Community Development Model
2017-2018

Residence Life & Housing
Curry College

Community development is an essential responsibility of the Resident Assistant position, and one that has great impacts on a floor/hall community. Community development opportunities provide residents with experiences outside the classroom that can be just as impactful and memorable as their experiences inside the classroom. Through community development initiatives and resident participation, community members are more likely to be engaged, involved, feel included, and act respectful towards one another. The overall goal of the Community Development Model is to help encourage, assist, and develop strong residential communities, for residents learn more about themselves and others, for residents to gain new skills and knowledge, and for residents to have fun within their residential experience on campus.

Programming Requirements

As part of the Resident Assistant position, RAs are required to create and implement four (4) programs throughout each semester for their residents. Programs not only encourage social interactions, connections, and friendships, but can also challenge perspectives and offer new knowledge as well. Programs provide students the opportunity to learn outside of the classroom about a multitude of areas related to their college experience and life after college. Programs also offer a time and venue for students to come together, mingle, and learn about their peers living within the residence hall. It is extremely important to keep in mind the specific needs of different resident populations. Doing so means that programs within each category can look very different for each residential population (i.e. first year residents versus upperclassmen resident). Ultimately, living in a residence hall should be a fun learning experience for each student and so programming is a major component that helps to accomplish that.

Each RA is required to plan and implement four (4) total programs per semester. The four (4) programs will be comprised of two (2) Social Programs and two (2) Educational Programs each semester. At least one (1) of the four (4) programs must be a Colonels 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. Two (2) Social Programs must be completed each semester.

Examples:

- Game nights
- Attending Curry athletic events
- Ice cream sundaes
- Trivia nights
- Arts & crafts
- Video game competitions

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

Educational Programs:
When well planned, Educational Programs should be just as fun 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 the learning that occurs simultaneously while having fun. Resident Assistants will use the categories below to complete two (2) programs each semester. *Once a category has been used to complete a program, it cannot be repeated again (all Education Program categories should be used once during the course of the full academic year).*

- **Diversity & Inclusion:** Diversity & Inclusion programs should be designed to foster inclusion, respect, and appreciation for others. Through these programs, residents should recognize and appreciate their own identities, customs, and cultures as well as those of others in the hall. Programs should focus on various aspects of diversity, including but not limited to gender, age, physical ability, socio-economic status, political views, religious views, sexual orientation, privilege, learning styles, personality types, nationality, ethnicity, race, etc.

Examples:
- Bring in a sociology professor to help lead a discussion on racial tensions in America and recent events (either on or off campus)
- Host a game show that helps student understand where stereotypes come from and how they influence our perspectives about others we don't know
- Bring students to a diversity-focused campus event; The MLK Jr. Week Speaker or others are sponsored and advertised throughout the year
- Celebrate the great lives of well-known (and little known) Americans during Black History Month, Women's History Month, Irish Heritage Month, etc.
- Host a cultural potluck in which residents of your floor create a traditional food from their heritage and explain the importance of the food while everyone samples
- Use common movies/shows (i.e. Harry Potter, Parks & Rec, Game of Thrones) as a way to explore different personality types and how to work with others of a different personality type

Why host these programs? – Misunderstandings can fuel hatred, violence, and contempt for one another. Empowering students to value, appreciate, and respect others can help combat the negative feelings and actions. It is important to provide students with as many opportunities to experience, understand, and grow in relation to accepting and respecting others.

- **Community Service & Responsible Citizenship:** Community Service & Responsible Citizenship programs should be designed for residents to contribute positively as an active member of a community (global, national, regional, local, etc.). This can relate to topics such as how to actively discover interests, service opportunities, and campus issues, and discourse for healthy dialogue. Giving back, engaging in affecting change, improving conditions, and raising awareness are all possible ways to address this category.
  Examples:
  - Take residents to reverse trick-or-treat at nearby Fuller Village and share a smile with the residents living there
  - Create holiday cards for men/women in the military and spread some holiday cheer and messages of thanks
  - Get residents together and volunteer time to clean up a local park, serve food at a local shelter, etc.
  - 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
  - Invite a professor from the Politics and History department to watch a political debate and break down candidates platforms
  - Host a voter registration drive and provide information about presidential and local area candidates (especially around costs of education, the economy, and taxes)

  Why host these programs? – Involvement in community service and civic engagement teaches compassion and understanding. It brings people together over a common cause, promotes growth and self-esteem, and strengthens the community as a whole. In encouraging our residents' active involvement, it creates for them an investment in the community and those who live in it, and makes a difference.

- **Personal Wellness:** Personal Wellness programs should 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:
  - Invite HIPs to partner on a program promoting positive body image while breaking down societal pressures on things like weight, style, and double-standards
  - Share the tricks and the trade of spring break trip planning including researching travel advisories, decisions surrounding alcohol and drugs, staying safe, etc.
  - Host a "make your own trail mix" and share nutritional information about nuts and fruits. Go for a hike afterwards in the Blue Hills to get the real experience

- Invite the Health Center to speak with students about skin cancer detection and prevention, and discuss sunscreens and dangerous skin practices/myths
- During finals week, provide healthy outlets for stress reduction like coloring, creating stress relievers, providing healthy snacks, and handing out information on Counseling Services
- Invite a Peer Educator to lead conversations and training on sexual assault prevention, awareness and consent

Why host these programs? – 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 should 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 "adulting."
  - **Examples**:
    - Assist first year students with navigating their course wish list and scheduling courses for the spring
    - Invite the Center for Career Development to come and discuss resume tips and tricks and how to make a cover letter stand out
    - For juniors and seniors, contact a local apartment complex and ask if the leasing agent is willing to give a tour of the complex while also explaining important things to look for when leasing off campus or after graduation
    - Host a fashion "Do & Don't Show" illustrating what to wear and what not to wear for a job interview
    - 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, do laundry, etc.
    - Host a panel for first year students about transitioning to college. This could include things like taking notes, speaking with professors, using office hours, writing professional emails, etc.

Why host these programs? – 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.

Additional Programming Requirements:
The following two areas should be a component of one (1) or more of your active programs each semseter.

- **Colonels Connection Requirement:** One (1) of your four (4) programs must connect your residents to a resource or event on campus. 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 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 Programs: Each RA must facilitate three (3) spontaneous programs during the first six weeks of each semester. A spontaneous 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.

   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
   - Going sledding on a snow day (please refrain from using Marketplace trays)
   - Walking over to Late Night and eating together

Bulletin Boards: RAs are required to complete monthly bulletin boards each semester. 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.

   Examples:
   - Consent & sexual assault prevention/awareness
   - Leadership typologies
   - Communication styles
   - Study tips
   - Spring Break safety
   - Monthly themes like Black History Month, Women's History Month, Mental Health Awareness Month

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. Instead, these door tags should 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 three (3) floor meetings each semester (first floor meeting, break closing meeting, and semester closing meeting). Floor meetings must be well-advertised (signs, e-mails, word-of-mouth). 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 connecting with and distributing information to students who miss each floor meeting.

First Six Weeks Community Conversations: Resident Assistants must 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 First Six Weeks Community Conversations helps provide a "face to the name" and provides recognition for the community development efforts and conversations RAs are already having.

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 First Six Weeks Community Conversations Map with their staff at a designated staff meeting (during/after the week of October 9, 2017).

Community Conversations Map:
- *This <u>must</u> 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 share the following information:
  - The name(s) of each resident in each room
  - The academic year and major of each resident
  - 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
- 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.
- 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 the following community development areas:
  - What did you learn about your floor from the conversations while completing the Community Conversations Map?
  - Who are you most connected with on the floor? Why do you think this is the case?
  - Who are you least connected with on the floor? Why do you think this is the case? Over the course of the remainder 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?

- **Roommate Agreement:** RAs with first year residents must have their residents complete a Roommate Agreement form. These forms can be obtained at the start of the semester from your Community Director and/or found on the RA portal. Roommate Agreements should be completed by the end of the second week of school. Please speak with your Community Director regarding how and where these should be stored. Roommate Agreements should also be completed whenever a new roommate moves in. While not mandatory, upperclassmen residents should be encouraged to complete a Roommate Agreement.

CDM Requirements Breakdown & Outline of Deadlines

Programming:

Program Type	Requirement Per Semester
Social Program	2
Educational Program	2
Colonels Connection *Must be included as one of the social or educational programs implemented each semester*	1
Weekend Programming *Must be included as one of the social or educational programs implemented each semester*	1

	Program	Due By		Program	Due By
Fall Semester	1	Sept. 15	**Spring Semester**	1	Feb. 9
	2	Oct. 13		2	Mar. 9
	3	Nov. 10		3	Apr. 6
	4	Dec. 8		4	May 4

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 with the names of each staff member working on the program and the responsibilities listed for each. After the program, staff members involved <u>must</u> submit their own separate program evaluation.

While teamwork is encouraged, staff are reminded to be conscious of trying to provide as many quality opportunities as possible for residents. Community Directors may limit the amount of programs RAs can work on with others, or designate a number of programs that must use collaboration. Program collaborations is at the discretion of the Community Director.

NOTE ON RECEIVING CREDIT FOR PROGRAMS: Program Proposal and Evaluation Forms <u>must</u> 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. EACH* Resident Assistant that has collaborated (if applicable) on a program must *INDIVIDUALLY* complete a Program Evaluation to receive full credit for program completion. *Program Evaluations must be submitted no more than five (5) business days after the scheduled program is completed.*

Community Development & Engagement Initiatives:

Type	Requirement Per Semester	Fall Semester Deadline(s)	Spring Semester Deadline(s)
Spontaneous Programs	3 *(By the end of the first 6 weeks)*	Oct. 6	Mar. 2
Bulletin Boards	1 per month *(due on the 1st Monday of each Month – unless otherwise indicated)*	Aug. 24 Oct. 2 Nov. 6 Dec. 4 (Closing)	Jan. 20 (Welcome) Feb. 5 Mar. 5 Apr. 2 May 1 (Closing)
Door Tags	1 *(updated when needed)*	Aug. 24	January 20
Floor Meetings	3	Please see CD	Please see CD
Community Map	1 *(Fall only)*	Oct. 9	--
Roommate Agreements	1 *(Fall only unless new roommates assigned – First-Year Halls Only)*	Sept. 11	--

December 8, 2017: LAST DAY TO COMPLETE FALL SEMESTER REQUIREMENTS.
May 4, 2018: LAST DAY TO COMPLETE SPRING SEMESTER REQUIREMENTS.