OFFICE OF RESIDENCE LIFE 2014-15 ANNUAL REPORT

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

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STUDENT LEADERSHIP/GOVERNANCE
Office of Residence Life
Organizational Chart 2014-2015

Dr. Nick Nicklaus
DIRECTOR OF RESIDENCE LIFE

Troy Richter
ASSISTANT DIRECTOR
- Badges
- Selection
- Operations
- Summer Camps & Conferences
- Front Desk Program

Mike Heal
FACILITY REPAIR WORKER ADV.

Randy Otto
FACULTY SPECIALIST ADV.

John Laffey
MOVES/RECEIPT/RECESSIONSUPERVISOR

Chris Dziekan
ASSISTANT DIRECTOR
- Living/Learning Communities
- RHAC Advisor
- Leadership, Training, & Development
- Multicultural Liaison

Graduate Assistants
- Nick Thuct-Petkovitch
- Kayla Lenz
- Nicole Bushway
- Meng Yang

Patrick Heise
ASSISTANT DIRECTOR
- Area Coordinator
- Student Staff Training & Development
- NRHH Advisor
- Special Projects

April Handtke
ASSISTANT DIRECTOR
- Area Coordinator
- Computer Network Coordinator
- HD Training & Development
- Committees Coordinator
- Programming

Doug Kuenn
ASSISTANT DIRECTOR
- Housekeeping
- Facilities
- Long-range Facility Planning

HALL DIRECTORS
- Amanda Hoyman
- Sara Tienhaara
- Lee Lasley
- Will Harmon
- Sam Pierce
- Jude Lagota
- Megan Denison
- Eagle Gray
- Eagle Marcon
- Semors
- Rouer
- Rouer AHD
- Drake
- Wertz

Technology & Development Coordinator
- Jordan Harme

IS Business Analyst
- Jordan Harme

Computer Interns
- Andrew Hanrathan
- Cameron Aria
- Jordan Harme
- Ian Cichy

University Services Associates
- (Report to Nick Nicklaus)
- Carol Beckerjeck
- Deb Miller

Student Assistant
- (Report to USA’s)
- Ali Ward
- Alice Feest
- Dan Sheridan
- Grace Mortenson

HALL DIRECTORS
- Colin Burns-Gilbert
- Ashleigh Williams
- Marissa Becker
- Jamie Arcia
- Bailey Steckle
- Allyson Platnor
- Maggie Britt
- Kristen Andrews
- Laux
- Angel
- Angel AHD
- Coate
- Coates AHD
- Hutchinson
- Hutchinson AHD

Computer Interns
- Andrew Hanrathan
- Cameron Aria
- Jordan Harme
- Ian Cichy

Housekeepers
- Cindy Davis
- Mark Harris
- Linda Chitwood
- Patti Lesky
- Kenneth Miller
- Jon Veshart
- Cathy Fowler
- Jonathan Henry
- Mary Miller
- Angel
- Angel
- Angel
- Drake
- Drake
- Drake
- Eagle
- Eagle
- Eagle
- Matt Nuttal

OCCUPANCY

Argell Hall 12 RAs, 1 DC, 2 HKs
Crane Hall 12 RAs, 1 DC, 2 HKs
Drake Hall 8 RAs, 1 DC, 2 HKs
Eagle Gray 8 RAs, 1 DC, 4 HKs
Eagle-Marcon 6 RAs (4 shared)
Hutchison Hall 12 RAs, 1 DC, 2 HKs
Laur Hall 8 RAs, 1 DC, 1 HK
Reuter Hall 8 RAs, 1 DC, 2 HKs
Senior Hall 8 RAs, 1 DC, 1 HK
Wertz Hall 8 RAs, 1 DC, 1 HK
White Hall 8 RAs, 1 DC, 1 HK

Total occupancy numbers do not include overflow space.
Note: Resident Assistants and Desk Coordinators Report directly to the Hall Director.
STAFF PHONE LISTING
2014-15 ACADEMIC YEAR,
SEMESTER 1

CENTRAL STAFF
Nick Nicklaus, Director
Chris Dziekan, Asst Director – Ldrshp/Edu
April Handlke, Asst Director – Area Coord
Patrick Heise, Asst Director – Area Coord
Doug Kuenn, Asst Director – Facilities
Troy Richter, Asst Director – Operations

Gary Heilman, Housekeeping Supervisor
Randy Otto, Facilities & Maintenance

Carol Beckerjeck, Univ Services Associate
Deb Miller, Univ Services Associate
Amanda Schultz, Office Assistant

ANGEll HALL (15)
HD Ashleigh Williams........Office: (608) 785-8081
AHD Marissa Becker........Office: (608) 789-2147
HK: Cindy Davis and Mark Harris.........Room 5
Front Desk..................................789-2100

DC 138 B Kyla Motoney
130 A Nicole Dexter*.
202 A Margo Dieck
102 A Dylan Jester
402 A Morgan Kolinski*
438 A Kelsey Kotecki.
138 A Sarah Lang*
302 A Darcy McGinn*
330 A Beau Sandieback
230 A Tyler Sarbacker*
338 A Zoe Simon*
450 A Michael Tomkinson
238 A Olivia Yorton

COATE HALL (15)
HD Lisa Jicinsky.........Office: (608) 785-8083
AHD Bailey Stockbauer...Office: (608) 789-4140
HK: Linda Chitwood Patty Lesky..........Room 17
Front Desk..................................789-4100

DC 103 B Krystle Thomas
203 A Andie Coxey*.
239 A Nicole Fronke
439 A Julie Fuerbringer
303 A Kimberly Houe
103 A Mackenzie Ista*
331 A Austin Greenwood
231 A Lucas Levendoski
339 A Emily Neuser
131 A Emily Piachalka
403 A Emily Sander
147 A Anthony Trahan*
341 A Jeddah Venner*

DRAKE HALL (10)
HD Jude Legiste........Office: (608) 785-8084
HK: Jim Lawrence and Jon Voshart.........Room 3
Front Desk..................................789-2200

DC 301 A Jacob Larey**
413 A Tyler Dremskus*
113 A Ryan Hoye
121 A Ellen Maloney
213 A Samuel Mason*
421 A Emily Poniek
321 A Taylor Schaller*
221 A Brianna Stultz-Kozik*
313 A Keaton Unrein

EAGLE HALL - GRAY (10)
HD Amanda Hayman.........Office: (608) 785-8082
HK: Jon Layfiey and Cathy Fowler.........Room 22
Front Desk..................................789-2700
406 B Michael Ampomah*
308 B Aubrey Anderson
506 B Jeffrey Becker

408 A Kandyce Dunlap*
508 A Justin Helmka**
208 A Zachary Kliester
206 B Emily Meissner
306 B Alex Mrotek*
106 B Rachel Nasby

EAGLE HALL - MAROON (11)
HD Sara Tienhaara........Office: (608) 785-8089
HK: Mary Miller and Jonathan Heny........Room 22
Front Desk..................................789-2700
DC 522 A Freeman Linde*
524 A Victoria Brown
424 A Boyd Decker*
422 B Michelle Haideman
124 A James Hamilton
224 A Spencer Meinholz*
522 B Andrew Pitney
222 B Hayley Powers*
322 B Kathryn Skora**
324 A Jordan Zoroufy*

HUTCHISON HALL (15)
HD Allyson Plassner........Office: (608) 785-8085
AHD Megan Britt........Office: (608) 789-2548
HK: Angie Kvalheim and Linda Pederson...Rm J8
Front Desk..................................789-2500

DC 110 B Amanda Guice*
318 A Nicholas Adams*
110 A Molly Davies
142 A Chris Fanour
210 A Savannah Flood*
418 A Spencer Garica
118 A Erin Gyoetoku
216 A Alan Holverson
310 A Sophia Noguer
246 A Mackenzie Ray
410 A Kacy Rozwadowski*
346 A Allison vonBrevem

LAUX HALL (10)
HD Colin Burns-Gilbert........Office: (608) 785-8086
HK: Kathleen Collins.............Room J
Front Desk..........................789-2400

DC 428 B Bridget Kisting
428 A Sadee Eastick**
310 A Michael Haas
110 A Roland Hernandez*
210 A Allyson MacPherson*
228 A Shelby Nellis*
328 A Daniel Sheridan*
123 A Stuart Swanson
410 A Rebecca Schwartz

REUTER HALL (12)
HD Will Harmon........Office: (608) 785-8087
AHD Sam Pierce........Office: (608) 789-2658
HK: Greg McCabe Matt Nuttelman........Room 63
AHD office..........................789-6990

Front Desk..........................789-2600
DC 104 A Haley Cassidy
111 B Elaine Anderson
513 B Cody Anderson*
211 B Austin Baar*
111 A Scott Beraa
313 A James Groh*
213 A Jenna Hensley
413 A Carlie Hoop*
411 B Calvyn Hinytze
311 B Abigail Kirchar

SANFORD HALL (10)
HD Joe Lesley........Office: (608) 785-8088
HK: David Clements........Room 12
Front Desk..........................789-2800
DC 116 B Kristin Kotzer*
318 B Steven Abbott-Gaudynski
209 A Lindsay Kelpinski*
118 A Cara Mackesey*
309 A Ashley Meyer
409 A Evan Mol
218 A Jason Frederick
418 A Elizabeth Palopol*
117 A Katherine Svitavsky*

WENTZ HALL(10)
HD Megan Denison........Office: (608) 785-8556
Keith Gilbert...............Room 20
Front Desk..........................789-4200
DC 333 A Jason Chambers*
210 A Samantha Brasier*
333 A Jason Chambers
310 A Paul Gaska
410 A Carl Johnson
110 A Orly Lewis
228 A Katherine Nedorowski*
123 A Jack Rettler
428 A Sarah Sandquist*
328 A Derek Zimmerman**

WHITE HALL (10)
HD Kirsten Andrews........Office: (608) 785-8557
HK: Kevin Frase........Room J13
Front Desk..........................789-4300
DC 422 B Kaylin Robbins
222A Gabrielle Brosus*
407 A Karley Clayton*
121 A Luke Ham* 
107 A Adam Klein
307 A Mathieu LaVigne
207 A Alexandra Miller
322 A James Rau
422 A Kayle Reagan

RHAC/NRHH Office........Office: (608) 785-8107
Coate Advising Center........Office: (608) 789-6986

* Retunners ** Senior Staff 6/5/2015
STAFF PHONE LISTING
2014-15 ACADEMIC YEAR,
SEMESTER 2

CENTRAL STAFF
Nick Nicklaus, Director
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403 A Emily Sander
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431 A Jake Deviley

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AHD Sam Pierce………………Office: (608) 789-2658
HK: Greg McCabe Matt Nuttelman…………Room 63

GRADUATE ASSISTANTS
Meng Vang……………………..Office: (608) 785-8106
Nick Thoul-Petkovich…………Office: (608) 785-8106
Kayla Lentz……………………Office: (608) 785-8969
Nicole Bushway………………Office: (608) 785-8969

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Keith Gilbert………………….Room 20
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210 A Mykala Konrady
333 A Jason Chambers
310 A Paul Gaska
410 A Tawnee Christians
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228 A Elizabeth Staveness
123 A Jack Retter
428 A Sianne Haakenson
328 A Daniel Traverzo

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407 A Karley Clayton*
121 A Luke Hans*
107 A Adam Kleinman
307 A Mathieu LaVigne
207 A Alexandra Miller
322 A James Rau
422 A Kayle Reagan

RHAC/NRHH Office (608) 785-8107
Coate Advising Center (608) 789-6966

* Returners ** Senior Staff
6/5/2015
MISSION STATEMENT

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:

• International Education (www.uwlax.edu/oie)
• Office of Multicultural Student Services (www.uwlax.edu/omss)
• Disability Resource Services (www.uwlax.edu/drs)
• 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. Please contact the Director of Residence Life (608) 785-8075, or by clicking below prior to your contract due date to discuss options.

Residence Life

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 (GLBTQQA). This center is a primary campus resource and advocacy office for GLBTQQA 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 2014-15

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

To involve students in maintaining a fiscally sound budget for 2014-15 and develop a budget for 2015-16 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. While we understand the need to pay our fair share, it remains unfair for the 3500 students in the residence halls to pay for services which are used by ALL students. The concept of “all money is green” and the policies/practices coming out of Madison are harming our sense of fiscal responsibility. In addition, due to the UWS budget being reduced, we are being asked to contribute $230,000 to assist in covering the deficit we are facing at UWL.

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 out 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.

The approved plan by the Enrollment Management Council to make all of Eagle triples has been positive both for a student success/persistence standpoint as well as a positive impact on the housing demands in our traditional halls by minimizing the need for extended housing in regular double rooms.

We remain above occupancy projections which is good for our bottom line and we continue to work with continuing education and athletics to enhance our summer conference offerings. With the addition of a new
central staff member, these summer conference collaborations have been put in place and while it seemed promising, our summer conference programs seem to be diminishing. Aside from WIAA track, all conferences are being held in the three air conditioned halls (Reuter, Eagle Maroon, and Eagle Gray).

One of the items which continues to be deferred is the development of a master plan for the eight traditional halls. While a program statement has been submitted as a place holder at the state level, more detailed conversations need to take place as a 10 year plan is developed and subsequently implemented. I am pleased to report that in late May we were informed that a plan to conduct a residence hall assessment project has been approved with the award of this project going to Eppstein Uhen.

**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.

We participated in the EBI (Educational Benchmarking) survey during November 2014. The results from this survey provided us with much data relative to our student satisfaction of living in the residence halls. Data 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 (see this section later in this report). 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 2015.

**To effectively plan for and address personnel changes.**

Personnel changes continue to impact our program. For 2014-15 we had 3 new hall directors, 3 new office graduate students, 2 new assistant hall directors, 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. For 2014-5-16 we will have 5 new hall directors, 3 new graduate students and 2 new AHDs who will be in their second year of study.

In October 2014, we were given approval to hire two new assistant director positions in ORL for 2015-16 but with the budget situation, these two positions were pulled but we were able to hire a new central staff member with a title of Student Services Coordinator starting July 1. This position will permit us to expand our departmental foci while taking some responsibilities off of each of the current central staff members through a shifting of responsibilities/tasks.
To revise and design implementation 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. 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 2015-16.

To continue to address our summer program.

We have made good progress in establishing contact with staff in Continuing Education (CE) as we move forward in our attempt to provide housing for camps/conferences that will be here during the summer. We restructured our summer prostaff responsibilities and a hall director, Colin Burns-Gilbert, is working with Troy Richter to hire and supervise our summer student CAs (Conference Assistants). The increase in summer camps/conferences has yet to materialize but we continue to partner with CE. 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 2014-15, increased communication among the prostaff, and help in addressing student/parent calls regarding room placement and roommate problems.

By providing all rooms in the traditional halls with loftable beds we enhanced move in and the room environment by providing students with room set up flexibility. In addition, this also saved students money.
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) in Madison and the Midwest Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTAAC) in Normal, Illinois.

We were well represented on the institutional Trans* task force and the residence life facility sub-committee. A detailed report of these comities is available through ORL.

A following proposal was submitted to eliminate Regent Policy Document 24-1 which would permit our campus to move forward with plans to provide housing for individual student gender identity issues:

As you are aware, for the past two years UWL has been involved in a series of meetings, committees, and task forces to make our campus more TRANS* friendly/accommodating. One area of particular importance is residence life. While we have inclusive housing in our apartment style residence hall, this option should be available in our traditional halls due to the cost differential ($1,850) in these two living environments. The residence life task force has made several recommendations to affirm students’ individual gender identities.

The biggest challenge we face in acting on these recommendations is the current UW system policy on Coeducational Housing. It is unclear how we advance our initiative in creating Gender Inclusive Housing in traditional residence halls with this policy from 1972. The policy reads as follows:

Regent Policy Document 24-1 (formerly Regent Policy Document 72-4)

Coeducational Housing

All previous rules and regulations concerning coeducational housing promulgated by the Board of Regents of the University of Wisconsin and the Board of Regents of State Universities are rescinded. Coeducational housing in the University of Wisconsin System, as implemented under the conditions of this policy, shall be construed to mean men and women occupying separate living areas by floor or room. Each university chancellor, as appropriate, may designate for coeducational housing a number of residence hall rooms sufficient to meet the desires of those who choose to live in coeducational housing. Adequate provision shall be made for those who do not wish to live in coeducational housing. It shall be the responsibility of each chancellor who elects to implement coeducational housing to provide such supervision and direction as is required in order to insure that a suitable environment for study and learning prevails; and that minor students (under 18 years of age) must have parental consent in writing to live in a coeducational housing unit. The public lounges and desks, service, and recreation areas will be shared in designated coeducational housing areas.

Any exception to this policy must come to the Board of Regents for consideration as a recommendation of the chancellor and the President of the University System. Adopted 4/7/72.

It is my recommendation that we request that this document be rescinded and replaced with the simple statement:

"It shall be the responsibility of each chancellor to implement housing policies which will affirm students’ individual gender identities and insure that suitable environments for living, studying and learning exist."
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.

**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 publically 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 appraised.

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.
10. 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.
11. Ensure that customer service practices at your front desk are exemplary.
12. 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, out of town, etc.
- 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

FY 15 End of Year Report
Submitted by Troy Richter
May 19, 2015

During my third year of budgeting, the Office of Residence Life budget continues to be “right sized”. I am very appreciative of Kristin Stanley as she continues to provide excellent advice and assistance. For FY 16, I will work with Kristin to create separate accounts for the various areas of Residence Life so that I can more accurately monitor budgets and spending. We will have accounts for things like RHAC, HD Search and Screen, RLIS, etc. 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 and were included in discussions and exercises to help identify ways to reduce our budget.

Budget Highlights
- Room rates for all halls will remain the same for FY 16.
- Occupancy rates continued to exceed our expectations.
- Introduced budget templates for all central staff to use in building their individual budgets
- Served on Joint Planning and Budget during a very lively budget season.

Budget Lowlights
- Denial of a new residence hall on campus.
- Stalled process of hiring a consultant to do a facilities study on our traditional halls.
- Lack of ability to build reserves for renovations or new construction.
- Increased funding of non-ORL functions.

<table>
<thead>
<tr>
<th></th>
<th>FY 13</th>
<th>FY 14</th>
<th>FY 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$12,601,702</td>
<td>$12,928,572</td>
<td>$13,001,848</td>
</tr>
<tr>
<td>Expenses</td>
<td>$11,921,498</td>
<td>$10,780,585</td>
<td>$10,867,311</td>
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<tr>
<td>Encumbrances</td>
<td>$2,365,309</td>
<td>$3,909,347*</td>
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</table>
### Operating Net

<table>
<thead>
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<th></th>
<th>FY 14</th>
<th>FY15</th>
<th>FY16</th>
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<tr>
<td>Operating Net</td>
<td>$680,205</td>
<td>-$225,595</td>
<td>-$1,774,810</td>
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<tr>
<td>Prior Cash Balance</td>
<td>$3,383,546</td>
<td>$4,275,127</td>
<td>$4,177,170</td>
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<tr>
<td>Cash Balance</td>
<td>$4,275,127</td>
<td>$4,036,950</td>
<td>$2,402,360</td>
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</table>

*This data is based on 5/19/15 information.*

*Projected encumbrances to include parking ramp transfer and projected expenses for May and June 2015.*

### Debt Service

Our debt service for FY 15 was $3,536,927 and is approximately 28% of our budget. We received some good news regarding our debt service. The Eagle Hall bond is a part of the Build America Bonds that receive Federal Interest Credits each year of the bond. Currently this is $400,000. This has been built into FY16 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. The decision to not build a new residence and the delayed process for getting a consultant to do a facilities study of our traditional halls hurts our ability to plan for our future including how much debt service is feasible.

### 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. This year we are dealing with our “excess balance” by funding the parking ramp additional levels. This was an agreement that was meant to be an exchange for the lot for the future residence hall. We will transfer the money now in order to be close to the 10% balance requirement. We will be transferring the entire $2,846,000 this year to help us with our reserve balance. This transfer will bring our balance down to approximately $2,000,000.

### Deferred Maintenance

This 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 $348,912 on projects and have encumbrances of an additional $277,452. We will continue to use this account to provide insight on the ongoing costs of maintaining our buildings. 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. Including the extra $232,000 chargeback that is required due to the budget cuts. 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. We lost a great worker and man when Jeff Maier died expectantly.

### Residence Life Chargebacks

<table>
<thead>
<tr>
<th></th>
<th>FY 14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Assessment</td>
<td>5,325</td>
<td>6,195</td>
<td>8,179</td>
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<tr>
<td>Common System</td>
<td>328,570</td>
<td>345,388</td>
<td>364,259</td>
</tr>
<tr>
<td>Category</td>
<td>2022</td>
<td>2023</td>
<td>2024</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Safety &amp; Loss Prev</td>
<td>9,775</td>
<td>9,885</td>
<td>9,362</td>
</tr>
<tr>
<td>OSER</td>
<td>16,691</td>
<td>18,096</td>
<td>18,593</td>
</tr>
<tr>
<td>PeopleSoft</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Auxiliary Chargeback</td>
<td>332,492</td>
<td>333,825</td>
<td>568,540</td>
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<tr>
<td>Municipal Serv</td>
<td>88,249</td>
<td>71,306</td>
<td>76,168</td>
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<td>Worker Comp</td>
<td>39,804</td>
<td>44,768</td>
<td>49,115</td>
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<tr>
<td>Liability</td>
<td>19,935</td>
<td>12,785</td>
<td>11,545</td>
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<tr>
<td>Property</td>
<td>67,441</td>
<td>153,034</td>
<td>298,747</td>
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<tr>
<td>WISMART</td>
<td>9,986</td>
<td>9,421</td>
<td>10,584</td>
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<tr>
<td>Work Center</td>
<td>299</td>
<td>281</td>
<td>985</td>
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<tr>
<td>WIAC</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Chargebacks</strong></td>
<td>918,567</td>
<td>1,004,984</td>
<td>1,416,077</td>
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<tr>
<td><strong>Other Cost Factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Network</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Fee</td>
<td>634,510</td>
<td>683,508</td>
<td>656,119</td>
</tr>
<tr>
<td>IT Auxiliary Positions</td>
<td>22,662</td>
<td>20,483</td>
<td>24,770</td>
</tr>
<tr>
<td>Debt Service</td>
<td>4,025,998</td>
<td>4,049,753</td>
<td>3,951,506</td>
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<tr>
<td>Protective Services</td>
<td>52,000</td>
<td>55,683</td>
<td>56,240</td>
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<tr>
<td>CBORD Annual</td>
<td>14,957</td>
<td>16,145</td>
<td>16,315</td>
</tr>
<tr>
<td>Green Energy Surcharge</td>
<td>23,298</td>
<td>26,740</td>
<td>15,792</td>
</tr>
<tr>
<td>City Storm Water Utility</td>
<td>4,768</td>
<td>4,033</td>
<td>5,877</td>
</tr>
<tr>
<td>City Fire Inspection</td>
<td>3,800</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Other Cost Factors</strong></td>
<td>4,781,993</td>
<td>4,856,345</td>
<td>4,726,620</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,700,560</td>
<td>5,861,329</td>
<td>6,142,697</td>
</tr>
<tr>
<td><strong>Percent of Total</strong></td>
<td></td>
<td></td>
<td>64.55%</td>
</tr>
</tbody>
</table>
**OCCUPANCY**

<table>
<thead>
<tr>
<th></th>
<th>FY 13</th>
<th>FY 14</th>
<th>FY 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Traditional Halls</td>
<td>2228</td>
<td>2256</td>
<td>1926</td>
</tr>
<tr>
<td>Eagle Hall</td>
<td>295</td>
<td>428</td>
<td>270</td>
</tr>
<tr>
<td>Reuter Hall</td>
<td>379</td>
<td>346</td>
<td>379</td>
</tr>
<tr>
<td>Extended Housing</td>
<td>402</td>
<td>169</td>
<td>870</td>
</tr>
<tr>
<td>Studies and Guest Rooms</td>
<td>78</td>
<td>34</td>
<td>88</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>3382</strong></td>
<td><strong>3233</strong></td>
<td><strong>3533</strong></td>
</tr>
</tbody>
</table>

Our occupancy remained high during both semesters of FY 15. We converted Eagle Hall to all triple rooms. Eagle Hall has been a very popular choice and greatly reduced our need to place three students in a traditional hall double room. Therefore, complaints about extended housing were rare. A concern with the increase in the first year class size is where to put the additional student. By raising the class size by 25-50 students, we impact a total of 75-150 students who will have to live in extended housing. Our need for a new residence hall to alleviate our overcrowding is apparent. It was disappointing that a new residence hall was not approved by the State Building Commission.

**Room Rates**

<table>
<thead>
<tr>
<th></th>
<th>FY 13</th>
<th>FY 14</th>
<th>FY 15</th>
<th>FY 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Semester</td>
<td>One Year</td>
<td>One Semester</td>
<td>One Year</td>
</tr>
<tr>
<td>Traditional Double</td>
<td>$1750</td>
<td>$3500</td>
<td>$1750</td>
<td>$3500</td>
</tr>
<tr>
<td>Regular Triples</td>
<td>$1750</td>
<td>$3500</td>
<td>$1750</td>
<td>$3500</td>
</tr>
<tr>
<td>Regular Triples (Hutch)</td>
<td>$1750</td>
<td>$3500</td>
<td>$1550</td>
<td>$3100</td>
</tr>
<tr>
<td>Eagle Triple</td>
<td>$1925</td>
<td>$3850</td>
<td>$1950</td>
<td>$3900</td>
</tr>
<tr>
<td>Eagle Double</td>
<td>$2225</td>
<td>$4450</td>
<td>$2250</td>
<td>$4500</td>
</tr>
<tr>
<td>Eagle Single</td>
<td>$2635</td>
<td>$5270</td>
<td>$2675</td>
<td>$5350</td>
</tr>
<tr>
<td>Reuter Single</td>
<td>$2635</td>
<td>$5270</td>
<td>$2675</td>
<td>$5350</td>
</tr>
</tbody>
</table>

- For FY 16 Students placed in “Extended Housing” receive a $300 credit and we are eliminating the $25 laundry cash provided each semester.
- Room rates will remain the same for FY 16.

**Summer Camps & Conferences**

Summer 2014 saw a 2% increase in camp revenue from summer 2013. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>$ 227,197.00</td>
<td>$ 252,339.00</td>
<td>$257,262.50</td>
</tr>
</tbody>
</table>

**THE FUTURE**

**Bright Spots**

- Fiscally sound
- High occupancy rate
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%
- Changes in purchasing practices
- Scrutiny of Residence Life purchases
- Delay of consultant study of traditional halls
- Aging buildings
- Lack of master plan
- Denial of a new residence hall
- Increase in charge backs and requests to fund non ORL expenses

OCCUPANCY

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 3539 students in our halls fall semester and the actual number of revenue generating occupants, as reported to UW system, for fall was 3425. While spring numbers are no longer reported to UW system, our spring occupancy numbers 3356. 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 69 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 2015 housing, we increased the first year housing target to 97% of the first year student class and with the target increasing to 2025 students, the demand for housing will continue to increase.

Plans for a new residence hall were submitted but in the spring we were denied a new residence hall which will hurt our program, future facility renovations, and student life in general. This was very disappointing!
FACILITIES (Doug)

The hiring of another facility repair worker has benefitted our organization well in that we are even more timely in completing repairs and providing assistance to our operation. Additional staff changes in the housekeeper staff include: John Laffey, new custodial supervisor; Jonathan Henry transfer from Reuter to Eagle (lead worker); Ken Miller (Drake); Jim Lawrence (Reuter); and John Sandry (Laux).

Our relationship with physical plant has been strand due to policies coming out of the Facilities Planning and Management area but we are trying to maintain open communication, fiscal responsibility, and coordination with the FPM group.

We planned and facilitated facility and housekeeper training sessions for Student Staff, Hall Directors, Custodians, and summer student workers.

Below is a sampling of the facility projects completed this past fiscal year.

<table>
<thead>
<tr>
<th>Hall</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN</td>
<td>Abate/retile up to 4 rooms</td>
</tr>
<tr>
<td>AN</td>
<td>Replace carpet in the basement</td>
</tr>
<tr>
<td>AN</td>
<td>Replace HD apt loveseat and Couch</td>
</tr>
<tr>
<td>AN</td>
<td>Replace B-cube entry door</td>
</tr>
<tr>
<td>AN</td>
<td>Abate Coffee House</td>
</tr>
<tr>
<td>AN</td>
<td>Install new carpet in Coffee House</td>
</tr>
<tr>
<td>AN</td>
<td>Resurface BB court</td>
</tr>
<tr>
<td>AN</td>
<td>Install furniture rm 2 (5 lounge chairs, 1 settee)</td>
</tr>
<tr>
<td>CO</td>
<td>Add third sink in bathroom 1B</td>
</tr>
<tr>
<td>CO</td>
<td>Valence for lobby windows (3 sets of windows)</td>
</tr>
<tr>
<td>CO</td>
<td>Blinds for West windows in lobby - 4 sets</td>
</tr>
<tr>
<td>CO</td>
<td>Replace stove/oven and fridge in basement kitchen</td>
</tr>
<tr>
<td>CO</td>
<td>Abate/Replace basement carpet - near mailboxes</td>
</tr>
<tr>
<td>CO</td>
<td>Add window to game room - room 32</td>
</tr>
<tr>
<td>CO</td>
<td>Remove 2 Urinals in women's restroom in 1A</td>
</tr>
<tr>
<td>CO</td>
<td>Remove bulletin boards?</td>
</tr>
<tr>
<td>CO</td>
<td>Patch/Paint rooms where bulletin boards were?</td>
</tr>
<tr>
<td>CO</td>
<td>Storage room 5 - remove shelves near door</td>
</tr>
<tr>
<td>CO</td>
<td>Resurface BB courts</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>CO</td>
<td>Replace doors-B-cube entry, A-cube entry</td>
</tr>
<tr>
<td>CO</td>
<td>Add 1 sink in 1B bathroom (masonry &amp; plumbing)</td>
</tr>
<tr>
<td>DR</td>
<td>Replace 2B shower pans and partitions</td>
</tr>
<tr>
<td>DR</td>
<td>Abate asbestos tiles-4 rooms</td>
</tr>
<tr>
<td>DR</td>
<td>Replace HD Boxspring and Mattress</td>
</tr>
<tr>
<td>DR</td>
<td>Replace HD Apt Tub</td>
</tr>
<tr>
<td>DR</td>
<td>Convert Sauna Room into bathroom</td>
</tr>
<tr>
<td>DR</td>
<td>Replace Garbage Hut</td>
</tr>
<tr>
<td>DR</td>
<td>HD Apt Cleaning</td>
</tr>
<tr>
<td>EA</td>
<td>Additional furniture for extended housing (</td>
</tr>
<tr>
<td>EA</td>
<td>Second freezer for front desk</td>
</tr>
<tr>
<td>EA</td>
<td>Remove Light Pole base?</td>
</tr>
<tr>
<td>EA</td>
<td>Mattresses</td>
</tr>
<tr>
<td>EA</td>
<td>HD Apt. Maintenance and Cleaning</td>
</tr>
<tr>
<td>HU</td>
<td>Replace basement bathroom urinal tank</td>
</tr>
<tr>
<td>HU</td>
<td>Replace 420 room chairs</td>
</tr>
<tr>
<td>HU</td>
<td>Replace AHD apartment carpet.</td>
</tr>
<tr>
<td>HU</td>
<td>Abate Leadership Lounge tile/carpet</td>
</tr>
<tr>
<td>HU</td>
<td>Replace Leadership Lounge carpet</td>
</tr>
<tr>
<td>HU</td>
<td>Replace 3B fire extinguisher door.</td>
</tr>
<tr>
<td>HU</td>
<td>Abate/tile up to 4 rooms</td>
</tr>
<tr>
<td>LA</td>
<td>Repair/Replace Laux HD Apt. Living Room AC Unit</td>
</tr>
<tr>
<td>LA</td>
<td>Replace Mattresses</td>
</tr>
<tr>
<td>LA</td>
<td>Front lobby entrance door(s) replacement</td>
</tr>
<tr>
<td>LA</td>
<td>Replace 2nd and 3rd Floor Carpet</td>
</tr>
<tr>
<td>LA</td>
<td>Paint walls in Room 1 (Housekeeper Office)</td>
</tr>
<tr>
<td>LA</td>
<td>Floor tile abatement in Room 1 (Housekeeper Office)</td>
</tr>
<tr>
<td>LA</td>
<td>New carpet install in Room 1 (Housekeeper Office)</td>
</tr>
<tr>
<td>LA</td>
<td>Finish room abatement – 24 rooms</td>
</tr>
<tr>
<td>LA</td>
<td>Replace bathroom mirrors all floors</td>
</tr>
<tr>
<td>LA</td>
<td>Replace SE outside door/frame</td>
</tr>
<tr>
<td>LA</td>
<td>Sidewalk Replacement Lax St &amp; Ea Ave</td>
</tr>
<tr>
<td>RE</td>
<td>Appliance Replacement in 4 Student Suites</td>
</tr>
<tr>
<td>RE</td>
<td>Showerhead replacement/research (Green Fund)</td>
</tr>
<tr>
<td>SA</td>
<td>Drape Installation</td>
</tr>
<tr>
<td>SA</td>
<td>Remove Sauna</td>
</tr>
<tr>
<td>Category</td>
<td>Task Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>SA</td>
<td>Replace Basement Kitchen Exhaust</td>
</tr>
<tr>
<td>SA</td>
<td>New carpet in 144, 344 studies</td>
</tr>
<tr>
<td>SA</td>
<td>Replace 8 study doors</td>
</tr>
<tr>
<td>SA</td>
<td>Purchase coffee table for HD apt</td>
</tr>
<tr>
<td>SA</td>
<td>Assess lowering the wall outside the NW entrance</td>
</tr>
<tr>
<td>SA</td>
<td>Assess, and plan North outside Landscape area</td>
</tr>
<tr>
<td>SA</td>
<td>Add 3 sinks in 2-4 floor bathrooms (masonry &amp; plumbing)</td>
</tr>
<tr>
<td>WE</td>
<td>Remove built-in computer desks and add moveable tables</td>
</tr>
<tr>
<td>WE</td>
<td>Abate and Replace computer lab carpet</td>
</tr>
<tr>
<td>WE</td>
<td>Basement kitchen countertop</td>
</tr>
<tr>
<td>WE</td>
<td>Stackable chairs for coffeehouse - Done</td>
</tr>
<tr>
<td>WE</td>
<td>Remove/move counter/storage in coffeehouse</td>
</tr>
<tr>
<td>WE</td>
<td>Replace outside benches/landscaping</td>
</tr>
<tr>
<td>WE</td>
<td>Plant tree</td>
</tr>
<tr>
<td>WE</td>
<td>Add sinks in 1-4 floor bathrooms (masonry &amp; plumbing)</td>
</tr>
<tr>
<td>WH</td>
<td>Replace Front lobby carpet ?</td>
</tr>
<tr>
<td>WH</td>
<td>Install window in game room in the northeast wall ?</td>
</tr>
<tr>
<td>WH</td>
<td>Water fountains 2nd/3rd/4th floors (Green Fund)</td>
</tr>
<tr>
<td>WH</td>
<td>Replace Front lobby furniture (2 lounge chairs, 1 settee, 1 couch)</td>
</tr>
<tr>
<td>WH</td>
<td>Remove flush tank for basement urinal</td>
</tr>
<tr>
<td>WH</td>
<td>Replace HD Office Furniture (2 Emily chairs)</td>
</tr>
<tr>
<td>ALL</td>
<td>Replace outside building lights with LED lighting (Green Fund)</td>
</tr>
<tr>
<td>ALL</td>
<td>Replace bad ceiling tiles in basements</td>
</tr>
<tr>
<td>ALL</td>
<td>Sidewalk replacement as needed</td>
</tr>
<tr>
<td>ALL</td>
<td>Install Drinking Fountains/water bottles (Green Fund)</td>
</tr>
<tr>
<td>ALL</td>
<td>Replace beds in all traditional halls</td>
</tr>
</tbody>
</table>

**RESIDENCE LIFE INFORMATION SERVICES (RLIS) (April)**

This year has been a demanding one for Residence Life Information Services (RLIS) with less student staff members and the daunting project of converting all housing assignment software needs from our in house program to the commercial StarRez program. Many thanks to our colleagues in Information Technology, Tina Goede and TJ Teegan, who invested large amounts of time to help us in this conversion and implementation process. Carol Beckerjeck was also critical to this project’s success as she took over processes that to that point had been handled by Hall Directors, in addition to investing enormous amounts of time learning and then acting on that learning to make StarRez part of our day to day practice. Deepest thanks though goes to Jordan Harmel who worked tirelessly with the StarRez program, learning, testing, integrating, implementing and teaching all of us. This project simply would not have been successful without him. As with any significant software
change, this has been time intensive and not without its share of learning through trial and error. Priorities had to be shifted to meet this project’s needs. We have had to change processes that have been longstanding to accommodate software design. There have been some software stumbling blocks along the way that we have had to work closely with StarRez to deal with. Some have yet to be resolved and will need to be watched carefully this coming year. There have also been some improvements to our day to day process as a result of this change. ID door privileges have now been tied to the housing status, making students access closer to real time for any housing changes. Billing integration with housing has also been an added benefit.

We continue working with IT as we rely more on them for server resources and hardware support. Software is now been added to that list more extensively than in the past. This has allowed us to hire fewer students, but we have yet to find commercial software that address all our current needs. Card access is still an issue that needs to be addressed as we continue to have difficulties with reliability when closing our opening our halls.

Below are the list of major projects undertaken this year…

**StarRez Implementation**
- Reviewed all existing housing processes to determine ability to fit with StarRez software.
- Three new applications created for new, returning and summer students allowing them to apply for housing for 2015-16 academic year through StarRez.
- All returner student room sign up process designed and completed through StarRez. This included designing an online Reuter apartment sign up process, previously which was an in person process.
- New students were able to find roommates through StarRez based on shared values.
- LLC housing assignments occurred through StarRez which previously were hand assigned.
- Billing for deposits, damage and housing fees were moved to Starrez. Integration with Peoplesoft will be the next step to complete this process.
- Have started to plan to move ahead with the Inventory part of StarRez as a pilot for Hutchison hall next year.
- Students access to buildings with their ID has been tied into StarRez based on their bookings status. Student are now checked in and checked out through StarRez rather than the Front Desk application.
- Determined not to go with the SMS module currently within StarRez.
- Determined not to move ahead with the Resources program module of StarRez.
- Extensive Reports have been set in place to supply data critical to our day to day mission.

**In House Software projects**
- Take-a-Minute recognition images were enhanced.
- DVD Checkout was redesigned to be more user friendly and to better meet departmental processes.
- DCWeb and Front Desk Manager programs rewrite completed, also added extensive report features to programs along with access for the pizza delivery person.
- Updated WIAA and Intelligent Panda based on requests for enhancements the prior year.
- Modified DVD program reporting.

**Website projects**
- Completed the redesign of ORL website summer 2014, significant credit for project goes to Will Harmon, Reuter Hall Director.
- Move to the new university Ektron system completed.

**Hardware and Software Support**
- All Housekeeper and Student Staff/Exec machines were replaced.
- Annual Inventory and surplusing of all old equipment including all past servers.
- Moved to a 4 year replacement cycle for hardware rather than a three year cycle.
- Added second monitors for all professional staff.
Other significant projects/undertakings

- Created new student position: Photography and Social Media to assist with Special Assignment needs in this area (create for this lies with Will Harmon)
- Reduced student employee number to accommodate smaller workload based on elimination of servers and programming projects
- File Directory clean-up completed including removal of an unnecessary protected data from directory structure
- Assisted IT in identifying all VoIP lines for department
- Removed all hubs used for additional ethernet ports in studies and extended housing
- Assisted It in scanning for interfering wireless devices

New staff:
We were able to hire Jordan Harmel as a fulltime non-exempt IS Business Automation Analyst project appointment from January 2014-January 2015 and this appointment was extended to July 31. This has provided stability to RLIS and Jordan is the lead in the conversion from our current housing assignment program to StarRez and we are in the process of hiring a fulltime person in to this position.

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, Coate Hall Director
Kirsten Andrews, Orris White Hall Director
Alex Miller, Resident Assistant
Jude Legiste, Drake Hall Director
Megan Britt, Hutch Assistant Hall Director
Marissa Becker, Angell Assistant Hall Director

Initiatives and accomplishments for 2014-2015

- Attended both the NASPA Placement Exchange (TPE) in New Orleans and the Oshkosh Placement Exchange (OPE) in Oshkosh; diversifying our recruitment efforts.
- Received and reviewed 123 applications.
- Interviewed 31 candidates at TPE, 40 candidates at OPE and 4 Phone Interviews.
- We designed the TPE interview process to align with our OPE Interview Process.
- Conducted 11 on campus interviews.
- Our work resulted in hiring 5 qualified candidates for our open positions.
- We were efficient and held to an aggressive timeline through the process. Based on the timelines of the 2 national placement exchanges we decided to bring several candidates to campus for interviews after OPE but prior to TPE. This ultimately allowed us to be more proactive and competitive.
- 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 5 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.
- Reviewed and improved upon formalized questions for screening interview and professional reference check questions. We continued the practice of communicating 3 search committee interview questions in advance to campus finalists. And we added 2 advance questions for the Hall Director Search Committee Interview. This again resulted in more complete and thorough responses from candidates in these 5 topical areas for us to be able to more thoroughly assess them as a candidate.
- We conducted reference checks on 15 candidates to gain additional information to determine on campus finalists.
- We also communicated well with Human Resources and Affirmative Action.
- Throughout the process the committee displayed tremendous professionalism and was very detailed oriented to represent UW-La Crosse and the Office of Residence Life in an exemplary fashion.

**BROADENING HORIZONS (Ashleigh Williams and Meng Vang)**

**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 about 10 core members and 5 members who came and went throughout the year. The group was advised by Ashleigh Williams (Angell Hall Director) and Meng Vang (Inclusive Excellence Scholars Program Coordinator).

**Broadening Horizon Highlights Included:**
- The hosting of a documentary series. The group screened:
  - *If These Halls Could Talk*
  - *Missrepresentation*
  - *Precious Knowledge*

  **Note:** *If These Halls Could Talk* had high attendance due to promotions and targeting of hall staff, professional staff, and core team leaders. Only 5 people attended *Precious Knowledge*. People’s identities seemed to play into the attendance of certain programs.
- The presentation of five programs at the Fall Leadership Conference focused on Inclusive Excellence topics. These five programs were:
  - You’re so Gay to Firework – Katy Perry and Advocacy
  - Ask Me About My PGP
  - Gender Binary and dismantling it
  - Break the Frame
  - Men’s Role in Gender Based Violence
The presentation of a program at Coate Bash where BH provided coloring sheets focused on identity

- The co-sponsorship with IOPA of speaker Vanessa Roberts ($100)
- The co-sponsorship with the Pride Center of Stacey Ann Chin ($100)
- The attendance of a lecture at Winona featuring Joy De Gru

**Recommendations for Next Year:**
- This group ebbs and flows with their commitments and dedication to the group. Allow them to set the tone and take it to where they want it to be.
- Documentary series was good, and there was little support from the students. If it continues, find a way to involve students more intimately.
- Facilitated conversations during the meeting to address and learn more about specific topics were helpful. Do this during meetings and ask students to take them over. Fifty shades of gray was a great one.
- Think outside the box on how to spend money. The apparel is always a hit. How else can we make the money work for the benefit of the Res-Halls?

**LIVING LEARNING COMMUNITIES (Chris)**

As of this year, the Office of Residence Life offers seven different Living Learning Communities. Living Learning Communities integrate topic-driven learning within a dedicated living space. The seven LLCs are the Global Village in Eagle Gray, the Global Village in Reuter, the Outdoor Recreation Community in Eagle Maroon, the Intensive Sophomore Experience in Drake, 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 Intensive Sophomore Experience is a chance for student cohorts from Coate, Laux and White to move together into two “sophomore only” cubes.
- 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 function most effectively when campus partners are involved and academic connections are created. The Global Villages have a connection to the Office of International Education. The Social Justice community was formerly linked to EFN 205 and there is an ongoing effort to reconnect this community to an academic class. The Outdoor Recreation community is overseen by Rec Sports and had a class connection up until this year. Finally, the Service Learning Community offers course credit through Political Science 250.
As far as LLC numbers, here is a breakdown of participants:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Village</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>Eagle Gray 80 /Reuter 60</td>
</tr>
<tr>
<td>Social Justice</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>45</td>
</tr>
<tr>
<td>Outdoor Rec</td>
<td></td>
<td></td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>Service Learning</td>
<td></td>
<td></td>
<td></td>
<td>18</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.

**SPECIAL ASSIGNMENTS:**

**STUDENT STAFF SELECTION (SSS) (Will and Troy)**

This year we had:

**New Student Staff Candidates (Including Mid-Year Hires)**

- 151 total new applicants who completed the application
- 126 new applicants who were scheduled for our spring interview process (1 withdrew, 1 no-show)
- 10 new applicants who were academically ineligible to interview
- 14 new applicants who removed themselves from the process at some point
- 3 Study Abroad new applicants
- 9 new applicants were Mid-Year hires for the Spring 2015 semester
- 69 new applicants who were hired

**Returning Student Staff Candidates**

- 45 returning staff applicants who completed the application
- 45 returning staff who went through our interview process
- 4 DC applicants, 2 DC/RA applicants, 32 RA applicants, 2 DC/RA/SS applicants, 7 SS applicants
- 44 returning student staff hired

**Totals**

- **2010-2011**: 44 Returner, 157 New = 207 total applicants
- **2011-2012**: 47 Returner, 190 New = 237 total applicants
- **2012-2013**: 39 Returner, 135 New = 174 total applicants
- **2013-2014**: 58 Returner, 137 New = 195 total applicants
- **2014-2015**: 45 Returner, 151 New = 196 total applicants

**Recommendations from Committee**

- Overall, students enjoyed being on the subcommittee, however, it is a time commitment and students should know expectations before signing on for the whole year. It is good to have consistency
- Start student committee meetings earlier in the year (a recommendation was also made to start at the end of the near prior) in order to push the position more intently sooner, especially with student organizations.
• Establishing and further using campus partners to have a list of contact people for student organizations—this was a struggle not having a defined set of people for the committee to contact for sharing our message with other student groups.

• Continue information and interview prep nights
  - Liked contact being student to current student staff
  - May need more processing time with interview prep nights afterward
  - Liked mock interview questions— not overly difficult, but got students to think (located in SSS file)

• Liked interview process being more fair—no assumption, prior knowledge

• Utilize Social Media again, but be more active on posting

• Facebook reminders were good and served the purpose for students who “Liked” the page

• Keep inviting others into the process—other student staff for panels and prep nights, utilizing Prostaff when appropriate, tapping into campus partnerships to provide an array of applicants

The following are the results of our professional staff survey/evaluation of this year’s selection process.

Returner Process:
• Having DC’s and SS both do presentations was great
• Didn’t like that presentations were on a Sunday
• Overall HD’s enjoyed the new returner process, some found it hard to stay on the 15 minute time limit, glad it was there though
• The interview evaluation wasn’t helpful from some professional staff—so training may need to be done
• Some HD’s did not like the prompts given for returner interviews
• Flexibility in returner interviews was appreciated

New Applicant Process:
• More recruitment could be done in the beginning of the year
• HD’s loved that we gave questions a few minutes before the interview
• Enjoyed seeing half the candidates
• Having applications shared in PDF through email allowed review from any location
• Liked the training and examples given during pro-staff training, examples of what others did was helpful
• Could use social media more to get info out to students

Though not solicited, someone gave feedback on the general feel of selection day. They felt as though it was a competition and didn’t feel that they had a voice. It would be a great idea to lay some ground rules so everyone is on the same page that day.

Recommendations by Sara, Kirsten, Sam, and Kayla

This year, we chose to keep a lot of what the New Candidate Process looked like from last year because of the recent KSA overhaul. We were then able to focus on making updates and changes to the Returner Candidate Process that allowed for a more impactful result and flexibility.

Recommendations to Keep:
New Candidate Process
  - Giving new candidates the interview questions in the 3 minutes prior to arriving at the question table
  - KSA College Knowledge being moved to the application and reviewed during that process, rather than during interviews
  - Combining the KSA Facilitation into other existing KSAs, based off of previous challenges with measuring KSA Facilitation alone
Having each question only quantitatively measure one KSA, and the evaluation sheets in the New Candidate Process allowing for anecdotal evidence of other KSAs
- Prep Nights for New Candidates (put on by the SSS Student Committee)
- Active training for those conducting the interviews (Pro Staff and Student Staff), focusing on KSA evaluation and competent usage of the evaluation form

Returner Candidate Process
- Updated timeline for Returner Candidate Process, including the flexibility of individually scheduled interviews for RA Only Candidates
- Including DC’s with the SS presentations

General
- Making sure applications are PDF’s sent via email to Pro Staff
- Meet early and often throughout the year
- It’s preferable if the committee enjoys each other’s company and their strengths complement one another

Recommendations for Change:
- New Candidate Process
  - Evaluation of the KSA process to ensure that our work is accomplishing what we hope it to
- Returner Candidate Process
  - If possible, consider trying to have the DC/SS presentations on a weekday/during work hours (we know, this seems incredibly difficult to accomplish, but you can give it a try!)
- General
  - Pro Staff in each building need to be fully prepared to comment on the residents currently in their building that are candidates for Discussion Day (this has been expressed previously, but not held accountable for)
  - The Student Staff Selection – Student Committee needs to be revamped. This year, the main benefit that they were able to provide was the Interview Prep Nights, but the majority of the rest of the work fell flat based on a busy contingency of volunteers. Refocusing this group and finding a way to have a consistent group is necessary in order for recruitment to increase again.

As a committee we were not sure if Discussion Day was useful, and has been a hot topic over the last few years. We are not sure if this is something that pro-staff find useful given the information that is shared. It has been helpful to pre-emptively prompt the group about Discussion Day and what should be shared (KSAs, tangible experiences and interactions) and what should not be shared (personal opinions, gossip, protected class status, etc.). There is a document outlining this on the shared drive.

**ASSESSMENT (Jude and Dr. Nick)**

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 73% 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:**

**Sept. – Oct. 31, 2015** Familiarize ourselves with the tool, generate additional 20 questions, consider incentives (if any), create marketing, connect with Patrick Barlow from Institutional Research.

**Nov. 1-16** Prepare EBI Assessment Tool to launch

**Nov. 17-21** Launch Survey

**Nov. 28** Able to access data

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 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 2015-16 is to continue with this assessment and review the incentives offered to students and staff.

**PRO STAFF TRAINING AND DEVELOPMENT (Lisa and April)**

**Highlights**
- Creating a cohesive and positive team with open communication and feedback; this really happened through sharing personal stories, setting aside time for HDs to set their own expectations of each other; and planning intentional social opportunities
- Ensuring that training and development is ongoing; using Thursday’s development opportunities to tap into the skill of campus partners and friends, sending interesting and challenging articles to read, maintaining the Pro Staff Google Site/Manual, setting aside time to share what is learned at conferences away from campus
- Maintaining content of training sessions for future use; all training session outlines used in the fall are recorded in Google Docs (and saved on HD Share) so topics do not need to be recreated each year, just updated

**Pro Staff Training Learning Outcomes: 2014-2015**

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 2014**

We were very intentional in the topics we covered with each group of pros and when. Although the schedule was a work of art, the topics are listed below. Most topics have a google doc saved from the presenter so that it can be easily recreated for the next year. April has access to all the google docs.

In addition to topical areas, social events were planned throughout the schedule.

Training Topics for new HDs
- **Schedule Overview**
- **Intro to Resources (Advocate, RoomSignUp, D2L, etc.)**
- **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 Introduction
• Lunch with Paula, Student Life, Campus Police, OMSS, Campus Climate
• Fire Drill Practice
• Supervision – The What, The How
• Desk Training and Payroll
• Campus Tour
• Emergency Info & Duty
• Hate/Bias Response
• Hall Opening To-Do List
• Leadership Vision & Values
• Supervising Grads (Just HDs who work with a Grad)
• Advocate Training, Conduct Philosophy and Practice

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

Staff Development Topics for All Staff
• HD Expectations – HDs’ only
• C&T Partnership
• ART Training Sessions
• Housekeeper lunch
• Student Life (Title IX, Conduct, NSO, Wellness)
• Sharing and Brainstorming for Comm Devo

Winter Pro Devo Workshop

There were a few topics we covered during the Pro Staff Workshop in January (13-15).
• Community Development Check-in
• Leadership Plan Check-in/Feedback/Review
• Sexual Assault Reporting (Student Life)
• Student Staff Selection
• EBI – Jude and Dr. Nick
• StarRez
• Meeting Time – for interdepartmental committees
• Pro Staff Meeting – Tuesday
  o Room Changes
  o Incoming Students
  o Staff Training
  o New Mid Year Hires – Who and Trainings
  o Check in on special assignments

Pro Devo Topics – Thursdays

Thursdays 9:30-11am were held for Pro Devo opportunities. If a session was not being presented, than optional shared work time was possible.

September 11 – Optional ART Session – Recruitment and Retention (Chris)
September 25 – Counselling Center Meet/Greet and Highlight Trends
October 2 – Leadership Plan Check-in and Camp Pepin Prep*
October 9 – “If These Halls Could Talk”
October 16 – Optional ART Session – Understanding Organizational Structure (Chris)
October 23 – HDs revisit expectations set in August
October 30 – Specific Student Population: Hmong Community
November 20 – Follow Up from UMR and other Fall Conferences
December 4 – Coping with Death, Helping Students Through Grief
December 11 – Clery Data Tracking/Address Questions
February 5 – Reaching STR8WCM
March 12 – Budget Suggestions/Feedback
April 2 – Leadership Model Feedback (Chris)
April 9 – Higher Ed Law; What’s new? (Nizam?)
April 16 – Hall Closing Info
April 30 – Healthy Relationships, Helping Students Assess
May 7 – Star Rez Training/Refresher.

Additional Accomplishments for the Year

- Sharing of “Your Story” for each pro staff team-member to enhance connections and personal sharing
- Sharing of interesting and challenging articles to provide food for thought
- Many social opportunities including, Christmas gathering at Dr. Nick’s, REC Competition in January, End of the year Staff Social and White Elephant, progressive yard games in the fall.

STUDENT STAFF TRAINING AND DEVELOPMENT

Patrick Heise, Assistant Director of Residence Life (Co-Chair)
Ashleigh Williams, Angell 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 2014-2015

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 connected with Student Staff Selection to ensure that what we are evaluating applicants on the learning outcomes associated with the job and with staff training.

TRAINING

- The following topics were covered in the D2L online modules last summer: Staff Manual, Inclusivity/Microaggressions, Facilities Care, Residents Rights and Responsibilities, Roommate Relationships, Academically Focused Relationships, Campus Policies, General Helping Skills, Inclusive Excellence, and Continued Professional Development.
- We created specific tracks within D2L for specified roles within the department (Desk Coordinator and Senior Staff) 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!
- We created and implemented a new Google Site for the DCs to utilize in their work.
- The face to face training time was much less compact 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. In addition, the elimination of Exec Training has greatly helped in creating a more relaxed and less intense training 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 will enhance this with asking Senior Staff to arrive earlier in the fall once again.
- 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 (ally training, PiM, IE 101, and IE 102). We continue to refine this session/s and have seen movement in the staff’s understanding and development throughout.
- Winter Training continues to be reduced in time as a large number of students were abroad or in class. We will continue to attempt to provide guidance and professional development in small amounts while encouraging a lot of in-hall team time.
- We on-boarded a large cohort of 10 for Spring semester. Behind Closed Doors played a large role in this (facilitated by Kayla Lentz and other pro-staff)

CONFERENCES
- We coordinated staff delegations to the University of Northern Iowa RA Conference (20 student staff) and the State RA Conference at UW-Whitewater (11). 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.

SOCIALS
- The end of year staff gathering was shifted this year to be more informal. There were light desserts, and card writing stations throughout ORL. This event was optional, providing a space to people needing it for closure and goodbyes. There were approximately 40 students who attended.

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.
- The second night was for newly hired student staff only. It 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. Suggestion is to cut or minimize the navigation of the google sites and leave more time for the panel.

GRADUATE STUDENT SELECTION AND DEVELOPMENT (Allyson and Dr. Nick)

Graduate Assistant Development Special Assignment 2014-2015
- Dr. Nick, April and designated Hall Director
- Provide opportunities for our 8 graduate students to meet and collaborate about their experience in Residence Life
- Provide additional opportunities for further professional development in student affairs
• Design and implement our undergraduate student affairs track for prospective graduate students

Resources
Files can be found in HD share “Careers in Housing, Student Affairs”, a google doc titled “undergrads interested in housing/student affairs”

Grad Opportunities
The first meeting with all the grads was at a meeting on October 5th. During this time we discussed the different opportunities that the graduate students were looking for a 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 met several more times throughout the fall semester and I provided opportunities for the graduate 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.

Grad Practicum
I met with the HDs supervising AHDs, Patrick, and April November 20th to review the Grad Practicum. Several revisions were decided and tasks were delegated within the group. We also discussed implementation techniques so that everyone was on the same page.

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
  ❖ OPE (overview) meeting for students considering OPE
  ❖ Get info on what each candidate is looking for; let them know we are here to assistant 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
- Strengthsquest for careers/job searching
- 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.
- Strengthsquest for Interviewing

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

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. There is also a tab in the google doc titled “Undergrads interested in housing/student affairs”

Individuals attending Graduate School in Student Affairs:
- Luke Hams- University of Oklahoma
- Jason Chambers- University of Central Missouri
- Katie Sikora- Eastern Illinois University
- Bridget Kisting- University of Colorado- Boulder
- Chris Farvour- University of Wisconsin- River Falls
- Missy Curler- Oakland University
- Jeff Benike- University of North Dakota

Graduate students pursuing full time positions:
- Nicholas Thuot- Iowa State University
- Bailey Steckbauer- East Carolina University
- Sam Pierce- University of Wisconsin- La Crosse

Potential Future Ideas

Student Affairs Panel
Potential Panelists: Mo McAlpine (Rec Sports), Matt Evensen (Campus Climate), Brenda Leahy (Career Services), Corey Sjoquist (Admissions), Angie Lee (Student Life), Jennie Hartzheim (First Year Students), Jorg Vianden (SAA program), Antoiwana Williams (OMSS), Thomas Harris (OMSS), Willem Vanroosenbeek (Pride Center), Carolyn Bald (Career Services), Kate Nolke (Wellness Coordinator), Sara Burton (Athletics), Aaron Koepke (Student Life), a second year grad student
Last year these folks got together to provide a question and answer panel for students interested in student affairs. It would be great to get these folks together again to provide that insight.

**LEADERSHIP DEVELOPMENT (Joe, Megan, Chris)**

**Leadership Development Committee**

- **General Goals/Visions**
  - Inclusive group that helps develop leaders on campus
  - Open to anyone interested in leadership development (both on campus and off)
  - Plan a successful Fall Leadership Conference
  - Provide inclusive leadership
  - Develop our own leadership goals and help others to develop theirs

- **Recruitment Strategies**
  - 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 (Fall 2014)**
  - The Fall Leadership Conference is conference created by students, for students. Up until recent years, the conference occurred in the spring semester; however, the last four years the conference occurred in the fall semester, which has proved useful for later recruitment efforts (core leaders, Resident Assistants, etc).
  - 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 2014 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 Explore Your Leader Side. In the previous years, the themes have been 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:
    - 1. Publicity
    - 2. Swag
    - 3. Logistics
    - 4. Decorations
    - 5. Food
    - 6. Programming
  - This year, we had Sara Burton as our keynote speaker and Katie Svitavsky as our student speaker.
  - This is the third 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. All in all, we scheduled 30 different seminars, split among three time slots.

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- **Video Challenge**
  - The students created a video explaining what leadership means to them. They then distributed this video to campus and challenged one residence hall and one student organization to complete the video challenge as well. This did not take off as the group hoped and they only received one response.
- **Facebook Page**
  - The students created a Facebook Page during the Spring 2015 semester. They shared inspirational quotations, photos, and videos on a regular basis. They struggled to reach people through the page, but they revisit the conversation often and would like the page to continue to function in the future. Megan Denison will be made an administrator on the page.
- **Leadership Talks**
  - This event was a part of the Leadership Series and was inspired by TEDTalks. The students asked one student, one faculty, and one staff to speak about their leadership journey. All core leaders were required to go to the event and it was open to any interested students. Attendance was very low due to a less than ideal time/date, but the students who attended really enjoyed the speakers and were able to articulate what they learned about leadership from the event.

**Training for Core Leaders**

- **Timeline**
  - Elections: 9/15/14
  - Camp Pepin: 10/3/14-10/4/14
  - Leadership Series: 3 each semester
- **Camp Pepin**
  - Friday Night Schedule
    - Professional Staff/Senior Staff arrive early to set up
    - Dinner
    - Constitution guidelines and in hall time to build constitutions
    - Senior Staff roundtable, graduate student roundtable, fun time for students (bonfire, games, etc.)
  - Saturday Schedule
    - Breakfast
- Group rotations 1 and 2 (warm up/low ropes; high ropes; day in the life; inclusive excellence/pack/break)
- Lunch
- Group rotations 3 and 4 (warm up/low ropes; high ropes; day in the life; inclusive excellence/pack/break)
- Leave Camp Pepin - dinner happened on campus

  Things to Keep in Mind
  - Role of SS at Camp Pepin - this was increased this year and should continue to be a focus
  - Meeting about Camp Pepin with professional staff/senior staff - this was very helpful for all involved and should be continued
  - Elections are done in the fall, which means Camp Pepin is relatively late in the semester. Students will want to be getting started in their roles, so make sure you’re also providing some of your own training for them. Camp Pepin was more about team building this year and less about training for specific roles. Training for specific roles used to happen at the very beginning of the year, but no longer occurs, so it could be good to find a way to have some training for specific roles outside of Camp Pepin as well.
  - This was a great time to provide some direction and facilitate constitution creation/review. Teams struggled starting from scratch and would benefit from simply revising previous examples.

- Winter training
  - Sample topics for In Hall:
    - Review of morning
    - Goal setting
    - EBI data relevant to Hall Council
    - Team building
    - Constitution review
    - Work time/program planning time
    - Set meeting times for the semester
    - Time with staff team
  - **Schedule for Thursday January 22nd in Wimberley Hall**
    - 9:00 A.M. to 9:20 A.M. Welcome! In room 102
    - 9:30 A.M. to 10:15 A.M. StrengthsQuest Activity
    - 10:25 A.M. to 11:10 A.M. S.W.O.T.
    - 11:20 A.M. to 12:05 P.M. Brainstorm
    - 12:00 P.M. to 1:00 P.M. Lunch
    - 1:00 P.M. to 4:00 P.M. IN Hall TBD by HD/AHD
    - **Banquet at Lunda Center WWTC**
    - 6:00 P.M. to 8:00 P.M. Dinner/Program
    - 8:00 P.M. to 10:00 P.M. Dance/social time in Eagle

  - **Learning Objectives**
    - **StrengthsQuest Activity:**
      - Students will compare and contrast themes of talent including those other than their own.
      - Students will see how their themes influence their work in the group.
      - Students will see how other group member’s themes are displayed in the group.
    - **SWOT Activity:**
      - The group will articulate in writing the strengths and weaknesses of the team.
      - The group will articulate in writing the opportunities and threats to the team.
    - **Brainstorming Activity:**
      - The group will generate a list of ideas about potential accomplishments.

- Leadership Series
  - **Specific Sessions**
    - TIPS: Alcohol Education
    - StrengthsQuest
General Suggestions for Leadership Development Coordinators in the Future

- Have a professional staff person/small group plan an end of the year awards/recognition/celebration night and consult/invoke LDC.
- Have at least one person in this special assignment be a returning HD. It’s important to have context for many of these events while also having a fresh perspective.

This year, the Office of Residence Life made some changes to its leadership development model. In an effort to provide students with varied and yet still intentional engagement opportunities, the following guiding principles/values were developed:

**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:
All hall leaders were elected in the fall. In the past, some leaders were elected in the spring and some were elected in the fall. Rationale: incoming new students and international students were unable to run for positions under the old model. The new model allowed increased access by students to leadership positions.

Hall executive officers were renamed Core Leaders. Rationale: With a new system and focus, rebranding was requested.

Each hall was asked to have four core positions: President, Treasurer, and two RHAC Representatives. Rationale: These four positions would be present in every hall in order to ensure Value #1: Student Voice.

The new model allowed residents to have a greater say in what Core Leader positions beyond the “Core Four” would be available in each hall. Rationale: Each hall would be able to create positions students deemed necessary versus being told departmentally what hall priorities should be.

Hall constitutions were developed each fall versus being passed on from one year to the next. Rationale: By redoing the constitution each year, student voice and ownership of the organization would be increased.

Each hall promoted the creation of Student Interest Groups (S.I.G.s). Rationale: These interest groups would allow students to connect around common activities and pursuits.

The department created a monthly Leadership Series. Rationale: This series addressed the developmental needs of the various Core Leader teams. The topics this past year included: An Introduction to StrengthsQuest, Ethical Decision-Making, The Art of Reflection, Social Justice and Leadership, and Leadership Role-Modeling by Various Campus Members.

The department continued to support campus opportunities outside Residence Life. Rationale: There are many opportunities across campus and these opportunities may be a better fit than in-hall opportunities.

After a year of implementing the changes, six focus groups were conducted to assess the impact of the new model. The audiences targeted were: current Core Leaders, residents not involved in the Hall Councils, Hall Presidents, Senior Staff members, Student Staff members, and Professional Staff members. The themes from each of the groups is still being analyzed.

A visual was developed to try to capture the various components of the new leadership model. The image that follows has been affectionately called the “Leadership Lego!”
Life Skills Initiative

Committee included Assistant Director April Handtke, Hall Director Amanda Hoylman, and Assistant Hall Director Bailey Steckbauer

1. Overview of assignment:

- April and designated Hall Director (recommended to add AHD 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: Fit Checks/Assessments, Sex Week, and the new 'Students in Recovery' initiative)
- Work to create initiatives for students to further develop life skills (This is really vague however, there is tons of room to expand on life skills in the future if we want to keep this in.)
- Work with educational campaigns for residence halls including specifically social norming
- Work in collaboration with campus resources potentially serving on related committees

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
When working in the above areas, we used data from both the UW-L CHES survey as well as other health surveys and statistics.

2. Wellness Wheel Committee:
   - There are seven areas of wellness: Financial, Spiritual, Emotional, Environmental, Social & Cultural, Career & Academic, and Physical.
   - Not all of these areas have an active committee; however, it is an expectation that if a committee exists, we have a Residence Life representative on it. We started the year with someone assigned to each sub-committee of wellness. We later learned that not all committees existed. Sub-Committee Member List was initially the following:
     - Physical - Meng Vang
     - Emotional - Megan Denison, Colin Burns-Gilbert and Kayla Lentz
     - Spiritual - Lisa Weston and Nick Nicklaus
     - Financial - Sara Tienhaara and Will Harmon
     - Career - Jude Legiste, April Handtke and Kirsten Andrews
     - Environmental - Ashleigh Williams and Nicole Bushway
     - Social - Sara Tienhaara and Bailey Steckbauer

3. Serve on overall Wellness Committee
   It was really great as the Life Skills Initiative Coordinator to serve on the overall Wellness Committee that is organized by Kate Knolke, the current Wellness Coordinator. This helped foster a great liaison relationship between the Wellness Office and Residence Life.

4. Fit Checks
   The Fit Checks program is a partnership with Dennis Kline from the Rec Center to bring fitness checks into the residence halls. These take place over a two week period both in the early fall semester and late spring semester. Below is a sample email sent to the Hall Directors regarding the program:

   “Here is the tentative schedule for Fit Checks to be taking place in the halls. Dennis is working on seeing if these dates work for his staff. If the date listed for your hall does not work, please let me know and we can try and switch!

   **All Fit Checks will take place at 7pm in your hall at a location of your choosing.** Please have one or two staff/core leaders designated as your hall's contact and email those names to me by Friday, if possible. That way I can start putting them into contact with Dennis and/or providing them with more details.

   Dates:
   10/7 - Reuter/Laux
   10/8 - Sanford/White
   10/9 - Angell/Hutch
   10/14 - Eagle/Coate
   10/15 - Wentz/Drake

   Remember, there should be a PEER Health Educator who will be available during your Fit Check to facilitate an exit interview of sorts.

   Let me know if you have any questions and thank you for the help!”
**It is up to the Hall Directors to decide if/how to elaborate on the program in their hall. More successful programs have involved other campus partners including our dietician and additional advertising.**

5. **Peer Health Educators**

In the beginning of the semester, Amanda Hoylman worked closely with Jason to help place our 11 Peer Health Educators with a hall. After this, Amanda collaborated with the Peers to help bring programs to the halls. Life skills committee members were copied on their minutes and clear expectations were created for them heading into the second semester.

This is an area where some improvement/changes could be made. There was a lot of things that were unsettled in the beginning with this group of students, but as we got into a routine, things enhanced greatly! Next year, the hope would be for us to attend regular Peer Health Educator meetings, even if it is only for 30 minutes of it. It will also be nice for there to be clear expectations from the very beginning of how the Peer Health Educators are to work with each Hall Director. In addition, think the Peers should be trained on some of our materials here in ORL. Since we are helping fund this program, it would be nice for them to be able to use our materials to help us better advertise programs.

6. **Alcohol Education Programming**

Bailey and Amanda used data from the spring 2014 NCHA survey as well as alcohol education resources to create a lot of educational, passive programming for all of the halls prior to spring break. The postings included the following documents:

1. Alcohol and MY Health
2. Responsible Action Policy
3. ORL Policies around alcohol use
4. “Shot of Information” (Used NCHA data to connect to UW-L Students)
5. Alcohol Myths “Buzz- ted”
6. What’s in Your Cup – Solo Cup image

These resources were plastered all over the residence halls prior to spring break in order to get students thinking about more responsible drinking behaviors. All of these resources could be reused in the fall just before Oktoberfest.

7. **Qualtrics Survey in the Works**

- Alcohol Education Reflection was sent to all professional staff
- April has access to this data and the results will be compiled after June 1st.

8. **Sex Week**

This year sex week programming took on a new game plan. In previous years, residence halls would sponsor and plan their own sex week events. Each of these varied greatly in consistency and planning. This year sex week was planned to be a combined week for all residence halls and along with off campus individuals.

A planning committee was formed in early in fall semester with Kate Noelke, Ingrid, the student life grad Sam, April Handtke, Bailey Steckbauer, and three peer health educators as the core group. In fall semester we established the overarching goals and philosophies of Sex Week 2015 (See Below). During these discussions, we worked on establishing campus partners and collaborators with the event such as Pride Center, counseling and testing, student organizations, residence life, and peer health educators. Starting at the beginning of Spring semester, we started creating more detailed plan for what the week in February was going to be like. This included brainstorming and planning of programs, soliciting programs, and creating publicity. Throughout the planning the core group met on a biweekly basis.

Sex Week 2015 included multiple programs each evening during sex week including educational and pride center ally trainings. There was focus to have one larger event / talk that occurred by Dr. Ryan Kelly and
others about what it means to be a good partner. The location of these events varied throughout the residence halls and on campus. (Please see schedule below).

Recommendations for the future would include earlier planning in the programmatic efforts. Establishing the programs and details can help with more efficient planning and publicity. We also would recommend a budget for the programing and publicity with a suggested $750 for programing and $250 for publicity.

**Vision/Mission/Values/Goals 2015**

Our vision is a community in which the diverse layers of sexual behaviors among college students are understood, and healthy sexual behavior (including physical, social/cultural, emotional and spiritual components of sexual activity or abstinence) is supported by all members of the community, with respect for individual choices and values.

With the scope of practice and knowledge of our trained health educators, we provide accurate, inclusive language based on sexual behaviors and culture on the UW-L campus, supplemented with culturally competent health education, and accurate and appropriate referrals to sexual health experts.

With respect, professionalism, objectivity, inclusivity, open communication, innovation, destigmatization, and paradigm shifting.

**Goals of Sex Week 2015**

1. Through the development of deliberate, thorough, and current sex week programming, we aim to provide relevant and culturally competent sexuality and sexual health education, focusing on consensual, safe, and healthy sex topics including communication and consent, abstinence, prevention of STI/STDs, inclusivity, comprehensive sexual health, and respectful sexual behaviors.

2. Through administration of sexuality and sexual health programming, we aim to inform casual conversations about sex and sexual health with current, culturally relevant, and accurate information provided by competent, professional and trained sexperts/individuals.

3. Through implementation of sex week programming, we aim to develop a campus culture that supports individuals who become knowledgeable and comfortable with comprehensive sexual well-being.

4. Through implementation of sex week programming, we aim to normalize and support abstinence, inclusivity, and monogamy, along with other healthy, personal value-based sexual decision and behaviors.

5. Through evaluation of sex week programming, we strive for continuous improvement, innovation and inclusivity in collaboration with our campus and community partners.

**Sex Week Events 2015**

**Monday, February 23rd**

Unpacking Birth Control Methods and STIs/STDs- 7pm Eagle Hall Basement
Facilitated by Morgan Kolinski, Heather Hertzel and Peer Health Educators
Summary: Ever wondered what a cervical cap was or how to use a dental dam? Join us to unpack and explore the gamut of birth control methods and discuss the importance of barrier methods to preventing STIs/STDs.

Trust your Move- 9pm Eagle Hall Basement
Facilitated by Dr. Lori Reichel, Haley Anderson and Halle Brunzel
Summary: Is it okay for you to flirt with another person if you are currently in a committed relationship? Do you have to repeat something you tried once with a partner if you didn't like it the first time? This workshop allows participants to process these questions, as well as others, focusing on boundaries and trust within relationships.

**Tuesday, February 24th**

Ally Training- 5pm Ward Room, Cartwright Center
Facilitated by the Pride Center
Summary: Do you want to learn to be someone who confronts heterosexism, anti- LGBTQ biases, heterosexual and cisgender privilege in themselves and others, who has concern for the well being of lesbian, gay, bisexual, trans*, intersex, queer, and other similarly identified people, who believes that heterosexism, homophobia,
biphobia and transphobia are social justice issues, and someone who supports the LGBTQ Community and acknowledges their own privileges and actively works to dismantle systems of oppression. Attend Ally Training.

**Pizza & Porn- 8pm Coate Hall Basement**
Facilitated by Ingrid Peterson (Violence Prevention), Tom Heiar and Peer Health Educators
Summary: Free pizza! View “The Price of Pleasure” and discuss the implications of the porn industry on sexual relationships and personal expectations while you’re enjoying a slice of pizza.

**Wednesday, February 25th**

**Ally Training- 7pm – Location White Hall**
Facilitated by the Pride Center
Summary: Do you want to learn to be someone who confronts heterosexism, anti- LGBTQ biases, heterosexual and cisgender privilege in themselves and others, who has concern for the well being of lesbian, gay, bisexual, trans*, intersex, queer, and other similarly identified people, who believes that heterosexism, homophobia, biphobia and transphobia are social justice issues, and someone who supports the LGBTQ Community and acknowledges their own privileges and actively works to dismantle systems of oppression. Attend Ally Training.

**Self-Discovery and Exploration- 8pm 1400 Centennial**
Facilitated by Haley Anderson and Dakota Flohaug
Summary: Abstinence can be fun, too. Yankin’ it, slappin’ it, self-love, rubbin’ one off, jerking off, and spankin’ the monkey are all euphemisms for a “touchy” subject. Come learn about the benefits and parameters of self-induced sexual pleasure. No, you will not go blind if you attend, but you could win a prize!

**Thursday, February 25th**

**How to Be a Better Lover- 7:30pm 1400 Centennial**
Facilitated by Dr. Terry Lilley and Dr. Ryan McKelley
Summary: From the popular series, “How to Be a Better Man,” this event will explore men’s sexual health. Topics include how do you measure up, how to last longer, no means no, but what means yes, and the “friend zone.”

**Love vs. Lust- 8pm Graff Auditorium**
Facilitated by Campus Crusades for Christ (CRU)
Summary: Learn about the differences between love and lust and the benefits of choosing virtue, purity and abstinence.

**Friday, February 26th**

**SEX BINGO! 8pm Drake Basement**
Facilitated by Morgan Kolinski and the Peer Health Educators
Summary: Win prizes, get free condoms and have a TON OF FUN playing sex bingo! You may even learn a little.

9. Recommendations for Future Life Skills Planning:

   - Budget for programming and publicity ($1000 suggested - $750 programing, $250 publicity)
   - Do to the transition to Kate Noelke in Student Life/Wellness, we did not have any involvement with the Students in Recovery initiative; however, that doesn’t mean there isn’t space for that in the future.
   - An HD should serve on the overall Wellness Committee
   - Fit Alcohol Education Programming
   - An HD should serve on the overall Wellness Committee
SUMMER CONFERENCES and SUMMER STAFF SELECTION (Colin and Troy)

- The SA position was marketed and held an informational night.
- A total of 12 applicants applied for the Summer Assistant position. All were current or former staff members. Out of the 12, 11 were selected.
- 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.
- The position description and duties was updated and created a job contract was created.
- Troy and Colin coordinated the logistics of summer, specifically the transition from the academic year to the summer.
- Troy made camp placements.

FIRST YEAR EXPERIENCE (Submitted by April)

This year FYE was eliminated as a special assignment based on the work accomplished the previous year and other worthy departmental projects being pursued for the 2015-16 academic year. Though there was no special assignment, the work continued through the efforts of the three FYE Hall Directors and FYE Area Coordinator.

FYE Objectives for 2014-15

The year started off with the re-establishment of consistent objectives between the 3 FYE halls based on review of the previous years work and review of assessment data from the SDTLA Survey. The Hall Directors, in conjunction with April Handtke, chose to continue to use four of the eight objectives based off of readings from “Challenging and Supporting the First-Year Student” by Upcraft, Gardner, and Barefoot. This change was made to assist student staff as they designed plans for their individual communities. The modified objectives were included in trainings of student staff and also actively incorporated into each hall’s community development model. The objectives were defined as stated below.

Successful first-year students:

Will develop effective interpersonal relationships
Will make some progress in exploring who they are
Will learn to lead healthy lives and deal with stress
Will develop an awareness of the multicultural realities of our nation and today’s collegiate environment and learn to tolerate and affirm differences among people

These objectives were positively reviewed by this year’s Hall Directors and recommended to be retained for this coming year. Patrick and I have discussed adding these objectives to any living communities that serves FYE students exclusively this coming fall and perhaps having the HDs seek success with all 8 previous objectives but communicate the four for student staff based on HD recommendation.

Training FYE Student Staff:

During the August student staff training, there was a session for the staff in FYE halls focused on supporting first year students. The session was led by Kirsten Andrews and April Handtke. Topics covered included the Beloit Mindset List for the Class of 2017, Transitional Theories and the application of these to the work that student staff did, as well as results of the SDTLA administered in Spring 2014 and Fall of 2014. For the first time based on last year’s recommendation student staff from other halls that worked exclusively with FYE communities were invited to participate in the training. This was successful and will be continued next fall.
Learning Enrichment Coordinators

The work done previously centrally with the Learning Enrichment Coordinators (LECs) by the FYE Coordinator was picked up by the Area Coordinator in part though not as extensively because of time demands. Training was created for the LECs and student staff on working with first year students for the first time (see above section for more information). Meetings were also organized for all of the FYE professional staff and the Area Coordinator to discuss program ideas and plan join FYE hall programming. The LECs utilized the joint FYE budget to finance these programs without having to tap into the hall FYE budgets too much. The Coate Hall LEC, also took the lead on a service trip to Chicago for FYE students, titled Be a Part, Reach a Heart, a second year this event has been sponsored. One of the FYE Hall Directors acted as an advisor of the trip along with another Hall Director.

The previous FYE Coordinator, Kirsten Andrews graciously took on the responsible for organizing the hiring process for the new LECs for the 2015-16 year. This year, the HDs and the current LECs not reapplying were all utilized for interviews. There were many more quality applicants this year as we intentionally involved other professional staff in the recruitment process with the objective of attracting more established leaders. We are hoping this new group hired will bring more experience then this past year’s group so less training and guidance will be required.

Partnership with Academic Advising

The FYE Hall Directors and April Handtke met with Lori Anderson of Academic Advising at the onset of the year to determine how we wished to partner with Academic Advising, and specifically with the first year Advisors that are placed in Laux and Orris White Halls. The conversations with Lori were helpful even with three returning HDs to the FYE Halls—discussions focused on the ways that Academic Advisors can be included in Hall Communication, such as Hall Emails, Postings, during Hall Council, and other creative ways, as well as the expectations placed on working relationships between all of the FYE entities. The relationship between the Academic Advisor and LEC was also discussed, and while there were no set programming expectations or guidelines set, this is something that can be defined by the involved parties at the start of each year.

FYE Conference

Last year ORL sent the FYE Coordinator to the national FYE Conference. Based on that individual’s assessment of the conference the decision was not to do so again unless we start to look at Learning Communities in the more traditional sense embraced on other campuses. This might be again worth exploring in the future knowing learning communities are now being explored on our campus with that possible approach.

SDTLA & EBI Assessments

The Student Developmental Task and Lifestyle Assessment (SDTLA) is the assessment tool that has been utilized to assess the impact that the living environments for first year students at UW-L are having on student development. The assessment was first administered as a test run in the spring of 2013 with a response total of 93 students. In September 2013, the baseline assessment was administered to the actual group of students we would be measuring (first year residents for the 2013-14 academic year), with a response total of 284 students. Because the SDTLA compares the measurements of student development at the start of the assessment period and at the end of the period, it was decided that no changes would be made based on the initial data return, in order to receive the purest measurements as possible after the ending assessment period. The final SDTLA assessment was administered in April 2014, with a response total of 171 students. The summer of 2014 will be spent analyzing the data from the September and April SDTLA assessments, as well as utilizing some of the
EBI Survey results, to glean information on the impact that FYE and non-FYE Halls are or are not having on first year students at UW-L

The last results from the survey showed statistical significant in only one area. Students in FYE halls were struggling more with interpersonal relationships than their counterparts in non-FYE halls. Therefore one of the 4 goals established for the year (outlined above) was put in place to directly impact that finding.

SDTLA is no longer being supported by the University that administered it. Though we could run it ourselves we are hoping the EBI results can help us glean what we would largely like to and thereby eliminate one more long survey we ask students to take. This summer one of our Hall Directors will be analysing the FYE data from EBI will that goal in mind. We will then revisit our goals and objectives for the 2015-16 school year.

A few goals previously set that continue to be relevant as well as a few new ones for 2015-16 are:

- Continue to have consistent objectives for the FYE Communities to create a similar experience regardless of hall and extend this to halls that have limited numbers of FYE Communities
- Continue to provide training for student staff that will work with FY students even in non-FYE Halls
- Develop LEC-specific training for their unique role; consider implementing a ‘Lead’ LEC to mentor incoming LECs and allow for mentorship within the position to occur
- Continue to encourage programming across the FYE Halls, coordinated by LECs, to have a shared experience (including service trip) – can be facilitated by an FYE professional staff member to begin and then taken on by LECs
- Expand the recruitment scope of the LEC position – tap into campus partners and other avenues to identify quality candidates
- With three new HDs in the FYE halls work to keep the momentum maintained rather than losing progress previously achieved.

SOCIAL MEDIA AND MARKETING (Will and April)

Overview
The 2014-2015 Social Media and Marketing special assignment (SSM) started with a complete website renovation/reconstruction in Ektron, the continued use of currently establish ORL social media outlets (Facebook, Pintrest, Youtube), the creation of a photo dumping site for program shots and photos (via google docs), the solidification of an ORL logo from University Communications, and the creation of a position description and contract for a Photography and Marketing student position that will be headed up by April Handtke. I also conducted committee meetings for ORL policy and procedure review (w/ Handtke, Denison, Burns-Gilbert, Britt, and Lentz), where we updated and re-order the policies and procedures, and updated sanctions (in Advocate and on professional staff resource google site).

Relevant information from last year’s report:

“The Office of Residence Life uses several social media platforms. The UW-L Office of Residence Life Facebook page is used to connect with all current and future on-campus residents. The UWL Student Staff Facebook page is for current UW-L student staff and pro-staff to connect and share information. The UW-L Residence Life Twitter page serves the same function as the UW-L Office of Residence Life Facebook page and is used to connect with all current and future on-campus residents. The UW-La Crosse Residence Life Pinterest Page was created this year for current student staff to post their own creations and to search through
other UW-L student staff ideas. Pinterest Boards currently in use include: Bulletin Boards, Door Decorations, Community Ideas, Programming Ideas, “Where Am I” Boards, and Team Development Ideas.”

While the mid-year, ORL Winter Newsletter was created and distributed, the semester and end of year newsletter (to student staff) were not created. Additionally, a request by Chris Dziekan for a poster series (about SIGs and 5 topics in reslife) were not created. These topics might be better served by the new student position (PM).

**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.

**RESIDENCE HALL ASSOCIATION COUNCIL**

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<th>RHAC Executive Officers</th>
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<tr>
<td>President</td>
<td>Mitchell Kennedy</td>
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<td>Vice President - Administration and Operations</td>
<td>Jenna Schiewer</td>
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<td>Vice President – University Affairs</td>
<td>Bridget Fish (Fall)</td>
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<td>Madison Bentdahl (Spring)</td>
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<td>Secretary</td>
<td>Qian Xu</td>
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<td>Treasurer</td>
<td>Lauren Mason (Fall)</td>
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<td>Patrick Brever (Spring)</td>
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<td>National Communications Coordinator</td>
<td>Megan Picha</td>
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<td>Senator</td>
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<td>Jacob Sparks</td>
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<td>Andy Emond (Fall)</td>
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<td>Emily Clement (Spring)</td>
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<td>Central Staff Advisor</td>
<td>Chris Dziekan</td>
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<td>Graduate Advisor</td>
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<td>Angell Hall:</td>
<td>Adria Braley</td>
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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 2014 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 purchased two sounds systems for use by the eleven residence halls.
- RHAC planned two leadership retreats for the RHAC representatives that focused on parliamentary procedure, what a representative really is, how to present information to the residents in the halls, how to respect people and their diverse backgrounds, etc.
- The executive officers hosted Kraze Daze. This is a fun campus-wide Olympics to promote friendly competition and hall spirit. Usually hosted by the Activities and Relations Committee (ARC), the execs took the program on to allow ARC to do a new fall event.
- ARC planned four major events throughout the year. They planned Fall Fest (a seasonal program held in October), the Winter Formal (a non-alcoholic event held at the La Crosse Center which was attended by 550+ 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 #ItCanWait. This was a program about the dangers of texting and driving. The second program was Bike Bonanza, a program about bike security and safety!
- Specific Issues (SI) took a research trip in the spring to Winona State. The focus of the trip was on bike safety.
- 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 execs planned a successful spring Blood Drive that collected over 80+ units of blood.
- The group worked to educate students about the new Fieldhouse referendum.
- The group sent 70+ students to various state, regional and national leadership conferences.
- RHAC worked to educate students about the impacts of the proposed state budget cuts on the UW System and UW-La Crosse specifically.
- RHAC passed a resolution stating they were supportive of adding three bike Fix-It stations on campus. This resolution was a part of a successful Green Fund grant proposal.
- The group allocated over $5,700 in program aid to the eleven residence halls for campus-wide programming.

As you can see, the group was very active and focused on student advocacy, programming and service.

**CAROL BASSUENER CHAPTER NATIONAL RESIDENCE HALL HONORARY (NRHH)**

**Executive Officers 2014-2015**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Alex Joers</td>
</tr>
<tr>
<td>Vice President</td>
<td>Andrew Treu</td>
</tr>
<tr>
<td>Secretary</td>
<td>Ryan Hoye</td>
</tr>
<tr>
<td>Finance and Fundraising Coordinator</td>
<td>Jason Chambers</td>
</tr>
<tr>
<td>Service Coordinator</td>
<td>Nicole Fronek/Kacy Rozwadowski</td>
</tr>
<tr>
<td>OTM Coordinator</td>
<td>Anna Nachreiner</td>
</tr>
<tr>
<td>Communications Coordinator</td>
<td>Emily Hilby</td>
</tr>
</tbody>
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Chapter Members 2014-2015

<table>
<thead>
<tr>
<th>Chapter Members</th>
<th>2014-2015</th>
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</thead>
<tbody>
<tr>
<td>Alex Joers</td>
<td>Alex Miller</td>
</tr>
<tr>
<td>Anna Nachreiner</td>
<td>Spenser Garcia</td>
</tr>
<tr>
<td>Jordan Zoroufy</td>
<td>Bridget Kisting</td>
</tr>
<tr>
<td>Luke Hams</td>
<td>Hannah Phillips</td>
</tr>
<tr>
<td>Jason Chambers</td>
<td>Jamie Leslie</td>
</tr>
<tr>
<td>Sarah Lang</td>
<td>Tayler Farrington</td>
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<tr>
<td>Ryan Hoye</td>
<td>Emily Hilby</td>
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<tr>
<td>Dylan Jester</td>
<td>Libby Paplow</td>
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<tr>
<td>Katie Sikora</td>
<td>Carissa Krug</td>
</tr>
<tr>
<td>Cara Mackesey</td>
<td>Justin Helmkamp</td>
</tr>
<tr>
<td>Andrew Treu</td>
<td>Jaron Frederik</td>
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<tr>
<td>Caitlynn Hinytzke</td>
<td>Derek Zimmerman</td>
</tr>
</tbody>
</table>

Advisors
Patrick Heise, Assistant Director of Residence Life
Nick Thuot, Graduate Assistant, Office of Residence Life

Executive Members 2014-2015

<table>
<thead>
<tr>
<th>Executive Members</th>
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</thead>
<tbody>
<tr>
<td>Alex Miller</td>
<td>President</td>
</tr>
<tr>
<td>Jack Rettler</td>
<td>Vice President</td>
</tr>
<tr>
<td>Betsy Katschke</td>
<td>Secretary</td>
</tr>
<tr>
<td>Ryan Hoye</td>
<td>Finance and Fundraising Coordinator</td>
</tr>
<tr>
<td>Jacob Sparks</td>
<td>Of The Month (OTM) Coordinator</td>
</tr>
<tr>
<td>Jaron Frederick</td>
<td>Community Service Coordinator</td>
</tr>
<tr>
<td>Caitlynn Hinytzke</td>
<td>Communications Coordinator (CC)</td>
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New Inductees for 2014-2015

<table>
<thead>
<tr>
<th>New Inductees</th>
<th>2014-2015</th>
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<tbody>
<tr>
<td>Bridget Fish</td>
<td>Michael Long</td>
</tr>
<tr>
<td>Lindsey Sattler</td>
<td>Julie Petak</td>
</tr>
<tr>
<td>Jenna Schiever</td>
<td>Kate Flynn</td>
</tr>
<tr>
<td>Michelle Juza</td>
<td>Brody Fanshaw</td>
</tr>
<tr>
<td>Matthew Mulroy</td>
<td>Rachel Gallo</td>
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<tr>
<td>Alyssa Braun</td>
<td>Joseph Prekop</td>
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Honorary Members (Selected by the Chapter)

<table>
<thead>
<tr>
<th>Honorary Members</th>
<th>2014-2015</th>
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</thead>
<tbody>
<tr>
<td>Jacob Lacey</td>
<td>Senior Staff and Desk Coordinator of Drake Hall</td>
</tr>
<tr>
<td>Nick Thuot</td>
<td>NRHH Advisor</td>
</tr>
<tr>
<td>Katie Svitavsky</td>
<td>Sanford Resident Assistant</td>
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</tbody>
</table>

NRHH Service Hours

The total amount of hours exceeded the previous year’s total, which was tallied at an impressive 410 volunteer hours. A few of the events that students volunteered at included:

- Bethany St. Joseph: Holiday Decorations Set-Up
- Children’s Museum: Night at the Museum, EGGstravaganza, and Tinker Time
- Coulee Region Humane Society: Spaygetti Dinner
- La Crosse Jaycees: Neighbor’s Day
- Laux Hall: Nearly Naked Mile
- Myrick Hixon EcoPark: Storytelling Festival, Enchanted Forest,
- The REC: RECtoberfest
• RHAC: RHAC Blood Drive, Grub Tub Preparation and Distribution
• RiverWatch
• The Rotary Club: Rotary Lights
• Color Dash 5k Run/Walk
• Organic Farming
• Shrine of Guadalupe
• The Ultimate Game Night at the La Crosse Center

Campus Recognition
Recognizing the achievements of those beyond the scope of our department was a huge priority for the students of the organization. They felt that this would enhance the brand of our chapter while also providing others with some much needed affirmation. The following areas/people were recognized by NRHH for proudly serving students at UW-L:
  • Members of NRHH were given a tumbler to be able to give to a Professor that they would like to appreciate. 49 Faculty were recognized by NRHH.
  • Career Services
  • Campus Climate
  • Einstein’s Bagels
  • Residence Life Maintenance
  • The Counseling and Testing Center
  • Records and Registration

Additional Initiatives for 2014-15
• NRHH worked 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.
• Many constitutional updates were made.
• A transition from the previous four pillar system was implemented. In place of this, the organization created a “four team” system. These four teams, (service, recognition, fundraising, and the programming, events, and promotion (PEP) committee). Thus far the system has worked wonderfully and we’ve experienced an incredibly productive year.
• Induction took place Sunday, April 19, 2015 at The Freighthouse. NRHH members were present along with new inductees and honorary members and their guests. Joe Lasely was the Keynote Speaker. Alex Joers and Emily Hilby were awarded the Carol Bassuener scholarship of $250 each. The Ruth Kurinsky Exemplary Member Award went to Katie Sikora. Ruth Kurinsky was in attendance. The entirety of the event was organized by the PEP committee and was regarded as “one of the best inductions this chapter has ever had.” I would highly recommend that next year’s chapter revisit The Freighthouse as a venue that could work for them.
• The Fundraising Committee worked diligently on implementing some new revenue sources for the chapter, as we are now without the financial support of Bedloft. While the results weren’t as beneficial as they could have been, there is a lot of momentum moving forward.
• 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.