I. Executive summary/reflection: 250-300 words, paragraph style

This past year saw continued growth for HRC in the number of students housed, with our largest on-campus population ever. In collaboration with the College of Arts and Sciences, and the department of Modern Languages and Classics, we also initiated plans for a new living-learning community, the Spanish House, to open in Fall 2011, and relocated three other living-learning communities to new communities, in order to better support their growth and the retention of participants. Our staff have continued to branch out to do more conference presentations and professional writing than in previous years, as well.

Construction continues on the new North Bluff residence hall, which will open in Fall 2012 with 970 beds. Planning has progressed through the year for the new Student Activities building, scheduled to open in 2012, which will house the HRC offices, as well as dining and recreation space. This will bring the HRC offices into the middle of our largest concentration of the student population.

II. Highlights: 5-15 specific highlights, bullets of 1 line each. Include simple, but powerful statistics if available. Think of this as an “elevator speech” – you only have one minute to tell someone the best things that happened during the year.

- 7,490 residents lived in campus housing, representing the largest number ever.
- Hosted the fifth annual House Directors’ Institute, with sorority and fraternity house directors from New Hampshire, Missouri, Mississippi, South Carolina, and Alabama participating in this unique event.
- Freshmen room self-selection matured in its third year and continued to meet with great success as it positioned us well ahead of our peers. Over 5,000 freshmen selected their own rooms.
- HRC’s Off-Campus Resources hosted a record five off-campus housing fairs throughout the year, reflecting greater demand for off-campus information and assistance from upperclassmen, international students, and transfer students.
- In the wake of the April tornado, HRC provided free housing for 112 students, faculty, and staff, who were displaced from their homes due to the storms. HRC staff provided personal assistance to those individuals to identify new housing options, as needed.
- After the tornado, HRC developed and maintained a list of vacancies in off-campus apartments and houses, to assist students whose housing plans were affected by the tornados.

III. Mission Statement:

Within The Division of Student Affairs, Housing and Residential Communities:
- Creates safe, comfortable, and well-maintained residential facilities;
- Supports the education and personal development of civic-minded leaders;
• Develops within students the ability to make healthy choices.

III. Learning Outcomes/Service Improvements/Assessment Plan Results: Please include your results from your assessment plans here. If you need assistance locating your previous learning outcomes please contact the Office of Assessment and Planning for assistance. This information will be shared with the Office of Institutional Effectiveness

Expected Outcomes

| Outcome 1. Demand for students to live on campus will rise as a result of providing safe, secure, comfortable, and well-maintained residential facilities. |

How did you categorize this Outcome 1?

- Administration Support outcome
- Educational Support outcome
- Research outcome
- Community Service outcome
- Other (please describe)

Housing applications from both incoming freshmen and returning students increased this year, reflecting growing interest in living on campus. Housing applications from freshmen rose nearly 4%, while applications from current campus residents increased from 2,954 to 3,165. HRC managed this increased demand by intentionally and thoughtfully reducing upperclass numbers, in order to accommodate freshman demand, while maintaining space for students with housing scholarships and those participating in living-learning communities. Through intentional planning, all rising sophomores who wanted to live on campus and applied by the deadline were accommodated in campus housing.

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**Measure 1.1 EBI Resident Survey - Facilities**

**Results from Measure 1.1**

a. When was this assessment measure implemented?

- ☒ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  ☐ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Study
- Facilities

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Facilities continues to be significantly better than in 2005-2009. Survey results evened out from 2009 to 2010. Student satisfaction in the areas of Facilities and Room/Floor Environment are higher than at peer institutions, according to EBI survey data.

---

**Measure 1.2 EBI Resident Survey- Room Floor Environment**
Results from Measure 1.2

a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  ☑ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Study

- Room/Floor Environment

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Room/Floor Environment continues to be significantly higher than in 2005-2009. Results evened out between 2010 and 2011. University of Alabama survey results show that resident satisfaction in the area of Room/Floor Environment is higher than at peer institutions, as indicated by EBI survey data.

Measure 1.3 Quantity of Recontracting Applications

Results from Measure 1.3

a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ X Feb  ☐ Mar  ☐ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

Online Housing Application Process (October 1, 2010-February 1, 2011)

c. Summarize the assessment result: (50-75 words)

Housing applications from current residents increased from 2,954 in 2009-2010 to 3,165 in 2010-2011. The most significant increase was an increase of 13.08% in applications from female returners. HRC could not accommodate that total demand from returning students with the anticipated increased in the incoming freshman class, so we thoughtfully and intentional accommodated rising sophomores and students who had to live on campus (housing scholarships, living-learning community participation, etc), while providing significant off-campus housing assistance and resources to juniors and seniors who were “bumped” from the retracting process.

Measure 1.4 EBI Institution Specific Question #1

Results from Measure 1.4

a. When was this assessment measure implemented?
b. How was the assessment measure implemented? (50 – 75 words)
EBI Resident Survey
  • Institution-Specific Question-Living in campus housing has helped me make healthy choices.

c. Summarize the assessment result: (50-75 words)
Survey results indicate that 45.1% of residents that completed the survey agreed with the statement that living in campus housing has helped them to make healthy choices; 26.8% were neutral; and only 28.1% disagreed with the statement.

Measure 1.5  EBI Resident Survey – Safety and Security

Results from Measure 1.5

a. When was this assessment measure implemented?

b. How was the assessment measure implemented? (50 – 75 words)
EBI Resident Survey
  • Safety and Security

c. Summarize the assessment result: (50-75 words)
Longitudinal data indicate that the factors Safety and Security continue to be significantly better than in 2005-2009. The survey indicates that results evened out between 2010 and 2011.

Overall interpretation of the assessment results associated with Outcome #1  (50-75 words)
Overall, EBI survey results of resident satisfaction with our facilities, safety and security in the residence halls, and the room/floor environment indicate that students are more satisfied with campus living than they were between 2005 and 2009. The greatest indicator of resident satisfaction is recontracting numbers, and their growth indicates continued interest among returning students in living on campus.

Outcome #1. Improvement Action(s) to be advanced next Year (25 – 50 words)
With regard to facilities, we continue to make progress in addressing deferred maintenance, with input from students. Our new programming model, with its emphasis on developing greater community interaction on each floor of the residence halls is designed to improve student satisfaction with their room/floor environment.
Outcome 2. Students will report an overall positive residential experience as a result of interacting with student staff, experiencing formal programs, and participating in informal activities.

How did you categorize this Outcome 2?

X Administration Support outcome

Educational Support outcome

Research outcome

Community Service outcome

Other (please describe)

Measure 2.1 EBI Resident Survey - Overall Program Effectiveness

Results from Measure 2.1

a. When was this assessment measure implemented?

☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar X Apr ☐ May ☐ Jun ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

• Overall Program Effectiveness

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Overall Program Effectiveness continue to be significantly better than in 2005-2009. The survey indicates that results evened out from 2010 to 2011. The University of Alabama results show that resident satisfaction in the area of Overall Program Effectiveness is higher than at peer institutions, as indicated by EBI survey data.

Measure 2.2 EBI Resident Survey - Hall Programming

Results from Measure 2.2

a. When was this assessment measure implemented?

☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar X Apr ☐ May ☐ Jun ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

• Hall/Apartment Programming

c. Summarize the assessment result: (50-75 words)
Longitudinal data indicate that the factor Hall/Apt. Programming continues to be significantly better than in 2005-2009. The survey indicates that results evened out between 2010 and 2011. Residents who are involved in living-learning programs within the residence halls have a higher satisfaction rate with Hall/Apt Programming than those who are not involved in a living-learning program.

**Measure 2.3  EBI Resident Survey – Hall/Apt Student Staff**

**Results from Measure 2.4**

a. **When was this assessment measure implemented?**

b. **How was the assessment measure implemented? (50 – 75 words)**
   EBI Resident Survey

c. **Summarize the assessment result**
   Longitudinal data indicate that the factor Hall/Apt Student Staff continues to be significantly better than in 2005-2009. Survey results evened out from 2010-2011. The University of Alabama results show that resident satisfaction in the area of Hall/Apt Student Staff is higher than at peer institutions, as indicated by EBI survey data.

**Overall interpretation of the assessment results associated with Outcome #2 (50-75 words)**

The improvement in resident satisfaction with their hall staff and hall programing over results from 2005-2009 affirm many of the changes in programming efforts that have occurred since then, including RAs becoming more successful resources for getting residents involved on campus. However, the evening out of satisfaction also indicates that students are looking for greater community feeling and activities within their own communities, and the new model is designed to address this concern.

**Improvement Action(s) to be advanced next Year (25 – 50 words)**

HRC is in the process of improving the residential programming model to reflect the UA, Student Affairs, and HRC missions. The new model will promote deeper and more intentional interactions between student staff and residents. Another focus of the programming model is to increase student interactions and diverse interactions among fellow residents. Another new emphasis the reflects efforts to increase community commitment and respect is reflected in the civility campaign “One Team. One Bama.”
**Outcome 3.** Through community agreements, roommate agreements, and peer interactions, students will show evidence of healthy decision making and positive behavior.

How did you categorize this Outcome 3?  
X Administration Support outcome  
X Educational Support outcome  
☐ Research outcome  
☐ Community Service outcome  
☐ Other (please describe)

**Measure 3.1** EBI Resident Survey - Personal Growth

Results from Measure 3.1

a. When was this assessment measure implemented?

☐ Sept  □ Oct  □ Nov  □ Dec  □ Jan  □ Feb  □ Mar  X Apr  □ May  □ Jun  □ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey  
• Personal Growth

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Personal Growth continues to be significantly better than in 2005-2009. Results evened out from 2010-2011. University of Alabama results show resident satisfaction in the area of Personal Growth to be higher than at peer institutions, as indicated by EBI survey data. Two areas in which residents grew from 2010, as indicated by the survey, were understanding the consequences of alcohol use and abuse and drug use and abuse.

**Measure 3.2** EBI Resident Survey - Personal Interactions

Results from Measure 3.2

a. When was this assessment measure implemented?

☐ Sept  □ Oct  □ Nov  □ Dec  □ Jan  □ Feb  □ Mar  X Apr  □ May  □ Jun  □ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey  
• Personal Interactions
c. **Summarize the assessment result:** (50-75 words)
Longitudinal data indicate that the factor Personal Interactions continues to be significantly better than in 2005-2009. Results evened out from 2010-2011. University of Alabama results show resident satisfaction in the area of Personal Growth to be higher than at peer institutions, as indicated by EBI survey data.

**Measure 3.3  Occurrence of Common Area Damages**

Results from Measure 3.3

a. **When was this assessment measure implemented?**


b. **How was the assessment measure implemented?** (50 – 75 words)
Occurrences of vandalism.

c. **Summarize the assessment result:** (50-75 words)
Occurrences of vandalism remain high in certain communities. The hiring of a new Student Conduct Coordinator should give us an effective tool to address this issue, as we can more effectively track vandalism and other violations of our Community Living Standards and implement more creative and effective educational programming for our residents.

**Measure 3.4 Judicial Activity**

Results from Measure 3.4

a. **When was this assessment measure implemented?**


b. **How was the assessment measure implemented?** (50 – 75 words)
Number of incidents, as required to be reported by the Clery Act.

c. **Summarize the assessment result:** (50-75 words)
For the calendar year 2009, we reported 284 judicial alcohol incidents and for the calendar year 2010, we reported 196. Although this is a decrease, we clearly wish to see a deeper decline in judicial incidents, and the new position of Student Conduct Coordinator is designed to address this need.
Measure 3.5 Roommate Agreements

Results from Measure 3.5

a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  X Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

- Satisfaction of Room Assignment or Change Process

c. Summarize the assessment result: (50-75 words)

Survey results indicate that resident satisfaction with the room assignment and room change process improved from results in 2005 to 2009. Results evened out from 2010 to 2011. We are comparable to peer institutions in satisfaction in this area, as reported through EBI survey data.

Overall interpretation of the assessment results associated with Outcome #3 (50-75 words)

Resident satisfaction is clearly affected by the quality of life in the residence hall, as affected by fellow students’ behavior, including negative behavior (vandalism, etc). The Student Conduct Coordinator will play an important role in addressing and improving student behavior, as will our more intentional efforts with roommate agreements and roommate mediation.

 Improvement Action(s) to be advanced next Year (25 – 50 words)

An important goal of the new residence hall civility campaign is to improve feelings of engagement and ownership in one’s community, with an anticipated result in lower incidents of vandalism and negative behavior. The new staff position of Student Conduct Coordinator will improve educational efforts with students involved in judicial actions and other negative community behavior. Student staff will increase their efforts to work with students to complete their roommate agreements, as tight space will make room changes unlikely during the fall semester.

Outcome 4. Through student employment opportunities, living-learning communities, and hall government, students will have an opportunity to practice civic leadership in their residence hall.

How did you categorize this Outcome 4?

☐ Administration Support outcome
☐ X Educational Support outcome
☐ Research outcome
☐ Community Service outcome
☐ Other (please describe)
**Measure 4.1** EBI Resident Survey - Learning Experience

Results from Measure 4.1

a. When was this assessment measure implemented?

☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr ☐ May ☐ Jun ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

- Learning Experience

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Learning Experience continues to be significantly better than in 2005-2009. Survey results evened out from 2010-2011. The University of Alabama results show that resident satisfaction in the area of Learning Experience is higher than at peer institutions, as indicated by EBI survey data.

**Measure 4.2** EBI- Resident Survey - Diverse Interactions

Results from Measure 4.2

a. When was this assessment measure implemented?

☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr ☐ May ☐ Jun ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

- Diverse Interactions

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Diverse Interactions continues to be significantly better than in 2005-2009. Survey results evened out from 2010-2011. The University of Alabama results show that resident satisfaction in the area of Diverse Interactions is comparable to peer institutions, as indicated by EBI survey data.

**Measure 4.3** EBI Resident Survey – Sense of Community

Results from Measure 4.3
a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  ☐ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

• Sense of Community

c. Summarize the assessment result: (50-75 words)

Longitudinal data indicate that the factor Sense of Community continues to be significantly better than in 2005-2009. Survey results evened out from 2010-2011. The University of Alabama results show that resident satisfaction in the area of Sense of Community is comparable to peer institutions, as indicated by EBI survey data.

Measure 4.4 EBI Institution Specific Question #3-Campus housing has helped me become a civic-minded leader.

Results from Measure 4.4

a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  ☐ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

• EBI Institution-specific Question

c. Summarize the assessment result: (50-75 words)

Data indicate that 39.1% of residents who completed the survey agreed with the statement that campus housing has helped them become a civic-minded leader, while 35.8% were neutral, and 25.2% disagreed with the statement.

Measure 4.5 EBI- Resident Survey – Overall Effectiveness

a. When was this assessment measure implemented?

☐ Sept  ☐ Oct  ☐ Nov  ☐ Dec  ☐ Jan  ☐ Feb  ☐ Mar  ☐ Apr  ☐ May  ☐ Jun  ☐ Jul

b. How was the assessment measure implemented? (50 – 75 words)

EBI Resident Survey

• Overall Learning Experience
• Overall Resident Satisfaction
• Overall Program Effectiveness: Full Residence Experience

c. Summarize the assessment result: (50-75 words)
Longitudinal data indicate that the factors Overall Learning Experience, Overall Resident Satisfaction, and Overall Program Effectiveness continue to be significantly better than in 2005-2009. Results evened out from 2010 to 2011. University of Alabama results show that resident satisfaction in these areas is higher than at peer institutions, as indicated by EBI survey data.

**Overall interpretation of the assessment results associated with Outcome #4 (50-75 words)**

Increased resident satisfaction in the overall residence experience since 2005 validates efforts HRC has already undertaken to improve staff training and the programming model to encourage residence hall and campus engagement. The fact that satisfaction evened out from 2010 to 2011 suggests the need for new and diverse methods to continue the progress. Initiatives for this year include a revised programming model, with core themes that RAs must address, as well as an increased emphasis on the staff assisting with roommate agreements and medication. The overall result that we want to achieve with the programming model is increased floor activity and increased sense of community on each residence hall floor.

**Improvement Action(s) to be advanced next Year (25 – 50 words)**

**Optional Additional Narrative** (Use this space to provide any additional detail concerning the 2010-11 Administrative Department Assessment Plan, its execution and results, and the interpretation and conclusions you’ve derived from your findings.)

Investment in renovations will continue using student input. There continues to be much deferred maintenance, but we are making progress in this area. We are introducing a global strategy to increase students’ sense of community, improve behavior, and encourage civic-mindedness through the new programming model, with its six core themes, and the “One Team. One Bama.” campaign. We will also encourage residents to take more responsibility for their experience and their relations with roommates/suitmates by encouraging roommate agreements and mediation, with staff assistance, rather than unlimited room changes in response to resident dissatisfaction.

IV. Professional Accomplishments: Please complete your staff’s activities in the following areas:

a. **Teaching - Courses:** Provide information for each course taught during the period from July 1 2009- to June 30, 2010 by staff members. If staff members have taught multiple sections please list these individually. Please use the following format.

<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Course Title</th>
<th>Semester</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHE 450/001</td>
<td>Res Asst Leadership</td>
<td>Fall 2010</td>
<td>Jennifer Glenn</td>
<td>HRC</td>
</tr>
<tr>
<td>AHE450</td>
<td>Resident Assistant Leadership</td>
<td>Fall 2010</td>
<td>Elizabeth Cox</td>
<td>HRC</td>
</tr>
<tr>
<td>AHE450</td>
<td>Resident Assistant Leadership</td>
<td>Spring 2011</td>
<td>Elizabeth Cox</td>
<td>HRC</td>
</tr>
<tr>
<td>New 237</td>
<td>Cooperation and Conflict</td>
<td>Fall 2010</td>
<td>Amanda Wallace</td>
<td>HRC</td>
</tr>
</tbody>
</table>
b. Teaching – Dissertations/Thesis: Please provide information for each staff member who is serving on a dissertation or thesis committee.

<table>
<thead>
<tr>
<th>Committee Type (Dissertation, Thesis)</th>
<th>Role (Chair, Committee)</th>
<th>Title</th>
<th>Status (Ongoing, Complete)</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
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</table>


c. Service – Divisional Committee Assignments, Taskforce or Working groups

<table>
<thead>
<tr>
<th>Committee</th>
<th>Role (Chair, Member)</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Committee</td>
<td>Member</td>
<td>Alicia Browne</td>
<td>HRC</td>
</tr>
<tr>
<td>Programming Summit</td>
<td>Member</td>
<td>Jennifer Glenn</td>
<td>HRC/Ferguson Center</td>
</tr>
<tr>
<td>Week of Welcome</td>
<td>Member</td>
<td>Jennifer Glenn</td>
<td>HRC/Ferguson Center</td>
</tr>
<tr>
<td>Leadership Steering Committee</td>
<td>Member</td>
<td>Jennifer Glenn</td>
<td>HRC/SI&amp;L</td>
</tr>
<tr>
<td>Staff Development Committee</td>
<td>Chair</td>
<td>Mary Thornton</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Alcohol and Other Drug Strategic Health Team</td>
<td>Member</td>
<td>Laura Sanders</td>
<td>HRC</td>
</tr>
<tr>
<td>Crisis Intervention Response Team</td>
<td>Member</td>
<td>Laura Sanders</td>
<td>HRC</td>
</tr>
</tbody>
</table>


d. Service – University Committee Assignments

<table>
<thead>
<tr>
<th>Committee</th>
<th>Role (Chair, Member)</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Information Technology Committee</td>
<td>Member</td>
<td>Cathy Morris</td>
<td>OIT</td>
</tr>
<tr>
<td>Faculty Staff Benefits Committee</td>
<td>Member</td>
<td>Mary Thornton</td>
<td>Capstone Alliance</td>
</tr>
<tr>
<td>Library Committee</td>
<td>Member</td>
<td>Mary Thornton</td>
<td>PSA</td>
</tr>
<tr>
<td>Food Service Committee</td>
<td>Members</td>
<td>Elizabeth Cox</td>
<td>HRC</td>
</tr>
<tr>
<td>Equal Opportunities</td>
<td>Member</td>
<td>Amanda Wallace</td>
<td>HRC</td>
</tr>
</tbody>
</table>
e. Service – External Committee Assignments (Committee work outside the Division examples: Strategic Health Team, Professional Staff Assembly)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Role (Chair, Member)</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff Assembly</td>
<td>Member</td>
<td>Cathy Morris</td>
<td>HRC</td>
</tr>
<tr>
<td>Staff Life Committee</td>
<td>Chair</td>
<td>Cathy Morris</td>
<td>HRC</td>
</tr>
<tr>
<td>PSA Steering Committee</td>
<td>Member</td>
<td>Cathy Morris</td>
<td>HRC</td>
</tr>
<tr>
<td>Professional Staff Assembly</td>
<td>Member</td>
<td>Tarra White</td>
<td>HRC</td>
</tr>
<tr>
<td>Campus Violence Task Force</td>
<td>Member</td>
<td>Tarra White</td>
<td>HRC</td>
</tr>
<tr>
<td>Service and Outreach Committee</td>
<td>Co-Chair</td>
<td>Mary Thornton</td>
<td>PSA</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Member</td>
<td>Mary Thornton</td>
<td>PSA</td>
</tr>
<tr>
<td>Alcohol and Other Drug Strategic Health Team</td>
<td>Member</td>
<td>Laura Sanders</td>
<td>HRC</td>
</tr>
<tr>
<td>Eating Disorders Strategic Health Team</td>
<td>Member</td>
<td>Amanda Wallace</td>
<td>HRC</td>
</tr>
</tbody>
</table>

f. Service- Professional Service: List offices staff hold/held in professional associations, service on editorial boards, service as reviewer for journals, committee membership etc.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Role</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations Council of Alabama-West Alabama chapter</td>
<td>Vice President-Membership</td>
<td>Alicia Browne</td>
<td>HRC</td>
</tr>
<tr>
<td>Alabama Association for Housing Officers</td>
<td>Secretary</td>
<td>Tarra White</td>
<td>HRC</td>
</tr>
<tr>
<td>Association of College Unions International (ACUI)</td>
<td>Member</td>
<td>Jennifer Glenn</td>
<td>HRC</td>
</tr>
<tr>
<td>Professional Staff Assembly</td>
<td>Member</td>
<td>Mary Thornton</td>
<td>Housing (HRC)</td>
</tr>
<tr>
<td>Black Faculty/Staff</td>
<td>Member</td>
<td>Mary Thornton</td>
<td>Housing (HRC)</td>
</tr>
</tbody>
</table>
g. Service- Consulting: *List external consulting activities.*

<table>
<thead>
<tr>
<th>Organization</th>
<th>Role</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuscaloosa Forward Task Force</td>
<td>member</td>
<td>Julie Elmore</td>
<td>City of Tuscaloosa</td>
</tr>
</tbody>
</table>

h. Scholarship - Publications *Please format in APA style*


i. Scholarship – Presentations *List only conference or off-campus presentations (e.g., SACSA or NASPA) do not list guest presentations for an on-campus class. Please format in APA style.*


Sanders, L. and A. Wallace (2011, March) “*Engaging Students through Faculty in Residence*” ACPA, Baltimore, MD.


j. Contracts and Grants *Internal or external grant activities.*
k. Credentialing- Institutes, Training, Continuing Education Credits: *list only those that are selective, i.e. require an application (e.g., new professionals institute, Crucial Conversations."

<table>
<thead>
<tr>
<th>Training</th>
<th>Staff Member</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBTI Certification</td>
<td>Jeremy Henderson</td>
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<tr>
<td>ACUHO-I National Training Housing Institute</td>
<td>Elizabeth Cox</td>
<td></td>
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<tr>
<td>New Administrative Professionals Institute (NAPI)</td>
<td>Jennifer Glenn</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Gehring Institute Mediation Training</td>
<td>Ryan Hofman</td>
<td></td>
</tr>
<tr>
<td>Crucial Conversations</td>
<td>Laura Sanders</td>
<td></td>
</tr>
<tr>
<td>Crucial Conversations</td>
<td>Sandy Riseman</td>
<td></td>
</tr>
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</table>

l. Credentialing- Degree Attainment: *List staff who are pursuing degrees and indicate progress.*

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Status (Ongoing, Complete)</th>
<th>Degree</th>
<th>Department/Unit</th>
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<tr>
<td>Cathy Morris</td>
<td>Ongoing</td>
<td>Master</td>
<td>Library and Information Studies</td>
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<tr>
<td>Elizabeth Cox</td>
<td>Ongoing</td>
<td>PH.D, Higher Education Administration</td>
<td>Higher Education</td>
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<tr>
<td>Jeremy Henderson</td>
<td>Ongoing</td>
<td>Ed.S. Counseling</td>
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<td>Ty Nevith</td>
<td>Ongoing</td>
<td>Doctorate in Higher Ed. Admin</td>
<td>Educational Leadership and Policy Studies</td>
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<tr>
<td>Ryan Hofman</td>
<td>Dissertation Phase</td>
<td>Ed.D Higher Ed.</td>
<td>Higher Education</td>
</tr>
</tbody>
</table>

m. Honors & Awards: *Please list all recognitions.*

Ellen Price-Harry Knopke Award, from the Division of Student Affairs

V. Comparative Standing/ Comparison to Peers/ Evidence of National Rankings/ Evidence of Professional Standings/ Best Practices: *If you participated in a national survey (e.g., EBI or Student Voice) please provide a brief summary of the activity and provide one or two items that you feel best demonstrate improvement or an improved understanding of the student experience.*

See above for all EBI results.
VI. Expectations and initiatives for upcoming year: *Expectations from all departments will be combined and listed together as a stand-alone section in the final report.* No more than 7 expectations/initiatives for your unit—probably more like 3-5. Bullets of 1-2 lines each. You may use subpoints to further explain if you wish. Please keep in mind how the Areas of Emphasis can be incorporated into your expectations and initiatives during the upcoming year. Please limit these items to no more than 1 page total.

- Initiation of “One Team. One Bama.” campaign. This campaign is designed to encourage greater community feeling and civility toward fellow residents within the residence halls. The initiative helps fulfill each of the Division’s priorities, as it encourages greater cultural understanding of fellow students; encourages ethical behavior and leadership; and should provide community support for higher-risk students.

- Implementation of a new living-learning community, the Spanish House, and support for the French House in its new location in Bryce Lawn. These new communities support our priorities of encouraging students’ global and cultural citizenship and understanding. They will contribute the community already established in the Bryce Lawn/Smith Woods area with Rotary House International and the German House and will allow for creative joint programming.

- The revised Residential Communities Programming Model has an increased emphasis on floor-specific activities and involvement, in order to encourage student interaction within a smaller group and encourage residents to know about and be aware of their neighbors. This model is more intentional in its efforts to encourage small-scale feelings of community, while still encouraging campus-wide knowledge and engagement. This model also includes the requirement of a community-service component, for the first time.