

I. The Case Study

Jennifer Wu is a junior studying computer science. Originally from San Francisco, CA, she grew up in a relatively suburban area and attended a STEM high school. Jennifer has had roommates her entire undergraduate career and never experienced conflict with a roommate prior to this incident. She describes herself as a very studious person, who decided to study abroad in Berlin because of the classes offered for her major. Jennifer's native language is English, and she identifies as a second-generation college student.

Lara Turner is a junior studying art history. Originally from New York, NY, she felt that studying abroad in Berlin would expose her to many great works of art and architecture. Lara describes herself as fun, and she likes to brag about how much alcohol she can consume. Lara's native language is English, and she identifies as a first generation college student. She is very close to her family, her mother specifically.

Both students are spending their Fall 2014 semester at NYU Berlin.

Ten weeks into the term, Jennifer approaches the Student Life staff and requests to move into a different room because her roommate Lara displays aggressive behavior towards her when under the influence of alcohol. Student Life staff encourages Jennifer to meet with the on-site counselor to process what happened in a safe space to share other concerns confidentially. She then meets with Lara to address concerns regarding her living arrangement and to better assess her ability to make responsible choices. In conversation with the psychologist, Jennifer discloses that Lara drinks regularly, tends to get aggressive when intoxicated, but has never demonstrated violent behavior before. Upon encouragement by the counselor, Jennifer signs a release to share information with other core staff.

In conversation with Student Life, Lara describes Jennifer as antisocial, verbally abusive, and unhappy. Jennifer's and Lara's roommates defend Lara and claim that while Lara was rude that night, she did not threaten Jennifer in any way and that they are not concerned about her drinking or any aggressive behavioral patterns related to alcohol consumption. Lara admits to having shoved and yelled at Jennifer, but claims that she exaggerates. When Student Life emphasizes that both students need time to process, reflect, and focus on their academics while working with the administration towards an appropriate solution, Lara reluctantly moves into an empty single room down the hall.

II. Guiding Questions for Roundtable Discussion

1. In the context of the resources available at your campus, how would you respond to this case? Which steps would you add to the process described in the presentation? Given the close knit and small communities of students on study abroad programs, how can we, as administrators, address and support the students after an incident like this while supporting the privacy of the students directly involved?
2. In most study abroad programs, administrators wear many hats at the same time: How does this approach work in your respective program? What resources are available to students and supporting staff? What challenges do you face in your role and what would be your suggestion for improvement?
3. If your institutional structure is "set", what ideas do you have to bridge departmental connections in order to enhance student support abroad? Are you aware of roadblocks between or within departments?

III. Action Plan – Next Steps

Questions to consider:

- Who do I need to contact in an instance like the one above? Who would ideally be involved?
- What steps do I need to take to actualize my intended collaboration on my home campus?

On-campus contacts I need/want to make:	Existing working relationships I need/want to develop:	Critical policy and procedure questions we need to address prior to an incident:

IV. Recommended Readings

Arnett, J. J. (2000) "Emerging adulthood: A theory of development from the late teens through the twenties." *American Psychologist*, 55

Arnett, J. J. (2004) *Emerging adulthood: The winding road from the late teens through the twenties*. New York: Oxford University Press

Csikszentmihalyi, Mihaly (1997). *Finding Flow: The Psychology of Engagement with Everyday Life*

J. J. Arnett & J. L. Tanner (Eds.) (2006). *Emerging adults in America: Coming of age in the 21st century*. Washington, DC: American Psychological Association Press

Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages (Essays on Moral Development, Volume 2)*. Harper & Row

Owen, Julie E. (2012). "Using Student Development Theories as Conceptual Frameworks in Leadership Education," *New Directions for Student Services*

Sanford, N. (1962). *The American college*. New York: Wiley