Office of Student Affairs Department for Residential Life
Community Development and Programming Model
2021-2022
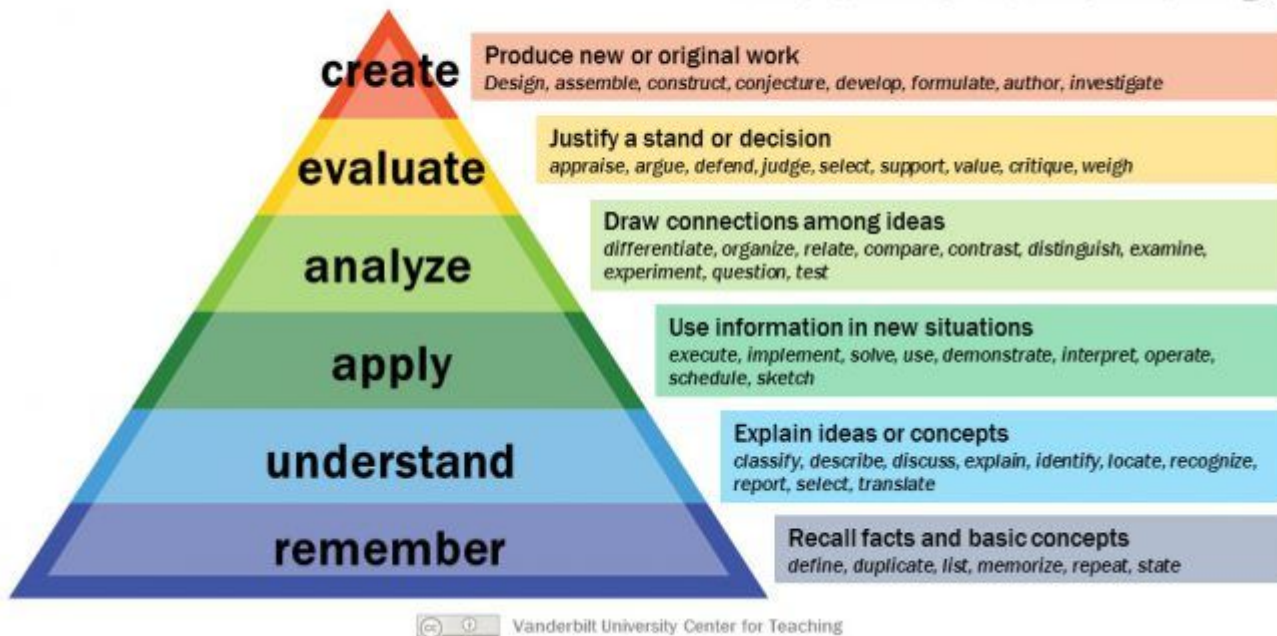
<u>Purpose of the Community Development Model</u>

Community development is a process where community members are supported by organizations to identify and take collective action on issues which are important to them. Community development empowers community members and creates stronger and more connected communities.

Community development is a holistic approach grounded in principles of empowerment, human rights, inclusion, social justice, self-determination and collective action (Kenny, 2007). Community development considers community members to be experts in their lives and communities, and values community knowledge and wisdom. Community development programs are led by community members at every stage - from deciding on issues to selecting and implementing actions, and evaluation. Community development has a focus on the reallocation of power to address the causes of inequality and disadvantage.

There are potential outcomes at both individual and community level. Children and families directly involved in community development initiatives may benefit from increases in skills, knowledge, empowerment and self-efficacy, and experience enhanced social inclusion and community connectedness (Kenny, 2007). Through community development initiatives, community members can become more empowered, such that they can increasingly recognize and challenge conditions and structures which are leading to their disempowerment or negatively impacting their wellbeing (Ife, 2016). At a community level, community development and empowerment initiatives can achieve long-term outcomes such as stronger and more cohesive communities, evidenced by changes in social capital, civic engagement, social cohesion and improved health (Campbell, Pyett, & McCarthy, 2007; Ife, 2016; Kenny, 2007; Wallerstein, 2006).

Building a sense of community between students is complex but has many advantages for a college or university. Such benefits include creating a welcoming space for difficult discussions and student learning outside the classroom, bringing the campus together in a time of crisis, reducing unwanted incidents such as vandalism, and creating an enduring loyalty to the college or university after the students have graduated. Student affairs professionals and paraprofessionals shape the process of community development. Student affairs must also decide what a healthy community looks like. Many models of community development emphasize the students' building of the community through their involvement with each other and with the planning of activities that bring members of the community into direct contact. Student affairs, therefore, must identify students who are potential leaders in the community; help students with envisioning programs that appeal to the larger student body; plan, manage, and market programs; and hold students responsible for their contributions. These students begin to see themselves as responsible for the programs they create, and the participants in the programs begin to see that they can initiate change themselves. Ultimately, a community emerges.

Bloom's Taxonomy

create	**Produce new or original work** *Design, assemble, construct, conjecture, develop, formulate, author, investigate*
evaluate	**Justify a stand or decision** *appraise, argue, defend, judge, select, support, value, critique, weigh*
analyze	**Draw connections among ideas** *differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*
apply	**Use information in new situations** *execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*
understand	**Explain ideas or concepts** *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*
remember	**Recall facts and basic concepts** *define, duplicate, list, memorize, repeat, state*

Vanderbilt University Center for Teaching

Learning Outcomes/Objectives: Bloom's Taxonomy is a hierarchical classification of the different levels of thinking, and should be applied when creating course objectives. Objectives are brief statements that describe what students will be expected to learn by the end of the course. Many have learning objectives when developing a course. The full power of learning outcomes is realized when the learning objectives are explicitly stated. Writing clear learning objectives are critical to creating and teaching a course. Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them

      The following are recommended steps for writing clear, observable and measurable student learning outcomes. In general, use student-focused language, begin with action verbs and ensure that the learning outcomes demonstrate actionable attributes:

1. Begin with an Action Verb: that denotes the level of learning expected. Terms such as know, understand, learn, appreciate are generally not specific enough to be measurable. Levels of learning and associated verbs may include the following:
- Remembering and understanding: recall, identify, label, illustrate, summarize.
- Applying and analyzing: use, differentiate, organize, integrate, apply, solve, analyze.
- Evaluating and creating: Monitor, test, judge, produce, revise, compose.

2. Follow the Statement
- Statement – The statement should describe the knowledge and abilities to be demonstrated. For example:

- Identify and summarize the important feature of major periods in the history of western culture
- Apply important chemical concepts and principles to draw conclusions about chemical reactions
- Demonstrate knowledge about the significance of current research in the field of psychology by writing a research paper
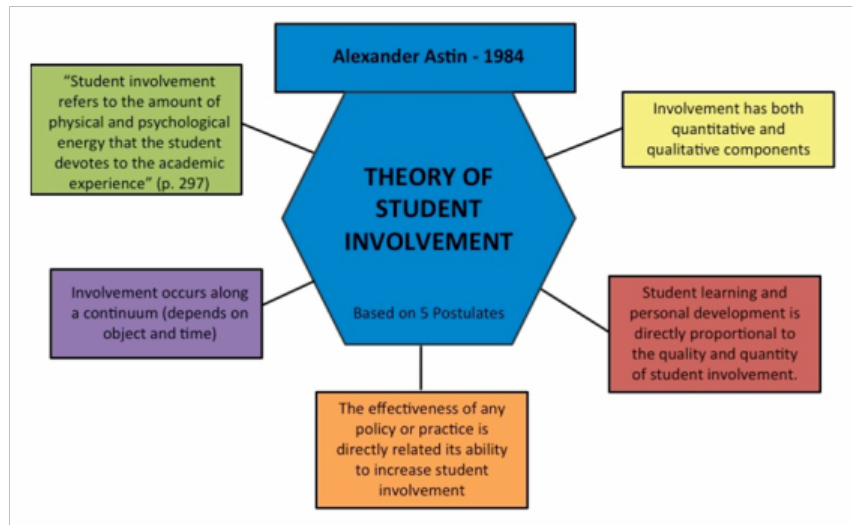- Length – Should be no more than 400 characters.

Maslow's Hierarchy of Needs: Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.
Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.
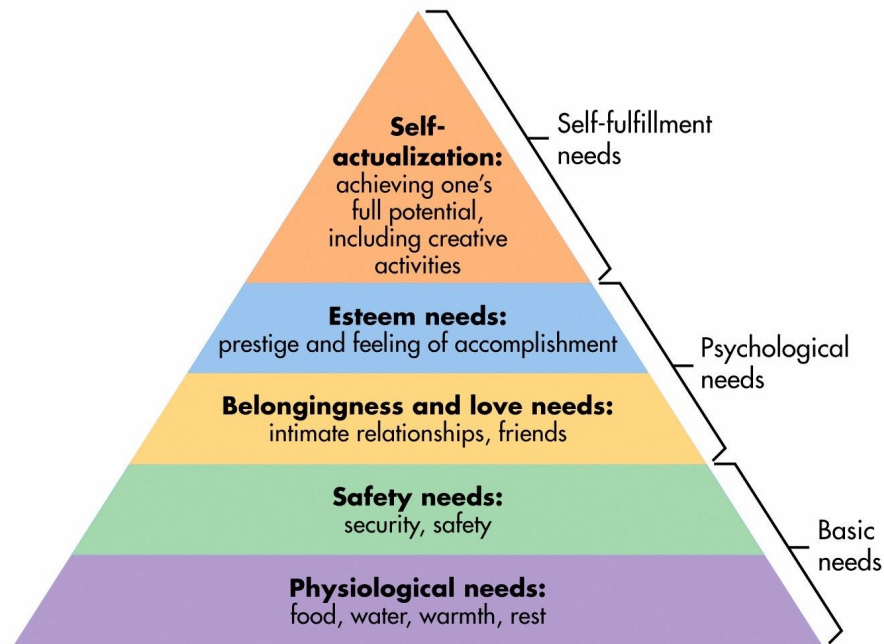
<u>Astin's Theory of Involvement:</u>

Our educational priority is for students to develop the academic and personal development skills necessary to succeed at Eastman and beyond. Alexander Astin's Involvement Theory explains how there is a positive correlation between the level of involvement in curricular activities (e.g., student organizations, leadership positions, activity in campus residence halls) and retention. This student-centered theory serves as the foundation for the residential curriculum, encouraging the engagement of all students with their faculty, staff, peers, campus/local community, and student organizations.

Alexander Astin - 1984

THEORY OF STUDENT INVOLVEMENT

Based on 5 Postulates

"Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (p. 297)

Involvement has both quantitative and qualitative components

Involvement occurs along a continuum (depends on object and time)

Student learning and personal development is directly proportional to the quality and quantity of student involvement.

The effectiveness of any policy or practice is directly related its ability to increase student involvement

Position Descriptions
Resident Advisors
Resident Advisors (RAs) are an integral part of the residential experience. They are located throughout the building to provide assistance and encourage community living. They are here to answer questions, plan fun events, advise students, and establish a healthy and enjoyable community. RAs have rigorous training in First Aid/CPR, Safe Zone, conducting mediations, and are great people to get to know! One RA is 'On Call' every day from 8pm – 8am to provide assistance

Graduate Head Resident
The Graduate Head Resident (GHR) is responsible for the assisting with the management of the Student Living Center, the residence hall for the Eastman School of Music, which houses approximately 350 students. The Graduate Head Resident will be engaged in the planning of programming, be a member of the student staff on-call duty rotation, participate in departmental projects such as RA Selection, RA Training, and Housing Selection, handle low-level roommate conflicts, assist with housing operations, and collaborate with other campus departments as needed.

Area Coordinator
The Area Coordinator has primary oversight for the students, staff and facilities of the Student Living Center tower and 6 house. Responsibilities include: staff supervision, supporting student learning opportunities, CARE referrals, community development, adjudication of area conduct, and crisis management and response. Along with creating an inclusive and welcoming environment that increases student retention and success.

<u>WHY WE PROGRAM</u>

Meaningful programming in residence halls is designed with specific goals/objectives in mind to enrich the environment as well as the educational process for students.

There are many reasons that programming is an integral part of the UR experience and the RA job. When we program, we create opportunities for:

- learning outside of the classroom
- interaction between faculty, staff and students
- social interaction and recreation
- cultural learning and expression
- self-development and growth-oriented activities
- leadership development
- a sense of belonging and participation in the life of the University community
- making students feel comfortable in our community
- activities that are enjoyable and fun
- exploring the greater Rochester community

This section of the RA Manual is designed to help you in this aspect of your Resident Advisor position. It is just one tool to help you become a successful programmer. Remember to ask your Graduate Head Resident or Area Coordinator for further information/assistance if needed!

Development Strategies

Commitment to *MELIORA*

Statement of the Meliora Vision and Values: As a community, the University of Rochester is defined by a deep commitment to Meliora-—ever better. Embedded in that ideal are the values we share: equity, leadership, integrity, openness, respect, and accountability.

Together, we will set the highest standards for how we treat each other to ensure our community is welcoming to all and is a place where all can thrive.

We will hold ourselves accountable to these values in the design of our programs, the development and delivery of our services, the evaluation of performance, and the ways in which we interact as a community.

- Meliora: We strive to be ever better, for everyone.
- Equity: We commit to diversity, inclusion, and access.
- Leadership: We take initiative and share responsibility for exemplifying excellence.
- Integrity: We conduct ourselves with honesty, dedication, and fairness.
- Openness: We embrace freedom of ideas, inquiry, and expression.
- Respect: We value our differences, our environment, and our individual and collective contributions.
- Accountability: We are responsible for making our community ever better, through our actions, our words, and our dealings with others.

Resident Advisor Programming Events & Engagement

Town Halls/ Area Meetings/Floor Meetings: This is a chance for your area to get together and talk about whatever they need to or simply have social interaction. This can be done once a month in place of your office hours for the week or as frequently as you feel your residents need it-up to 1 per week. (I.e. Mental Health Town Halls, Meals Together, addressing resident concerns or problematic behaviors, or providing information during key times of the semester etc.)

At the conclusion of these meetings, a synopsis of the meeting should be emailed to the Resident Advisors floor so that they have the information in an additional format on what was discussed especially for those who

could not make the meeting. Due to COVID restrictions, these should all be hosted virtually and recording the meetings is suggested so that this information can be uploaded and shared.

<u>Office Hours:</u> The purpose of the Resident Advisor Office Hours is to have dedicated time each week to focus on connecting with their residents and completing other aspects of the Community Development Model. Resident Advisors are expected to complete two (2) office hours per week, these can be completed via open Zoom hours, in their room with the door open or in a community lounge. These times will be set for the semester and advertised to the community. Other suggested activities for this time includes but is not limited to, CARE check ins, occupancy verification, health and safety visits, program planning/evaluation.

<u>Intentional Conversations:</u> Required twice (2X) per semester; once during the first six (6) weeks of the semester and the second during the remainder of the semester and required for all students. These are more likely to be 1 on 1's however you may have a few people at a time. These will occur virtually via zoom or another virtual platform (Due to COVID 19 Regulations).

Intentional Conversation Themes and Prompts

Below you will find the themes for each of the Intentional Conversations and prompts to help guide the conversation between the Resident Advisor and the Resident.

Fall Semester Conversation 1

- <u>First Year Students: Acclimating & Assimilating</u>
    - How is the transition to Eastman life going? (any issues or concerns)
    - Have you participated in any events/activities in or outside of the Student Living Center?
    - How is your transition into academic life going so far?
- <u>Upper-division/returning students: Engaging & Thriving</u>
    - What are some ways you plan to be involved this year?
    - How is your transition from summer back to Eastman going?
    - What would you anticipate our relationship (RA to Resident) looking like for the academic year?

Fall Semester Conversation 2

- <u>First Year Students: Engaging & Thriving</u>
    - What are you involved in on campus?
    - Do you feel connected to your floor, community, University?
    - What are some campus resources you have been utilizing?
    - How do you feel about next semester?
- <u>Upper-division/returning students: Connected Living & Academic Success</u>
    - Are you involved in the community (attending programs, clubs/orgs, etc.?)
    - What have you done recently to support your academic success?
    - How do you feel about next semester?

Spring Semester Conversation 1-Activity and Environment

- How was break-were things different that how you remember?
- What are you looking forward to this semester?
- Is there anything that has you worried for this semester?

Spring Semester Conversation 2-Wrap Up & Transition

- How do you feel about finishing the year?
    - First years: was Eastman what you expected it to be?
    - Upper Division:
        - Are you thinking of moving off campus and if so where?
        - Graduating? Transferring? How are you feeling?

- What are you looking forward to for the next academic year?

Roommate Agreements: The purpose of Roommate Agreements is to educate residents about communication as the essential criteria for a positive experience sharing a space. Residential Life believes that a structured opportunity to get acquainted and set some ground rules for their room will enhance the development of their roommate relationship and thus provide them with a more positive experience while living on campus.

Learning Outcomes:
- Students will describe their needs and recognize the needs of others in a roommate relationship.
- RA's will examine the needs of the roommates individually to allow the residents to collaborate with one another in a roommate relationship.

Bike Room Program

Space will be available on a first-come, first-served basis. We will make every reasonable effort to protect student property, but we will in no way be liable for loss, theft, or damage of any property belonging to residents. We are also not responsible for damage or injury that may be caused by breakage, leakage or obstruction of pipes or any other latent building system defects not known to the Office of Residential Life. Bikes that remain in storage for more than 30 days after permanently leaving on-campus housing or student status (i.e. transfer, graduation, etc.) will be disposed of after an attempt has been made to contact the student. Registration covers your belongings for one (1) academic year.

Storage Program

In order to take advantage of the Student Living Center storage program, applicant must be a resident in the Student Living Center for that academic year. The cost is $110.00. Space will be available on a first-come, first-served basis. We will make every reasonable effort to protect student property, but we will in no way be liable for loss, theft, or damage of any property belonging to residents. We are also not responsible for damage or injury that may be caused by breakage, leakage or obstruction of pipes or any other latent building system defects not known to the Office for Residential Life. Residents may not store any of the following items: lumber, tires, flammable liquids, upholstered furniture, and food, as these are not permitted in the storage rooms. Due to the limited space available, a resident should not expect to store more than the approved items. Items that remain in storage for more than 30 days after permanently leaving on-campus housing or student status (i.e. transfer, graduation, etc.) will be disposed of after an attempt has been made to contact the student. Registration covers belongings for one (1) academic year

Room Condition Forms

This document is completed prior to a student moving in and is used to assess the current condition of a residential space. Upon move-in, students will be provided the opportunity to review the form and make any notes related to the condition of their space. This form will become the basis for an assessment of charges due to damage or loss. Failure to sign and return RCF may waive a student's right to appeal damages.

Learning Outcomes:
- Students will
- RA's will describe the importance of Room Condition Forms and how it effects student accountability.

Health & Safety Checks

Residential Life staff members complete health and safety inspections of student spaces. These inspections will be announced in advance. These inspections are intended to provide a safe and comfortable living

environment for all residents. Residential Life staff work with residents to help ensure that communities are safe and sanitary, as well as no fire or safety code violations of university policies, are taking place. Residents found to violate any University policy will be notified and provided with instructions on how to correct the situation. Health and Safety Inspections are visual inspections of each living space, including student rooms. It is not University policy to open drawers or inspect trunks or luggage.

Learning Outcomes:
- Students will recognize potential violations and other areas of concern regarding their living space.
- RA's will evaluate residential spaces to ensure they follow university policy and suitable living conditions.

On Call & Rounds

The purpose of being on-call and conducting rounds of the SLC allows for conversations and interactions with residents that address safety concerns and bring awareness to the community of the impact of individual choices. These conversations will usually take place during rounds while serving on call for the SLC. Rounds are conducted nightly by the on call person; once at the start of active duty (8 PM) and again after quiet hours with the completion of an On Call Report (available online) after the final round or before dropping the On-Call phone off to the front desk the following morning (between 8-10 AM).

Learning Outcomes:
- Students will recognize the residential life staff as members of the community.
- Student discuss university policy and how to engage in the community in a positive way.
- RA's will support the SLC and its' students through proper inspection and evaluation of the community and any concerns that arise.
- RA's will engage with residents and guests who are under suspicion of violating university policy and explain university policy during these encounters.

1. **Pre-Impact-conversations/interactions with residents before a policy violation occurs**
   Resident advisors should be proactive in addressing behavior before it becomes a violation and impacts the community.
2. **Active Impact-conversations/interactions with residents during a policy violation**
   Resident advisors should address behavior at the moment, and work to explain the intent vs. impact had on the community.
3. **Post-Impact-conversations/interactions with residents after a policy violation**
   Resident advisors should not avoid interactions with any resident after a policy violation. Instead, when appropriate, emphasize the role of providing community support.

Programming Model: Resident Advisors are required to conduct two (2) programs per month & 1 global event per semester.

- Resident Advisors may be encouraged a specific programming type (listed below) to vary the types of programs happening the in the Student Living Center
- Program Proposals are required to be submitted at least one (1) week in advance to the proposed event
- Program Evaluations are required to be submitted at most 72 Hours (3 days) after the event has been completed
- Programs are required to tie into at least one (1) MELIORA value
- Area Coordinator or Graduate Head Resident reserve the right to deny a proposal or evaluation of an event.

Virtual Programs <mark>note: these programs are suspended Spring 2022</mark>: these programs happen entirely or almost entirely in a virtual setting. They may include supplies need for the event that must be individually packaged and can be picked up by residents at a central location.

- Global Program: these are open to the entire residential population or area. Some programs can be open to everyone because they can hold large numbers of people without interfering with the experience (i.e. Netflix watch party)
  - Each RA is required to do at least once per semester, proper advertisements required
- Local Program: these are open to a smaller population of residents as it is more appropriate and will function more efficiently (i.e. mental health town hall with University Counseling Center representative-you wouldn't want 100 people to attend as that would be too difficult to manage).

Passive Programming/Engagement <mark>note: these programs are suspended Spring 2022</mark>: Activity that residents can do on their own time-not a structured event (i.e. letters to the hospital that are put in a central location, photo and hashtag challenges etc.)

- Door Tags: Required at the beginning of each semester and as room changes occur (fun tip: don't forget our office staff!)
  - Must have at least two (2) components (see supervisor for examples)
- Bulletin Boards: Required at opening and changed as wear and tear occurs
  - If looking to utilize as a passive engagement it must be educational with proper resources and a proposal & evaluation submitted accordingly
- Global Program: these are open to the entire residential population or area. Some programs can be open to everyone because they can hold large numbers of people without interfering with the experience.

Collaborative: these are events in which an RA can partner with a department/club/other RA to facilitate in the SLC (i.e. creating a SLC team for a student activities trivia night, recycle mania with Environmental Club, Wellness Night with health services). All RA's participating in a collaborative event must be present at the event.

Special Notes
- While the above expectations serve as a minimum expectation, staff are always encouraged to offer more experiences for their immediate residents and the general community.
- While the priority is virtual community experiences, there may be limited opportunities for Resident Advisors to request a small in-person community experience but must receive approval from their supervisor, who will seek approval from Residential Life Leadership.
  - These approved experiences will be limited to no more than ten students (CA hosts included.
  - All University Social/Physical Distancing expectations will be required at the event if approved

NEEDS ASSESSMENT and IDEA GENERATION

Because residential programming should be intentional and designed specifically for your targeted audience, it is important to understand your audience's needs and interests before you begin to plan. Below are some suggestions for gathering this information.

- Interest Inventory/Surveys
- Personal Contact/Group Discussions
- Floor leaders (special interest housing, centrally located/actively involved residents)
- Observation
- Graduate and Professional Staff

- Listen
- Suggestion Box or Issue Board
- Brainstorming

Examples of Programs:
Local (Floor specific)
- Painting with Bob Ross
- Self-Care Kits
- Virtual community meditation
- Virtual group exercise/fitness class
- Online gaming tournament
- Online card/board games
- Book club
- Ted Talk & discussion
- House party type board game night
- SLC or Eastman themed Bingo cards
- SLC or Eastman themed Guess Who?

Collaborative
A collaborative program is when a Resident Advisor partners with an office or a program. Below are some offices that are known for offering programs and collaborations.
- Student Activities
- Institute for Music Leadership
- Concert Office
- University Counseling Center
- Paul Burgett Multicultural Center

Shopping: Keep in mind, shopping for materials may take time as Amazon Prime has long shipping delays for non-essential items. Food delivery is possible but services like instacart also have delays. Walmart/Target pickups are an option if you have a vehicle. You may need advanced notice for supplies for events.

As a note, all community and connection strategies and programming will end before finals. These may pick up after finals end (what would have been senior week) through the end of your contact depending on what happens