

Hill to Home

VOLUME 24, NUMBER 2 • NEWS FOR PARENTS FROM COLLEGE HILL • SPRING 2011



Peer Mentoring Program Helps Malagasy Students Attend College in the U.S.



Krissy Schultz '13 and Emily Noel '13 work with schoolchildren in Antananarivo.

This past January, seven Lafayette students made the more than 30-hour journey to Madagascar to spend several weeks working with high school students in the capital, Antananarivo. These students are the first to participate in the Lafayette Initiative for Malagasy Education (LIME), a program in which Lafayette students guide high school students from public schools in Antananarivo through the American college application process.

Madagascar is a poor country in which more than two-thirds of the population lives on less than \$1 per day, and where more than three-quarters of the adult population is illiterate. People in this former French colony understand the well-established link between education and the escape from grinding poverty. As such, when they have the opportunity to further their education, they seize it. Through the LIME program, Lafayette is doing its small part to assist some of the many bright

and ambitious Malagasy students in their quest for higher education. We all know the complexities of the college application process. But imagine, for example, coming from a different education system, a different culture, and a different socioeconomic status and encountering the SAT exam for the first time!

Over the course of one-and-a-half years, the members of the LIME team will be imparting their wealth of knowledge about the application process on their Malagasy counterparts. They started in the fall semester through e-mail exchanges. But it was not until January that they met face to face and “bonded” with their newfound friends.

After several weeks of intense coaching and learning about one-another through essays, discussions, games, songs, dance, and a karaoke party, the LIME team discovered that the Malagasy students are not the only ones to benefit from the program. Indeed, the Lafayette students

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Service Learning Enriches Students and the Community

Lafayette's women's and gender studies (WGS) program is committed to providing students with opportunities to learn not just about—but with and from—members of the local community, especially those who belong to or serve groups who tend to be marginalized and negatively stereotyped by the larger society.

Collaborating with local governmental and non-profit social service agencies, WGS faculty have created courses in which students engage in community-based learning and research, experiences that help them to augment, apply, and test the validity of the knowledge they glean from scholarly texts and classroom discussions. In these “service learning” courses, Lafayette students both serve and are served by individuals rarely regarded as sources of knowledge and expertise.

For example, the Women and the U.S. Criminal Justice System course taught by **Bonnie Winfield**, director of the Landis Center, holds its weekly class meetings at Northampton County Prison. Half the students are from Lafayette, and the other half are women serving sentences for non-violent crimes. These two groups of students complete the same readings and assignments. The discussions that

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Striving to Make a Difference

Last semester, when Lafayette College Theater presented *A Thousand Cranes* by Kathryn Miller, the audience included David Heard, a 10-year-old cancer patient from College Hill. Inspired by the play's retelling of the story of a Japanese girl who survived the bombing of Hiroshima, but died of leukemia when she was 12, David sought to emulate Sadako's brave example. His goal, however, was to fold enough origami cranes to donate 1,000 of them to each of the nation's more than 200 pediatric cancer centers.

David's vision sparked a remarkable response in our students. Led by the play's actors and stage crew, who gave David the 1,000 cranes they had made for the production, and by director **Mary Jo Lodge**, assistant professor of English, hundreds of students and other members of the campus community gathered on several different occasions to master the complicated art of folding cranes. Strung together to form colorful mobiles, the cranes – 16,000 of which were created in one session alone—symbolized our students' commitment to help David fulfill his dream of bringing smiles to the faces of other young patients. Although David did not live to see his goal achieved, his indomitable spirit will live on through the National Crane Project and through the memories of the Lafayette undergraduates who shared their young neighbor's belief in the power of hope.

I marvel at the depth of our students' commitment to make a difference in the world. Students who perplex their professors (as well as their parents) by wearing baseball caps indoors and preferring to text instead of talk willingly get up at 6 a.m. to serve breakfast to the residents of a local homeless shelter. In addition to volunteering close to campus, they travel thousands of miles to mentor pre-collegiate Malagasy students or devise a system for delivering clean water to a rural Honduran village.

This issue of *Hill to Home* celebrates some of the inspiring ways in which our student volunteers are learning about themselves and their world by creating better lives for others. I know you share our pride in the impact your Lafayette daughters and sons are having as they prepare for a lifetime of responsible global citizenship.



Daniel H. Weiss

Peer Mentoring Program

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may have benefitted more from their opportunity to have a glimpse into the lives of their Malagasy counterparts. The examples set by the Malagasy students in their struggles to overcome adversity, their positive attitudes, and their commitment to education, have inspired the LIME team to continue to work closely with the Malagasy students via email and Facebook for the next year as they counsel them through the application process. With some good fortune and hard work, the first group of Malagasy students in the LIME program will enroll in colleges in the United States (maybe Lafayette?) in the fall of 2012.

LIME is designed to be an ongoing program in which a different group of

Lafayette students travels to Madagascar each January. As such, the current LIME team is working with me to improve the program so that it better achieves its two objectives (to help Malagasy students with the application process, and to expose Lafayette students to a vastly different world), and will train the group of Lafayette students who will travel to Antananarivo in January 2012.

David Stifel
Associate Professor, Economics
Chair, International Affairs
(610) 330-5630
stifled@lafayette.edu

• DID YOU KNOW... •

... 184 students have helped other students academically this year as tutors, peer mentors, and supplemental instruction leaders. Tutors logged over 2,200 hours last semester.

... 30 percent of parents do not have their email address on file. It is an important means of communication. If you have not done so already, please send your address to the Office of Parent Relations.

... in the NCAA's most recent report on graduation-success rates at the nation's Division I schools, Lafayette ranks No. 3, with a rate of 97 percent.

Parents, if you have questions or would like more information on a topic, please feel free to contact the person whose name appears at the end of each article. Please send address changes, comments, or suggestions to me at the address or number on the right. I look forward to hearing from you!

—Donna Krivoski, Director, Parent Relations

Hill to Home brings news from College Hill to families at home. It is published twice yearly by the Division of Communications for Lafayette College Parent Relations. **Editor:** Donna Krivoski. **Photos:** Chuck Zovko.

Lafayette College • 203 Pfenning Alumni Center
Easton, PA 18042 • (610) 330-5048
fax (610) 330-5707 • email: krivoskd@lafayette.edu
www.lafayette.edu



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Embracing Haiti: Karen '08, Susan '90, and Prof. Roger Ruggles Help Community in Port au Prince

While attending Lafayette as an undergraduate studying English and studio art, I made the most of the College's incredible opportunities to study internationally and nationally. With Lafayette, I traveled to Australia, New Zealand, Italy, Hawaii, Ireland, New Mexico, Kenya, and Uganda.

All of those experiences helped prepare me for the difficult sights and sounds I experienced in Port au Prince, Haiti, early this year during a service trip with a Lehigh Valley organization: Mercy Village Incorporated. Mercy Village has two branches in Port au Prince: a children's home for displaced and orphaned Haitian children and a clinic, which serves the Haitian community free of charge.

During our weeklong trip, my father **Roger Ruggles**, associate professor of civil and environmental engineering, and I helped install a water filtration system on the clinic grounds. When I wasn't working on the water system, I helped at the children's home and in outreach efforts around Port au Prince's tent camps for refugees.

While my dad and I worked on the water system, my mom, the Reverend **Susan Ruggles '90**, assisted at the clinic.



Karen Ruggles '08 in Haiti

She recently told me, "I think about Haiti everyday. I know people there now, it's not just a country where terrible things have happened; it is a place where I can envision faces."

My parents and I are no strangers to this kind of outreach. My father and I have traveled to parts of Africa doing water quality research and my mom has done community service projects throughout the United States and in Central America. It is always rewarding to serve communities at home and abroad but the trip to Haiti with my parents was a treasured experience that I only hope to replicate.

The most memorable experiences were meeting the people of the tent camps and interacting with the children of the home and other orphanages. In the tent camps, we handed out food, drinkable water, clothes, and shoes. Crocs footwear company donated thousands of their light shoes. My parents and I carried many of the shoes from Easton to Haiti in our checked baggage.

It was extremely humbling to see the conditions in which people from tent camps have been living in for over a year. We also visited an orphanage with about 30 children living in a small area. I will never forget the lack of privacy for the washing area that was intended for boys and girls or the basin of drinking water, which was tinted green. Dengue Fever is a critical problem and drinking contaminated water can kill.

At Mercy Village's children's home, the conditions were much nicer and as a visitor, I began to see hope. Even with all the darkness in the Mercy Village children's past (slavery, abuse, neglect, and more) their smiles are quick to spark and aspirations are finally obtainable.

Karen Ruggles '08

Service Learning

(continued from page 1)

ensue not only give a more sophisticated understanding of the role that race, class, and gender play in the U.S. criminal justice system, but also destroy false and demeaning stereotypes and create bonds of mutual respect among women who tend to come from very different backgrounds.

Similarly, students in my Single Motherhood in the Contemporary U.S. course interact regularly with pregnant and parenting teens at Easton Area High School and with single mothers residing at shelters for homeless families. As they learn about the challenges faced by these single mothers, Lafayette students are inspired to find ways to support women they come to regard as both knowledgeable and inspirational.

For example, my students have created health resource manuals and childcare directories designed to be especially useful to Easton's low-income families, produced a film in which teen moms share their experiences and dreams, sponsored Halloween parties



Monica Lee '11 speaks with an inmate during a weekly session at Northampton County Prison.

for the mothers' children, and created pamphlets that explain how one applies for WIC, Title XX childcare subsidies, and college admission and financial aid. Thanks in part to Lafayette students, all 13 of the single moms they worked with last year graduated from high school, and 8 are currently enrolled in college.

Finally, community-based learning and research courses are providing Lafayette's women's and gender studies students with opportunities to share with a very large, scholarly audience what they've learned from women whose wisdom is rarely taken seriously. One student has co-authored an essay in a peer-reviewed journal; others have joined Lafayette faculty and their community partners in presenting their research at such prestigious conferences as the National Women's Studies Association and the Motherhood Initiative for Research and Community Involvement.

In short, Lafayette's women's and gender studies program is teaching Lafayette students to search for knowledge in unexpected places, and encouraging our students to use their knowledge to make the world a better place.

Deborah Byrd
Associate Professor, English
(610) 330-5238
byrdd@lafayette.edu

Developing an Online Brand through Social Media

The college years are focused on self-discovery and growth, both academically and personally. Explorations in-and-out of the classroom help students answer the question, “who am I?” Once they answer this question, they need to be able to introduce themselves to the world at large, which includes potential employers and graduate schools.

Students need to think of this professional persona as their “brand.” It is their job to market this brand beyond the Lafayette community. One’s personal brand includes their presence on paper, in person, and online. The online portion of a student’s brand has grown in importance over the last 10 years to the point that students must actively manage their online presence, keeping in mind that much of their seemingly-private information is out in cyberspace for all to find.

Students of all class years must manage their “digital dirt” on a regular basis. Digital dirt can be defined as anything online that contributes to a negative perception of an individual. The best way to begin cleaning up digital dirt is to search your name using online search engine. A simple search can unearth potentially objectionable photos, questionable comments made on Facebook or blogs, and unflattering YouTube videos.

With little effort, employers can gather damaging information that will cause them to remove the student from the application process. By setting privacy settings at the highest levels on sites such as Facebook, students can protect their personal information from easily being accessed by searches. In addition, students



should also monitor what their friends are saying about them, and what photos they are tagged in, since this information can also show up in searches.

In addition to cleaning up negative information in cyberspace, students can also control their online brand by proactively putting positive information out for others to find. Employers have come to realize that college students spend quite a lot of time on Facebook, so these employers are using the site to promote their opportunities to students. Many have set up fan pages for their organization, and even post jobs and internship. Once students clean up their profiles, they should definitely become fans of employer pages. In this way, they are gaining access to the most up to date information about the employer, and showing their interest in the organization.

Twitter is not nearly as popular with college students as Facebook, but it is considered an up-and-coming way to network and search for opportunities. The Office of Career Services suggests

students set up a Twitter account. We hear that employers are posting positions on Twitter so they can attract young people savvy in using social media. Students can tweet about topics they are passionate about and that reflect their interests. Experiences such as studying abroad or tutoring Easton schoolchildren make great topics for Twitter. These tweets will show up in Google searches and contribute to a positive online brand.

All juniors and seniors should establish a LinkedIn account, if they have not done so already. LinkedIn is the world’s largest online professional networking site, with 75 million members. Through this site, students can network with Lafayette alumni and other professionals, gather career information, research employers, join professional groups, and search for jobs and internships. Once students set up a complete profile on LinkedIn, it will show up high on the list of results of Google search on their name.

We also encourage students to meet with a Gateway counselor to become more proficient in using social media for professional purposes. Parents and family members can play a key role in this process by reminding their students about the importance of cleaning up any digital dirt that could significantly affect their future opportunities.

Rachel Nelson Moeller '88
Associate Director, Career Services
(610) 330-5115
moellerr@lafayette.edu

Paving the Way: Building a Stronger Community

Priding itself on being a premier educational institution in which students find a supportive, empowering, and tight-knit community, Lafayette is a place where one feels “at home.” It is a place where creative expression is encouraged and highlighted. It is a place where we, the students, take ownership of our community and strive to attain a higher standard. This year is no exception. In fact, Student Government has vigorously taken up the mantle and has charted a path that will further strengthen our already vibrant community.

Promoting diversity and its role in a healthy campus climate, encouraging

more environmentally friendly practices, and continuing to enhance the quality of student life through increased campus traditions are just some of the goals of Student Government this year.

Student Government has held several forums soliciting suggestions for change regarding the campus climate. Faculty have discussed new academic initiatives and how Student Government can help. We have sponsored various campus-wide events including “Dine 3/9” with the Alumni Association, which celebrated the founding of Lafayette College; brownbag discussions with presenters such as Floyd Norris, the chief financial correspondent for *The*

New York Times; and student-faculty teas, allowing members of Student Government and members of the faculty to discuss challenging issues facing the College.

Great progress has already been made in several of these areas and the future continues to present us with new opportunities and challenges. If the response to the recent acts of intimidation are any indication, Lafayette students are already paving the way for a stronger and more dynamic community than ever before.

Matthew Grandon '12
Student Government President



Students work with Honduran villagers to build a sustainable water system.

Engineers Without Borders Is Making a Difference in Honduras

In the Yoro region of Honduras, a mountainous and mostly rural area, the challenge of finding potable water is a social and health problem that affects the entire community. Available water sources, such as streams, are often of poor quality and contain chemical contaminants and microorganisms that cause frequent sickness. Since the sources are far from homes and fields, women and children often spend hours each day walking to collect water to fulfill their basic needs. Water supply is therefore more than just a health issue—the lack of easily accessible water limits the community’s potential for educational and economic growth.

To address this need, two engineering students, with the help of two civil engineering faculty members, founded the Lafayette College chapter of Engineers Without Borders–USA (EWB) in 2003. Its mission is to partner with developing communities in Honduras to improve their quality of life through the implementation of environmentally sustainable, equitable, and economical water and sanitation projects and to develop internationally responsible engineers.

In January 2009, EWB partnered with the community of El Convento to build a water distribution and filtration system to replace its previous piping system which was destroyed by Hurricane Mitch in 1998. El Convento, a rural village of approximately 40 families living in two-room wood and clay homes, lacks basic water supply and has few economic assets. Many of the villagers are farmers earning about three dollars per day.

Collaboration with the community was a key factor when designing the system and the design considers factors such as

water quality, maintenance costs, and social feasibility. The final design includes over 3 miles of pipe through mountainous terrain and a sand filtration system.

To achieve this goal, over the past two academic years, 21 different students participated in four implementation trips, representing the following majors: civil and environmental engineering, classics, engineering studies, international affairs, mechanical engineering, neuroscience, philosophy, and Spanish. Additional students have been involved in planning, design, and fund-raising activities while on campus. Students collaborate with faculty and professional mentors while applying their developing skills to this challenging real-world project.

The students are currently planning a trip in August to continue the construction. While the positive impact of this water system on the community is obvious, the impact on the traveling students is also profound. They experience firsthand how their skills and efforts vastly improve the lives of those they meet in El Convento.

The primary funding for the travel and purchase of construction materials for these trips has been grants from the Mellon Foundation through Lafayette’s environmental studies program, the Easton Rotary Club, the Boeing Corporation through EWB-USA, Air Products & Chemicals, and generous donations from alumni and friends of Lafayette College.

Josh Smith
Assistant Professor, Mechanical Engineering
(610) 330-5938
smithjh@lafayette.edu

Family Weekend

Oct. 28-30, 2011
 Mark your calendar!

Commencement Dates

May 21, 2011 May 19, 2012
 May 25, 2013 May 24, 2014

What’s an LCAT?

The Lafayette College Area Transportation (LCAT) program is the free campus shuttle bus service provided by the College. The LCAT provides students with safe and reliable transportation connecting the main campus with the College’s athletic fields, downtown Easton, shopping areas, movie theaters, the bus station, off-campus student parking areas, and Lehigh Valley Airport. The schedule is online at www.lafayette.edu/community/lcats.html.

Mélange Yearbook

To order a 2011 yearbook, go to Campusfees.com. From the website, select Yearbooks and Lafayette College. Order by May 31.



Watch for these important e-messages in your mailbox. Don’t miss the POINT!

Emergency Alert Service

e2Campus is a service that enables the campus community to receive text alerts on their cell phones and by email in the event of an emergency on campus. Currently, 60 percent of the students have registered for alerts. If your student is one who has not signed up, please urge him/her to do so now. This service is also available for parents. Go to the parent website to sign up.

Parent Volunteers

Thank you to all of the parents of the Family Weekend and Communications committees who participated in the surveys, web usability testing, and attended Volunteer Day in January. Your input is appreciated!

Student Outreach Benefits Many Communities

Fostering strong relationships

between Lafayette students, the Easton community, and communities beyond Easton is the mission of the Landis Community Outreach Center, America Reads America Counts at Lafayette, and the Alternative School Break Club.

The Landis Center offers a variety of weekly volunteer activities for students who are interested in developing a strong relationship with the Easton community, learning about social issues from direct experiences, and creating an environment of mutual empowerment through civic engagement. These weekly opportunities range from volunteering with youth, the elderly, and residents in the homeless shelter.

Beyond weekly service opportunities, the Landis Center promotes special days of service that introduce students to the Easton community and accommodate schedules of students unable to commit to weekly programs. This fall's Make a Difference Day offered six service projects for 74 Lafayette volunteers. Students worked with The Salvation Army, the Phillipsburg Shade Tree Commission, the Down Syndrome Group of Northwest N.J., the Easton Area Senior Center, Easton Weed and Seed, and Best Buddies.

For Hunger and Homelessness Week, students helped with food deliveries to the homeless living in Philadelphia in the 'Midnight Run' and also took part in the Oxfam Hunger Banquet. In addition, funds were raised through the 'Hut-a-Thon' and the collection of canned food for Cans Across America. Students also had the chance to listen to the personal stories of men and women from local homeless shelters in Easton.

The America Reads America Counts program provides Lafayette students



Through Alternative School Break, students learned about sustainable development and preserving the way of life of indigenous people in the Amazon.

with tutoring opportunities in local afterschool programs, a special reading program at Easton Area Middle School, and in preschool and kindergarten classrooms at YMCA programs. This spring, the program will host Literacy Day, which will center on the children's book *Wanda's Roses* by local author Pat Brisson.

Lafayette students are engaging in communities beyond Easton through the Alternative School Break Club (ASB). This student-run organization coordinates six service trips for 70 Lafayette students. This January, trips went to Ecuador, Nicaragua, Boston, and Camden, N.J.

In Ecuador, the team of students learned about sustainable development and preserving the way of life of indigenous people in the Amazon, through the Fundecoipa organization. In Nicaragua, students traveled with Witness for Peace,

learning about international economic policy and fair trade, and learned to view themselves as global citizens. In Boston, students worked with Community Servings, preparing and delivering meals for individuals living with AIDS. The Camden trip engaged in a variety of service activities coordinated by the Romero Center, including an urban immersion experience and volunteering at a local soup kitchen.

Over spring break, a group went to Jonesville, Va., to learn about rural poverty and construct homes, partnering with the Appalachia Service Project. Another group went to Washington, D.C., where students investigated youth issues and education, working with the D.C. Boys and Girls Club as well as area schools.

Alyssa Smith '13
ASB President
Landis Center Team Leader

Parents Fund Update

Lafayette parents continue to be extremely generous through their support of the Lafayette Annual Fund. As mentioned in the fall issue of Hill to Home, parent giving to the Annual Fund reached an all-time high in 2009-10. The \$803,646 contributed last year represented nearly 11 percent of the College's overall annual giving program. The 2010-11 campaign is also going extremely well. Through mid-April, parents have already contributed nearly \$800,000.

Annual Fund gifts allow the College to maintain the academic, co-curricular, and extracurricular opportunities that are afforded to our students and help us provide the well-rounded, high quality education our students enjoy. Additionally, recent gifts from parents have enabled the College to renovate facilities, fund study abroad opportunities, and implement various academic initiatives. Parents are doing their part to ensure Lafayette will be able to continue to provide its students the finest experiences possible.

If you have already contributed in 2010-11, thank you! If not, and you would like to make a gift, please contact the Annual Fund office at (610) 330-5034 or go to www.lafayette.edu and click on Give Online. The Annual Fund year closes on June 30. Your support is important, and it is greatly appreciated.

Joe Samaritano '91
Director, Parents Fund
(610) 330-5047
samaritj@lafayette.edu

Move Out Responsibly with Green Move Out

For the past several years, faculty, staff, and students have come together to plan Green Move Out, Lafayette's endeavor to engage students in a sustainable move out where students donate items to local Easton organizations rather than throwing them in dumpsters.

Donation boxes will be placed in all residence halls, Greek houses and college-owned off campus locations. Encourage your student to use the boxes instead of the dumpster for items that can be of use to someone else. Donations of clothing, kitchen supplies, unopened food items, books, school supplies, bedding and towels are among the things that are welcomed and will be treasured by recipients in the Easton community. If you are helping your student move out, please look for the donation boxes.



Professor Katalin Fabian helps remove donated items from McKeen Hall. Green Move Out 2010 kept more than 9,000 lbs. of items from ending up in landfills.

Parents Invited Back to College

The Office of Alumni Affairs, in collaboration with the Office of the Provost, is once again proud to offer Alumni Summer College from July 21-24, 2011, for alumni, parents, and friends. We hope you will consider coming to campus this summer to continue your education and get involved in the intellectual life at Lafayette.

This year's summer college will be led by **Susan Averett**, Dana Professor of Economics; **Curlee Holton**, Roth Professor of Art; **Jim Lennertz**, associate professor of government and law; **Susan Niles**, professor of anthropology and sociology; and **Bob Weiner**, Jones Professor of History. The program will offer ten 90-minute sessions and will cover topics such as:

- ▶ Women in the Economy: Family, Work, and Pay
- ▶ The Law and Politics of Political Representation
- ▶ How the Incas Built their World
- ▶ Who Built Machu Picchu and Why
- ▶ Political Humor: Solvent and Safety Valve of Civic Discourse

The program will kick off with two, back-to-back sessions with Professor Holton for a hands-on "Introduction to Experimental Printmaking Processes and Book Art." We will close the program with Professor Weiner, who will give two,

back-to-back lectures on "The Perfect Storm: What Made the Holocaust Possible."

President **Daniel Weiss** will be the keynote speaker at Thursday's dinner and Provost **Wendy Hill** will give the keynote at Saturday's farewell dinner.

We hope you will consider coming to campus this summer for an enriching and intellectually stimulating program. In addition to providing a unique educational experience, Alumni Summer College will present wonderful opportunities for networking with alumni, faculty, parents, and staff.

More than 50 percent of last year's summer college class has already registered. For more information and to register, please visit the Alumni Summer College website (<http://alumnicollege.lafayette.edu>). If you are interested in participating, we would encourage you to register soon as space is limited.

While on the website, click on the Videos tab for six of last year's lectures, and see what is in store for you this summer!

Christiane Tomik '03
Assistant Director, Alumni Affairs
(610) 330-5040
tomikc@lafayette.edu

A Summer Planning Checklist

The end of the semester is right around the corner and there are decisions to make and plans to prepare. This checklist offers some food for thought so that your student is ready to dig into the summer season.

- ▶ **Figure Out Storage.** Is your student moving off campus next year? Is there too much "stuff" to fit in the family car? If so, you'll need to figure out storage options. Those might include checking with next year's landlord, seeing if there is storage offered on campus or renting a storage facility in town. It needs to go somewhere! Have your student check the residence life website for campus and local storage information.
- ▶ **Classes for Next Semester.** Has your student registered for classes? Those might include summer classes, internship credits or fall semester choices. Just make sure those academic ducks are in a row.
- ▶ **Have Graduation Plans in Place.** If your student is graduating, has he ordered his cap and gown and filled out all the necessary paperwork? Have plans been made for out-of-town visitors? What is the plan for after the graduation ceremonies when it comes to dinner reservations? These kinds of details can sneak up on you. Visit the Commencement link on the parent website.
- ▶ **Know What the Summer Will Bring.** It is difficult for students to plunge into their summers without having a plan. Does she have a job lined up? An internship? Or will she study abroad or take classes somewhere else? By getting these details hammered out now, your student will be able to take full advantage of the summer.

Other Considerations before the summer:

- ▶ Scholarship deadlines
- ▶ Having housing lined up for the fall
- ▶ Transportation home after the spring term is over
- ▶ Budgeting for summer costs
- ▶ Living arrangements for the summer

As the scouting motto reminds us, "Be prepared..."

Donna Krivoski
Director, Parent Relations
(610) 330-5048
krivoskd@lafayette.edu

Residence Hall Closing Information

The end of the spring semester will soon be upon us. The following information will allow you and your student to make plans for his/her departure.

- ▶ All College operated housing (general residence halls, sororities, Fisher Suites, Watson Courts, and College-owned off-campus apartments) will close at 5 p.m. on Monday, May 16 (*except for graduating seniors).
- ▶ Students are to vacate their rooms within 24 hours of their last academic commitment or by the above date/time (whichever is earliest).
- ▶ Checkpoint tags for non-graduating seniors will be deactivated as of May 16. With the exception of approved extended-stay groups, no first-year students, sophomores, or juniors are permitted to remain past May 16.

Reminders

- ▶ It is important to leave the room clean—not only is leaving a mess disrespectful to the kind cleaning staff who have helped your student all year, there is also a charge associated with room cleaning.
- ▶ Help remind your student to return their residence hall key (and checkpoint if they are a senior) to the Office of Residence Life or Office of Public Safety before they leave campus.

Charges will be incurred if keys are not returned properly.

- ▶ Summer storage space on campus is very limited and is not guaranteed. A great option is to rent a storage unit in town with friends. Have your student check the residence life website for more information.
- ▶ Donate to Green Move Out; boxes are located in each residence hall, Greek house, and college-owned off campus house.
- ▶ Check our website for more move out information (<http://reslife.lafayette.edu/>).

Seniors

Students who are graduating are automatically approved to stay in College housing through noon on Sunday, May 22. Please note: due to the immediate transition to the summer housing term, we cannot extend this closing deadline. Seniors' checkpoints will be deactivated and exterior locks to College apartments will be changed at that time. College housing will reopen on Saturday, Aug. 27.

Sarah M. Yencha
Assistant Director, Residence Life
(610) 330-5335
yenchas@lafayette.edu

• DATES TO REMEMBER 2011-12 •

April

4-15 Preregistration for fall 2011

May

6 Last day of classes
9-16 Final exams
21 176th Commencement

June

30 Closing date for Annual Parents Fund

August

25 New parent orientation
25-28 New student orientation
27-28 Upper-level students move in
29 First day of classes

September

5 Labor Day (classes in session)

October

8-11 Fall break
22 Homecoming
28-30 Family Weekend

November

7-18 Preregistration, spring 2012
19 Lafayette vs. Lehigh football (away)
23-27 Thanksgiving break

December

9 Last day of classes
13-19 Final exams

Financial Aid Dates

Financial aid renewal instructions are available online. Go to <http://finaid.lafayette.edu>.

Dates to keep in mind if you are seeking need based financial aid:

April 20

- ▶ The Free Application for Federal Student Aid (FAFSA) must be filed (FAFSA.ed.gov)

- ▶ The College Scholarship Service/ Financial Aid PROFILE must be filed (Profileonline.collegeboard.com)
- ▶ 2010 tax documents must be submitted through the Institutional Documentation Service (IDOC.collegeboard.com)

If you are only interested in parent and/or student loans, the FAFSA is the only requirement.

June 30

- ▶ Financial aid notifications available on Banner Self-Service

Students may track billing information through Banner Self-Service.

Office of Financial Aid
(610) 330-5055
financialaid@lafayette.edu