td>NRHH/RHAC Liaison</td>
<td>Execs Rotated</td>
</tr>
</tbody>
</table>

Leadership Series: Formal, Targeted Engagement

- Time Commitment: Intermediate
- Benefits: Curriculum Driven, Needs-Based

Core Leaders: Formal, Selective Engagement

- Time Commitment: Long-term
- Benefits: Allows for Mentoring Relationships

Campus Opportunities: Varied Engagement

- Time Commitment: Varies
- Benefits: Needs Based
- Examples: LeaderShape, Greek Life

Student Interest Groups (SIGs): Informal, Broad-Based Engagement

- Time Commitment: Short to Long
- Benefits: Fluid, Needs-Based

Breadth of Engagement

Depth of Engagement

RESIDENCE HALL ASSOCIATION COUNCIL
RHAC Advisors

<table>
<thead>
<tr>
<th>Central Staff Advisor</th>
<th>Chris Dziekan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Advisor</td>
<td>Dylan Kersten</td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td>Scott Thibault* (Fall) Mitch Kennedy* (Spring)</td>
</tr>
</tbody>
</table>

*=Scott Thibault left in October, Mitch Kennedy served as an undergraduate advisor for the remainder of the year

RHAC Representatives (F=fall, S=spring)

<table>
<thead>
<tr>
<th>Angell Hall:</th>
<th>Adele Parks (F)</th>
<th>Bradley Elvaker (F)</th>
<th>Holly Ven Roy (S)</th>
<th>Sarah Herkert (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coate Hall:</td>
<td>Easton Gaber</td>
<td>Emily Faivre</td>
<td></td>
<td></td>
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<tr>
<td>Drake Hall:</td>
<td>Emilia Infante</td>
<td>Jenna Ives (F)</td>
<td>James Litaker (S)</td>
<td></td>
</tr>
<tr>
<td>Eagle Gray:</td>
<td>Hoang Nguyen</td>
<td>James North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eagle Maroon:</td>
<td>Hailie Gerovac</td>
<td>Kaylea Latal (F)</td>
<td>Nichole Banfield (S)</td>
<td></td>
</tr>
<tr>
<td>Hutchison Hall:</td>
<td>Hannah Manders</td>
<td>Michelle Homann</td>
<td></td>
<td></td>
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<tr>
<td>Laux Hall:</td>
<td>Elise Burns (F)</td>
<td>Montana Fender</td>
<td>Natalie Burgess (S)</td>
<td></td>
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<tr>
<td>Reuter Hall:</td>
<td>Vacant (F)</td>
<td>Vacant (F)</td>
<td>Sarah Hoefer (S)</td>
<td>Ben Timmerman (S)</td>
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<tr>
<td>Sanford Hall:</td>
<td>Hayden Webber</td>
<td>Annie Ottman</td>
<td></td>
<td></td>
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<tr>
<td>Wentz Hall:</td>
<td>Matthew Mulroy</td>
<td>Mati Strasser (F)</td>
<td>Mary Franitza (S)</td>
<td></td>
</tr>
<tr>
<td>White Hall:</td>
<td>Michael Anderson (F)</td>
<td>Takala Polster</td>
<td>Morgan Borchardt (S)</td>
<td></td>
</tr>
</tbody>
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Residence Hall Association Council (RHAC) had a very productive and successful year. What follows is a brief listing of their accomplishments:

- The executive board held a summer business meeting in July 2015 in Eagle Hall to plan and prepare for the upcoming year.
- RHAC held several successful fundraisers throughout the year including poster sales, linen sales and grub tubs.
- The group donated $15,000 to a scholarship established in Dr. Nick Nicklaus’ name.
- RHAC planned two leadership retreats for the RHAC representatives that focused on parliamentary procedure, group dynamics, leadership styles, goal setting, time management, etc.
- The executive officers hosted Res Life Games. This was a fun campus-wide Olympics to promote friendly competition and hall spirit.
- ARC planned four major events throughout the year. They planned Campus Game Night, the Winter Formal (a non-alcoholic event held at the La Crosse Center which was attended by 450+ students), a campus-wide Grocery Bingo and the Residence Life Awards and Recognition Night (an annual event held in late April).
- Specific Issues (SI) Education hosted two educational programs. The first was the RHAC Bike Bonanza. This was a program about bike safety. The second program was ReLAX, a program about stress and mental health!
- Specific Issues (SI) took a research trip in the fall to UW-Eau Claire and in the spring to UW Oshkosh.
- Each representative served on a campus-wide committee including but not limited to the Dining Services Committee, SAPA, the Leadership Development Committee, the Broadening Horizons Diversity Committee, Active Minds, etc.
- The organization drafted and approved a resolution against concealed carry on college campuses in Wisconsin.
- The group sent 80+ students to various state, regional and national leadership conferences.
- RHAC ended the Collegiate Readership Program with USA Today after the Student Association ending its funding of the program.
- RHAC made a constitutional amendment to combine the two VP positons into one VP position moving forward.
- RHAC decided to open up a SFO account on campus.
• RHAC decided to end the 20+ year Grub Tub program due to factors such as student workloads, decreasing profits, stress on the treasurer, etc. The group voted to begin a care package program with On Campus Marketing effective for the fall of 2016.
• The group allocated over $2,500 in program aid to the eleven residence halls for campus-wide programming.

CAROL BASSUENER CHAPTER NATIONAL RESIDENCE HALL HONORARY (NRHH)

Executive Officers 2015-2016

President Alex Miller
Vice President Jack Rettler
Secretary Betsy Katschke
Finance and Fundraising Coordinator Ryan Hoye
Service Coordinator Beau Sandleback (Fall) / Michelle Juza (Spring)
OTM Coordinator Jacob Sparks
Communications Coordinator Caitlynn Hinytzke

Chapter Members 2015-2016

Betsy Katschke Claire Howard Jacob Sparks Michelle Juza
Adele Parks Dylan Jester Jenna Schiewer Rachel Gallo
Alexander Zoroufy Emilia Infante Joseph Prekop Ryan Hoye
Alyssa Braun Emily Meissner Julie Petak Spenser Garcia
Andrea Coxey Gabrielle Brosius Katelyn Flynn Tayler Farrington
Beau Sandleback Haley Zangl Kaylea Latal Alexandra Miller
Bridget Fish Hannah Phillips Matthew Mulroy
Brody Fanshaw Jack Rettler
Caitlynn Hinytzke Jacob Schimmel Michael Long

Advisors
Patrick Heise, Assistant Director of Residence Life
Luke Visser, Laux Hall Director

Executive Members 2016-2017

President: Bridget Fish
Vice President: Kaylea Latal
Communications Coordinator: Michael Long
Finance and Fundraising Coordinator: Kathryn Draper
Of The Month (OTM) Coordinator: Amolia Schumacher
Service Coordinator: Kara Blumer
Secretary: Claire Howard

New Inductees for 2016-2017

Madeline Kittleson Amolia Schumacher Easton Gaber
Kara Blumer Zoe Hodges Emily Faivre
Madison Bentdahl Keegan Lang Megan Picha
Kathryn Draper Leslie Scheurer Erynn Hoff
Honorary Members (Selected by the Chapter)

Deb Miller, ORL Administrative Assistant (Retired March 2016)
Hayley Powers, Wentz Hall Senior Resident Assistant
Julie Fuerbinger, Coate Hall Resident Assistant

NRHH Service Hours

The total amount of service hours completed by the Chapter was 162 hours. The events that NRHH students provided service included:

- La Crosse Symphony: Coat Check
- Solo and Ensemble
- Trash Up Tuesday
- Salvation Army Meals
- Children’s Museum: Easter Egg Hunt
- Volunteer Week
- St. Baldricks
- Be a Match
- Earth Day Clean Up
- RHAC Blood Drive
- Kane Street Garden
- Grandad Half Marathon

Campus Recognition

Recognizing the achievements was a priority for the students of the organization. The following areas/people were recognized by NRHH for proudly serving students at UWL:

- 6 Offices were recognized by NRHH for the contributions to campus. The award is called Out of the Blue Award. Those offices/people recognized were: Career Services, Chartwells, ORL Housekeepers, Recreational Eagle Center and SEEDS.
- Members of NRHH also surprise decorated several offices of staff with balloons, streamers, cards and some favorite foods during our Wednesday Evening Meetings. Those staff that appreciated were Shane Springer and Kayla Lentz (Coate Hall Director Staff), Carol Beckerjeck and Deb Miller (ORL Administrative Professionals), Paul Knudson (Dean of Students) and Nick Nicklaus (Director of Residence Life)
- Members of NRHH were given cards of appreciation to be able to give to a Professor that they would like to appreciate.

Additional Initiatives for 2015-2016

- NRHH worked for a 2nd straight year with members of the Professional Staff to create a Service Day during Winter Training for all student staff and core leaders. This proved to be a great partnership and a success.
- NRHH had a spring semester retreat that took place at Patrick Heise’s home.
- Several constitutional updates were made. A new position was considered for the Exec Team that would be responsible for creating social activities. It would be named L.I.S.A. (Leader in Social Activities). The Exec Team decided to table it for another year.
- Four teams were used within the chapter to do the bulk of the work, (service, recognition, fundraising, and the programming, events, and promotion (PEP) committee).
- Academic Achievement Pins were given out to NRHH Members who reached their own GPA Goal for Fall Semester.
- Induction took place on Sunday, April 17, 2016 in Port O’Call Cartwright Center. NRHH members were present along with new inductees and honorary members. Theresa Luennsmann was the Keynote
Speaker. Ryan Hoye, Alex Miller, Caitlynn Hinytzke and Andi Coxei were awarded the Carol Bassuener scholarship of $250 each. The Ruth Kurinsky Exemplary Member Award went to Joey Prekop. Ruth Kurinsky was in attendance. Induction was organized by the PEP committee.

- The Fundraising Team worked more diligently to create a sustainable funding stream for NRHH. They are in the final stages of design of a calendar that would be sold to parents of Residence Hall Students.
- As always, NRHH worked on continuing the positive image created for the organization and strived to create more awareness on campus, not just within the residence halls.