

Session Block I

Program Title

Mentoring Student
Leaders Without Them
Realizing It!

Description

Many student affairs professionals are faced with the challenges of the millennial generation of students wanting all of their responsibilities delegated and explained to them fully. Most of our students would rather have someone else do the difficult work for them. Our role as service providers is to educate our students on the process of organizing, facilitating, collaborating and evaluating their successes and failures. In this session, we will discuss many approaches that you can utilize to educate and inspire those students that work for you and that you work for them.

Presenter

Paul Fischbach,
Recreational Services

Jessica Ward,
Recreational Services

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A Global Village in a
Global Society

The Douglass College Global Village is an innovative living learning community that prepares women for global leadership. Since its inception in 1928, the Global Village has continued to evolve into a program that includes special interest houses focusing on specific contemporary issues confronting our students. Through connections with academic courses and departments, students explore global issues in theme areas such as international conflict, human rights, community service, politics, business, the arts, and environmental policy. Join us as we discuss our program and gain insight on the strategic planning process to successfully envision, develop and implement a progressive global curriculum that prepares women for leadership and involvement in the residence hall environment and greater global community.

Danielle Gougon,
Director of Global Programs

Lyn Krueger,
Assistant Dean/Director
Residence Life, Douglass
College

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A New Vision of Campus
Wellness - The Campus
Wellness Coalition

RUHS-NB/P envisions health as overall wellness that includes the physical, emotional, spiritual, occupational, intellectual and environmental state of our students, our campus, and our community. In order to move forward with this vision, RUHS-NB/P is creating a Campus Wellness Coalition. The Coalition's goal is to provide a structure for the campus that makes wellness the responsibility of the entire community. This workshop will review the Coalition framework - Healthy Campus 2010 and the Seven Dimensions of Wellness. Participants will discuss potential focus areas, collaborations, potential learning communities and new ways to engage the entire campus in wellness.

Francesca M. Maresca,
Rutgers University Health
Services-NB/P

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Managing Conflict and
Controversy

Conflict and controversy are normal in any organization. But what causes it? This informative session will discuss how people and organizational dysfunction causes conflict and controversy in an organization. Participants will learn strategies for

Tricia S. Nolfi,
Associate Director
University Human Resources

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addressing and managing these issues effectively in their workplace as well as identify skills necessary for the conflict management process.

The RU-TV Living Learning Program

The RU-TV Living Learning Program is a joint venture between RU-TV and Residence Life. The purpose of the program is to give students interested in television production, engineering, marketing, communication, and journalism the opportunity to live together and network with each other. In developing this program, RU-TV has worked to overcome a variety of challenges, including student participation in the program and involvement in our department. The purpose of this session is to discuss some of those challenges and how to overcome them as well as identify ways for students to get the most out of a living learning program.

**Jason Jankowski,
Jaimini Shah**
RU-TV / Campus Information Services

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Hornets'Nest and the "Queens" Were Stinging Mad: LGBT History Before and After Stonewall

Besides Stonewall, how would you do on a Queer history test? Can you name two LGBT "first ladies?" Who was the Sacred Band of Thebes? What gay lawyer partly owned Studio 54, was in Angels in America, and outed communists homosexuals for Senator McCarthy? What Newark poet coined "Flower Power"? What LGBT Newark teen was murdered like Mathew Shepard and why didn't the press care? Who is considered the pioneer of the modern LGBT movement? What homo saved the modern free world? Who is the gay Betsy Ross? What pictures of LGBT Heroes and Heroines are on your office walls...and why not? Are LGBT groups and organizations learning communities, lifestyle communities, or institutions of avoidance? Why is the "Pink Scare" important to academics? Why does all this matter for student affairs professionals? Well, come improve your Queer History IQ and have fun doing it.

Mark Schuster,
Assistant Dean for Student Services, Rutgers College

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Session Block II
Program Title

The Barr Hall Residence: Introducing First Year Engineers to their Professional Community

Description

Students beginning study in engineering face a challenging, credit-intensive curriculum, the coursework mostly detached from School of Engineering faculty. Success depends on both good study habits and strong identification with their professional community. Beginning Fall 2004, Barr Hall was designated as a First-Year Engineering only residence. Residents are placed in an ideal environment for establishing a study community for academic support and motivation. Furthermore, Barr Hall functions as the center for engineering faculty interaction. Measured results from program implementation show significant improvement on retention and motivation. With living-learning communities being a focus of the University's vision

Presenter

Jeffery L. Rankin,
Assistant Dean for First Year Engineering

Kristine Palomares,
Area Director, First Year Residence Halls, Busch Campus

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for “transforming undergraduate education,” this session addresses the benefits and potential challenges of a program currently in place.

More Than the Sum of Its Parts: Group Dynamics in Learning Communities

This workshop will examine the “community” in “learning communities” using the paradigms of systems theory and group dynamics. The program will combine didactic material and experiential exercises to separate the process level from the content level in community activities. Participants should come away from the session with both analytical and practical tools to sharpen their ability to facilitate the group processes that lead to more successful learning experiences in groups. Group development, hidden agendas, power dynamics, cultural influences, strategic communications, and family reenactments will be explored. Appropriate for staff working with groups or organizations.

Jim Mandala, Ph.D.,
Staff Psychologist
Rutgers Counseling and
Psychological Services

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Putting the Learning in the Living

Living Learning Communities (LLCs) are often thought of as only communities with theme or academic course connections. This session will challenge you to think of LLCs in a broader sense and of yourself as a “professor” in the residence halls. Just as academic courses are centered on learning outcomes identified by a professor, learning outcomes set by residential staff should drive a residence hall community. Join me to discuss progressive and intentional residential learning approaches.

Lyn Krueger,
Assistant Dean/Director
Residence Life, Douglass
College

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Undergraduate Research Communities

How might we develop a learning communities model specific to the needs of a large public research university like Rutgers, and how might we utilize the resources of research centers and student cultural centers to do so? This panel will describe ongoing conversations seeking to make the Institute for Research on Women’s annual interdisciplinary research seminar and lecture series more accessible and relevant to undergraduates through partnerships with instructors and the student cultural centers. In partnership with cultural center staff, undergraduate students interested in the annual theme of the IRW could be identified and invited to programs designed for them, hosted at the centers or the IRW.

Nancy Hewitt,
Institute for Research on
Women

Center
Hall

Ann Jurecic, English

Beth Hutchison, IRW

Delia Pitts, Student Services

The Difference Diversity Makes

“Differences Diversity Makes” is a presentation of 2005 New Brunswick/Piscataway campus Climate Survey Results for students, faculty, and staff. This session will be the first public forum for discussion of the findings of the 6,612 students and 2,759 faculty and staff who completed the Climate Assessment. Committee for the New Brunswick/Piscataway campus, and Cheryl Clarke, Climate Assessment Committee member, will

Richard White,
Undergraduate Education

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Cheryl Clarke, Student
Affairs

facilitate the session. Particular attention will be given to findings for women, African-American students, lesbian/gay students and women of color staff and faculty. Hopefully, this beginning will stimulate the desire to learn more the surveys and begin to integrate this knowledge into ongoing and future programs. Only the results of the New Brunswick/Piscataway Survey will be provided.

Engaging Transitions

Student affairs professionals at Rutgers serve in a variety of roles; mentor, advisor, teacher, programmer. With all of the transitions going on at Rutgers, professionals can now add "change manager" to that list. In this high energy, interactive session learn how people react differently to organizational changes and what feeds into their perceptions, behaviors, and reactions. Most importantly, learn how you can effectively engage in the transitions that are occurring on campus.

Tricia S. Nolfi,
Associate Director
University Human Resources

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