

# On The GHO



**Message from the Editor** *Welcome to the October Edition of the GHO Report. We want to thank you for your contributions and support of this effort. Since our last Report, so much has happened: we have trained our professional and student staff members; greeted freshman and returning students to our campuses; had a wonderful time at New Professionals in Milledgeville; built on the pillars of our profession at the GHO Annual Conference; and recognized many for their accomplishments and contributions to the field.*

*It is fall and we are knee-deep in interesting situations and amazing programming. Our residents and staff are fully engaged in developing and creating the wonderful communities we have envisioned. In the midst of a challenging time and limited professional development opportunities, this organization and Report stands as great resource. This issue features articles that address a number of critical topics in our field. Take some time to see all the great things that are happening across the state in this edition of the GHO Report.* □

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Greetings from the GHO 2008 Conference Hosting Team:

Our staff at the University of Georgia worked hard to create an atmosphere where colleagues could come together in order to learn from one another and benefit from a united focus. The theme of the conference was “Georgia United: Building Successful Pillars for Student Housing.” As Housing professionals we have an obligation to learn the best ways to inspire and engage our residents as they make their way through their campus experience. It was our goal to provide opportunities to do this through the activities, programs and connections made at this conference.

We would like to have your feedback as to whether we met our goals. Below you will find the link that will take you to our on-line evaluation. Please take a couple of minutes to complete the evaluation so we can see what we did well and what we need to work on as we plan other conferences. We will also share this information with the GHO 2009 Hosts, Georgia Institute of Technology. The link will be live until November 3, 2008. Please let me know if you have any questions. Thank you again for visiting us at the University of Georgia.

<http://vpsa4.vpsa.uga.edu/surveys/ghoconference/ghoconference.htm>

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*Many Many Thanks  
to the entire UGA Host  
Committee and all the  
Volunteers!!!*



## GHO POLO SHIRT

The new Georgia Housing Officer Polo Shirt is on sale now!!! The black short sleeves polo displays the new GHO logo and cost \$25. Please look for more information at upcoming conferences and on the GHO website: [www.georgiahousingofficers.org](http://www.georgiahousingofficers.org)

## From the Desk of our Past President

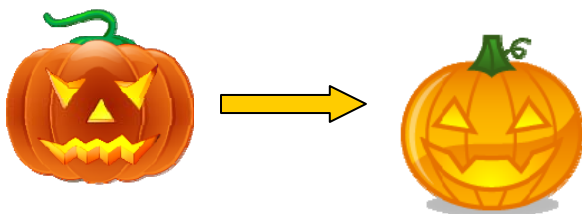
*submitted by Michael Sanseviro*

Been around GHO a while? We need your help! Please help complete our history by sending any historical documents or information to Michael Sanseviro at [msansevi@kennesaw.edu](mailto:msansevi@kennesaw.edu). Any info about who served in various offices, who won awards, where conferences were held, and the corresponding dates, would be greatly appreciated. □

*Coming Soon to an Internet Browser at your finger tips . . .*

The GHO Website is undergoing a facelift and will have a new look. Check it out on October 31st!!!

<http://georgiahousingofficers.org/>



## Help us update the GHO Listserv

This is often a time of transition for many of us, and as some staff leave and new staff arrive, this means making adjustments to the GHO listserv.

As many of you will remember, when we created the new listserv, we established it as a "CHO controlled" list, which means that at least annually the CHOs (or designees) would submit staff updates to the Webmaster. It is easier on the webmaster to get one master list from each institution instead of managing additions and deletions one at a time. **Please have your CHO or designee submit names and emails of all staff who should be on the listserv to the GHO webmaster at [webmaster@georgiahousingofficers.org](mailto:webmaster@georgiahousingofficers.org).** Please submit those lists as soon as possible.

If you no longer want to be on the listserv, you can simply email [listserv@listserv.uga.edu](mailto:listserv@listserv.uga.edu) and in the subject line type: **delete ONTHEGHO name@institution.edu** (Your email must exactly as you are subscribed on the list). □

WELCOME!!!

The Georgia Housing Officers Executive Board would like to extend a warm welcome to Dawn Singleton our new GRHO Advisor-Elect. We are excited about this addition and all she will bring our state. well!

COMING ISSUES		
MONTH/EDITION	DEADLINE	AVAILABLE
OCTOBER	10/18/08	10/22/08
JANUARY	1/9/09	1916/00
APRIL	4/10/09	4/17/09
JULY	7/10/09	7/17/09
GHO SPECIAL	N/A	8/14/09

## The Second Year Experience at Emory keeps on kicking

*submitted by Tina Chang*

Second Year at Emory (SYE) is a residential sophomore program that launched at Emory University in 2004. This year, SYE has taken sophomore programming and services to the next level! SYE started the year with “SYE Kickoff,” a series of social, educational, and personal development programs geared exclusively to sophomores. Programs included a “dive-in” movie; a welcome back barbeque; student panels on study abroad, internships, and leadership opportunities; a mixer with university alumni; and a day of community service projects called “Sophomores Serve.” The programs were well attended and received good reviews by the student participants.

Since the Kickoff, SYE has streamlined many of its programs and services through increased advertising and assessment. For example, SYE sends a weekly digest to the sophomores, filled with information from other University departments as well as upcoming programs and important deadlines. SYE also uses Facebook and e-mail blasts targeted towards students who have specific interests in topics such as career programs, study abroad, or selecting a major. At each program SYE staff carefully tracks student attendance and follows up with an online survey measuring the learning outcomes and satisfaction of the program.

Sophomores have been very receptive to this type and amount of programming. This year SYE was expanded to include all on-campus sophomores, and sophomores are willing to trek across campus to attend programs in which they are interested. SYE intends to continue programming and assessment, especially in determining the needs and interests of sophomores. SYE also plans to conduct a study of the long-term outcomes of participating in a residential based sophomore program.

For more information about the Second Year at Emory program, please visit [www.emory.edu/HOUSING/SYE](http://www.emory.edu/HOUSING/SYE) . □



*Left and above:* On Saturday, August 16th, Georgia College opened the doors to nearly 2,200 students living on campus this semester. Students were assisted by the Cat Crew, a group of university and community volunteers, who helped unload cars and carry hundreds of mini-fridges up several flights of stairs. More than 250 Cat Crew members were on hand to welcome the new group of students. Pictures were submitted by Cindy McClanahan. Please see additional pictures on page 4.

## *Emory coordinates faculty in residence program*

*submitted by Frank Gaetner*

Coordinating the efforts of numerous theme halls and Faculty In Residence can be challenging. On Clairmont Campus at Emory University in Atlanta, we are trying some new initiatives to help our theme halls and Faculty in Residence work together, complement each other's efforts, and weave themselves into student life on our campus.

We currently have seven theme halls and four Faculty In Residence (FIRs). Two of the FIRs serve as advisors for theme halls, while the other five theme halls have advisors from the Division of Campus Life or the College Of Arts & Sciences. Each of these theme halls do great programming for their residents, but in the past they tended to operate in separate silos.

Last year we started bi-monthly meetings of all theme hall advisors and Faculty In Residence. I provide some small refreshments to encourage attendance, and during the meetings, I ask each theme hall advisor and FIR to tell the group what their program has been doing and what upcoming plans they have. I've been pleasantly surprised by how well these meetings have been received. Each advisor is happy to share his/her successes and challenges and to hear how other theme halls have addressed similar challenges.

Last spring the theme hall advisors and I organized a week-long theme hall recruitment program to encourage freshmen to apply for the upcoming academic year. I assembled a panel of representatives from every theme hall, and we met with students in three different freshman residence halls. The theme hall advisors appreciated the structure of the week and the chance to collaborate with other advisors to help advertise their programs.

We had our first theme hall advisor/FIR meeting of the semester a few weeks ago, and during the meeting we developed two large-scale programs that will provide further opportunities for collaboration. Our first program is a campus-wide Thanksgiving Dinner. Each theme hall is working with its students to prepare dishes to bring, and the entire campus will be invited. This program has been run by our international theme hall for the past twenty years, but this is the first time we've opened it up to the entire campus.

The idea for the second program was developed by one of our Faculty in Residence. We're calling it The Twelve Days Of Finals, and each theme hall and FIR is providing a stress-relief activity for the campus on the first twelve days of December. Since we only have nine theme halls and FIRs in total, our RAs are filling in on the other three nights. I'm especially excited by this program idea, as it provides a welcome service for students while providing them the chance to interact informally with our FIRs and theme hall participants.

I hope that these ideas might be helpful for other members of GHO. Please feel free to contact me at [fgaertn@learnlink.emory.edu](mailto:fgaertn@learnlink.emory.edu) if you have questions about these events or have other suggestions that you think might be helpful for us. □



*Left: Staff member McKenzie McQuaig provides a key and ball newsletter to one of the newest members of the GCSU community.*

*Below: Volunteers in the Cat Crew take a break from moving boxes and futons to demonstrate their strength.* (pictures submitted by Cindy McClanahan)





## *Photos from GHO 2008*



### GHO Award Winners

**Excellence in Housing Award** - Michael Sanseviro, Kennesaw State University

**Outstanding Professional Award** - Leighia Hammond, Valdosta State University

**Vickie Hawkins Outstanding New Professional Award** - Rachael Baker, Savannah College of Art of Design

**Graduate Assistant Award of Excellence** - Reeba Monachan, University of Georgia

**Georgia Gee Whiz Award** - Birthday Recognition Program, Valdosta State University

**Peach of a Program** - Kaleitha Johnson and Andrew Lawrence, Georgia Tech -

"Working through Resistance: How to get the Most out of Diversity Education"



### **Kennesaw main office moves**

*submitted by Michael Sanseviro*

The main office location for Residence Life has relocated from the Student Center to the terrace level of the new University Village Suites. Our phone number and email are the same (770-420-4388, [res-life@kennesaw.edu](mailto:res-life@kennesaw.edu)), but our mailing address has changed slightly: 1000 Chastain Rd. MD 3800, Kennesaw, GA 30144.

Our physical address (for package delivery) is now: 3805 C anton Place, Suite 3051, Kennesaw, GA 30144. If you are ever in Kennesaw, stop by and visit! □

### ***West Georgia provides the "Safe Treat"***

*submitted by Dawn Palmer*

Residence Life at the University of West Georgia is pleased to welcome aboard our newest staffer, Terence Hemingway. Terence joined our team when we were already 4 days in to RA training, but it quickly felt like he was part of the family. Terence serves as the Residence Life Coordinator (RLC) for Downs Hall, an all-male freshman community.

Halloween at UWG means Safe Treat! Safe Treat is an annual program sponsored by UWG's Association of Residence Hall Councils (ARHC). ARHC reaches out to individual residence hall councils, Greek organizations, and other student organizations to host Carrollton's largest Halloween celebration. Rather than organizing trick or treating in the residence halls, Safe Treat celebrates the mild temperatures of Georgia in the fall, by asking participating organizations to set up a table on the quad. Each table offers children ages 3-11 a game or activity, and of course, candy or small toys. Some favorite activities over the years have included: gross out bowls (i.e., olives = eyeballs), "fishing" for candy, haunted hunt (kids search for glow in the dark bones in the grass), and the cardboard box tunnel maze. Last year, 26 student organizations participated and nearly 200 kids attended and we're hoping for a larger turnout this year. This year, ARHC has also partnered with the art department to host a pumpkin carving competition for University students. Dozens of lighted pumpkins will be on display at Safe Treat to add a spooky touch, and the community kids will have the opportunity to select a "Kid's Choice" winning pumpkin. ARHC will have a late night of cleaning up on 10/30 before we pack the van to head to spooky SAACURH at Clemson! See you there! □

## *It's Time for Our One on One*

*submitted by Jabsun W, Georgia Institute of Technology*

After being employed in the Residence Life division of Student Affairs for a little over two years now, I have come to gain an appreciation for that most important aspect of our profession known as one on one meetings. Not to be confused with the occasional clash at opening between an unhappy parent or twilight encounters with an intoxicated student. To the contrary, what I am referring to is the other “clash”; the one between advisor and advisee. The one which is not really meant to be a clash at all but often times can feel like one. You know the feeling of having to schedule 8 or 12 meetings each week averaging at least 45 minutes to an hour to speak with a student who is feeling the same frustration as you for having to somehow fabricate time in their busy schedules. The feeling of having to come up with innovative, exciting, relevant topics of discussion when all you receive are blank stares on the other end. Sometimes the tension in the room is so solid it becomes hard to focus your discussion even when you have prepared questions to ask right in front of you. I may not be the best but my supervisors and advisees seem to feel as though our time together is very valuable and productive to them so I thought I might share some of what I do that I feel works with others who might need some help.

More than likely anyone who works in a college setting as an advisor to students in any capacity whether it be sports, campus ministry, residence life, Greek affairs, etc. at one point or another has been required or taken the initiative on their own to have a one on one type meeting with a student. It is obvious that many of our employers have deduced the need for such consistent interaction with students but what about us; have we done the same? I don't have to inform you of how difficult it is to carry out a job function when you may not fully understand or agree with the logic behind doing it. It is common to for such task to be met with a lack of motivation, genuineness, creativity, and most of all compassion. Now, such characteristics may not be all that applicable to various aspects of employment such as safety and security or paperwork deadlines. However, when you are face to face with a developing student each week who needs you to be there in these capacities in order to hear them and help them to the greatest of your ability these characteristics become much more important. I'm sure you've been there, if not I have; with a student in complete utter awkward silence anticipating what the next topic will be. Who will say something engaging? Anything will be okay because you've said all that you had to say and only 3 minutes have passed. Time seems to slow to a stop and no matter what you think about you just DON'T HAVE ANYTHING TO SAY! Now I'm not saying there's nothing wrong with this occasionally, perhaps you just spoke with them yesterday in an unscheduled highly interactive meeting of the minds and today during the scheduled time you're all out of tricks.

The worse case scenario for consistent missed opportunities to fully engage your students in one on one type interactions is the unfortunate disconnect from getting to know them as a whole and the chance to share your personal wealth of knowledge and experiences with someone who really needs it at such an important point in their life.

When I look to my own experience of participating not only as an advisor but as an advisee in one on one interaction, I recognize how it affords students the rare opportunity to engage an adult in the college environment who for at least one hour out of their busy week is only concerned about their well-being and is interested in their personal development. When you think about it the interaction in its early stages really involves a complete stranger who knows the least about you asking you questions, some of which you might think are quite frankly none of their business, about who you were; who you are; and who you want to become and how they can help. It's really an example of humanity at its best; especially when we are invested in it with the fullness of our being. As students began to grow and develop in the college environment many of them for the first time are being challenged ideologically, socially, academically and many other “ally's” in ways they are unfamiliar with and don't often have a clue in regards to how they will navigate through them. Often they simply need someone other than a peer, who more than likely is having a similar experience, to share these encounters with and hopefully provide some direction. Now as you read this you naturally will start to question your ability to provide guidance or perhaps whether it is even your “place” to do so. I'm not going to try and answer that question for you because only you know what you feel comfortable doing. However, if you do see it as your place and you aren't taking the initiative to engage in this manner then what is stopping you. Concurrently, if you don't feel this is your place then you may want to rethink how you are truly helping students.

*see ONE ON ONE, page 9*



Plant a **SEED**, Grow a Community!

Students Excelling and Exceeding through Diversity

### Timeline

Distribute Registration – November 3, 2008

Registration Deadline – December 5, 2008

Late Registration Deadline – December 19, 2008

Program Proposal Deadline – January 5, 2009

Program Confirmation – January 12, 2009

**Conference Date – January 24, 2009**

### Tentative Conference Schedule

8:00am – 9:00am Registration

9:00am – 9:50am Welcome & Roll Call

10:00am – 10:45am Session One

11:00am – 11:45am Session Two

12:00pm – 12:30pm Lunch A/ Swap Shop B

12:30pm – 1:00pm Lunch B/ Swap Shop A

1:15pm – 2:00pm Session Three

2:10pm – 2:55pm Session Four

3:10pm – 3:30pm Closing Ceremony

### **Price**

\$21/ Delegate

[www.life.colstate.edu](http://www.life.colstate.edu) or 706-568-2026



Few Hall &amp; construction of rainwater cistern



Evans &amp; Few Hall, August 2008

## New Sustainable Living-Learning Community at Emory

*submitted by Tina Chang*

Emory University's newest living-learning community opened this fall with huge success! Few and Evans Halls are home to 296 students participating in the inaugural year of *Living Green: Sustainability in the 21st Century*. Students residing in this living-learning community are asked to explore topics surrounding sustainability through the lens of the "Three E's: Environment, Economy and Equity." Acting as a themed focus from our campus-wide First Year at Emory communities, our students have the opportunity to participate in programs such as lectures by notable guest speakers, sustainable dinners, presidential debates and hiking in the North Georgia mountains in addition to other signature FYE events.

In addition to the "green-themed" programming, Few and Evans Halls boast wonderful educational tools such as energy monitors in the lobbies, motion-sensor lights, a rainwater collection system (used for toilet flushing), and photovoltaic cells that provide "green" power to the cistern pump. With these features in place, Emory is looking for Few and Evans to achieve LEED® Gold certification, the first Emory residence hall construction to carry that distinction. For more information about our living-learning communities and our construction progress, please visit [www.emory.edu/HOUSING/LLC](http://www.emory.edu/HOUSING/LLC). □

### *ONE ON ONE, from page 7*

From experience, the best way to approach any of your interactions so as to not have them backfire on you is to simply be honest. Be honest with yourself and with your advisee. This will help to frame the one on one discussion in a manner that will help to avoid unrealistic expectations from both you and your advisee. Also, students know when you're really there for them and when you're just regurgitating scripted standard questions which rarely speak to their individuality. This can further cause them to be less receptive to your advice. One on one's like any other aspect of employment such as meetings, presentations, instruction, etc. equally require the amount of preplanning and confidence in ability in order to perform at an optimal level. I have noticed from personal experience and through observing my colleagues that outside of the usual methods for one on ones of selecting topics such as goal setting; progress reports; performance updates and team dynamics we must first examine our personal feelings toward them. Quite simply, our attitude toward the effectiveness one on ones play in our job performance has a direct impact on the seriousness with which we prepare for them and are able to respond effectively to the needs of our students. An important question I have to ask myself at the beginning of the semester when preparing for one on ones is, "What do I want my students and myself to gain from our time together?" Additionally, even before I get to know who they are and what they want I have to answer the question of what it is I have to offer. Lastly, do I feel comfortable enough with any of these skills to use them to develop others? Once you've found answers to these questions and taken seriously some of these preliminary considerations you are well on your way to experiencing some of the most exciting and insightful one on one's! □

## *Making Steps* in Student Judicials and Sanctioning

submitted by Zach Crapa, Valdosta State University

The disciplinary ladder is a judicial process developed to combat inconsistent sanctioning among residence hall hearing officers. The disciplinary ladder serves as a tool to help students transition from adolescence or “young adulthood” into grown-up or “adulthood”. The assumption that troubled students or “repeat violators” often turn to misbehaving as an outlet creates an opportunity for hearing officers to aid in the transition from adolescence to adulthood. The ladder is designed with the idea that student development theory can be used to sanction residents according to their placement within Daniel Levinson’s *Life Structure Theory*.

As a graduate hall director at the University of Mississippi, I participated in a version of the disciplinary ladder. The concept of the ladder was adopted from Ole Miss and brought to Valdosta State University where it serves as the primary procedure when holding a disciplinary hearing within our residence halls.

Perhaps the most fundamental aspect of the disciplinary ladder is the value given to each violation defined by the on-campus community guidelines. These values are assigned to the community guidelines based on the experience of the various hearing officers within the campus community. (Once documented for a violation, each resident assumes the rights of Due Process granted by the U.S. Constitution’s 14<sup>th</sup> Amendment: (1) notice of charges, (2) right to a hearing, (3) right to an appeal of sanctioning and charges.)

Hearing officers for repeat violators or subsequent violations should be distinguished by the sum of the documented violations. Resident-A is documented for hitting a golf ball through a window. S/he is charged with a *hall sports violation* (Stage 1) and *vandalism of university property* (Stage 2). The stage three hearing officer responsible for the building will set up a hearing appointment with the resident to discuss the issue. This method is continued throughout the ladder to decide which hearing officer contacts the resident in question. (The hearing officers for stages 4, 5, 6, & 7 are often utilized once repeat violators have been identified or “have climbed the ladder”.)

Hearing officer for each stage are as follows: STAGE 1– 3- Hall Director, STAGE 4- Complex Director, STAGE 5- Complex Director and/or Assistant Director for residence life, STAGE 6- Assistant Director for residence life and/or Dean of Students, and STAGE 7- University Judicial Officer-University Police Department

Once the hearing officer is determined, a meeting is set to provide the resident with his/her right to a hearing. The student is permitted to plead the case, and the hearing officer provides acquittal if found not-guilty and educational sanctioning if found guilty. The educational sanction is determined by the value of the stage in which the violation occurs. Daniel Levinson’s *Life Structure Theory* was researched in the development of the disciplinary ladder. Levinson theorizes that a person must accomplish an internal goal or overcome an obstacle independently in order to “graduate” from the “early adult transition” to the “adult world” phase of the life structure. In order for the disciplinary ladder to prove effective, the assumption that repeat violators are “acting-out” because they cannot find their place in the campus environment must be present. Hearing officers should be familiar with Levinson’s *Life Structure Theory*, and should be able to identify characteristics of the “life phases”.

By becoming familiar with these two phases in the “Life Structure Theory”, hearing officers can better prepare residents for future decision making by sanctioning them according to the stage in which they reside. The old days of charging fines and expecting the residents to respond positively are behind us. As administrators it is our responsibility to relay expectations of the department to the resident and also to hold the residents accountable.

The disciplinary ladder is a tool that offers hearing officers, whether they are graduate hall directors or full time professional staff members, structure to assist in wading through disciplinary hearings. Student development theory can be a useful tool in redirecting our troublesome students if the hearing officer believes in the issues and follows the guidelines prepared by the disciplinary ladder. □

**Check out [georgiahousingofficers.org](http://georgiahousingofficers.org) and see the new look on October 31st**

## Intercultural Communications: Tips for working with Non-native Speakers

*submitted by Holly Shikano, Georgia Institute of Technology*

Working with students that are not native English speakers can be a challenge the first few interactions you have. For those of you in housing, if your campus has an Intensive English Program or a Language School, roommate conflicts can take on an entirely new element. In roommate conflicts where all parties speak the same language there can be some miscommunication, add in the element of students truly not understanding each other and it is like pouring gasoline on a fire. Here is a list of tips on Communication from NAFAA Region VII.

- Avoid complex sentences
- Bullet information in e-mails
- Check to see if student comprehended what you said
- Decrease the use of “tag” questions—don’t you? Isn’t it? As these are confusing.
- Enunciate clearly
- Form complete sentences and avoid false starts
- Give the student time to ask for clarification
- Hey, listen! Allow the non-native speaker time to pause before answering a question
- Inflect your voice more than usual; stress the key words
- Joke with the student, but avoid slang, idioms and cultural references
- Keep messages short and simple
- Limit cultural and TV references
- Modify communication strategy and forms of speech
- Never use ungrammatical “foreigner” talk
- Offer synonyms for low-frequency or technical vocabulary
- Pause frequently
- Quote technical policies but then explain it as well
- Repeat, Rephrase, Reformulate, be Redundant
- Speak slower not louder!
- Take responsibility for effective communication
- Use transition words and phrases—another possibility, let me explain, first, etc.
- View communication, rather than just speech, as your goal
- Write information down for new non-native speakers, underline codes, draw maps, etc.
- eXemplify as much as possible
- Yield to the realization that culture influences problem solving
- Zero in on body language and learn the difference between “yes” I heard, and “yes” I comprehend.

If you can get the roommates to speak slower and discuss what is happening in a calm and relaxed setting you can help the communication occur. Meeting with the non-native speaker first in your office to discuss their situation may also be helpful as there can sometimes be more going on than meets the eye (culture shock) and students may be more comfortable sharing 1 on 1 with you than with an apartment of roommates. Culture, language, different class schedules and priorities, all act as kindling, especially if your language institute operates with their own calendar, dropping in roommates mid semester. Patience, synonyms, repeating and checking for comprehension can help put the fire out! □

**"Wii Got Game"- GRHO 2009- January 30-31 at Georgia Southern University**  
**Website goes live and registration opens November 1st**  
**Look for info at SAACURH from Conference Chair Kristina Hess**

The GHO Report is available online at [www.georgiahousingofficers.org](http://www.georgiahousingofficers.org)

Please submit to State Editor C. Douglas Hollis, Jr. @ [doug.hollis@housing.gatech.edu](mailto:doug.hollis@housing.gatech.edu)

