



Community Development Model 2021-2022

Residence Life & Housing
Curry College



Goal of the Community Development Model:

The overall goal of the Community Development Model is to help encourage, assist, and develop strong residential communities. Strong residential communities allow residents to learn more about themselves and others, help residents gain new skills and knowledge, and provide opportunities to have fun in a social environment.

Goals & Requirements for Programming:

Living in a residence hall should be a fun learning opportunity for each student. As such, programming is a major component of this experience. When program planning, please keep in mind that programs should:

- Encourage social interactions, connections, and friendships; through adaptive means if necessary, including but not limited to:
 - Social media, group chats, digital engagement, virtual engagement, Zoom meetings, etc.
- Challenge perspectives and offer new knowledge;
- Provide students the opportunity to learn outside of the classroom about a multitude of areas related to their college experience and life after college;
- Offer a time and venue for students to come together, mingle, and learn about their peers living within the residence hall; and
- Be specific to needs of different resident populations. Programs within each category can look very different for each residential population (i.e. first year residents versus upperclassmen resident).
- Maintain all applicable social distancing guidelines in respect to in person interactions, location and area capacity, and correct use of all necessary Personal Protective Equipment (PPE);
 - Social distancing guidelines are fluid and are based on recommendations and limitations from Local, State, and Federal Governments. Training toward those guidelines will be provided to RA's at the start of the semester and changes to those recommendations will be communicated from Residence Life and Community Directors to all Resident Assistants.

Each Resident Assistant is required to plan and implement four (4) total programs. The four (4) programs will be comprised of two (2) Social Programs and two (2) Educational Programs. At least two (2) of the four (4) programs must be a Curry Connection. At least one (1) of the four (4) programs must be held during a weekend (Friday-Sunday). Program Proposal and Evaluation Forms must be completed for each program to receive credit for completion.

Social Programs:

Social programs bring residents together to interact, have fun, and provide a venue get to know other people in the hall/building/area. These can be done in-person or virtually depending on the goal and program. Two (2) Social Programs must be completed during the semester. These programs should be low-key, outside (if in-person), and must allow for social distancing and safe practices.

Examples:

- Virtual Game Nights (i.e. board games, trivia nights)
- Sitting outside and talking as a group
- Outdoor Activities (i.e. yard games)
- Arts & Crafts (i.e. paint night)
- Organized Virtual Hang Outs (i.e. sharing favorite YouTube videos, favorite music)
- Video Game Competitions (i.e. Fortnite Tournament)

Why host these programs? – We want to provide intentional and planned opportunities for students to interact with each other and develop relationships. When students make connections with other students, it is more likely that they will enjoy their residential experience.

Educational Programs:

Educational Programs can and should be just as fun and engaging as Social Programs. In fact, all the hallmarks of social programming should be the basis of an Educational Program; the only difference being the addition of intentional learning that occurs simultaneously while having fun. Resident Assistants will use the categories below to complete two (2) programs. ***Resident Assistants must complete one (1) Identity & Inclusion Program each semester. They may choose the second educational program category. However, the second educational program chosen in the fall semester cannot be repeated in the spring semester.*** Please see the listed examples under each section for creative ideas. Examples are categorized by student population: FY=First Years, SY=Second Years, JR=Juniors, SR=Seniors.

Identity & Inclusion: Identity & Inclusion programs must be designed to foster respect, appreciation, and inclusion of others. Through these programs, residents should recognize and appreciate the identities, customs, and cultures of themselves as well as others in their community. Programs should focus on various identities represented by, but not limited to gender, age, physical ability, socio-economic status, political views, religious views, sexual orientation, privilege, learning styles, nationality, ethnicity, race, etc.

Examples:

- Bring students to a diversity-focused campus event; The MLK Jr. Week Speaker or others are sponsored and advertised throughout the year (ALL)
- Have students create their own “This Room Is Hate Free” signs and pledge to be respectful while creating community standards for inclusive behaviors and ways to address concerns. (ALL)
- Invite a faculty member/campus partner to watch and discuss an educational film (i.e. 13th, Dear White People, To The Bone, The Out List, etc.) (ALL)
- Share and describe aspects of customs and cultures from various countries and have students try to correctly guess and learn their origin. (ALL)
- Host a gingerbread house building competition where available supplies are disbursed and challenges arise to represent different socio-economic levels and experiences. (FY, SY)

Why are these programs important? – Misunderstandings can fuel hatred, violence, and contempt for one another. Empowering students to value, appreciate, and respect others and their identities can help promote inclusion. It is important to provide students with as many opportunities to experience, understand, and grow in relation to accepting and respecting others and themselves.

Personal Wellness: Personal Wellness programs must be designed to promote safe and healthy lifestyle decisions to residents through imparting knowledge and skills focused on physical, mental, spiritual, and/or emotional health.

Examples:

- Host a “Health in the Halls” trivia game that addresses the importance of room cleanliness, personal hygiene, and how to avoid getting sick (FY)
- Take residents to the Fitness Center and demo how to use the equipment. Research beginner level work out plans to distribute to residents (FY, SY)
- Create “Netflix and Chill” packs that include safe sex tips and a diverse selection of condoms (for all genders) (ALL)
- Take a look at snack foods and their actual serving sizes and nutritional value. Have students make their own snacks using provided food items and then show them the actual portion size they should be having in a snack. (ALL)
- Watch “To The Bone” and partner with HIPS to discuss and promote positive body image while breaking down societal pressures on things like weight, style, and double-standards (ALL)
- During finals week, provide healthy outlets for stress reduction like coloring, creating stress relievers, providing healthy snacks, and handing out information on Counseling Services (ALL)

Why are these programs important? – Sex, drugs, and alcohol remain the most prominent areas of educating students about personal health. However, many students miss opportunities to learn about

other areas for healthy decision-making. Programming efforts centered on personal health can help equip students with the knowledge and awareness needed for better personal wellbeing.

Life Skills Development: Life Skills Development programs must be designed to focus on developing and strengthening residents in “growing up” and developing important skills that will benefit them both in and out of college. Unlike the Personal Wellness category, this includes skills focusing on academic and career development, and focuses on “adulthood.”

Examples:

- During course selection, assist students with navigating their course wish list, what to do if a class is filled, creating back-up plans, and scheduling courses for the spring – include Academic Advising to make it a Colonels Connection (FY)
- Host an Iron Chef Microwave event where residents use special ingredients that can usually be found in the residence halls and can only “cook” using a microwave (FY, SY)
- Host a laundry program that invites residents to learn how to appropriately do their laundry, what to do if a washer/dryer is broken, and create a list of laundry room expectations (FY, SY)
- Talk about healthy financial habits including creating a budget, organizing bills, setting up a savings account, building credit, couponing, understanding student loans, etc. (JR, SR)
- Invite the Center for Career Development to come and discuss resume tips and tricks, how to fine-tune a resume, how to make a cover letter stand out, and the impacts of social networking/social media outlets on a job search. (JR, SR)
- Host a “Life Skills 101” session and educate students on how to do common things like how to tie a tie, change a tire, cook for one, sew, get a job on campus, resolve a conflict, create a budget, etc. (ALL)

Why are these programs important? – *Building the necessary skills to be successful both in and out of college is important. This type of programming is beneficial in providing connections to tools, people, and helpful resources for greater self-improvement.*

Active & Responsible Citizenship: Active & Responsible Citizenship programs must be designed for residents to contribute positively as an active member of a community (global, national, regional, local, etc.). Raising awareness, engaging in affecting change, and improving conditions are the necessary components of a successful program to address this category. This can relate to topics such as social causes, sustainability, community service, and campus issues while encouraging healthy dialogue. *If collecting money, an External Funding Request Form must be submitted and approved prior to collecting money, please see your CD for details. This process requires at least two weeks in advance of the program.*

Examples:

- Volunteer time and showcase your efforts after cleaning up parts of campus or a local park, serving food at a local shelter, etc. (ALL)
- Educate students on the struggles of low-income/homeless families and host a “baby shower” to collect baby/young child supplies (such as diapers, baby wipes, blankets, socks, books, school supplies) to be donated to locations like FamilyAid Boston (ALL)
- Host a voter registration drive and invite a faculty member/campus partner to help discuss and provide information about presidential and local area candidates (especially around costs of education, the economy, and taxes). (ALL)
- Challenge misperceptions regarding immigration by having residents take the U.S. citizenship test and discussing the necessary steps to be a U.S. citizen based on your country of origin. (ALL)
- Learn the importance of sustainability and create fun opportunities to reuse and enhance commonly available daily items (i.e. t-shirts, coffee mugs, water bottles, chip bags, etc.). (ALL)

Why are these programs important? – *Being an engaged citizen helps educate and bring people together over a common cause. It promotes growth and self-esteem, and strengthens the community as a whole. In encouraging our residents’ active involvement, they are invested in their community and are more likely to make change.*

Additional Programming Requirements:

The following two areas should be a component of one (1) or more of your active programs each semester.

Curry Connection Requirement: Two (2) of your four (4) programs must connect your residents to a resource or campus event. This means you should utilize a campus resource as a part of the program (i.e. attending a campus event/speaker, using resource handouts obtained from a campus resource, having a campus resource speak at your program, etc.).

***Why incorporate this into programming?** – It is important for residents to understand campus resources and actively engage as a member of the College community.*

Weekend Programming Requirement: One (1) of your four (4) programs must be held during a weekend (Friday-Sunday). This should be planned accordingly not to compete with any already scheduled campus events.

***Why incorporate this into programming?** – All too often the weekdays are packed with events with little to do during the weekend. By providing weekend programming, we help provide substance-free alternatives to students.*

Community Development & Engagement Initiatives—Requirements

While active programming is a great means for developing community, other methods also allow for positive impacts on residents. Through Community Development & Engagement Initiatives, both active and passive, residents can get to know one another better and learn more about themselves and their community.

Spontaneous Connections Programs: Each RA must facilitate three (3) spontaneous connections programs during the first six weeks of each semester. An additional two (2) spontaneous connections programs must be completed by the end of each semester. A spontaneous connection program is one that is not advertised or “planned” in any way, but rather occurs organically. The goal is to be part of your community and encourage residents to gather and socialize together. Each of the spontaneous programs must be something different so that residents can connect in different ways and on different interests. The same residents should not make up each spontaneous program and each program should connect with different residents.

Examples:

- Going for a meal at the Marketplace in the Student Center
- Watching a Patriots/Red Sox/Celtics/Bruins game in the lounge
- Playing catch with a football or playing yard games outside
- Watching a TV show
- Taking the shuttle to South Shore Plaza
- Walking over to Late Night and eating together

Bulletin Boards: RAs are required to complete three bulletins boards. The first bulletin board will be provided by the Office printed and ready to be posted in the assigned areas by the RAs. Bulletin boards must be educational and provide a variety of information/topics that appeal to various student interests and needs. Bulletin Boards should not just be “posting boards” on which you tack up flyers about campus events (unless approved by your Community Director). Instead, they should engage your residents in learning new information about a topic, learning more about their neighbors and community, learning more about Curry, etc. Bulletin boards should be constructed with resident needs and interests in mind.

Door Tags: RAs are required to complete at minimum, one (1) door tag for each resident each semester. Door tags are fun and creative ways to help you and your residents who lives in a room. With the one per semester requirement, RAs are expected to “go the extra mile” and create door tags that are more than just a sheet of paper with names and room numbers. Door tags should include two layers to add depth and creativity (i.e. construction paper backing, paint, and/or other craft supplies). Door tags should also be creative and welcoming for all residents. RAs should have additional door tags on hand should new residents move onto the floor. In addition, if a door tag is removed, vandalized, or stolen, RAs should work to replace these immediately.

Floor Meetings: RAs must hold at minimum two (2) floor meetings (first floor meeting and semester closing meeting). Floor meetings must be well-advertised (signs, e-mails, word-of-mouth, GroupMe Advertisement). In

the event of disruptive floor behavior, RAs are expected to hold impromptu floor meetings to address concerns. Floor meetings represent an ideal time to solicit resident feedback and ideas on programming, engage residents in icebreakers, and convey information such as closing, health and safety check procedures, etc. RAs are responsible for connecting with and distributing information to students who miss each floor meeting.

Roommate Agreement: RAs with first year residents must have their residents complete a Roommate Agreement form. These forms can be obtained online and should be shared with residents as they arrive. Roommate Agreements should be completed by the end of the second week of school. Please speak with your Community Director regarding the privacy of these agreements. Roommate Agreements should also be completed whenever a new roommate moves in. While not mandatory, upperclass residents should be encouraged to complete a Roommate Agreement.

Community Conversations Map (CCM): To build successful and strong residential communities, it is imperative that Resident Assistants regularly connect with residents having both formal and informal interactions. In fact, this is a hallmark of the position and is usually the most rewarding part of the role. What RAs learn from these interactions is crucial to the development of community both on the floor and in the building. Regularly and consistently sharing this information with the full staff is also essential as RAs can help connect residents from across the building and area to help develop new friendships and networks. The Community Conversations Map helps provide a “face to the name” and provides recognition for the community development efforts and conversations RAs are already having.

Each RA must facilitate one formal conversation with each resident in their area of responsibility during the first six weeks of each semester. This conversation should be socially distant and follow safe and healthy practices (RAs are advised of the potential of Zoom and/or other virtual technology to host these conversations. RAs must facilitate one additional conversation with each resident in their area of responsibility must be completed by the end of each semester. By the end of the semester, this will mean that each RA has had a formal conversation with each resident twice throughout the semester. ***These formal conversations are in addition to the monthly informal check ins with each resident.**

To help RAs remember interactions with residents and share with staff, RAs will be creating a Community Conversations Map. This should be a visual representation of the floor and the residents living there. It is expected that this will be completed by the end of the first six weeks to then share with the full RA staff team. These first six weeks are crucial in an RA's outreach to residents and an understanding of the dynamics of the floor community. Remember – the first six weeks of a student's semester are generally some of the most important when it comes to success and satisfaction with their overall experience.

Each RA will share this Community Conversations Map with their staff at a designated staff meeting (during/after the week of October 11, 2021).

- **PART A: Community Physical Space**

- This MUST be completed by actually having one-on-one conversations with residents, not by handing out a survey or questionnaire!
- Be creative! Make a representation of your floor with room numbers (from an overhead perspective). This can be a drawing, or a computer printout, a scrapbook, and/or other visual representations. Each room must be represented and can share information like:
 - The name(s) of each resident in each room (*required*)
 - Where is this person's niche/home on campus?
 - What each resident likes to do and/or what activities they are/are planning to be involved with this semester/year
 - Any specific skills, interests, hobbies or passions that each resident has
 - What they are most excited and anxious about this year
- When speaking with residents, if you find that others on the floor share similar interests, hobbies, or passions, please make sure to connect those students to one another.

- **PART B: Connecting the Dots Within the Community**

- Using the following link <https://tinyurl.com/CurryCCM2020> (also found on the RA page of the myCurry portal), answer the following questions. Answers can take the form of paragraph or bulleted responses. The content of your reflection is most important, not the structure.
 - What did you learn about your floor from the conversations with residents while completing the Community Conversations Map?
 - Whom are you most connected with on the floor? Why do you think this is the case?
 - Whom are you least connected with on the floor? Why do you think this is the case?
 - For the rest of the semester, how do you plan to better connect with these students?
 - Now that you have this information, what will you do next?
 - What programs will you plan based on the information you received?
 - What future interactions or connections between students do you plan to make?
- During a one-on-one meetings with your Community Director and during staff meetings (both during and after the first six weeks), please be prepared to share your answers to the questions above.

Community Development & Engagement Initiatives—Alternatives

Virtual Student Engagement: Each RA is encouraged to create a GroupMe account to utilize with the residents of their floor/community. RAs choosing to do so must create, monitor, and utilize this forum for important communication, updates, program advertisement, and opportunities to connect informally with individual residents. This system allows for creating virtual spaces to connect that are socially distant but maintain communication.

Virtual Monthly Check-in Option: These check-ins are an alternative to formal programs that will allow Resident Assistants to connect with residents and build community. Virtual check-ins can be a simple “Hey, I haven’t heard from you in a while, how are things going?” This will give RA’s the opportunity to maintain a presence even if not physically in person, but also give residents who may be hesitant to initiate a conversation an easy way to connect, and if necessary, ask for help. The format of these check-ins can be:

- An email message sent directly to the specific resident
- An informal zoom conversation with the student
- A personal GroupMe message

Newsletters Option: As an alternative to bulletin boards, a Resident Assistant may create and send out to their residents a monthly newsletter. Resident Assistants will still be assigned a bulletin board at the start of the semester that they will have to complete for the opening of the residence halls. This bulletin board will need information that will be relevant throughout the semester and will remain up throughout the entirety of the semester. Should a bulletin board be vandalized or damaged, it will be the assigned Resident Assistant’s responsibility to restore the bulletin board to its original condition. Should the need arise, Community Directors can, at their discretion, request modifications to bulletin boards in order to ensure that the materials posted are relevant and accurate.

Replacing the need to update monthly bulletin boards (except for in incidents of vandalism or wear and tear) RAs will be required to send monthly newsletters to the residents of their area. These newsletters must be educational and provide a variety of information/topics that appeal to various student interests and needs. They should engage your residents in learning new information about a topic, learning about their neighbors and community, learning about Curry, etc. Make sure to include information about upcoming programs as well as any community updates which residents of the area will find value in and have a need to know. Resident Mailing lists will be provided to the Resident Assistants by their Community Director and the newsletters should be sent to the Community Director first for approval.

CDM Requirements Breakdown & Outline of Deadlines

Programming:

Program Type	Requirement Per Semester
Social Program <i>(See description above)</i>	2
Educational Program <i>(See description above)</i>	2
Curry Connection <i>(See description above)</i>	2
Weekend Programming <i>(See description above)</i>	1

Fall Semester	Program	Due By
	1	Sept. 17
	2	Oct. 15
	3	Nov. 12
	4	Dec. 3

Spring Semester	Program	Due By
	1	Feb. 11
	2	Mar. 11

	3	Apr. 8
	4	Apr. 29

NOTE ON STAFF COLLABORATION:

- Staff members are encouraged to work together on their programming. When working together, please collaborate and submit one (1) program proposal. After the program, each staff members involved must submit their own separate program evaluation.
- Community Directors may limit the amount of programs RAs can work on with others, or designate a number of programs that must use collaboration. Approved collaborations are at the discretion of the Community Director. Generally, it is expected that no more than two (2) RAs work on a program together.

HOW TO RECEIVE CREDIT FOR PROGRAMS:

- A Program Proposal Form must be completed for each program to receive credit. A Program Proposal must be submitted and receive approval prior to completing a program. Staff collaborating on a program need only submit one (1) Program Proposal. Program proposals must be submitted no less than five (5) business days prior to the scheduled program.
- A Program Evaluation Form must be completed for each program to receive credit. **EACH** Resident Assistant that has collaborated (if applicable) on a program must **INDIVIDUALLY** complete a Program Evaluation. Program Evaluations must be submitted no more than five (5) business days after the scheduled program is completed.
- Presence must be used to check students into the program and attendance must be recorded. If Presence is not working, the Resident Assistant is responsible for generating a list and submitting to their Community Director.

Community Development & Engagement Initiatives:

Type	Requirement Per Semester	Fall Semester Deadline(s)
Bulletin Boards/Newsletters	4 for the semester	Aug. 25 Oct. 4 Nov. 1 Dec. 6
Door Tags	1 (updated when needed)	Aug. 25
Floor Meetings	2	Please see CD
Community Map	1 Updated Throughout Semester	October 11th (week of)
Roommate Agreements	1 (Fall only unless new roommates assigned – First-Year Halls Only)	Sept. 13

December 10, 2021: LAST DAY TO COMPLETE FALL SEMESTER REQUIREMENTS.

May 6, 2022: LAST DAY TO COMPLETE SPRING SEMESTER REQUIREMENTS.