Impact of Residence Hall Class Sections on the First Year Student Experience

Presenters: Scott Seyforth, Area Coordinator, University Housing, University of Wisconsin - Madison
Cal Bergman, Associate Director of Residence Life – Academic Initiatives, University Housing, University of Wisconsin - Madison
John Fink, Academic Program Coordinator, University of Wisconsin - Madison

Program Abstract:
This session will discuss a study involving 1,200 predominately first-year UW-Madison students and the differences in experience between typical class sections and Residence Hall Class sections involving hall-based cohorts meeting in their residence hall. Five of the most popular courses taken by first year students were targeted (English 100, CommArts 100, Chem 103 & 109, and Math 221). Significant findings will be shared, trends discussed, and implications for future practice explored.

Intended Learning Outcomes:
• Attendees will become better aware of research on classroom learning.
• Attendees will become better aware of the positive results of a UW-Madison study involving 1,200 predominately first-year UW-Madison students and the differences in experience between typical class sections and Residence Hall Class Sections (hall-based cohorts meeting in the hall).
• Attendees will meet others at the conference through small group discussion at the session.

Staying Energized in Student Affairs through Innovative Projects

Presenters: Jodi Thesing-Ritter, Associate Dean of Students, University of Wisconsin - Eau Claire
Jacqueline Bonneville, Director of New Student Orientation, University of Wisconsin - Eau Claire

Program Abstract:
This session will outline the some exciting innovative projects underway at UW-Eau Claire that have served to energize us in the middle of our careers. The session will illustrate for participants ways to engage students in program development to add some excitement to our daily work. Students will share how these experiences have served to enhance their overall education.

Intended Learning Outcomes:
• Participants will learn about some innovative projects underway at UW-Eau Claire.
• Participants will learn how these projects have served to energize the presenters in the middle of their careers.
• Participants will develop ideas for inclusion of students in planning of University-wide programs.


Presenters: Jodi Thesing-Ritter, Associate Dean of Students, University of Wisconsin - Eau Claire
Anthony Och, Student Coordinator, University of Wisconsin - Eau Claire
Janna Casperson, Student Coordinator, University of Wisconsin - Eau Claire

Program Abstract:
This session will outline the steps taken to develop a civil rights immersion experience for University of Wisconsin-Eau Claire students. Presenters will share insights and lessons learned in the development of their program. Special attention will be paid to potential for duplication on your campus. The session will share findings from the faculty-student collaborative research project. These findings will demonstrate the impact of such a program on the multicultural competence of student participants.

This session should particularly benefit those who are interested in developing short-term immersion experiences on their campus, campuses struggling with diversity issues because of a homogenous student population, and participants with an interest in the historical significance of the civil rights movement.

Intended Learning Outcomes:
• Participants will learn the necessary steps to develop an immersion experience on a college campus.
• Participants will learn what research methods and results prove effective in an immersion experience.
• Participants will learn why short term immersion experiences have an effect on campuses that are struggling with diversity issues because of a homogenous student population.
Brain-based Learning: A Renewed Approach to Hazing

Presenter: Darnell J. Bradley, Assistant Professor, Cardinal Stritch University

Program Abstract:
Dickmann and Stanford-Blair (2003) propose a six dimensional framework for understanding the nature of how individuals learn. The presenter will utilize this framework to outline a more proactive approach to hazing. Students participate in, and subject themselves to hazing for any number of reasons. Not until we recognize the underlying reasons why hazing continues to be largely socially palatable, mildly punished, and readily accepted will we be able to approach the problem from the student's perspectives.

Dr. Darnell J. Bradley has done presentations, workshops, and research in the area of Fraternity and Sorority Life for the past 10 years. He has served as a chapter advisor for his own fraternity Phi Beta Sigma, and served as a campus Greek Advisor.

Intended Learning Outcomes:
• Attendees will revisit social norming ideas and the social acceptance of hazing
• Attendees will learn about the 6 dimensions of learning
• Attendees will consider alternatives methods in light of what is known about the brain
• Attendees will reconsider their approach to hazing prevention on their respective campuses

A New Way Forward - Utilizing Gay Straight Alliances in Residence Halls

Presenters: Amanda J. Erdmann, Residence Life Coordinator, University Housing, University of Wisconsin - Madison
Magpie Martinez, Director of Diversity Programs, University Housing, University of Wisconsin - Madison
Rhoda Jordan, Assistant Director of Diversity Programs, University Housing, University of Wisconsin - Madison

Program Abstract:
Residence hall climate for LGBTQ students affects not only students' social development, but also academic development. Residence halls concurrently serve as extensions of campus culture and climate, while setting the tone for campus culture and climate. This presentation will discuss current trends in the research on campus climate for LGBTQ students, and approach the question of how to improve climate in residence halls from a primarily environmental framework utilizing UW-Madison’s Gay Straight Alliance model of connecting LGBTQ students and allies. Come and learn how you can work to improve your residence hall’s climate for LGBTQ students based on your own specific needs.

Intended Learning Outcomes:
• Participants will gain an understanding of climate and how it relates to students’ experiences on campus -participants will learn basic strategies for working to improve climate in residence halls for LGBTQ students and allies
• Participants will walk away with a baseline understanding of how to effectively implement a Gay-Straight Alliance within their residence hall that is specifically tailored to their unique needs.

ROUNDTABLE - Ally: Where are you? What actions can you take?

Facilitators: Mai J. Lo Lee, Multicultural Adviser, University of Wisconsin - Green Bay
Amanda J. Erdmann, Residence Life Coordinator, University Housing, University of Wisconsin - Madison

Program Abstract:
All of us have the power to be an ally to victims of bias, hate and oppression. Sadly, it is when someone on campus falls victim to bias, hate and oppression that members of the campus community wonder what could have been done to prevent such bias incidents and hate crimes. Being an Ally to support victims of hate is as much about supporting the victim in his/her time of need as it is about being a visible, vocal ally against all hate on campus, all the time. This interactive roundtable will focus on allyship as a proactive concept, allowing participants to connect with other campuses around allyship efforts to see what resources and opportunities are out on other campuses for you to use. Come and learn about the actions you can take on your campus to make a difference!

Intended Learning Outcomes:
• Participants will learn the definition of an Ally.
• Participants will learn actions an Ally can take in Student Affairs profession Involvement Opportunities within Commission.
Off-Campus Housing: Creating Positive Neighborhood Relations, Addressing Student Behavior and Promoting Civic Responsibility

Presenter: Keri L. Duce, Neighborhood Housing Office Coordinator, University of Wisconsin - Milwaukee

Program Abstract:
The University of Wisconsin-Milwaukee serves about 7,000 students who live off-campus within a five mile radius of the university. With an increasing number of students living both in the residence halls and in the off-campus community, many of the long-term residents surrounding UWM have experienced frustration over student behavior and are looking to the university for answers. Additionally, UWM students look to the university to help them find quality off-campus housing. To assist both parties, UWM has put in place the Neighborhood Housing Office and Community Outreach and Assistance for Student Tenants (COAST) Leader program. Discover the challenges the university has faced and steps taken to address neighborhood relations, student conduct and civic responsibility.

Intended Learning Outcomes:
• Attendees will come away from the program understanding neighborhood relations and how they can be utilized positively for both students and long-term residents to network with the surrounding campus community.
• Attendees will learn about the UW-Milwaukee Neighborhood Housing Office and Community Outreach and Assistance for Student Tenants (COAST) Leader program, and how they can offer similar assistance on their own campus.
• Attendees will be able to identify key stakeholders in their communities with whom campus personnel can work to take a proactive approach when addressing student off-campus conduct.
• Attendees will learn about resources that can be utilized when dealing with off-campus landlords and managing landlord/tenant rights and responsibilities.

Collaborating to Provide Meaningful Work Study Position in the Community

Presenters: Kristi Hill, Coordinator of Internships and Volunteer Programs, Lawrence University
Sara Beth Holman, Director of Financial Aid, Lawrence University

Program Abstract:
Financial Aid/Student Employment, Volunteer Centers, Career Centers, Student and Off Campus Programs are all departments interested in helping students have meaningful learning experiences beyond the college campus. This common goal provides a great opportunity for collaboration which is essential during challenging economic times. Learn how Lawrence University collaborated to 1) provide additional learning experiences to students 2) enhance the learning component of off-campus employment 3) improve relationships in the community and 4) provide additional financial aid to students through an education award.

Intended Learning Outcomes:
• The common goals of the community service federal work study program, community-based on-campus programs and non-profit organizations.
• How departments can come together to collaborate and offer additional and stronger off-campus opportunities.
• How to expand or improve outreach to the community on a limited budget.
• AmeriCorps programs and how they can benefit the student, the college/university and the community at large.

Understanding the Strengths of First-Generation Students as a Strategy for Nurturing Success

Presenter: Dr. Pamela A. Peters, Doctoral Advisor/Assistant Professor, Cardinal Stritch University

Program Abstract:
This presentation explores the experiences of African American and Mexican American first-generation students that led to the decision to pursue higher education. As university administrators seek out ways to improve enrollment and retention through a variety of multicultural programming initiatives, this session offers a holistic understanding of the backgrounds, qualities and characteristics that follow this population to the college campus. Interactive discussion, as well as a short video featuring the participants will be incorporated into the session.

Intended Learning Outcomes:
• Understanding the characteristics of first-generation students
• Understanding the factors that may motivate first-generation students to pursue a college education by exploring:
  o the motivational factors that result in having a desire to pursue a college education
  o the skills and assets that enable students to be academically successful enough for college
  o the behaviors that enable students to overcome educational barriers and successfully navigate the application process to gain acceptance into college.
Apply this information to college persistence and retention initiatives, and other implications for student affairs professionals

Evaluating Training Programs

Presenter: Rebecca Grassl, Program Manager, University of Wisconsin - Milwaukee

Program Abstract:
Are you involved in training staff? Are you wondering how your department can better gauge the effectiveness of its training? Do you want to make sure you are dedicating enough time and effort in training the right areas? This program session is designed to help you develop and implement a comprehensive training evaluation process to measure staff satisfaction with training programs, gauge the amount of learning taking place, assess behavior changes made as a result of training, and measure the overall effectiveness of your training program. Whether you already assess your training programs or if you’re just starting to develop assessment practices you will walk away with ideas and resources you can use to immediately assess the effectiveness of your training program.

Intended Learning Outcomes:
• Participants will be able to identify the four stages of a training evaluation process (according to the Kirkpatrick framework for program evaluation).
• Participants will learn the differences between evaluating satisfaction, learning, behavior, and effectiveness of training programs.
• Participants will be able to identify a variety of practical tools and strategies to evaluate training from multiple perspectives.
• Participants will gain tools and evaluation forms that can be modified for their specific departments to evaluate training programs.

Enhancing Campus Diversity Through Pre-College Access Programming

Presenters: Jodi Thesing-Ritter, Associate Dean of Students, University of Wisconsin - Eau Claire
Rogelio Encizo, Student Intern, University of Wisconsin - Eau Claire
Sarah Gonzalez, Student Intern, University of Wisconsin - Eau Claire

Program Abstract:
The Blugold Beginnings Program is a pre-college access program that helps low income students aspire to achieve the goal of Higher Education. The program has a tutor/mentor component, where college students help younger students with homework and school related projects. The college students also share there experiences at the university. The students that are tutored range from 6th grade to High School Seniors. There are monthly campus visits from the high school students, where they are allowed to come to campus and get a “hands on” approach to the college experience. In our program we will share the unique elements of our program as well as provide an opportunity for dialogue on closing the achievement gap and the role student affairs and student organizations can play in accomplishing this goal.

Intended Learning Outcomes:
• Identifying the many barriers for low income and underrepresented students on the road to Higher Education. Once those problems are identified, we will discuss how student affairs staff can become involved in removing some of the barriers and create a more diverse campus in the process.
• Learn more about The Blugold Beginnings Program at UW - Eau Claire. We will share our mission, goals, and program plan. We’ll also help you think about how you can replicate our program.
• Learn the positive outcomes that are achieved when Student Affairs collaborates with students in student organizations to achieve increase diversity on campus.

Supervising the Individual Student

Presenter: Sarah Muenster-Blakley, Residence Hall Director and Volunteer Programs Assistant, Lawrence University of Wisconsin

Program Abstract:
Supervising many students or many students in more than one department on campus can be a challenge! This session focuses on how, as college professionals, we can focus on supervising the individual as well as the staff and support the personal development of each student we supervise. Information about why it is important to supervise the individual and what students need out of a supervisor will be explored. Come to this program open to making changes in your style of supervision to better suit those you have the most impact on in your career: your students!
**Intended Learning Outcomes:**
- A brief overview for recognition of what students want out of a supervisor at college and how supervising many students, or supervision in more than 1 department, can be a challenge. Information about why we cannot supervise each student the same way will be recognized.
- Professionals will learn to focus on individual supervision of students to better support each student’s personal growth.
- Ideas and guidance will be provided to help professionals determine ways they can adjust their supervisory style to fit each student they work with, and how they can deal with change.
- Professionals will leave the session with materials and information to return to campus and be able to implement change in their supervisory style with students they feel need more individual support.

**Successfully Using Online Social Networking to Engage Students and Colleagues**

**Presenter:** Liz Van Lysal, Program Outreach Coordinator, University of Wisconsin - Milwaukee

**Program Abstract:**
How many of us have created a Facebook Page or a Twitter account for our office, only to let it die out a few weeks later? To successfully use social networking sites, we need to stay engaged and have “friends”, “fans”, and “followers” who interact with us. This session will demonstrate social networking best practices used by a professional in UW-Milwaukee University Housing, and allow participants to explore how social networking can contribute to their own professional development. The presenter will discuss how to build a social networking presence using Twitter and Facebook, how to easily interact with students and colleagues via these platforms, and how to gather data from these interactions for reporting or assessment purposes.

**Intended Learning Outcomes:**
- Program participants will understand the basic functionality of Twitter and Facebook Pages.
- Program participants will learn how UW-Milwaukee University Housing has used Twitter and Facebook Pages to connect with students.
- Program participants will understand how Twitter can contribute to their own professional development.
- Program participants will learn how to gather data from Facebook Pages for reporting or assessment purposes.

**What can I do with a BA in English?**

**Presenter:** Tonya McKenna Trabant, Assistant Director, Chadbourne Residential College, College of Letters and Science, University of Wisconsin - Madison

**Program Abstract:**
Student affairs professionals join faculty and administrators across all campuses in touting the virtues of liberal education. From "personal and social responsibility" to "critical thinking," we value the interdisciplinary and holistic nature of a college education. But our first-year students often struggle to understand what we mean: Isn't liberal education mostly for Democrats? Does it conflict with my religion? I got into college, so I clearly already know how to think! And, if I major in German I'll be a high school teacher right? In this session, current undergraduates teaching a liberal education seminar will share their journeys toward understanding liberal education. And, we'll facilitate a short discussion with your questions and ideas on the topic.

**Intended Learning Outcomes:**
- Participants will take away at least one new phrase or idea related to talking to first-year students about the value and utility of liberal education.
- Participants will gain/absorb at least two personal antidotes from current juniors or seniors about how liberal education became clearer to them; these examples will aid participants in recognizing other students' developmental process.
- Participants will have a forum to share their own struggles and inspirations about discussing liberal education with first-year students.

**Recognizing Opportunity: The Building of the Entrepreneurial Residential Learning Community (ERLC)**

**Presenter:** Jim Franzone, Area Coordinator/Co-Program Director of the ERLC, University Housing, University of Wisconsin - Madison

**Program Abstract:**
The Entrepreneurial Residential Learning Community (ERLC) opened the fall of 2008. This fall marks the successful beginning of the ERLC's second year. However, the ERLC story began nearly two years earlier. The story of how the planning and development of the community took shape is the focus of this presentation. Cross departmental collaborations,
campus priorities, and residence life agendas all came together to create a one of kind learning community but not without lots of work and some intrapreneurial thinking.

Intended Learning Outcomes:
• Program participants will gain an understanding of how cross-departmental collaboration built the ERLC and could be applied to other programs.
• Program participants will gain an understanding of how the mission of the learning community necessitated the infusion of the programs mission into every aspect of the community.
• Program participants learn how the community structures itself around a 3 credit academically focused course.

Asperger’s and College: Making the Connection

Presenters: Elizabeth Watson, Director of the Center for Students with Disabilities, University of Wisconsin - Whitewater
Karen Fisher, Disabilities Services Coordinator, University of Wisconsin - Whitewater

Program Abstract:
Students with Asperger’s are one of the fastest growing student populations going to college. Students with Asperger’s present unique opportunities and challenges for postsecondary environments. The purpose of this presentation is to provide an overview of Asperger’s and provide strategies for college and university campuses to build access and capacity for this population. One of the goals of the presentation is to have participants leave with a bag of tools to create inclusive environments including living, learning, services, and social, on their campuses.

Intended Learning Outcomes:
• Participants will understand what Asperger's is.
• Participants will learn the unique needs of this student population.
• Participants will learn how to create social connections for students with Asperger's.
• Participants will learn how to communicate effectively.
• Participants will learn how to identify your campus partners for this unique student population.

Alternative Break Trips

Presenters: Kaye Schendel, Acting Assistant Dean of Students & Assistant Director of University Centers, University of Wisconsin - La Crosse
Megan Buhrandt, Graduate Assistant, University of Wisconsin - La Crosse

Program Abstract:
UW-La Crosse has been involved in an Alternative Spring Break program since 2004. In this presentation you will hear about our challenges and successes, learn how to plan your own Alternative Break program and budgeting strategies. Attention will be paid to the development of learning outcomes and assessment of break programs. Come prepared to enjoy some pictures from both our Jamaica and Vietnam trips!

Intended Learning Outcomes:
• Participants will leave with an understanding of how to plan an alternative break program.
• Participants will learn budgeting strategies for a successful program.
• Participants will leave with a vision of what the program at UW-L looks like and a blueprint for starting your own Alternative Break program.

Exploring ways to help the next generation of student affairs professionals through mentorship and other experiences

Presenter: Luis Benevoglienti, Hall Director, University of Wisconsin - Whitewater

Program Abstract:
One way to improve our practice and remember what got us involved in our respective areas is to help our current student leaders take advantage of the opportunities to learn about the Student Affairs profession on campus from sharing our own stories to becoming their mentors and developing practicum experiences. Come to this session to learn about two existing national mentorship experiences in our field from ACPA (American College Personnel Association) and NASPA (National Association of Student Personnel Administrators) and how campuses can outreach to student leaders and groups who are interested in pursuing careers in student affairs.

Intended Learning Outcomes:
• Participants will learn about the NASPA Undergraduate Fellowship Program
• Participants will learn about the ACPA Next Generation Program
• Participants will learn about ideas that other campuses are implementing in helping students learn about the student affairs profession

Becoming a Purposeful Professional: Results from the National Survey of New Professionals in Student Affairs

Presenter: Eric R. Jessup-Anger, Ph.D., Instructor, Michigan State University

Program Abstract:
In this session, I will present results of the national survey of new professionals in student affairs. I will address issues for graduate students and new professionals to consider, as well as for those colleagues who supervise new professionals. Through presentation, group discussion, and action plan development, I will engage participants in a session that will leave them with tools to reflect on their own professional growth, to supervise graduate students and new professionals, and to improve the experience and contributions of new professionals in student affairs.

Intended Learning Outcomes:
This presentation, based upon an article co-written by the presenter that appeared in the Journal of College Student Development, will share findings from the National Survey of New Professionals. I will begin by reviewing lessons learned that emerged from the five primary themes and then share recommendations that may help new professionals and their supervisors enhance their personal and professional quality of life.

Participants will leave the program with the following:

• Information about NSNPSA and its findings and their relevance to their own professional development
• Recommendations on addressing issues from the perspective of graduate students preparing to begin their first jobs and new professionals in the midst of their transition
• The beginnings of action plans for professional development in this area
• Resources for further exploration

Understanding Student Affairs Organizations: A Primer for New Professionals and their Supervisors

Presenter: Eric R. Jessup-Anger, Ph.D., Instructor, Michigan State University

Program Abstract:
New professionals frequently voice frustration with the dissonance they feel between how things “should be” in student affairs and the reality they experience in their organization. This sentiment often arises as new professionals seek to implement change. In this session we will examine the unwritten rules that affect our work in student affairs and then provide new professionals - and their supervisors - with a framework and tools to assess their organizational culture and its political realities.

Intended Learning Outcomes:
This presentation, based upon a chapter co-written by the presenter in the third edition of the Beginning Your Journey: A Guide for New Professionals in Student Affairs (NASPA, 2009), will help emerging professionals make sense of and effectively navigate the political and organizational realities of their institution. I will share with new professionals and their supervisors a framework based upon Tierney’s (1991) six essential components of organizational culture: environment, mission, socialization, information, strategy, and leadership. I will then spend significant time helping participants translate this framework into a usable tool to take back and employ at their own institutions through the use of personal examples and case studies. I will close by providing additional resources and sharing stories of difficult lessons learned by advanced professionals – or – advice on things to avoid early in your career if at all possible.

Participants will leave the program with the following:

• An increased awareness of the common issues that affect new professionals as they transition into their first job.
• An understanding of how organizational culture affects new professionals’ ability to be successful in their first professional position.
• A framework for making sense of and navigating diverse organizational cultures and settings.
• Tools and resources that will help new professionals translate their knowledge and skills as an organizational analyst to their own institutional context.

Implementing a Learning Outcomes Approach to Residential Education
Presenters: Paul Shepherd, Director of Student Life, University of Wisconsin - River Falls
Mary Duckworth, Residence Hall Director, University of Wisconsin - Eau Claire

Program Abstract:
Becoming learning centered in all we do has been a professional ideal for student affairs for some time. Demonstrating the educational impact residence hall living has on student learning is critical as we partner with faculty to create a more holistic learning experience. In this session, we will discuss the creation of learning outcomes and the implementation of learning outcomes in residence life programs and services. The hope will be to share ideas and leave with an action plan to become more intentional as a department or with individual programs and services.

Intended Learning Outcomes:
• Participants will develop ideas for engaging all staff in identifying organizational core values.
• Participants will develop a process for turning organizational core values into departmental learning outcomes.
• Participants will create an action plan for sharing learning outcomes and training with students and staff.
• Participants will identify technology helpful in tracking and assessing learning outcomes.

Outreach and Engagement of Student-Veterans

Presenter: John Bechtol, Assistant Dean of Students – Veterans, University of Wisconsin - Madison

Program Abstract:
The implementation of the new Post 9/11 GI Bill (Chapter 33) means more military veterans will be able to attend college full time. Additionally, many students currently serve in the National Guard or Reserves, and must balance academics, military service, and everyday life. What has your campus done to assist this growing population? UW-Madison implemented a strategy of engagement in January 2009, and shares its lessons learned as it continues to develop a comprehensive program to encourage student-veteran academic and personal success.

Intended Learning Outcomes:
• Participants will design a framework for outreach and engagement of veterans as they arrive on campus.
• Participants will gain ideas for building a student-veteran community.
• Participants will learn what campus, state, federal, and non-governmental resources may be available in your area.
• Participants will learn the challenges faced by students currently serving in the National Guard or Reserve.

ROUNDTABLE - Adding Substance to Substance-Free Housing

Presenters: Jennifer Dalsen, Residential Life Coordinator (Graduate Assistant), University of Wisconsin - Madison
Laura Strimpel, Area Coordinator, University Housing, University of Wisconsin - Madison

Program Abstract:
The purpose of this round table is to share how to promote a community for college students who identify as living a substance-free lifestyle. This includes a closer examination of student expectations within already established substance-free communities and to explore personal identification for students who share similar lifestyle choices. In addition, a closer look into how to resolve possible barriers surrounding substance-free communities will be discussed.

Intended Learning Outcomes:
• Participants will learn why students may identify as living a substance-free lifestyle
• Participants will become familiar with ways in which to build and harness interest in a substance-free community.
• Participants will be introduced to strategies in approaching students at-risk for alcohol and drug abuse, what role they could play in the substance-free community, and how to resolve potential issues that may arise with those who may not completely fit into the community’s lifestyle choices.
• Participants will come to understand what students already living in a substance-free housing environment expect from each other, their community and the university as a whole.

Framing Yourself in a Department and/or University

Presenters: Rob Andrews, Area Coordinator, University of Wisconsin - River Falls
Paul Shepherd, Director of Student Life, University of Wisconsin - River Falls

Program Abstract:
Ever feel like you have an idea but people aren’t really listening to you? Starting a new position and trying to figure out your role? Just interested in being the best professional you can be? This program will take a basic organizational model that many of us learned in graduate school and apply it to your practices in whatever department/organization you find yourself in. Be prepared to share and play around a little with how we can make ourselves better professionals.

Intended Outcomes:
• Participants will gain some background on the four frames of Bolman and Deal and how applicable they are to our effectiveness.
• Participants will think critically about how they interact with people in their university.
• Participants will get tools for being a change agent, and making a difference in their organization.