

In Praise Of The Residence Hall

An external shelter of brick and stone,
In which young seedlings have been sown.
These are seeds, which hold new life and energy.
These are people together in a living community.
A community consisting of many different individuals,
Existing side by side separated only by cinder block walls.

Here a special spirit thrives uncontained,
A spirit of friendship that year after year remains.
Acquaintances, experiences, happiness and tears are kept here,
Along with hopes, expectations and future fears.

Tragedy does exist within these halls.
It is often softened by a mutual support shared by all.
It is an environment supportive of growth and change.
In one year many lives by experiences will be rearranged.

Persons, ideas, and feelings integrated into a community,
A community of diversity existing as a single entity.
By some a dorm it is called,

This is the Residence Hall.

By John C. Mueller

YOUR STAFF MANUAL

- “A staff manual is a staff manual is a staff manual is a”
- “Staff manuals are like Bibles . . . often revered, seldom read, infrequently followed!”
- “The staff manual is the most important tool on the workbench of residence hall life.”

(What?)

- “My staff manual? I haven’t seen it since August.”
- “It says we were supposed to what? . . . I didn’t know that!!!”
- “If you read it, do you get a prize?”

A lot of things can be said about staff manuals. We hope you will find this year’s edition of your **Residence Hall Training & Resource Manual** easy to use and well organized. A sincere attempt has been made to provide you with a manual that is **functional, flexible, and useful** for the **entire** school year -- not just the first few weeks.

Utilizing a notebook binder enables us to provide you with updates and revised or new material, as changes, additions and omissions are needed. The manual is divided sections. Some sections contain information that will be used immediately. Other sections are designed to be used later in the year.

The important idea is that the staff manual is designed to grow. The “Table of Contents” provides space for you to record added material. Get into the habit of punching the memos and materials you receive and adding them to your manual.

We would like your suggestions for improvement -- please be sure we hear them.

You will not get a prize if you read it, but we hope it will help you do a better job with and for your students.



Mission Statement

The mission of the Department of Housing and Student Conduct is to provide a living environment for students that enhances student learning, personal growth, and academic success.

The primary goals in support of this mission are:

- ❑ Development of strong communities that encourage residents to learn more about themselves, the campus and community, and their academic and career choices.
- ❑ Celebration of the contributions and value of individuals and groups of diverse backgrounds and orientations and the interconnections contributing to the success of all.
- ❑ Maintenance and enhancement of the physical facilities in collaboration with Facilities Management, Computer Network Services and others which support residential communities and respond to the needs of students as customers.

In support of these primary goals, the Department of Housing and Student Conduct has implemented the following policies:

- ❑ Selection of housing staff in each area who actively support the mission and goals of the Department.
- ❑ Weekly programs and activities presented or coordinated by each Resident Assistant.
- ❑ Accountability for residents and staff.
- ❑ Positive recognition of the activities and successes of residents.
- ❑ Encouragement and support of each Residence Hall Association.
- ❑ Development of a work order tracking system and notification to residents of work orders submitted affecting their room.
- ❑ Enhancement of network access through individual residence hall rooms.
- ❑ Upgrading furnishings and equipment in resident rooms and common areas as the budget permits.
- ❑ Continued exploration of new housing facilities for undergraduates.

Ethical Standards

Ethical principles should guide the behaviors of individuals in everyday practice. Principles are not just guidelines for reaction when something goes wrong or when a complaint is raised. Adhering to ethical principles also calls for action. These principles include the following:

- ❑ **Act to benefit others**

The responsibility of Housing staff is to promote healthy social, physical, academic, moral cognitive, career and personality development of residents; contribute to the effective functioning of the institution; and provide programs and services consistent with this principle.

- ❑ **Promote justice**

Staff members are committed to assuring fundamental fairness for all residents. In pursuit of this goal, the principles of impartiality, equity and reciprocity (treating others as one would desire to be treated) are basic. A crucial aspect of promoting justice is demonstrating an appreciation for human differences and opposing intolerance and bigotry concerning these differences. Important human differences include, but are not limited to, characteristics such as age, culture, ethnicity, gender, disabling condition, race religion or sexual/affectional orientation.

- ❑ **Respect autonomy**

Housing staff respect and promote individual autonomy and privacy. Residents' freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of other or the accomplishment of the University's mission or violate the Code of Student Conduct of the Housing contract.

- ❑ **Be faithful**

Housing staff members are truthful, honor agreements and are trustworthy in the performance of their duties.

- ❑ **Do no Harm**

Housing staff members do not knowingly engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, Housing staff are vigilant to assure that departmental policies and practices do not hinder residents' opportunities to benefit from the learning experiences available within the residence halls and apartments; threaten residents' self-worth, dignity or safety; or discriminate unjustly or illegally.

8/99

Based on the Statement of Ethical Principles and Standards from the American College Personnel Association and "Ethical principles and decisions in student affairs" by Karen S. Kitchener in H.J. Canon and R.D. Brown (Eds.), Applied Ethics in Student Services .

Staff Role & Responsibility

Philosophy

The role of the residence hall staff is to promote physical, social, and learning environments that enhance the educational and developmental aspects of the students' experience at New Mexico Highlands University. The residence hall staff has an obligation to the University as well as to the students with whom they work to understand and explain the educational goals with confidence and competence. The staff assists in the realization and support of these goals through day-to-day contacts, activities, and programs. Staff relationships with students are guided by the perception that the housing program is fundamentally educational in nature.

The staff is committed to the belief that students must accept responsibility in a community environment not only for their behavior, but also for results of such behavior.

Expectations

Staff should be aware of all policies affecting themselves and the lives of their student residents. Acceptance of employment and continuation in the job signify that the staff member agrees in general with the University's policies and procedures and carries out job responsibilities accordingly. Some policies are derived from law, and others are established by the University to protect the rights of individuals and/or the University. Any staff member in violation of policies or laws is placing the job in jeopardy and is open to immediate dismissal from his or her position.

It is expected that residence hall staff members will work together as team members. The Residence Hall Coordinator and Hall Directors have the overall responsibility for the functioning of the hall and hall programs, including the enforcement of University policy. Student Staff is responsible for working with students to develop and maintain an environment that promotes academic, personal, and social growth.

The hall staff team also includes the deskworkers, custodial crew, food service workers, and maintenance personnel. It is recognized that the functions and individuals in each of these areas have a fundamental impact on the quality of residential life and programs in the hall.

Adapted from an article by Bob Young, MS.

Assumptions

1. Teaching students their rights and responsibilities is a staff responsibility. It is essential that every student know explicitly what his or her rights and responsibilities are, both as residents and as students at New Mexico Highlands University. If this is accomplished, at least three desirable things happen:
 - a. The environment is made predictable for the student. As expectations are made “perfectly clear,” the student is surer of himself/herself in a characteristic fluid and over stimulating environment.
 - b. The number of violations, as well as behavioral problems and conflicts, is reduced. **Many violations are a result of ignorance of the rules (which is not an excuse, but such occurrences nonetheless consume valuable staff time - perhaps unnecessarily).** Furthermore, many behavioral problems and conflicts result from uncertainty about the rights and responsibilities students assume as members of the various social groupings of which they are a part at New Mexico Highlands University.
2. Senior staff needs to take the leadership in making sure that all students in the halls know their rights and responsibilities, but the actual accomplishment of the task has to be performed by the Student Staff on the floors. Senior staff should set the expectation that this is done and should train the RAs in how to do it, but only the RAs have enough direct contact and credibility to do the job as thoroughly as it needs to be done. It is not the most pleasurable task they will perform during the year. Students may be bored or unreceptive in knowing what their rights and responsibilities are until they are involved in a violation, but it may be one of the RAs’ most important tasks for the reasons offered in number 1 above.
3. State laws, University rules and regulations, and hall policies -- the established “parameters” for student conduct -- need to be communicated to students and residents
4. It is important that staffs decide ahead of time what their general response will be to specific violations, behavior problems, and conflicts that might occur. This is important in order for the staffs to be consistent among themselves and predictable in their reactions should violations or conflicts occur. The anticipated staff response should be clearly communicated to the residents at the time expectations are discussed.

General Goals and Objectives of Staff Work

The residence hall staff has a responsibility to attempt to perform and attain the following goals and objectives with commitment and determination:

1. Provide students with a living environment conducive to academic success and personal growth.
2. Encourage involvement of the entire University community in the program of student residence education, including increased student-faculty-staff contacts through the **First Year Experience/NMHU SUCCESS program**.
3. Intensify student interest in intellectual and cultural activities and provide opportunities for students to discuss significant, meaningful ideas and issues.
4. Encourage greater student involvement in decision-making and self-discipline through the strengthening of student government on an inter- and intra-hall and intra-apartment basis.
5. Provide programming that promotes personal, social, and educational adjustment to the University.
6. Through staff personnel, provide mature role model behaviors that are consistent with the objectives of higher education in a democratic society.
7. Maintain clear channels of communication both internal and external to the housing department.
8. Increase staff member effectiveness through a program of in-service education, including regular evaluation feedback sessions between each staff member and the immediate supervisor.
10. Promote a broad understanding of the role and function of the Office of Housing and Student Conduct Department among students, staff, faculty, and parents.



Individual and Group Dimensions of Staff Work

Although the Housing staff relies on teamwork, if we are to function effectively we must remember that we are all different and individual. Each staff member's personality adds to the total character of the staff. There are a variety of personalities all with the same goals, objectives, and expectations as a whole staff but also individual expectations as a single unit. There are many areas in which the total staff works together to make a residence hall an enjoyable environment in which to live. On the other hand, there are instances in which individual staff members offer students assistance on a one-on-one basis. We strive to attain sufficient staff unity through cooperation and each staff member's unique contributions.

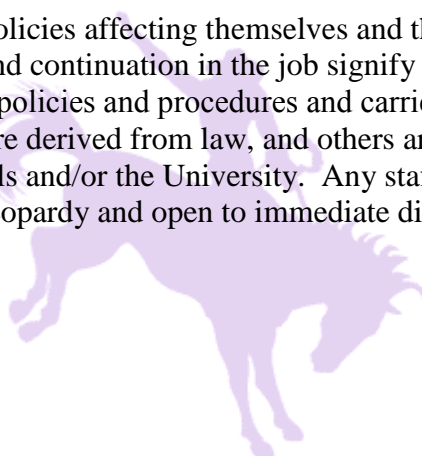
It is necessary to remember that we have obligations as staff members, also as students and, more important, as individuals. We need to realize that it is important to be conscientious and committed to our jobs, but not to the point that we forget who we are in the process. If we do not allow ourselves the space that we need as individuals, our attitude toward the job will begin to appear in a negative manner. Our job performance will not be as effective as it will be if we take time for ourselves.

Housing Staff members at New Mexico Highlands University are not only expected to uphold University policies, but also to abide by them whether we agree or disagree. Staff members are expected to be role models for the student population of the residence halls and the university.

It is important that staff maintains a solid base, but not to the extent that they exclude students from taking initiative and leadership roles in the development of programs and activities designed for their benefit.

Expectations

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It is expected that residence hall staff members will work together as team members. The Residence Hall Coordinator and Resident Director(s) have the overall responsibility for the functioning of the hall and hall programs, including the enforcement of University discipline. Student Staffs are responsible for working with students to develop and maintain an environment that promotes academic, personal, and social growth.

Residence Life Staff as Role Models

As a member of the Housing and Student Conduct staff, your most influential role is that of role model. When you become a staff member, the very fact you hold the Resident Assistant position says to every student that you possess certain characteristics, which the University respects and considers important. To new students, you are looked to as a model for them to emulate.

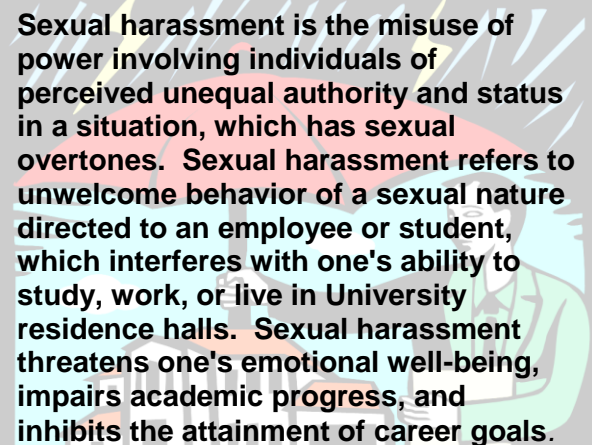
As a staff member, you model behavior that others will come to assume as appropriate behavior for students in college. If you emulate good study skills, there is an increased chance that new students in your community will also be coming to emulate this pattern of study. Likewise, if you spend most of your time throwing a Frisbee up and down the hallway, or continually being occupied by your significant other, you are setting an entirely different model of behavior and communicating your values by your actions.

Living By The Rules

As a staff member, you are expected, as part of the role model responsibility, to live by the rules, regulations, and policies, which the University has set. When you accept responsibility as a staff member, you also make a commitment to the position as it is defined. If you disagree with the institution's policies or regulations, try to change them through the appropriate supervisory channels. If you cannot change them and still cannot live with them, then the RA job is not for you. Step down from the position so that you do not do a disservice to yourself, the University, or your residents by not enforcing the rules or by pretending that the policies and regulations do not exist.

Sexual Harassment

It is important that you realize the amount of authority and influence you have as a Resident Assistant. Your position and personal power can carry over into friendships with residents on your floor and in your building. Some residents see you as an authority figure while others consider you a "safe" peer to whom they can turn for advice. Some residents and some Resident Assistants can become confused with the peer/authority role of the RA. As close relationships develop, Resident Assistants must appropriately use their personal and position power in their role.



Sexual harassment is the misuse of power involving individuals of perceived unequal authority and status in a situation, which has sexual overtones. Sexual harassment refers to unwelcome behavior of a sexual nature directed to an employee or student, which interferes with one's ability to study, work, or live in University residence halls. Sexual harassment threatens one's emotional well-being, impairs academic progress, and inhibits the attainment of career goals.

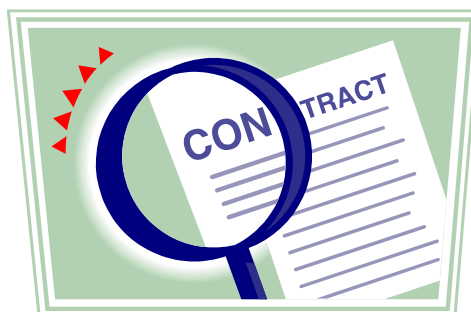
Housing and Student Conduct does prohibit you from dating or having a sexual relationship with a resident in your building due to the position of power you hold.

Moreover, we warn you to seriously consider the impact of developing a secret relationship with someone in your building because it will put you, the resident, and the University in a compromising position (e.g., you may be required to confront the person you are having a relationship with on a policy violation), and will lead to your termination.

We suggest that you enter into a discussion with your supervisor should such a relationship begin to develop. This discussion is not meant to be intrusive, but rather it should be seen as an opportunity to fully explore the ramifications of entering into a relationship with a resident of your building. In addition, while it is not prohibited, it is highly recommended that staff not enter into relationships with each other, and staff working in the same residence hall may not date. It is important that you are able to function effectively in your position, and these types of relationships can impede that goal. Finally, senior staff may not date any resident assistants, especially those they supervise. This will lead to termination.

Behavior Away From the Residence Halls and/or Campus

Your position as a Resident Assistant extends outside your building and to the campus at large. This does not imply that you enforce random rules and procedures across campus, advise students in other arenas or assert your staff position in places where it is not required. However, your role modeling responsibility carries beyond your floor and hall community. You cannot shed the title of Resident Assistant when you leave your floor or hall community. While on campus, and off campus as well, you are expected to conduct yourself as a staff member of the Housing and Student Conduct Department.



Behavior Concerning Alcohol

A major concern is related to the illegal consumption of alcoholic beverages, the use of illegal drugs, and any other violations of the law, which might reflect upon the University and upon you as its representative. Your role as a model for other students is one of the most important duties you will assume. Handle the responsibility carefully and with the respect it deserves. Following are the Housing and Student Conduct Guidelines for the Use of Alcohol in the residence halls. All staff members should thoroughly read this document before signing. If you feel that you cannot abide by these policies and guidelines, we encourage you to consider stepping down from your position.



*Adapted from Colorado State University Manual

RESIDENCE HALL POLICIES AND GUIDELINES FOR THE USE OF ALCOHOL AND OTHER DRUGS

Drug use and underage alcohol consumption remain disruptive and illegal forces in student life, as played out in disciplinary incidents, academic dismissals, and community disturbances. Illegal and irresponsible alcohol and other drug use interfere with the ability to create safe and welcoming communities for ALL students. Staff role modeling of healthy decisions and behaviors is essential to helping students make responsible choices around their alcohol and other drug use. The following guidelines have been developed to provide structure for staff as they look at their own decisions concerning alcohol and other drugs.

- All residence hall staff of legal drinking age, who reside in a hall that permits alcohol, who choose to drink alcohol either on or off campus must do so responsibly and role model appropriate use and behavior.
- Alcohol may not be present at Residence Hall sponsored events (i.e. programs, events, meetings, floor activities, etc.).
- Staff members must consider the implications if they are present when alcohol and/or drugs are being consumed illegally, especially if the staff member's residents are present.
- Staff members must remain alcohol and/or drug free when on duty, working desk, performing job-related duties, or responding to campus emergencies.
- Staff may not exhibit disruptive behavior in the residence hall community due to alcohol and/or drugs.
- Staff members may not host or be in attendance at functions involving alcohol and/or drugs in residence hall rooms.
- Staff members must consider the implications and/or consequences if they choose to consume alcoholic beverages with staff members they supervise.
- Staff members must consider the implications if they choose to drink alcohol with residents who are of age from their community.
- Staff members cited for alcohol and/or drug violations will jeopardize their status as a Housing and Student Conduct staff member and/or New Mexico Highlands University student.

Failure to abide by these policies and guidelines will result in disciplinary action, including possible termination of employment.

Printed Name: _____

Date: _____

Signature: _____

*Adapted from Colorado State University Manual

General Emergency Procedures

Fire

- Set off fire alarm
- Notify the Resident Director/Residence Hall Coordinator, who will call the Fire Department at 9-911
- Assist in building evacuation
- Use fire extinguisher only if necessary and can be done safely



Psychological/Suicide Threat

- Notify the Resident Director/Residence Hall Coordinator
- The Resident Director/Residence Hall Coordinator should notify Campus Police (if student acting out) at 3278 and then the Director of Housing & Student Conduct at 3193 or at (home)



Medical

- Notify the Resident Director/Residence Hall Coordinator
- Do not move the individual unless authorized by a medical authority or it is obvious that delay in movement would be detrimental to the individual
- The Resident Director/Residence Hall Coordinator should call the ambulance at 911

Maintenance/Physical Facilities

- Notify the Resident Director/Residence Hall Coordinator
- The Resident Director/Residence Hall Coordinator should notify Housing & Student Conduct at 3193 (Monday-Friday, 8:00 a.m. - 5:00 p.m.) or Campus Police at 3278 (all other times)



Elevators

- Notify the Resident Director/Residence Hall Coordinator
- Call NMHU Police if individuals are trapped
- Do not attempt to remove trapped individuals unless authorized by Facilities Staff or NMHU Police.
- The Resident Director/Residence Hall Coordinator should post an "out of order" sign



Threatening Messages or Telephone Calls

- Record accurately the contents of the message and the time and date it was received
- Notify the Resident Director/Residence Hall Coordinator, giving complete information as to who, what, and where



In all situations, After all of the above procedures have been followed to insure the immediate safety of residents and staff, the Resident Director/Residence Hall Coordinator/Apartment Manager should :

- Notify the Director of Housing : Office: Ext. 454-3193 & 454-3197; Cell: 505-426-4392; Home: 425-4039
- Director of Housing notifies the Vice President of Student Affairs.
- Submit Incident Report within 24 hours.
- **Note: If a Resident Assistant is unable to contact the Resident Director/Residence Hall Coordinator, she/he should make the calls normally initiated by the Resident Director/Residence Hall Coordinator.**

Remember: Remain calm and follow the steps

Resident Assistant Duty Procedures

Duty Hours: 6:00 pm to 11:00 pm (Monday – Sunday)

ALL RA's who are on duty are to remain in the building until 7:00 a.m. the next morning!

ALL resident assistants are expected to remain in the building during duty hours. Because active duty ends at a designated time, does not mean you are off-duty. Any RA found to leave the building during their designated duty schedule **WILL BE TERMINATED!** Also, **duty hours are for working, not socializing.** You are expected to be available. You are not giving your full attention to the job if you are on the phone for long periods of time or socializing with friends. **REMEMBER: THIS IS A JOB!**

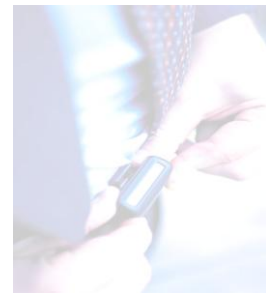
Rounds

Rounds should be conducted every 90 minutes or less. In addition, your door should be kept open (when you are in the room) when you are on duty. It is your responsibility to respond to noise violations during quiet hours.

- ✓ 6:00pm, 7:30pm, 9:00 pm etc. (Monday - Sunday)
- ❖ **These times are approximations: Each RD/RHC will direct their staff as to how often rounds should be conducted and the time range in which they should take place.**
- ✓ Bring a pen & paper (i.e. note book) on rounds
- ✓ Do rounds on **ALL floors**
- ✓ Check each perimeter door to make sure they are locked and not propped open
- ✓ Pick up any trash or old flyers from floors and bulletin boards
- ✓ Write in the duty log after each round
- ✓ Document any policy violations that you witness

Front Desk/Lobby Phone Numbers

| | |
|---------|-----------|
| Connor | Ext. 3325 |
| Kennedy | Ext. 3192 |
| Melody | Ext. 3291 |



Resident Director Weekend Duty – Pager#505-425-2038

- ✓ Each weekend an RD will be assessable via a duty pager to respond to emergencies or questions.
- ✓ RD are on duty during the following hours: Friday, 5:00 pm – Sunday, 5:00pm.
- ✓ Call the RD on duty only if you cannot contact your building Resident Director.

Sub-Master and Master Keys

Housing staffs are issued or have access to floor sub-masters and building master keys for the convenience in carrying out their duties. The sub-master opens all student rooms in a specific area; the master key enables the staff members to open all student rooms in the building and, in most cases, numerous other areas in the building.

Please be reminded that these keys should be used only for securing the hall or for emergency access to student rooms (see “Entry of Student Rooms”). **It is imperative that only authorized personnel have access and/or use this key. The key must not be lent to other persons at any time.**

When a sub-master or master key has been lost or stolen, it is typical that **the floors affected will be re-keyed**. Therefore, staff should follow the following steps when this occurs.

- The Resident Assistant will notify the Resident Director or Residence Hall Coordinator **immediately**.
- An immediate and thorough search, as well as a review of the loss circumstances, should be instituted within the hour. It is assumed the Resident Assistant will have already initiated this process. The Resident Director or Residence Hall Coordinator should notify the Director of Housing & Student Conduct immediately upon becoming aware of the loss and then Campus Police.
- The Director of Housing & Student Conduct will consult with Facilities Management staff to ascertain the appropriate time to re-key the floor(s), which will be as soon as feasibly possible for buildings with traditional locks. For Residence Halls utilizing the key card system, the Resident Director must program a new master key and immediately deactivate the lost master key card by inserting the new key into each lock in the residence hall.
- The Director of Housing & Student Conduct, with the assistance of the Resident Director, Residence Hall Coordinator or Apartment Manager, will notify residents of the re-keying process.
- In the event a sub-master or master key is lost or stolen, the employee responsible for the key may be requested to share in the cost of re-keying the area(s) impacted in the amount of \$500.00 or 25% of the employee’s annual compensation (whichever is lower). In addition, the employee’s employment status would be reviewed with both the seriousness of the current situation as well as past performance taken into consideration with possible sanctions, including but not limited to, probation and dismissal.

After following all proceeding steps, the Director of Housing & Student Conduct will notify the Resident Assistant in writing of the charges to be assessed to them from the total cost of the re-keying project. This letter will also include the total cost of the re-keying project as an educational measure to ensure that staff fully understands the consequences and expense

associated with this type of project. This letter will be placed in the staff member's folder maintained in the Housing Office.

Residence Hall Policies

STAFF ROLE AND RESPONSIBILITY FOR THE ENFORCEMENT OF RESIDENCE HALL POLICIES

One of the most difficult tasks you will face as a residence hall staff member is learning how to incorporate your responsibility for policy enforcement into the other aspects of your staff role. It is more enjoyable to think about being a friend, a helper or being one who can provide assistance in a crisis or emergency. It is seldom enjoyable to think about confronting people for not abiding by the rules. The experience of many staff members, however, suggests that the degree to which you learn to effectively enforce residence hall policy will contribute directly to your total effectiveness as a staff member. If you begin by clearly and confidently teaching your students residence hall policies and expectations and respond to them in a firm, consistent and fair manner, you will earn their respect. If you are overly apologetic, or if you are unreasonably strict or lenient, if you show favoritism and are inconsistent, the opposite end result will often occur. If you do not invest the time and effort initially, you will suffer the consequences all year long.

Residence hall policies are established to protect the rights, needs and interests of both the students and the university. Some policies are based on law, others are derived from general university guidelines, the residence hall contract, or housing regulations, which are necessary in a residence group living situation. The students must understand that living in a residence hall involves observing a few extra limits, which would not be necessary if they were living by themselves. As staff we must:

1. **Be aware of all policies that affect students living in our residence halls.**
2. **Be able to support, understand and explain the rationale supporting each policy.**
3. **Be an appropriate role model by reflecting compliance with all residence hall policies in our own behavior.**
4. **Be able to work for necessary change through appropriate staff channels to revise, modify and improve residence hall policies.**

All staff from Resident Assistants to the Director of the Office of Housing and Student Conduct shares the responsibility for establishing and enforcing residence hall policies. It is recognized, however, that Resident Assistants by virtue of their particular position play a key role in accomplishing the following specific responsibilities.

1. **Residence hall staffs are expected to teach students the residence hall policies, which they are expected to observe. This includes communicating both policy and the rationale.**
2. **Residence hall staffs are expected to show by the example of their own behavior an understanding of and adherence to all residence hall policies.**
3. **Residence hall staffs are expected to contact and educate students who are in violation of residence hall policy and insure that appropriate counseling assistance and/or disciplinary action is taken.**

**Adapted from Colorado State University Manual*

Alcohol Use in the Residence Halls

The first priority in the New Mexico Highlands University Residence Halls is to provide an environment in which students may study and sleep. Social activities are encouraged and supported, but take second priority to the rights of students to live in an atmosphere that supports their academic progress and personal well being. Student use of alcohol can have a major influence on the environment that is created in a residence hall setting. For this reason the following guidelines have been established regarding the use of alcohol.



Alcohol Policy Within NMHU Residence Halls and Apartment Complexes

1. The state law establishing a legal age for alcohol consumption must be observed at all times. Students possessing alcoholic beverages within the residence hall may be required, at any time, to provide proof of their legal right to possess alcohol.
2. No alcoholic beverages are to be consumed in public areas (e.g., lounges, lobby areas, foyers, hallways).
3. Alcohol may be consumed by persons of legal age only in the confines of their residence hall room/suite located in “alcohol allowed” halls only if all students assigned to the room/suite are of legal age.
4. The consumption of alcohol by persons of legal age must not result in a disturbance to the educational environment in or around the residence hall.
5. Doors to individual rooms/suites shall be closed while legal-age residents consume alcoholic beverages.
6. It is the resident's responsibility to determine that all guests who consume alcohol are of legal age.
7. Students of legal age who choose to live in or are assigned to buildings designated as “alcohol prohibited” may not possess or consume alcoholic beverages within the building.
8. No open containers of alcohol are permitted in or around the residence halls in places other than student rooms. A container is considered open once the manufacturer’s seal has been broken.
9. No kegs of any size are permitted in student rooms. Kegs are defined as any container requiring the use of a tap, including “party balls.”



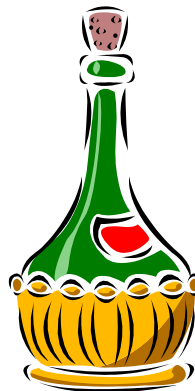
Violations of the Student Code of Conduct related to possession and/or consumption of alcoholic beverages will result in disciplinary sanctions. Serious or repeated violations may result in suspension of this privilege in addition to other disciplinary sanctions. In addition, a copy of all Campus Police reports dealing with alcohol and drug violations are routinely provided to the State Police, who have the option of filing legal charges.

Alcohol Allowed Hall: East Kennedy, South Kennedy and West Kennedy
Alcohol Prohibited Halls: Archuleta, Connor, Melody and New Residence Hall

Staff may not drink illegally either on or off campus and may be subject to immediate dismissal from staff positions for doing so. Because of the problems that alcohol consumption causes for individuals and communities, it is essential that our staff role model abstinence from alcohol if they are underage, or role model responsible drinking if they are of age and reside in an "alcohol allowed residence hall.

"Trophy" or "Decorative" Bottles

Decorative display and/or collection of empty alcoholic beverage containers **are not permitted in the residence halls**. Most residents are under the age of 21 and should not possess alcoholic beverage containers, including empty containers.



Being an Active Presence in the Residence Hall

Definition: Being available to residents outside of active duty hours.

You must be willing to commit a significant portion of time to the position responsibilities and academics. It is important for Resident Assistants to be available to the students in the hall during duty hours, but it is equally important to be an ACTIVE PRESENCE during the day and on weekends.

You are not expected to never leave the building. In fact, it is very important for you to lead a balanced life, however, it has become all too common for RA's to virtually disappear when they are not "on duty". **This is not acceptable.** You are being paid to do a job; A job that requires time and commitment. Being an active participant in a community is more than doing rounds and writing incident reports. It's talking to your residents frequently, being observant, developing relationships that are about more than discipline and much more. **You have the most important student job on campus.** It is important that you not only believe this, but also start putting the time and dedication into doing the job well.

- All outside commitments are subject to approval by the Resident Director(s) and the Residence Hall Coordinator.

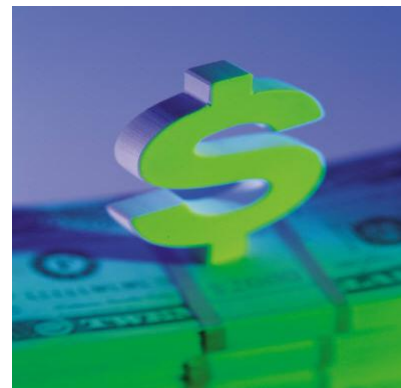
Outside Employment



Resident Assistant staff must forego all other employment unless approved in advance by the Director of Housing and Student Conduct. Approval of such employment is subject to review if the outside commitment has a detrimental effect on the RAs job performance.

Job Benefits: Compensation

- **Salary:** A earns \$7.50 per hour at 20 hours per week.
- **Room:** Each of you receives a private room.
- **Training and Transferable Skills:** You will receive a great deal of training in the form of staff in-services as well as Fall Training. This training



will cover topics from assertiveness (conduct system) to motivating others (programming). The skills gained through this training and developed through the practice of the job are transferable into most other jobs.

- **Support:** The relationships, which develop among staff teams, can be tremendous assets to the staff position. This support can come in the form of meetings with your Resident Director/Residence Hall Coordinator, staff meetings, or simply sharing common experience with other Resident Assistants.
- **A NOTE ABOUT SUPPORT:** Teamwork is an essential component in this position. Therefore, it is very important that each of us not let outside relationships interfere with how we work with each other. If we are not respectful of each other – **THEN WE CANNOT GET THE JOB DONE!**



Staff Disciplinary Procedures

Staff members obligate themselves to the Department of Housing and Student Conduct for the academic year, from training responsibilities in August through the closing of the buildings after Spring Semester. **Except in cases of unsatisfactory performance, medical reasons, or prearranged agreements, this obligation must be honored.**

Reasons for terminating **with cause** shall include but not be limited to: elimination of the job, repeated avoidable or unavoidable absences, unsatisfactory work, failure to meet expectations regarding community development/programming requirements, lack of participation in training, inability to carry out work assignments, lack of cooperation with co-workers and/or supervisor, repeated tardiness, inappropriate conduct or behavior, or gross misconduct.

When a problem exists regarding a Resident Assistant's job performance, it is the supervisor's responsibility to discuss the problem with the Resident Assistant and establish specific expectations as well as outline consequences. If attempts to change the unacceptable performance or behavior fail, then the supervisor should consult with the Director of Housing and Student Conduct prior to giving written notification of termination to the Resident Assistant. A Resident Assistant who feels aggrieved of any staff disciplinary decisions should contact their supervisor and then, if necessary, the Director of Housing and Student Conduct.



*Adapted from Colorado State University Manual

Position Description: Resident Assistant
DEPARTMENT OF HOUSING AND STUDENT CONDUCT
NEW MEXICO HIGHLANDS UNIVERSITY

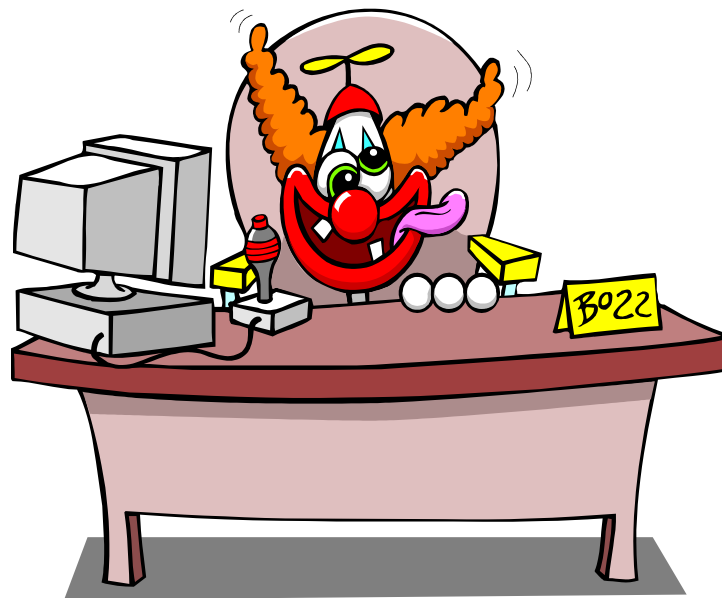
Resident Assistants are assigned to a floor section in a residence hall and serve as peer advisors to that community. They advise and assist the residents in developing an environment that promotes individual growth, academic success, and a sense of responsibility for both self and community. They work closely with the Resident Director/Residence Hall Coordinator, their staff peers, and other departmental staff in developing a learning environment throughout the residence halls. They also assist the Resident Director/Residence Hall Coordinator in the management of the residence hall. The most pervasive role a Resident Assistant will play is that of a role model.

Responsibilities

1. Develop a floor atmosphere supportive of individual differences and respect for the rights of others and which values learning.
2. Serve as a peer counselor, providing assistance (including referrals) to individual residents.
3. Know each resident on the floor well enough to identify individual needs and concerns.
4. Assist residents in learning to accept responsibility for the control of behavior that negatively impacts the rights of other residents, personal property, and/or the University property.
5. Assist residents in developing and enhancing hall governance.
6. Provide information to residents about residence hall and University policies, including possible consequences resulting from policy violations. Keep bulletin boards current.
7. Confront and document inappropriate behavior within and immediately around the residence halls to hold students responsible for their actions.
8. Assist residents in developing and carrying out educational, social, and recreational programs that enhance identification with the community and which respond to the diversity within the community.
9. Assist residents in developing and implementing programs that promote their academic success.
10. Encourage residents to be aware of personal safety and hall security issues.
11. Communicate to Resident Director/Residence Hall Coordinator in a timely manner the concerns or actions of residents which may endanger themselves or others or which violate laws or University regulations.
12. Use discretion in communicating personal conversations with residents to other persons
13. Conduct floor meetings as necessary in addition to the introductory meetings at the beginning of each semester and one at the end of each semester to review check out procedures and policies.
14. Is on duty for the residence hall each week as scheduled by the Resident Director/Residence Hall Coordinator.
15. Cooperate with other members of the hall/complex and department in the performance of their duties.
16. Conduct check-in and check-out procedures (including completion of room damage cards), room/public area inspections, and other administrative duties as assigned by the Resident Director/Residence Hall Coordinator or Department of Housing & Student Conduct.

Terms of Employment

1. Attend and actively participate in all student staff training programs. This specifically includes, but is not limited to, August orientation and training, the mid-year renewal program, spring training sessions, in-service training sessions, and individual hall retreats.
2. Attend all staff meetings as required by the Resident Director/Residence Hall Coordinator.
3. Be available for 20 hours per week on the floor, a specified portion of which will involve general responsibility for the hall.
4. Live in the halls whenever the halls are open unless prior approval from the Resident Director/Residence Hall Coordinator has been given for an extended absence (e.g. weekend leaves, vacations). For Thanksgiving break, spring break, and Easter break, RAs are required to be present until the vacations period officially begins and will return to the hall the day before classes resume. For winter break and the end of the academic year, RAs will remain in the hall until halls officially close and all administrative responsibilities as required by the Resident Director/Residence Hall Coordinator are completed.
5. Maintain a telephone answering machine in assigned room and check messages on a daily basis.
6. Currently enrolled as a student in good standing with the University.
7. Forego all other employment unless approved in advance by the Director of Housing and Student Conduct. Approval of such employment is subject to review if the outside commitment has a detrimental effect on the RAs job performance.
8. During the first year of employment as an RA, strongly discouraged from assuming any office in a student organization or activity. An RA may not hold the position of Editor-in-Chief of *La Mecha* or any other position that may pose a conflict of interest with Housing and Student Conduct as determined by the Resident Director/Residence Hall Coordinator and/or the Director of Housing and Student Conduct. RA duties must take priority over all extracurricular activities.
9. Limit academic course work to 16 credit hours per semester (9 credit hours for graduate students) and 6 hours per eight week summer session unless the Resident Director/ Residence Hall Coordinator approves additional credit hours in advance. Such additional credit hours are subject to review if they have a detrimental effect on the RA's job performance.
10. Maintain a cumulative GPA of 2.25 (3.0 if in graduate school) while employed. RAs whose cumulative GPA falls below 2.25 (3.0 for graduate students) but remains above 2.0 during their employment will have one additional probationary semester to meet the minimum requirements; failure to meet the required GPA after this probationary semester will result in termination from the position. RAs whose cumulative GPA falls below 2.0 will be released immediately. In addition, any RA with a term GPA below 2.0 will be placed on probation for the following semester and will be released immediately if the cumulative GPA falls below 2.0.



Resident Assistant Basic Training



This can be one of the most rewarding things you've ever done in your life. However, there are times when the job can be really taxing.

- **Basic #1: You are overworked and underpaid.**

When you are at your breaking point, find something you really enjoy about the job.

- **Basic #2: Change your attitude or change your job.**

You will be connecting (if you are doing the job correctly) with many people. It is important to remember:

- **Basic #3: The quality of your relationships will determine who you become.**
- Seek to be consistent & real.
- Seek to be respected, not liked. Respect lasts longer.
- Life is not a residence hall. Get out every now and then.
- Know yourself. Know your limits. Know your resources.
- We can help or hinder students. Choose which side you are on.
- Staff relationships will make or break your year. Spend quality time on them.
- Empower others to be responsible. Be responsible.
- Take time for yourself. You are important.
- It is never too late to say you are sorry.
- You have the respect & confidence of residents until you give it up.

RA TIPS

10 KEY POINTS THAT EVERY RA SHOULD KNOW

- 1.** Being inclusive means everything from remembering that not all students come from two-parent families to not assuming that all relationships are heterosexual to being sure to recognize that holidays other than Christmas are celebrated in December.
- 2.** The “Behavior Favor” of treating fellow RA’s well-whether it’s returning their calls in a timely fashion or chipping in when they are in need-is a key part of being on an RA team.
- 3.** When you have a problem with someone, its important not to confront him/her in public. Have a private conversation.
- 4.** As you talk with students about policies and procedures, be sure to tell them WHY these rules exist. It will make a whole lot more sense to them and possibly increase their buy-in.
- 5.** Being a leader of character is about translating your values and your good intentions into positive action.
- 6.** Don’t fall back on people harming-humor (i.e. ethnic jokes, ridicule etc.) for an easy laugh. This might seem fine in the short tem but it’s very damaging to everyone in the long run.
- 7.** Keep lines of communication open. Don’t talk about people behind their backs. Use “I” statements to bring up issues. This focuses on how a behavior made you feel rather than outright blaming the other person before the dialogue can even begin.
- 8.** Let residents know that getting help from the counseling center, CIGNA, an RA, or any other resource is a true sign of strength and maturity, not weakness.
- 9.** Don’t force participation; Encourage it.
- 10.** There isn’t one “good” type of RA. It takes all kinds of RA’s to meet the needs of all kinds of residential students.



Residence Hall Opening Checklist

The following announcements should be posted on the bulletin boards and elsewhere as appropriate:

- ❑ **Plan & Decorate Bulletin Boards**
- ❑ **Fire Safety Instructions**
- ❑ **Staff Directory Poster**
- ❑ **Campus Map**
- ❑ **Meal Hours**
- ❑ **Room & Meal Change Instructions**

The condition of all student rooms should be checked using the Room Inventory Control Card Form (RICC) for each room and each resident. This check should be done carefully & accurately to protect both the student and the University. You should inspect all rooms assigned to you, then sign and date each form.

- ✓ **Make a note of any custodial/maintenance problems prior to student's arrival.**
- ✓ **Promptly give this information to your RD or RHC.**
- ✓ **Assist with building preparations**

Prepare door decorations for each room with the names of the students in the room. You should also post welcome signs, room number directions, etc.

Place in each room the following:

- ✓ **Residence Hall Handbook**
- ✓ **Student Handbook**
- ✓ **Kickoff Week Schedule**
- ✓ **Fall Athletic Events Schedule**



Phone Numbers and Resources



Housing Numbers & E-Mail

| | | |
|--|-----------------|-------------------|
| Yvette Wilkes, Director | 454-3197 | ydwilkes@nmhu.edu |
| Michelle Aragon-Arellano, Administrative Assistant | 454-3526 | |
| Leticia Merrills-Gonzalez, Departmental Secretary | 454-3193 | |
| Fax | 426-2042 | |

RESIDENCE HALLS

Archuleta Hall

- | | | |
|--|------------|-----------------|
| ▪ Tafadzwa Mashiri, Resident Director | 103 | 425-4352 |
| ▪ , Resident Assistant | 104-1 | 425- |
| ▪ , Resident Assistant | 203-1 | 425- |
| ▪ , Resident Assistant | 212-1 | 425- |
| ▪ Residential Peer Mentor | | |

Connor Hall Front Desk

425-3325

- | | | |
|--|------------|-----------------|
| ▪ Tafadzwa Mashiri, Resident Director | 103 | 425-4352 |
| ▪ , Senior Resident Assistant | 100A | 425- |
| ▪ , Residential Peer Mentor | 100B | 425- |
| ▪ , Resident Assistant | 200A | 425- |
| ▪ , Resident Assistant | 200B | 425- |
| ▪ , Resident Assistant | 300A | 425- |
| ▪ , Resident Assistant | 300B | 425- |

Kennedy Hall Front Desk

425-3192

- | | | |
|--|-------------|-----------------|
| ▪ Sonam Raptan, Resident Director | W201 | 425-4472 |
| ▪ , Resident Assistant | E109 | 425-4313 |
| ▪ , Resident Assistant | N109 | 425-4515 |
| ▪ , Resident Assistant | S109 | 425-4535 |

Melody Hall Front Desk

425-3291

- | | | |
|--|------------|-----------------|
| ▪ Gregory Rael, Resident Director | 108 | 425-4426 |
| ▪ , Resident Assistant | 108 | 425-4216 |
| ▪ , Resident Assistant | 102 | 425- |
| ▪ , Residential Peer Mentor | 104 | 425- |
| ▪ , Residential Peer Mentor | 119 | 425- |

APARTMENT COMPLEXES

Arrott House

| | | |
|--|-------|----------|
| Olivia Gonzales-Navarez, Apartment Manager | AR105 | 425-4574 |
|--|-------|----------|

Gregg House

| | | |
|-------------------------------|-------|----------|
| Nita Lujan, Apartment Manager | GH207 | 425-4002 |
|-------------------------------|-------|----------|

Campus Resources

| | |
|-----------------------------|------------------|
| Academic Support Services | 454-3327 |
| Athletics | 454-3368 |
| Business Office | 454-3465 |
| Campus Life | 454-3590 |
| Campus Police | 454-3274 or 5555 |
| V.P. of Student Affairs | 454-3020 |
| Disability Support Services | 454-3252 |
| Financial Assistance | 454-3318 |
| Food Services | 454-8807 |
| Student Health Center | 454-3218 |
| International Education | 454-3058 |
| Library | 454-3401 |
| Student Government | 454-3594 |
| Student Support Services | 454-3236 |
| Upward Bound | 454-3254 |

Emergency 9-111



Your First Floor Meeting

It is important that you are prepared for your first floor meeting, so that you start the year off on the a good foot. Your audience might never be as captive as it will have to be at the first floor meeting. Make the most of it! Below are items we recommend you include in your meeting. It will be important to add to this list anything that your supervisor requires you to talk about.

Tips for Running a Good Meeting

- Post the date and time well in advance. Make sure it doesn't conflict with other activities. If a lot of people can't come, change it to a better time.
- Post the time and date in very obvious, unavoidable places - bathroom stalls, telephone, corridor entrance, and the floor - be creative with your signs.
- Be well prepared for the meeting. Have some notes, maybe an agenda on the wall. Be organized in a fashion that is attention holding.
- Be excited and enthusiastic about the things you are talking about, if you are excited, other people will be too!
- When the meeting time comes, knock on doors and tell them it's time for the meeting... many people have a tendency to forget.
- Have food, that always brings people, but don't let it interfere with the meeting.
- Sit in a position where everyone can see you and each other.

- Invite guests like the Resident Director, Residence Hall Coordinator or the Housing & Student Conduct Director, etc.
- Encourage people to talk and to listen to others when they are talking. One person has the floor at a time.
- Encourage people to be involved in discussion. Don't let people's attention get away, ask them what they think if they aren't saying anything.
- Make meetings fun and purposeful. Come out of the meeting with ideas, tasks, and having accomplished the purpose of the meeting.
- Handouts are always fun. They give people something to take home from the meeting.
- Make the meeting useful and as short as possible.
- Review at the end of the meeting the main points, so everyone has got them down.
- Make sure at the end that everyone has had a chance to speak if they needed to.
- Ask for feedback or improvements on your meeting leadership style from your floor, it's the only way you can improve.
- Make floor meetings fun. Be CREATIVE!!!



Floor Meeting Preparation

1. Learning Names:

Early on in your meeting you will want to give residents an opportunity to hear each others' names and maybe learn something about one another. Talk to your supervisor and other RA's for creative suggestions about icebreakers or team builders. Do you already have an idea? If so, make a note of it .

2. Community Expectations:

Involvement, influence, investment, and identity are critical elements in building a community (Schroeder, 1993). Requiring your residents to “uncover community expectations” is a perfect way to **involve** floor members, give them **influence** over their community, get residents **invested** in honoring the expectations agreed upon, and finally, the parameters and expectations residents establish for one another is something that members of your community can **identify** with. As you can see, the discussion of community expectations is critical in setting a precedent for community with your residents. Specifically, three points should be covered under Community Expectations: **your expectations of the community, their expectations of you, and resident's expectations of each other.** Let's look at them one at a time.

What Do You Expect?

Have you thought about what you expect from your residents? Most people will do as much as you expect of them. Therefore, if you expect little involvement and disinterested residents, that is exactly what you will get. If what you are striving for is an involved community, then explain that to your residents early on. Let them know what kind of year you hope to have with them. Don't be afraid to expect your residents to get involved with one another.

NOW: Make notes about what you expect from your residents this year and be ready to talk about them at your first floor meeting.

What Do Residents Expect From You?

Residents need to sense that you are approachable and open to their suggestions, so be prepared to do a lot of listening. Some residents might be up front and tell you that they expect you to give them privacy and not to disrupt them with lots of activities. Not all residents will be interested in the same level of involvement.

This is also a perfect opportunity to discuss your role as disciplinarian. While your goal and purpose is to promote a positive living community, it is important to be up front and honest about your role when a law or university policy is violated. Residents can expect that you will play the role of community builder. However, when residents make irresponsible decisions, you will be forced into the role of disciplinarian.

NOW: Do you have some ideas about how to facilitate this conversation with your residents? If so, make some notes.

-
-
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What are the community member's expectations of each other?

It is appropriate for community members to have expectations of one another. However, **before residents can articulate their expectations, they need to see themselves as members of a community.** One way to establish some sense of community is to have residents focus on their similarities. For instance, all residents on your floor are attending the same school; perhaps they also are all the same sex, and same age. Use part of your floor meeting to brainstorm similarities.

NOW: What are the similarities that build a sense of community between you and the rest of your RA staff?

-
-
-

3. Develop Rituals:

“Rituals help to create, maintain, and invent ‘patterns of collective action and social structure’” (Kuhn, 1988, p. 17). Now is a great time to begin thinking about what rituals you can create, maintain, and invent on your floor, so that residents can share in them.

You might try to find out if there are any rituals the residents want to begin now. Some ideas might be watching a weekly television show or eating dinner together one night each week, having an open-door policy each afternoon at a specific time, or celebrating one another’s birthdays. What rituals have you been a part of in the past?

NOW: List any rituals you can remember.

-
-
-

4. Be Honest:

Tell your residents about your process of building a community. Let them know what is to come. If you are excited about the challenge of building a strong, involving community, let your residents know. If you are apprehensive about the process, tell them that. Why not do the same regarding your feelings about playing the role of disciplinarian?

Chances are that at some point in their lives each of your residents has been a part of an involved group, so talk to them about the similarities. Explain that this residential community can be as positive an experience as any group experience that they have had in the past. Give residents an idea of what you have been challenged to facilitate. They are critical to the process working. They should know what is going on. Encourage them!

Suggested Agenda Items for First Floor Meetings:

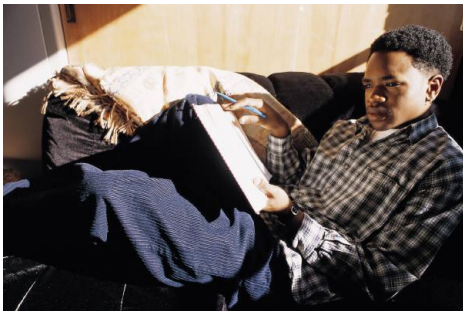
- a) Introduce Self and explain role of RA
- b) Icebreaker(s)
- c) Introduce idea of community
 - i) Respect for others
 - ii) Quiet Hours
 - (1) 9:00 pm – 9:00 am Sunday through Thursday
 - (2) 11:00 pm – 11:00 am Friday and Saturday
- d) Review Policies and Procedures
 - i) Alcohol
 - ii) Pets
 - iii) Guests
 - iv) Solicitation
 - v) Storage

- vi) Room changes
- vii) Bike/car parking
- viii) Meal plan changes
- e) Review emergency and safety procedures
 - i) Fire alarms/drills
 - (1) Expectations
 - ii) Decorating guidelines
 - (1) Permitted decorations
 - (2) Fire-proofing
 - (3) Halogen lamps
 - (4) Monthly ROOM & BATHROOM INSPECTIONS
 - iii) Security
 - (1) Door propping
 - (2) Not letting strangers into the hall
 - (3) Locking room doors
 - (4) Walking safely after hours
 - iv) Lockouts (discuss responsibility and this is a convenience, not a right)
 - v) Duty
 - vi) Repairs
 - vii) First aid/Health center
 - viii) Emergency phone numbers
- f) Mail Boxes
- g) Custodial Staff
 - i) Name and roles of custodian (they are NOT personal maids)
 - ii) Bathroom trash only in bathrooms – Take out your own personal trash
 - iii) Student kitchen is a convenience, clean it up and turn off oven
- h) Hall equipment check-out
- i) Location of special rooms (study rooms, storage room, laundry room)
- j) Discuss programming and creative ideas
- k) Review how residents can get involved
 - i) RHA
 - ii) Programming
 - iii) Student Organization



Guest Policy

Guest Policy



In the matter of guests, students are urged to extend the same respect, consideration and understanding to roommates they would appreciate for themselves. Entertaining guests is a negotiable issue with a roommate, not an inalienable right. Each student has the right to entertain guests in his or her room/suite, as long as the roommate's rights

to access, privacy and to study and sleep free from disturbance are respected. A resident may not entertain guests in a room over the objections of a roommate.

Students may have occasional overnight guests of the same gender. Residence hall staff should be informed immediately that you have a guest in case the guest needs to be contacted in an emergency. Guests remaining for an extended period of time will be asked to leave.

Each host student is responsible for the conduct of his or her guest and the consequences of that conduct. Guests are expected to comply with all residence hall regulations and university policies.

When roommate conflicts arise over guests, the guests will be asked to leave, and the students involved are expected to make every mature and responsible effort to resolve the situation, utilizing, if necessary, the resources of the Residence Hall Staff.

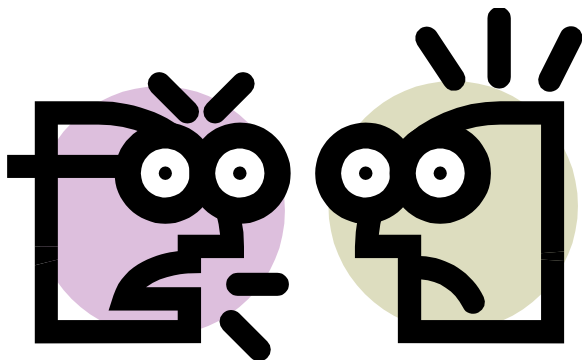


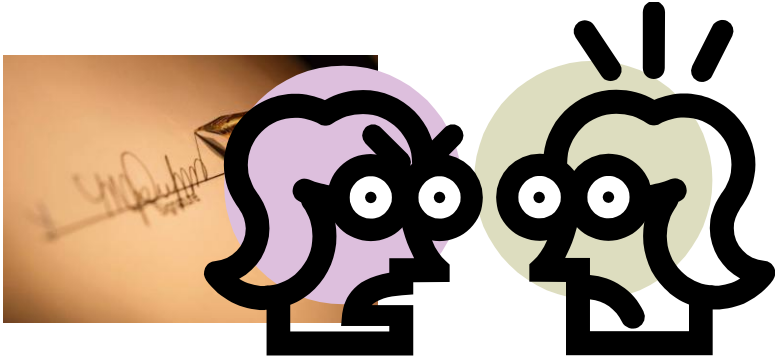
ROOMMATE CONFLICTS

When conflicts arise students are expected to make every mature and responsible effort to resolve the situation, utilizing, if necessary, the resources of the residence staff, prior to seeking a room change.

Occasionally conflicts arise necessitating a room change. If a move is deemed appropriate the student should see his/her Resident Director/Residence Hall Coordinator. All moves must be authorized Resident Director/Residence Hall Coordinator involved.

Negotiating needs and setting boundaries will facilitate good communication, help avoid conflict, and establish a healthy relationship with a roommate(s) and/or suitemate(s).





ROOMMATE BILL OF RIGHTS

1. The right to study free from unnecessary disturbances.
2. The right to sleep without unnecessary disturbances from noise, guests of roommate, suitemate, etc.
3. The right to expect a roommate/suitemate will respect one's personal belongings.
4. The right to a clean living environment.
5. The right to free access to ones room and facilities without pressure from a roommate or suitemate.
6. The right to personal privacy whenever possible.
7. The right to host guests with the expectation that guests are to respect the rights of all roommates and suitemates and other hall residents.

8. The right to address grievances and concerns. Your Resident Assistant is available with resources to assist you in this process.
9. The right to be free from fear of intimidation, physical and/or emotional harm.
10. The right to expect reasonable cooperation and the use of shared items (telephone, college provided furniture, etc.).

Ice Breakers & Team Builders

Introductions: Have people pair up. Give the pairs 5 minutes to talk to each other and share vital information. Then have the people introduce their partners to the rest of the group. Variation: “Silent Introductions” same as above only the partners can’t speak to one another. Partner receiving clues should write notes to self but should not give a response to the actor as to whether or not they understand the visual clues. Only those receiving clues can use pencil or paper.

Dear Dolores: Have everyone sit in a circle. One person begins by giving their name, plus an adjective that begins with the first letter of their first name (e.g., Bodacious Bob, Happy Henrietta). The next person repeats the person’s name and adjective and then their own name the same way. Continue around the circle.

Balloons: Prepare questions on small pieces of paper. Put one question inside a balloon and blow up the balloon. Have people pop balloons to get the question and have everyone answer the question.

String Necklaces: Tie a string or yarn “necklace” around everyone’s neck; the object of the game is to get as many strings as possible around your own neck by getting others to say “no.” (When someone says no to you, she forfeits her string necklace). Best used at study breaks or similar.

Animal/Barnyard Sounds: Think of five or six different animals that make distinct animal sounds such as: cat, dog, snake, monkey, cow, etc. Give each participant a piece of paper with one of the animal names and have them find each other by making that animal sound. For example all the dogs would find one another by barking. You can use blindfolds to make it a little more interesting.

Sentence Completion: Have the group introduce themselves by completing a low risk sentence. Examples: favorite food, animal, cartoon strip, musical group, funniest story

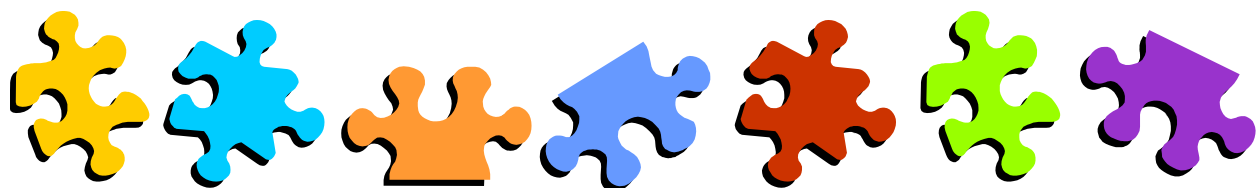
you ever heard, best joke, hobbies or interests, funniest relative, what you would like to do if you had two extra hours today, what you would do if you won the lottery, etc.

Toss A Name: Standing in a circle, the person with the ball calls someone by name and tosses the ball to them. When the other person catches it, they say, “thank you _____” (the name of the person who threw it to him/her), and then call upon another person to toss the ball to. After the balls have been tossed for a couple of minutes, start a second ball going at the same time, then a third, and finally a fourth.


Stand-Ups: Start off by breaking the participants into pairs. Have each participant sit back-to-back, link arms at the elbow, and stand up. Then, have two pairs join together, introduce themselves, then sit down in a small circle and face outward so that all backs are in the center. Then arms at the elbow stand up as a group. Then they grab another group so that there are 8 people, and do the same thing.

M&M’s: Everyone loves M&M’s, so when the group is meeting for the first time, bring a large bag of M&M’s to introduce the group to each other. Have the group sit in a circle. Pass the bag around and ask people to help themselves to the M&M’s, but not to eat them yet. When the bag has been around the full circle, people must tell one thing about themselves for every M&M they took.

Photo Scavenger Hunt: Polaroid cameras will be needed for this exercise. Break the group in half, and give each group a list of places at which they need to get a group photo taken — and everyone needs to be in each photo! Meet at a designated time and place, and compare photos!



HOW TO BUILD COMMUNITY



TURN OFF YOUR TV
LEAVE YOUR HOUSE
KNOW YOUR NEIGHBORS * GREET PEOPLE
USE YOUR LIBRARY * PLANT FLOWERS
PLAY TOGETHER * BUY FROM LOCAL MERCHANTS
SHARE WHAT YOU HAVE * HELP A LOST DOG
TAKE CHILDREN TO THE PARK * HONOR ELDERS
SUPPORT NEIGHBORHOOD SCHOOLS
FIX IT EVEN IF YOU DIDN'T BREAK IT
HAVE A POT LUCK * GARDEN TOGETHER
PICK UP LITTER * READ STORIES ALOUD
DANCE IN THE STREETS
TALK TO THE MAIL CARRIER
LISTEN TO THE BIRDS * PUT UP A SWING
HELP CARRY SOMETHING HEAVY
BARTER FOR YOUR GOODS
START A TRADITION * ASK A QUESTION
HIRE YOUNG PEOPLE FOR ODD JOBS
ORGANIZE A BLOCK PARTY
BAKE EXTRA AND SHARE
ASK FOR HELP WHEN YOU NEED IT
OPEN YOUR SHADES * SING TOGETHER
SHARE YOUR SKILLS
TAKE BACK THE NIGHT
TURN UP THE MUSIC * TURN DOWN THE MUSIC
LISTEN BEFORE YOU REACT TO ANGER
MEDIATE A CONFLICT * SEEK TO UNDERSTAND
LEARN FROM NEW AND UNCOMFORTABLE ANGLES
KNOW THAT NO ONE IS SILENT THOUGH

Step By Step Community Development

Prior to Student's Arrival – How are you going to?

1. Make sure you have enough energy left for meeting new residents?
2. Plan for the maintenance of support relationships with the rest of the staff?

3. Be prepared to review your lists with your supervisor.



First Day – How are you going to?

1. Make a good first impression?
2. Project an attitude that you can be trusted and confidential?
3. Explain your role as a RA and the role of the RD?
4. Deal with parents' and students' feelings about size/condition/housing?
5. Begin to get people involved?



First Week – How are you going to?

1. Meet all your residents and learn their names?
2. Identify and offer opportunities for involvement, for freshmen, shy types, etc.?
3. Help people to meet one another?
4. Identify student needs and interests?
5. Encourage students to respect each other's rights of privacy, quiet, security?
6. Promote and support student behavior that is within the guidelines of polices?
7. Deal with alcohol pressures?
8. Inform students about what attending programs can do for them?
9. Schedule in personal times?
10. Use each other on staff to figure out concerns?
11. Give/receive candid feedback on what is working and what is not?
12. Know if a positive community is developing?

Your investment in developing your community and creating relationships with your residents directly impacts the type of community you will have for the year.

First Month and Ongoing – How are you going to?

1. Encourage residents to feel ownership in/and identify with the floor?
2. Encourage residents to take responsibility for their actions?
3. Identify student needs and interests?
4. Balance your time between studying, your personal needs, and the job?
5. Turn any personal frustrations into constructive alternatives?
6. Use each other on the staff to figure out concerns?
7. Give/receive candid feedback about what is working and what is not?
8. Improve your own and your staff's effectiveness?
9. Know if a positive community is developing?

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Community Development Throughout the Semester



To create the community that you desire, you must think ahead and plan programs, which will aid in its development **throughout** the semester. Planning ahead will allow you the necessary time to plan, advertise and implement those programs, which take more time to present. It is also helpful for you to do some specific things throughout the semester in order to create a positive community. It is important to not only program, but also to do some little extra things throughout the year so that the community is as strong as possible. Here are some things to keep in mind throughout the entire year:

Before residents arrive:

1. Door tags
2. Bulletin Boards
3. Plan first floor meeting
4. Staff bonding time
5. Become mentally prepared
6. Get some rest
7. Brainstorm program and activity ideas for the first week to get residents interacting and acquainted
8. Make a message board for your door
9. Make welcome signs
10. Wear your staff shirt on opening day

During the first two weeks of school:

1. Visit open doors on the floor and meet your floor members
2. Keep your door open so residents can get to know you
3. Introduce floor members to each other
4. Introduce other staff members to your floor residents early in the year
5. Seek out floor leaders early so they can organize Intramural teams and be involved in RHA
6. Encourage residents to run for campus leadership positions
7. Inform residents of the proper manner in which to handle complaints
8. Assess the needs and wants of your floor members so that you can introduce people with like interests and program to meet these needs
9. Make sure to meet your custodian and introduce him/her to your floor members
10. Work to create an atmosphere of responsibility and cooperation so that when conflicts arise, the residents will feel more comfortable confronting one another
11. Provide information on the role of a R.A. and be consistent in carrying out that role
12. Inform residents of proper safety and security issues such as locking doors, not letting strangers into the building after hours, not propping doors, etc.
13. Encourage residents to plan and carry out programs of their own
14. Discuss at an early floor meeting residents' responsibilities to each other regarding issues such as noise, garbage, etc.
15. Floor dinners
16. Post pictures of everyone/roommates
17. Discuss at an early floor meeting the responsibility residents have for their guests

By Mid-Semester:

1. Organize community development activities such as floor dinners, etc.

2. Have a program on safety and security issues
3. Seek out those students who are not getting involved and encourage them to join in floor activities
4. Make sure you are spreading out programming responsibilities and types of programs so those residents do not feel alienated or lose interest
5. Ask your supervisor to attend at least one meeting to give students a chance to ask questions and voice concerns

Continuously throughout the Semester:

1. Ask people who eat alone to join you and the rest of the floor
2. Make sure people feel comfortable “dropping by” your room for informal and more important talks
3. Recognize the achievements of residents
4. Encourage attendance at campus events such as sporting events, concerts, etc. in which floor members are participating
5. Confront policy violations consistently and constructively
6. Encourage residents to confront each other on problems occurring on the floor
7. Post signs in a timely manner about events on campus and in the hall such as RHA, ASNMHU, etc.
8. Make sure to take down old signs so that residents do not get “poster blind”
9. Make sure you are covering the essential programming areas
10. Update bulletin boards about weekly events
11. Help acquaint residents with campus and staff
12. Make sure you are publicizing your events in an effective and creative manner
13. Act as a resource person for students
14. Act as a role model
15. Report any safety equipment problems such as fire extinguishers, door locks, etc.
16. Ask for evaluation of the floor community and programs
17. Take suggestions and complaints seriously

End of Semester End of Semester

1. Determine how to keep in touch
2. Pictures/yearbook
3. Board of memories
4. Floor party
5. Finals study/stress relievers
6. Decisions for next year
7. Plan ahead for the second semester
8. Set new goals



Commandments for Living with People

Speak to People

-Nothing is as nice as a cheerful greeting

Smile at People

-It takes 72 muscles to frown and 14 to smile

Call People by Name

-The sweetest sound is one's own name

Be friendly and Helpful

-If you want friends be a friend

Be Cordial

-Speak and act to prove everything you do is genuine pleasure

Be Genuinely Interested in People

-Just try and you can like almost everyone

Be Generous with Praise

-And courteous with criticism

Be Considerate with Others

-There are often three sides to controversy, yours theirs and the right side

Be Alert to Give Help

-What we do for others lives and is immortal

An Inclusive Floor Environment

It is important that ALL residence life staff members be sensitive to each person on their floor or in their communities. Because several different groups are represented in our halls, it is important that we meet the needs of each person. Are there some residents who do not respond to your community development efforts? Perhaps you are unintentionally creating an exclusionary environment. It may be helpful to examine your style to determine if you are unconsciously alienating and marginalizing your residents. It is not too late to make changes.

Get Feedback

- ❑ If you notice that certain residents do not attend your meetings or activities, ask them if they feel comfortable in your floor environment. Ask input from other RAs and your supervisor; they are around you when you interact with residents and may be able to give you honest feedback.

Become Educated – Ignorance is NOT an Excuse!

- ❑ Find out which subgroups (ethnic, gender, religious, etc) are represented on your floor. If you have limited knowledge about any of these groups, attend workshops, activities, and read to further educate yourself. Invite and encourage your residents to do the same.
- ❑ Become familiar with all the on-campus and off-campus resources that support the subgroups on your floor.
- ❑ Learn about holidays (religious and cultural) with which you and your residents may be unfamiliar; use these times to educate your residents on the holiday's history and meaning.

Communications

- ❑ You are a role model. What you say and do makes a huge impact. Refrain from any comments or humor that may demean groups or individuals. Be assertive in confronting your residents on these issues.
- ❑ Do not hold floor meetings or activities during times that are considered serious reflection for your residents. Learn which religions or spiritualities are represented on your floor.
- ❑ Choose your written communication wisely. Any notes, newsletters, postings, and program advertisements you create should be free of stereotypes or potentially offensive material.
- ❑ Off-campus establishments are notorious for sliding flyers under doors or posting information without permission. Whenever you see this, remove the information and inform your supervisor. If any information is offensive, be sure to let your residents know right away that it was not approved and the department does not condone the advertisement's content.

Activities

- ❑ Residents enjoy and learn things in differing ways. Be sure to use different activity formats (formal presentations, informal discussion, printed words, audio-visual presentations, and experiential exercises and activities).
- ❑ When choosing guest presenters, be sure you are exposing your residents to diverse people (a mixture of racial and ethnic backgrounds, males and females, and individuals with different styles of presentation).
- ❑ Use events in the news (national, local, campus) as springboards for informal discussions and formal activities.



- Try not to plan gift-giving or recognition activities around holiday themes. Using an academic theme such as “finals” would be more inclusive.

You are responsible for encouraging interaction between different groups and leading by example. You cannot force residents to become friends, but you should foster an attitude of mutual respect between the differing groups on your floor. For some residents, their college years may be their first close exposure to people from different cultures, sexual orientations and religions. Strive to create a comfortable environment for all your residents, which is inclusive and does not alienate anyone.

Adapted from “On Duty” (March 1999)

The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.

-- Marcel Proust --

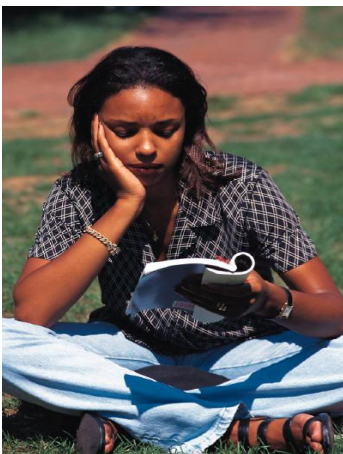
Seek First to Understand, Then to Be Understood

-- Stephen Covey --

A wise [person] hears one word and understands two.

– Yiddish Proverb –

FRINGE DWELLERS



“A community’s effectiveness and success are based, in part, on its ability to listen to and respond to the voices of those who are unable to speak, or whose voices are drowned out by the more aggressive, self-assured members of the community. In order to do that the community must acknowledge that the voiceless exist, must make a commitment to seek out these individuals into a dialogue that addresses their needs” (Roger, Anchors, and Associates, 1993, p. 465).

As you progress through the semester you will certainly noticed that there are members of your community who have not been involved. Are there people on the floor who you still have not talked with yet? Who are the less prominent members of the community, the people on the fringe? Use the space following to make a contact list of community members who you haven’t connected with this year for the various reasons listed.

The Bridge Builder

An old man, going a lone highway,
Came at the evening, cold and gray,
To a chasm, vast and deep and wide,
Through which was flowing a sullen tide,
The old man crossed in the twilight dim---
That sullen stream had no fears for him;
But he turned when he reached the other side,
And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,
“You are wasting strength in building here.
Your journey will end with the ending day;
You never again must pass this way.
You have crossed the chasm, deep and wide,
Why build you the bridge at the eventide?”

The builder lighted his old gray head.
“Good friend, in the path I have come,” he said,
“There followeth after me today
Some youth whose feet must pass this way.
This chasm that has been naught to me
To those fair-haired youths may a pitfall be.
They, too, must cross in the twilight dim;
I am building the bridge for them.”
Will A. Green

COMMUNITY CONTACT LIST

People I have questions or concerns about and what those questions and concerns are.

People who don't seem interested in participating in the hall community and what their reasons might be.

People who have many outside commitments and what they are.

Miscellaneous



Conversations From The Fringe

Put yourself on the fringe of the community to initiate conversation with those who are typically excluded. Look at your Community Contact list to decide whom you might converse with, where, and when you might find them, and what you might talk about. Use the next week or so to tap into at least three conversations from the fringe!

WHAT THREE COMMUNITY MEMBERS DID YOU SEEK OUT?

- 1.
- 2.
- 3.

WHAT WAS THE MOST IMPORTANT THING YOU LEARNED FROM EACH INDIVIDUAL?

- 1.
- 2.
- 3.

WERE YOU ABLE TO UNCOVER WHY THESE INDIVIDUALS ARE NOT ACTIVELY INVOLVED IN THE COMMUNITY? WHAT DID YOU FIND OUT?

Conflict & Community Development

It is hoped that by focusing on the development of positive communities, conflict can be greatly reduced in the residential community. Despite the proactive things we do as staffs, there are times when conflict will not be reduced or eliminated. The diversity of people living in our community brings with them a variety of differences, which can be a source of conflict. Major conflict areas in the past have included roommate conflict, policy conflict, and noise conflict. As a staff it is important to discuss these areas early in the semester and share different strategies in helping students to address them. In some areas (policy, noise) it is important to strive for consistency within your building so both staff and students share the same expectations. It is also important to include students in the process of resolving conflict. If staff continually step in and "solve" every problem, students will not learn any skills of there own.

On floors where residents assume little responsibility for themselves, the community will generally have difficulty developing positively. In cases where the community does not assume responsibility for itself, it is important that the staff member remain as an advisor, not taking the responsibility, which belongs to the community.

By taking an assessment of the individual members of any community, one can often identify members who are positive or negative influencers of the entire community. Positive influencers assist a community by organizing floor activities, discouraging disruptive behaviors, supporting other leaders on the floor and by exhibiting a positive, enthusiastic attitude. Negative influences damage a community through negative or abusive attitudes or behaviors.

One of the most difficult aspects of community building involves countering or neutralizing the negative influences and encouraging the positive. It is important to stress that each community creates its own environment or conditions. Each floor member should realize their responsibility to the maintenance of these conditions and to others living in close proximity. Respect for the rights of others and tolerance of individual differences should be emphasized. Members should be encouraged to confront and/or provide feedback to one another. Negative influencers should be advised to examine their impact on the community, encouraged to find suggestions for how they and the community might change, and challenged to assume some responsibility for initiating change.



ENCOURAGING THE POSITIVE INFLUENCER

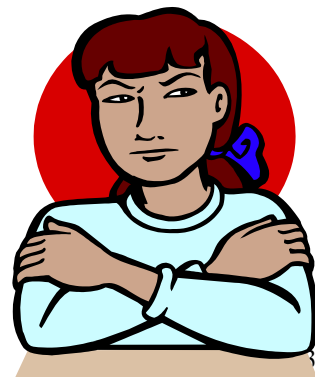
1. Recognize their contributions. Thank them individually and at floor meetings so others may be aware of their efforts.
2. Encourage them to express their views and opinions at floor meetings.
3. Keep them informed of campus and hall activities, events, etc.
4. Ask them for their suggestions for floor activities or handling a floor problem or concern.
5. When appropriate, ask them to facilitate a floor meeting.
6. Encourage them to take on new tasks and responsibilities: plan a program, etc.
7. Let them know that other floor members trust and respect their actions and opinions.
8. Mention to other floor members individually how much the positive influencer is appreciated within the community.
9. When delegating responsibility, ask the positive influencer to take charge of a project.
10. Send people to them as a reference when applicable.
11. Encourage them to become acquainted with the negative influencers.
12. Communicate to them the prestige associated with being a good influencer.



DISCOURAGING THE NEGATIVE INFLUENCER

1. Be very honest and straight forward with them about things they do which are not positive. Confront them about their actions as soon as these actions occur. Do not talk to others beforehand; it could be very detrimental to the negative influencer to hear your feelings about them from someone other than you. Focus on the behavior, not the person.
2. Utilize confrontation skills. Be sure not to come on too strong or overreact, as this can cause the negative influencer to become even more negative.
3. Ignore derogatory, smart aleck comments or actions made by the negative influencer. If these become too noticeable to ignore, you can do several things. If they occur at a floor meeting, ask the person to leave the meeting. If they occur at other places or situations, talk to the individual.
4. Try to redirect the person's energies toward positive endeavors. Ask them to assist in planning a floor function or to take on a responsible task.
5. Take a personal interest in the negative influencer. Try to become friends so that some of your positive energy will rub off.
6. Whenever the negative influencer exhibits positive behavior, be sure to recognize and compliment that behavior.
7. Teach other floor members to be assertive when dealing with this person. Model assertive behavior.
8. Compromise. For example "If you make it through tonight's floor meeting without a derogatory comment, then I'll..." with whatever is appropriate.
9. Use situations where it is appropriate to put this person on the spot. For example, a good comeback to a negative remark.
10. Talk to the negative influencer in private and point out the positive qualities of this person. Encourage them to use these qualities.
11. If the above suggestions do not work, disciplinary action may be necessary. Do not wait until all possibilities have been exhausted to seek help.

*Adapted from Colorado State University Manual



Bringing Closure to Your Community!

Bringing Closure to Your Community!

Have you ever been part of a group that came to an end? Probably the most current example would be leaving high school or community college. This experience took up a significant amount of time in your life. You formed solid friendships over those years and found your own role to play as a member of the group. You may have been the quiet one, the athlete, the brain, or even the class clown. You took chances and lived each day with the comfort of knowing a routine. For good or bad, this was your life and you knew it well. Then you came face to face with transition. You decided to go to college. You may have decided to attend a college in your hometown or perhaps another state, regardless; you had to make a change from what was normal or comfortable. William Bridges (1988) offers a better understanding of change and transition by defining both.

Change occurs when something new starts or something old stops, and it takes place at a particular point in time. Change often starts with a new beginning (Bridges, 1988, p. 15).

Examples of this might include changing from high school to community college or from community college to a four-year college. Change defined this way also might include a move from one residence hall to another or moving from the residence halls into an apartment.

Transition cannot be localized in time. It is a gradual psychological process through which individuals and groups reorient themselves so that they can function and find meaning in a changed situation. Transition must start with an ending - with people letting go of old attitudes and behaviors. (Bridges, 1988, p. 15).

Examples of this might include graduation ceremonies, formal dances, awards banquets, or even time capsules to pass on the wisdom of your group to those who will follow in your footsteps. Do you recall any of these events taking place when you left high school or community college. How did you feel about these events? Did they provide an opportunity for you to say goodbye and feel more positively about the change you were about to make?

List activities that will help you and your residents say goodbye:

SAYING GOODBYE

The next step you made was to college and your residence hall community. You spent countless hours laughing and crying with your newfound friends over that first year. Before you knew it, summer was approaching and it was time to move out of your residence hall. It seemed just like yesterday that you had to make a major transition to college and once again you had to make a change. The odds of your entire residence hall community being reconstructed somewhere else were slim, so you had to move on.

- How did you say goodbye to everyone you would miss?
- Were there events or activities provided to help ease the transition?
- Take another minute to reflect on what kinds of things you remember occurring at the end of the year in your residence hall community as well as the kinds of things you would have liked to do.

Closure Exercises for Groups

Regrets: Imagine driving away, looking in the rear-view mirror at the building, meeting place, group of People, whatever you are leaving. Imagine what you would regret not having said or done. Discuss this and/or do it with the group.

A Penny for Your Thoughts: Have everyone bring 10 or so pennies to the last meeting/get-together. Each person will have the opportunity to give a penny to those members of the group that they'd like, and share their thoughts about how that person has been special or had an impact on them during the course of the year.

Appreciation Notes: Have a small paper bag or bottle for each person. Give the group an opportunity to write notes of appreciation/thanks to each person in the group. Everyone puts the notes in the appropriate person's bag/bottle.

Music/Songs: Have each person bring a song or piece of music that expresses what saying good-bye is like for them.

Favorite Quotes/Poems: Have each person bring a favorite quote or poem, or write an original poem about what this year has meant to them, how they feel about saying good-bye, words of wisdom they want to pass on, etc. Have everyone read theirs to the group. Have everyone bring enough copies for the rest of the group.

How We've Changed: Ask participants to sit in a circle. Give people some time to think about how they've changed or developed as a result of being a member of the organization. Go around the circle and have everyone share his or her observations.

Door Prizes: This exercise is good for the ending the year or experience on a playful note. Create a list of awards and think of silly objects that would be appropriate as the "door prizes." This can be done by the group leader, or can be done by the whole group or a committee. For example, to the person who: grew the most...a ruler" gave" the most....a rubber band was the most patient...an egg timer helped us laugh...a joke book is the most tired...a pillow was outspoken...a soapbox





REMEMBER TO BE RESPECTFUL

- DO NOT CALL YOUR RESIDENT (S) NAMES
- DO NOT RAISE YOUR VOICE
- DO NOT CONFRONT IN FRONT OF OTHERS

BE PREPARED TO EXPLAIN WHAT REGULATION WAS VIOLATED

- COMPLIANCE IS EXPECTED AT THE TIME
- NEVER ARGUE WITH AN INTOXICATED PERSON
- IF RESIDENTS HAVE QUESTIONS OR COMPLAINTS REFER THEM TO THE RD OR RHC

APPROACH EACH CONFRONTATION GUILT FREE

- AVOID APOLOGIES SUCH AS, "I'M SORRY, BUT I HAVE TO WRITE YOU UP." YOU ARE DOING YOUR JOB & YOU DO NOT HAVE TO BE SORRY
- RESIDENTS WILL KNOW IF YOU FEEL CONFIDENT ABOUT WHAT YOU DO

CONFRONT BEHAVIOR, NOT VALUES

- SPECIFY WHICH BEHAVIORS ARE CAUSING THE PROBLEMS
- REMEMBER YOUR GOAL IS TO STOP THE INAPPROPRIATE BEHAVIOR

CALL FOR BACK UP IF NECESSARY

- CALL ANOTHER RA IN THE BUILDING
- CALL YOU RD/RHC OR THE RD/RHC ON DUTY WHEN NECESSARY
- CALL CAMPUS SECURITY/POLICE IF NECESSARY

STATE YOUR REQUEST IN A FIRM, FRIENDLY & SPECIFIC MANNER

- AVOID SOUNDING CHALLENGING. THIS WILL MAKE THE RESIDENT DEFENSIVE
- SET LIMITS, SUCH AS "EVERYONE MUST LEAVE IN 10 MINUTES"

PUNISHMENT vs. DISCIPLINE

DISCIPLINE is viewed in an educational perspective rather than a punitive one. The residence hall staffs serve as teachers and facilitators of personal and community responsibility. The discipline process is designed to be responsible, educational, consistent and respectful of the individuals involved. It is a process, which demands that the individual be responsible for his/her behavior.

Discipline

- Teaches ways to correct behavior successfully
 - Responsibility is assumed by the behavior
 - Sometimes difficult or time consuming
 - Options are always open
 - Based on consequences

PUNISHMENT is to impose a penalty on for a fault, offense, or violation: to inflict a penalty for the commission of (an offense) in retribution or retaliation.

Punishment

- Express power of personal authority. It is usually painful & arbitrary
 - It is imposed. Responsibility is assumed by the punisher
 - Options for the individual are closed
 - Teaches and reinforces failure identity
 - Easy or Expedient

CONFRONTATION GUIDELINES – COLLEAGUES

Conditions that help the confronter

- Care about the person
- Be well-informed
- Develop support
- Be confident
- Be a clear communicator
- Be nonjudgmental
- Be consistent
- Be positive
- Be open to further involvement with the person

When confronting you should:

Be simple and direct. proceed openly and smoothly. Rushed interpersonal encounters of any type usually are not conducive to increased awareness.

Know the facts regarding the behavior that you are confronting.

- What conditions surround the observed behavior?
- What relationship do you have with the person you are confronting?
- How does that person see you?

Be specific and clear in your confrontation. This is essential when considering the impact of an individual behavioral confrontation in this and future confrontations.

Confront behavior not values. Selling your values as the appropriate way to behave probably will not work. Specify what behaviors are causing others a problem, such as damage, rowdiness, messiness etc. Specify the behaviors you observe that may be causing the person a problem, such as personal isolation, disciplinary action, etc.

Communicate your interest in the person at every available opportunity and ask him/her clarifying questions.

- How do you view your current behavior?
- Why are you acting this way?

Show your feelings about the confrontation. If you are angry, check to see if your anger is directed at the behavior or the person. Communicate the distinction to the person. Identify your feelings and the facts of the situation.

Focus on the person's strengths but do not engage in an on-the-spot counseling session or personality build-up period.

Confront behavior in a positive and constructive manner. Show the individual you are concerned with the positive elements of living together. Collective responsibility is such an element and includes consideration of others. Make the confrontation objective about the specific observed behavior and subjective about your interest in the person.

End the confrontation with an open invitation to talk.

Education, practice, and staff development all contribute to the effectiveness of the confronter.



Confrontation Guidelines – Residents

Foremost in all confrontations remember to be respectful. Don't degrade the residents in any way.

- Don't swear at the residents
- Don't call your residents names
- Don't confront residents in front of others residents. If possible, speak to them privately

Be prepared to explain what regulation was broken, but don't argue policy at that time.

- Compliance is expected at the time



- Never argue with an intoxicated person
- If resident(s) have questions or complaints, refer them to senior staff

Approach each confrontation guilt free.

- Avoid apologies such as "I'm sorry, but I'm going to have to document this situation"
- Residents will pick up on confidence and lack of confidence

Confront behavior, not values.

- Specify which behaviors are causing the problems, alcohol, noise, vandalism and so on
- Remember that your goal is to try to stop the inappropriate behavior

Call for back up if necessary.

- Call the duty RA or another RA in the building
- A back-up RA provides another witness as well as moral and verbal support
- You should feel comfortable calling anyone for back up. Size and gender should not be important here.
- Call the senior staff member (Senior RA, RD, RHC)
- Call campus police if necessary, but first call your senior staff.

It is usually best not to enter a room. This does not mean that you can't do this, but you need to recognize the risks involved. You very easily be trapped in the room.

- Ask to speak to the resident(s) in the hallway.
- Speak directly to the resident(s) of the room.

Tailor your delivery to the person(s) you are confronting.

- Use residents names from your rosters
- Use any rapport you already have to your advantage

State your request in a firm and specific manner

- Avoid sounding challenging. This will make the resident(s) defensive which will only serve to escalate the situation
- Set limits – i.e. "everyone must leave in 10 minutes".

When expressing alternative for noncompliance with rules/requests, give accurate options

- Avoid stating consequences that cannot be upheld

Never touch or physically intimidate anyone you are confronting.

If someone needs to be escorted out of the building, get another RA to help you if possible.

- Don't use the elevator – use the stairs



Assertive versus Aggressive Behaviors

Developing Positive Assertiveness

What do you think of when you hear the word "assertive?". Often times, people visualize assertive behavior as pushy, stubborn, and comprised of hidden agendas. Assertive behavior is a natural personality style that is nothing more than being direct, honest, and respectful while interacting with others. This handout is designed to share with you distinctions between nonassertive, aggressive and assertive behaviors, a philosophy for assertive behavior, some do's and don'ts for assertive word selection and will describe assertive body language.

Behavioral Distinctions

Nonassertive behavior is passive and indirect. It communicates a message of inferiority. By being nonassertive we allow the wants and needs and rights of others to be more important than our own. Nonassertive behavior helps create win/lose situations. A person behaving non-assertively will lose while allowing others to win (or at least be disregarded). Following this road leads to being a victim, not a winner.

Aggressive behavior is more complex. It can be active or passive, direct or indirect, honest or dishonest—but it always communicates an impression of superiority and disrespect. By being aggressive, we put our wants, needs and rights about those of others. We attempt to get our way by not allowing others a choice. Aggressive behavior is usually inappropriate because it violates the rights of others. People behaving

aggressively may "win" by making sure others "lose" – but in doing so set themselves up for retaliation.

Assertive behavior is active, direct and honest. It communicates an impression of self-respect and respect for others. By being assertive, we view our wants, needs and rights as equal with those of others. We look toward "win-win" outcomes. An assertive person wins by influencing, listening, and negotiating so that others choose to cooperate willingly. This behavior leads to success without retaliation and encourages honest open relationships.

An assertive person's philosophy

- I recognize that everyone has well practiced communication habits and long standing attitudes that support and defend these habits.
- I accept the communication habits of others as fact.
- I will offer assertive communication and a "win-win" attitude even when others are offering non-assertive or aggressive styles.
- I understand that people change only when they choose to change.
- I select my personal standard of communication rather than react to those of others.
- I know others are different from me and it is important to appreciate these differences.
- I accept responsibility for my feelings, thoughts, opinions, and behavior. I realize I cannot accept responsibility for the feelings, thoughts, opinions, and behaviors of others.
- I accept that every relationship involves each person having 50% of the responsibility for the success or failure of that relationship.
- I know that being nonassertive and aggressive is part of being human.
- I know that every assertive choice precludes a nonassertive or aggressive choice and improves the chances for success at work and at home.

Assertive behavior is evidenced in the words and body language we use. The following are examples of some do's and don'ts for assertive word selection:

Do

Express feelings honestly
"I'm angry"

Don't

Depersonalize feelings or deny ownership
"You make me mad"

"I'm disappointed"
Be realistic, respectful and honest
Express preferences and priorities

"That's disappointing"
Exaggerate, minimize, or use sarcasm
Don't defer to be sociable or agree
unwillingly

The following are assertive body language descriptors:

Posture: Assertive posture is erect but relaxed, shoulders straight, few shifts, head straight or slight tilt. When sitting, legs are crossed or together.

Gestures: Casual hand movements, relaxed hands, hands open, palms out, occasional head nodding.

Facial Expression: Relaxed, thoughtful, caring, or concerned look, few blinks, genuine smile, relaxed mouth.

Voice: Firm, pleasant, smooth, even-flowing, comfortable delivery

**taken from University of Maryland Leadership Development program. Office of Campus Programs

ACADEMIC DILEMMAS



Many freshmen and new students often have questions about academic choices and performance. This is normal and perhaps even desirable because it allows students to have a broader focus and an attitude of exploration and discovery.

Because student staff members are very accessible to students, you may often be in a position of dealing with academic concerns. You can be helpful in several areas as an academic support person.

1. Encourage students to see their academic adviser. If the student does not know whom their adviser is, refer the student to the appropriate department or Academic Support Services or Student Support Services Centers (SSS).
2. Refer students to the appropriate resources, such as the Freshman Seminar Textbook, class instructors, or Study Skills and Test Anxiety available at the Academic Support Services Office.
3. Initiate pro-active efforts to assist students with these concerns by hosting Academic Support Services Center's "How to Choose a Major" workshop or by bringing in SSS to present workshops on test taking, study skills, or other academic topics.
4. Your advice can have an extreme impact on students. It can be helpful to share your personal experiences and suggestions, but also realize that every individual is different and your advice may or may not fit the student's needs.

STRESS

This is something all of us experience in varying degrees and at various times of each day, week, month and year of our lives. Stress is an especially common feature of student life.

Signs of Stress

- **A Stated Need for Help:** The need may be stated directly or indirectly, strongly or modestly. It is important not only to “hear” the student but to “listen” to the content of the message.
- **Unusual Changes in Behavior:**
 - Withdrawal from social interaction
 - In ability to sleep
 - Loss of appetite
 - Unexplained crying
 - Absence from classes
 - Compulsive Behaviors
- **Rapid Onset of Physical Illness**
 - Chronic digestive problems & stomach cramps
 - Severe & frequent headaches
 - Dizziness
 - Impairment of vision
- **Traumatic Changes in Personal Relationships**
 - Death of a family member or close friend
 - Difficulties in family relationships or marriage
 - Dating difficulties
- **Drug & Alcohol Abuse**
 - Drug and alcohol dependence
- **References to Suicide:** If you listen carefully, it is sometimes possible to distinguish a “theoretical” discussion of suicide from a stated desire to end one’s life. Regardless of which you hear, a referral to the Academic Support Services office is appropriate. **If the conversation includes how, when, and/or where** of the suicide, then immediately notify Campus Police and your RD/RHC.

- In the case of an attempted suicide, call Campus Police & your Resident Director/Residence Hall Coordinator Immediately.

Time Management

How Well Do You Manage Your Time?

After each question answer: Yes, Sometimes, or No:

1. Have you ever analyzed your daily routine to see where your time goes?

2. Do you have a system for keeping track of daily appointments and “things to do?” _____



3. Do you start working on term papers early in the semester? _____
4. Do you review all your class notes at least once a week? _____
5. Estimate your class/study time. Does it add up to 30-50 hours per week?

6. Do you try to do your most important jobs in the morning? _____
7. Do you use a weekly schedule to plan blocks of study time? _____
8. Are you in the habit of studying before class and reviewing notes after class?

9. When you have a report to write, do you try to finish the rough draft in one sitting (2-3 hours)? _____
10. Do you schedule some time each day for rest, relaxation, and physical exercise?

If you answered Sometimes or No to most of these questions, you may need to look at how you are scheduling your days...

Time Audit- How are you currently using your time?

- Keep track of your use of time for a week
- See what you spend most of your time doing
- Use social time as a reward for work well done

Schedule- Change how you use your time



1. Make a “to do” list
2. Set Priorities- what should you do first?
 - Qualify and label each activity as to its value:
 - A- high priority activities
 - B- medium priority activities
 - C- low priority activities
 - Prioritize A’s by 1, 2, 3, etc.
3. Then set short-range deadlines: small deadlines for each section- post in a visible place
 - Set weekly schedule
 - First put in non-changing times--classes, work, travel
 - Fill in study blocks from goals for week with hours estimated
 - Reserve time for exercise and social activities
 - Trade time- don’t steal it
 - Put exams and due dates of papers and major assignments on calendar (check it regularly)

Scheduling for Time

(Adapted from [How To Study](#) by Harry Maddox.)

You can construct a flexible schedule that will not tie you to a rigid routine, will save you time and effort, and enable you to keep pace with the requirements of your study. The thought and planning involved in constructing a good workable schedule are repaid many times over. Here are the main steps:

1. Analyze all your waking activities in detail. Make sure that the necessary “maintenance” activities such as meals, travel, shopping, etc, don’t take up too much of your time.
2. Carry a small notebook or weekly planner to keep track of meetings, appointments, and “things to do.”
3. Plan as far ahead as possible so that you have a general picture of what lies ahead. Set short-term deadlines for major projects like term papers. Prepare for exams by reviewing all notes at least once a week.
4. Decide how much study time you need. Most students’ class/study time ranges from 30-50 hours a week.
5. Decide when to study. A common pattern: do your important work in the mornings, study four evenings a week plus free hours during the day, and leave the weekends relatively free.

6. At the beginning of each week, plan your study time for the whole week. Flexibility enters here. Observe these principles:

-Do each piece of work at the best time. Go over your lecture notes the same day. Write up experiments while they are still fresh in your mind. Study before class and review notes after class

-Try to discover the best length study period for your various tasks. A big task is often best tackled in a single 2-3 hour session.

-Prepare 3x5 “study on the run” cards for learning foreign language vocabulary, lists, classifications, etc.

-Plan for rest periods between tasks, and shorter rest intervals in the course of a task.

-Think big. Don’t clutter up your weekly schedule with too many small details. Save those for your daily “to do” lists.

Time Saving Tips:

1. You might save the luxury of lying in bed for a weekend as a reward for sticking to your schedule.
2. You could try to get your books and clothes together the night before. Try to save as much morning time as possible for important work.
3. Chatting with friends, reading the newspaper, etc, might also be used as breaks or rewards, *after* studying.



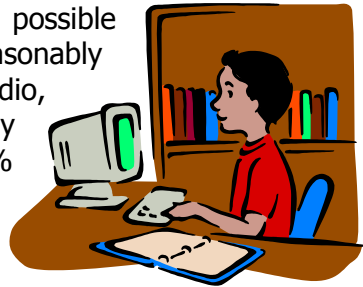
(Adapted from Arizona State University's Advising Manual)
(Submitted by Matt Fordham, Corbett R.A. 1996-97)

STUDY SKILLS

Residence halls are the location most often used by students to study. Because they are the primary place to study for students who live on campus, it is important that this environment be conducive to the task at hand. Share this information with your residents, especially the new students who may be overwhelmed with the college experience.



Set aside a fixed place for study and nothing but study. Do you have a place for study you can call your own? As long as you are going to study, you may as well use the best possible environment. Of course, it should be reasonably quiet and relatively free of distractions like radio, TV, and people. But that is not absolutely necessary. Several surveys suggest that 80% of a student's study is done in his or her own room, not in a library or study hall. A place where you are use to studying and to doing nothing else is the best of all possible worlds. After a while, study becomes the appropriate behavior in that particular environment. Then, whenever you sit down in that particular niche in the world you'll feel like going right to work. Look at it this way; when you come into a classroom, you sit down and go to work by paying attention to the instructor. Your attitude and attention and behavior are automatic because in the past, the room has been associated with attentive listening and not much else. If you can arrange the same kind of situation for the place where; you study, you will find it easier to sit down and start studying.



Before you begin an assignment, write down on a sheet of paper the time you expect to finish. Keep a record of your goal setting. This one step will not take any time at all. However, it can be extremely effective. It may put just the slightest bit of pressure on you, enough so that your study behavior will become instantly more efficient. Keep the goal sheets as a record of your study efficiency. Try setting slightly higher goals in successive evenings. Don't try to make fantastic increases in rate. Just increase the goal a bit at a time.



Strengthen your ability to concentrate by selecting a social symbol that is related to study. Select one particular article of clothing, like a scarf or hat, or a new little figurine or totem. Just before you start to study, put on the cap, or set your little idol on the desk. The ceremony will aid concentration in two ways. First of all, it will be a signal to other people that you are working, and they should kindly not disturb you. Second, going through a short, regular ritual will help you get down to work, but be sure you don't use the cap or your idol when your are writing letters or daydreaming or just horsing around. Keep them just for studying. If your charm gets associated with anything besides books, get a new one. You must be very careful that it doesn't become a symbol for daydreaming.



If your mind wanders, stand up and face away from your books.



Don't sit at your desk staring into a book and mumbling about your poor will power. If you do, your book soon becomes associated with daydreaming and guilt. If you must daydream, and we all do it occasionally, get up and turn around. Don't leave the room, Just stand by your desk, daydreaming while you face away from your assignment. The physical act of standing up helps bring your thinking back to the job. Try it! You'll find that soon just telling yourself, "I should stand up now," will be enough to get you back on the track.

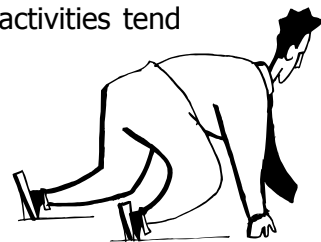
Stop at the end of each page, and count 10 slowly when you are reading.

This is an idea that may increase your study time, and it will be quite useful you if you find you can't concentrate and your mind is wandering. If someone were to ask you, "What have you read about?" and the only answer you could give is, "About thirty minutes," then you need to apply this technique. But remember, it is only useful if you can't concentrate -- as a sort of emergency procedure.



Set aside a certain time to begin studying. Certain behavior usually is habitual at certain times of the day. If you examine your day carefully, you'll find that you tend to do certain things at predictable times. There may be changes from day to day, but, generally parts of your behavior are habitual and time controlled. If you would be honest with yourself, you'd realize that time controlled behavior is fairly easy to start. The point is that if you can make studying - or at least some of your studying - habitual it will be a lot easier to start. And if the behavior is started at a habitual time, you will find that it is easier to start. And if the behavior is started at a habitual time, you will find that it is easier to get going without daydreaming or talking about other things.

Don't start any unfinished business just before the time to start studying. Most people tend to think about jobs they haven't finished or obligations they have to fulfill much more than things that they have done and gotten out of the way. Uncompleted activities tend



the memorivore's survival guide

said to suffer from learned book-anxiety. The key to breaking this book-anxiety daydream series is learning how to relax. When you are physically relaxed, it is almost impossible to feel any anxiety. Associate the book with relaxation, not with tension and anxiety. When you study, study; when you worry, worry. Don't do both at the same time.



CONCENTRATION: SOME BASIC GUIDELINES

1. Set aside a place for study and study only!

- A. Find a specific place (or places) that you can use for studying (for example, the campus libraries, vacant classrooms, quiet areas in the student center, bedroom at home, etc.)
- B. Make a place specific to studying. You are trying to build a habit of studying when you are in this place. So, don't use your study space for social conversations, writing letters, daydreaming, etc.
- C. Insure that your study area has the following:
 - good lighting
 - ventilation
 - a comfortable chair, but not too comfortable
 - a desk large enough to spread out your materials
- D. Insure that your study area does not have the following:
 - a distracting view of other activities that you want to be involved in
 - a telephone
 - a loud stereo
 - a 27-inch color TV
 - a roommate or friend who wants to talk a lot
 - a refrigerator stocked with scrumptious goodies

2. Divide your work into small, short-range goals.

1. Don't set a goal as vague and large as ... "I am going to spend all day Saturday studying!" You will only set yourself up for failure and discouragement.
2. Take the time block that you have scheduled for study and set a reachable study goal. (for example: finish reading 3 sections of chapter seven in my Psych. text, or complete one math problem, or write the rough draft of the introduction to my English paper, etc.)
3. Set your goal when you sit down to study but before you begin to work.

Set a goal that you can reach. You may, in fact, do more than your goal but set a reasonable goal even if it seems too easy.

STUDY SKILLS CHECKLIST

Read each statement and consider how it applies to you. If it does apply to you, check (Y). If it does not apply to you, check (N). The purpose of this inventory is to find out about your own study habits and attitudes.

1. __Y __N I spend too much time studying for what I am learning.
2. __Y __N I usually spend hours cramming the night before an exam.
3. __Y __N If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
4. __Y __N I usually try to study with the radio and TV turned on.
5. __Y __N I can't sit and study for long periods of time without becoming tired or distracted.
6. __Y __N I go to class, but I usually doodle, daydream, or fall asleep.
7. __Y __N My class notes are sometimes difficult to understand later.
8. __Y __N I usually seem to get the wrong material into my class notes.
9. __Y __N I don't review my class notes periodically throughout the semester in preparation for tests.
10. __Y __N When I get to the end of a chapter, I can't remember what I've just read.
11. __Y __N I don't know how to pick out what is important in the text.
12. __Y __N I can't keep up with my reading assignments, and then I have to cram the night before a test.
13. __Y __N I lose a lot of points on essay tests even when I know the material well.
14. __Y __N I study enough for my test, but when I get there my mind goes blank.
15. __Y __N I often study in a haphazard, disorganized way under the threat of the next test.
16. __Y __N I often find myself getting lost in the details of reading and have trouble identifying the main ideas.

17. __Y __N I rarely change my reading speed in response to the difficulty level of the selection, or my familiarity with the content.

18. __Y __N I often wish that I could read faster.

19. __Y __N When my teachers assign papers I feel so overwhelmed that I can't get started.

20. __Y __N I usually write my papers the night before they are due.

21. __Y __N I can't seem to organize my thoughts into a paper that makes sense.

If you have answered, "yes" to two or more questions in any category, look attending a study skills workshop. If you have one "yes" or less in a category, you are proficient enough and probably don't need study skills assistance.



Abusive Relationships On Campus

(Adapted from Paper Clip Communication)

It is perfectly normal for young men and women at the college level to desire and form loving, caring relationships with their partners. What is not normal is when a relationship takes on a dangerous element in the form of abusive behavior. What constitutes abusive behavior? How can you spot it and help stop it within your residence hall? The following information is a good place to begin your investigation of this all too frequent phenomenon and the actions you need to take in response to campus situations.

What Is Abuse? Abuse is any mistreatment of another person -- man, woman or child. It is usually categorized into three different forms: physical abuse, sexual abuse and emotional or psychological abuse. These various types of abuse can take the form of violence, harassment or verbal threats. They can take place in a residence hall, a classroom, on the phone or on the street. In essence, wherever two people can interact with each other in relative privacy is a potential site of abuse. Chances are, you will never witness an actual instance of abuse, but you will discover the devastating effects that it can have on its victim. As an RA, you need to be prepared with the information about different forms of abuse and what to do when you spot a victim in your hall.

Who Are the Victims? Anyone can be the victim of abuse -- old and young, rich and poor, and from any race or ethnicity. However, the vast majority of victims are women. According to the American Medical Associations (AMA), "97 percent of reported violence is by men against women." That does not mean that males are never the victims, or that same-sex abuse does not exist, but it is a very rare occurrence.

Among women, there are several risk factors to keep in mind when observing the residents in your hall. Those who are at greatest risk for abuse are those who:

- Are single, separated or divorced.
- Are between the ages of 17 and 28.
- Abuse alcohol and other drugs.
- Are pregnant.
- Have partners who are excessively jealous or possessive.



Crisis Intervention and Crisis Management

The following are two models for dealing with a person in crisis.

Crisis Management means just that -- the goal is to keep the crisis from escalating, gathering information and working toward the goal of referral. Residence Hall staff should be looking to make a referral whenever the situation has the potential to be life threatening or beyond the level of expertise of the helper.

Crisis Intervention implies more active involvement from the helper with assistance in the whole process from exploration through developing an action plan.

CRISIS MANAGEMENT

Component

1. Make contact at a feeling level
2. Exploration
3. Summary
4. Referral

Helper Behavior

Listen for feelings; reflect

Who, what, where, when, how, why questions
Present physical and emotional state
Immediate future: tonight, next several days

Summarize to the client what you understand;
outline problem areas.

Provide information about agencies; make decision with the client about which agency would be appropriate; assist the client in making contact with an agency.

CRISIS INTERVENTION

Component

1. Make contact at a feeling level
2. Exploration
3. Summary

Helper Behavior

Listen for feelings; reflect.

Inquire about: Immediate past: Precipitating events?
Who, what, when, where, how questions.
Present physical and emotional state?
Immediate plans: next 24 hours? Lethality?

Use open-ended questions when possible

4. Focus interview

Pick one of the problem areas you have discussed. Criterion: most painful problems or easiest ones to solve.

5. Explore resources

Inquire about:

- Support systems
- Networks
- A student's level of optimism and strengths

6. Examine possible solutions

Explore what student has attempted thus far;
Explore what student could do;
Offer other alternatives;
Identify possible solutions that worked in the past.
Categorize into "Now" and "Later" solutions;
Summarize

7. Contract "Action Plan"

Agree to:

- What student will do
- How long it will take
- When will he or she report back to you



GUIDELINES FOR REFERRALS

As a staff member you will frequently be confronted with the need to refer a student to a campus resource in order to best help him or her get information or resolve a concern.

Your responsibility is to have the knowledge and referral skills that provide the opportunity for residents to fully use the resources available to them. It is also important that you recognize and respect an individual's right to accept or ignore help as long as he or she is aware of the options.

Making a referral does not reflect disinterest or incompetence. On the contrary, if done well, it is often the best thing you can do for a student.

The “WHEN” of a Referral

1. When a student requests information or presents a problem that is beyond your level of competency -- **REFER.**
2. When you feel that personality differences (that cannot be readily resolved) between you and the student will interfere with effective progress -- **REFER.**
3. If the student is reluctant to discuss his or her problem with you for some reason -- **REFER.**
5. If, after a period of time, you do not believe your work (communication) with a student has been effective -- **REFER.**

A general guideline might be: When in doubt, contact your Resident Director/Housing Director.

Often your Resident Director/Housing Director can help you make the referral or provide you with assistance so that you can handle the situation yourself.

The “HOW” of a Referral

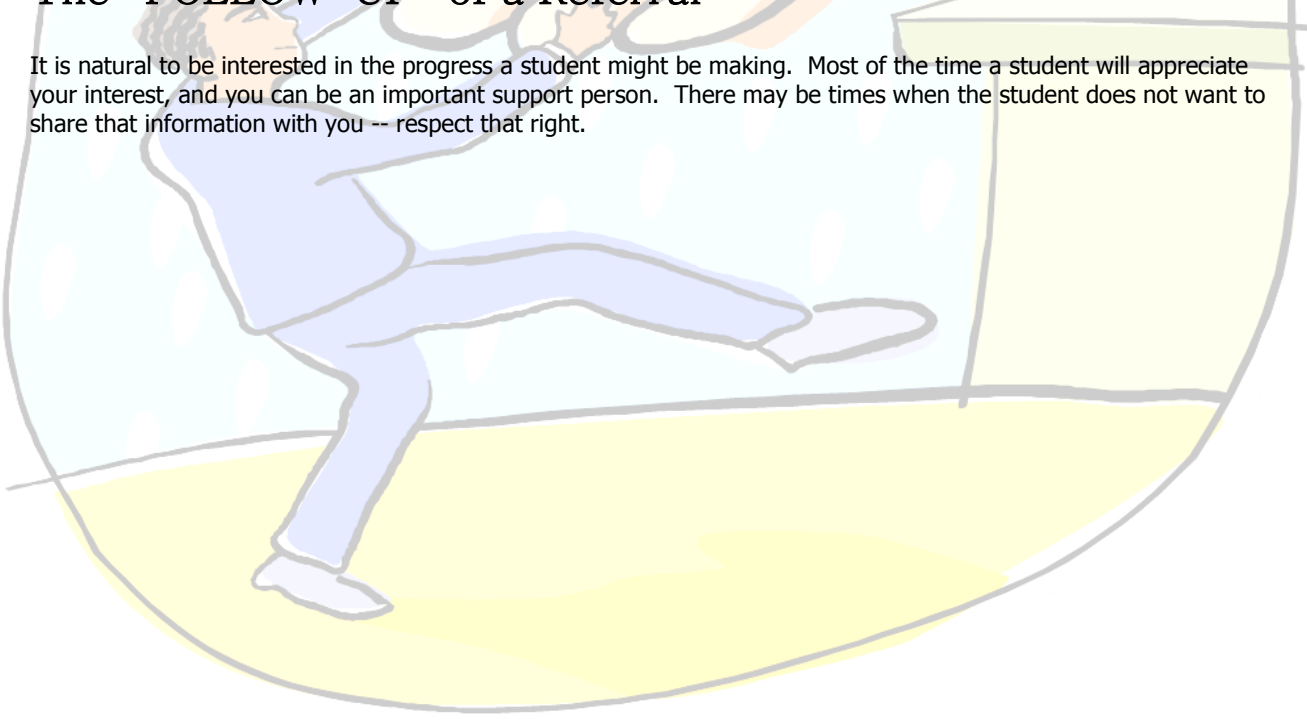
Your knowledge of the different services available is most important. You can do a great disservice by sending a student from office to office without contacting the different departments or making sure you have the right place.

1. Being familiar with both the personnel and function of the department is vital. In many cases members of the department have specialties you should be aware of.

2. In most instances, it is best to allow the student to make his or her own arrangements with the department /agency. However, it is helpful for an anxious person to have the security of having you call or go with them the first time.
3. It is important that:
 - a. The person being referred feels confident that the referral is being made in his or her best interest.
 - b. The person being referred clearly understands the nature and function of the agency and how it can be of service to him or her.
 - c. The person does not feel “dumped” by you

The “FOLLOW-UP” of a Referral

It is natural to be interested in the progress a student might be making. Most of the time a student will appreciate your interest, and you can be an important support person. There may be times when the student does not want to share that information with you -- respect that right.



Why We Program

Programming is important for the following reasons:

- It helps **build community** and prevent potential problems by creating an atmosphere where trust and respect for others can grow.
- It creates a **living/learning environment** in which residents can learn and grow from the skills and personal development gained from the programs
- It provides an opportunity for residents to **get to know themselves and others.**
- It facilitates the **appreciation of differences among residents, and challenges barriers that inhibit appreciation.**
- It provides **out-of-class education** for a significant portion of learning and development time (80-100 hours per week) that takes place in the residence hall.
- It provides **much needed relief** from the pressures of college and alleviate community problems such as interpersonal conflicts, communal damage and high stress levels.

What is a Program?

A program can be an organized, thematic activity to meet a specific goal such as a faculty member being invited to give a talk about choosing a major, attending an event in the community as a floor group or watching a movie with a follow-up discussion. It can be when an RA talks with a group of students about a relationship problem or about religion in the RA room. It is all part of a “program.” Programming is the means by which we carry out our specific goals of building healthy individuals and communities.

1. Spontaneous programs might involve an RA spontaneously facilitating a discussion concerning a critical or political issue that has recently been addressed or following a viewing of a TV program or movie in a floor lounge. The key is that the RA has spent substantial time with the floor residents through taking advantage of a “teachable moment” (which can’t always be planned).

2. Planned programs require hall residents to meet at a specific time and place for some type of event. Planned programs involve advance notice and publicity. These may be lectures, workshops, simulation exercises, or social events. Many times, planned programs are a result of a formal assessment (resident interest survey) or through the informal assessment observation by the RA that suggests a need for this program

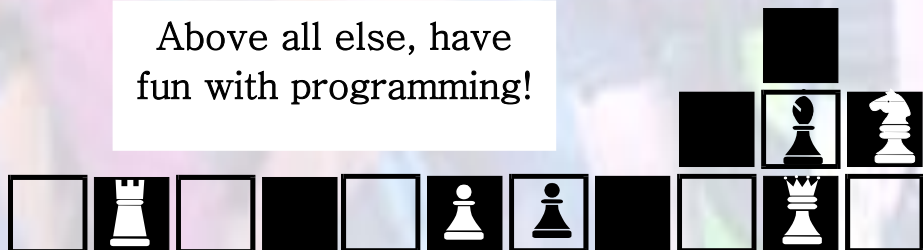
Programming Guidelines

Programming Guidelines

Following these suggestions and planning ahead for the entire semester will help you create a very positive community on your floor. Planning ahead will also prevent major problems or cross-programming. The following are a few more guidelines to keep in mind while planning your programming.

1. Evaluate your programs - remember that attendance is not the only measure of success. If you set goals and objectives for learning, fun, and broadening the horizons for your residents, success can occur if there are 3 people or 30 people at your program.
2. Be enthusiastic about your programs. If you spread your excitement about a program by talking about it on your floor, at meetings, and in the dining hall, you are more likely to have people come to your programs excited and ready to experience something new.
3. If a program doesn't go well, view it as a learning experience. What would you do differently next time? How would your planning process be different to make up for the things that didn't go well? The important thing is not to take it personally.... next time, you will have experience on your side!
4. It is important to make goal setting a part of the planning process. It helps you with the "whys" of the program, and the "how's" are much more likely to follow suit.
5. Support the programming efforts of other staff members and other residents. Remember: what does around comes around!
6. Reconfirming reservations, food orders, speakers, guests, materials and equipment will mean that unexpected crisis are less likely to happen.
7. Following up programs with evaluations and thank you notes is always a good idea.
8. Don't be afraid of delegating responsibility to residents and other staff members. Its OK to ask for help.
9. Remember that Co-sponsorship is a fun and easy way to bring other programming ideas onto your floor or into your hall.

Above all else, have
fun with programming!



NMHU SUCCESS Staff Guidelines

PURPOSE: We need to provide freshmen with a program of structured activities and assess its effectiveness on measures such as retention, GPA, and time to degree. Our objective is to gradually increase the percentage of student participants by illustrating the benefits of this personal development format and its impact on their success in college. Students in the program would ideally attend a summer orientation session, and enroll in small learning communities in grouped sections of Freshman Seminar course.

PROGRAM: A residential student development program for students who live on campus.

- Designated freshman residence halls staff (Connor & Melody).
- 50% of programming dedicated to NMHU SUCCESS format
- Provide programming that integrates selected Freshman Seminar and Learning Community topics to support resident's academic efforts.



August – New Beginnings: Community Building

Objective: Bring residents together for community building opportunities. Help them feel a sense of belonging and pride in where and with whom they live.

CONNOR HALL & MELODY HALL

- Roommate Relationships: The Art of Being A Good Roommate.
- Community Living: How to respect yourself and others.
- Know Your Neighbor: The Girls In the Hall
- Why Are You In College? The cost of not having an education.
- Balancing Social & Academic Responsibilities: Don't Fall into the Trap!
- So You Thought You Knew How To Wash Clothes? Laundry Basics.

September – Making The Grade: Academic & Personal Success

Objective: Help residents develop habits that will help them succeed both personally and academically.

CONNOR HALL & MELODY HALL

- Strategies For Success: Study Skills & Note Taking
- Time Management: So Much To Do, So Little Time.
- I Want To Go Home NOW!! Overcoming Homesickness
- Self Esteem: What every woman should now.
- Student Support Services: What they offer & who qualifies

- MIDTERMS: What to expect & How to get through it.
- Stall Academics

October – Healthy Choices: Health, Wellness & Prevention

Objective: Provide opportunities to help residents make healthy choices during midterm and homecoming season.

CONNOR HALL & MELODY HALL

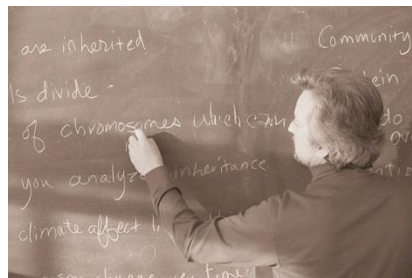
- The freshman 15: McDonald's Is Not Your Friend!
- Show Me Your Six Pack: McDonald's Is Not Your Friend!
-
- Let's Have Sex In The Dark! Questions, Answers & Discussion about what you need to know.
- Maintaining A Balanced Life: Relaxation & Stress Reduction
- Is It Thursday Yet? Alcohol Consumption Issues
- He Loves Me, He Loves Me Not: What you should know about Rape, Abuse & Stalking.
- Fad Diets: Is Counting Carbs Really The Answer?
- The Campus Health Center: What services are provided.
- When She Says No: What men need to know about Rape, Abuse & Stalking.

November – Utilizing Support Systems: Resources

Objective: Assist residents in knowing what support is available to them when they are in need of help.

CONNOR HALL & MELODY HALL

- Got a Problem? Who you gonna call? Dean of Students Night.
- GOD, ALLAH, and BUDDA: Somebody help me!
- Learning Disabilities: Where to seek help.
- Don't Cop A Tude! Surviving your visit home with the parents.



December – Support & Transition: Halfway There



Objective: Provide the community support needed during this stressful and celebratory time of year.

CONNOR HALL & MELODY HALL

- FINALS: You thought midterms were bad. The nightmare continues!
- Christmas, Hanukkah, & Kwanzaa: How do you celebrate?
- Let's Celebrate Something: A PARTY!
- Use Stress To Your Advantage: Test Taking Tips.

January – Unity & Service: Community Service

Objective: Help residents develop a connection to the LV and campus community through volunteerism.

CONNOR HALL & MELODY HALL

- Twenty-three skidoo: Campus Clean Up!
- Service Learning: Getting class credit for volunteering.
- Days of Service: What project are you interested in?
- What Is Volunteerism? Why Should You Care?
- Welcoming New Residents

February – Cultural Awareness: Celebrating Diversity

Objective: Educate and celebrate awareness and value in our community of the cultural diversity both on campus and in the world.

CONNOR HALL & MELODY HALL

- African American History: It isn't just a month.
- National Freedom Day: The 13th Amendment to the Constitution.
- Explore The States: Stories of Life in America.
- Jump Back In Time! What Happened in History On Your Birthday?
- Susan B. Anthony: What Did She Do That Helped You?
- Freedom & Equity: Gays and Marriage.
- Cajun's and Creole's: The People Behind Mardi Gras.
- Ash Wednesday: What is the significance of the ash?



March – Career & Recreation: Career/Travel/Safety

Objective: Expand awareness of career, travel, and personal safety issues, so residents can make informed choices.

CONNOR HALL & MELODY HALL

- Academic Advising: Why you need it.
- Choosing A Major: It's not as difficult as it seems – A Systematic Approach
- Have You Thought About Working for The Government? Come Meet See What Opportunities Await.
- Come Back In One Piece: Spring Break Travel Tips.
- Where To Go, What To Do? Spring Break Ideas.
- Acquaintance Rape Drugs: What Every Woman Should Know.
- Public Heroes, Private Felons: Athletes & Crimes Against Woman.
- Would It Be Okay If It Was Your Sister? Violence Against Women, What Real Men are Doing To Fight the Problem.

April – Expanding Awareness: Campus Community

Objective: Recognize and educate residents about opportunities for involvement on campus.

CONNOR HALL & MELODY HALL

- You Have A Voice: Getting Involved in Campus Organizations
- Meet the Faculty: Discussions about majors and social interaction
- Financial Aid: Navigating the Maze, Get A Jump On Next Year!

May – Self-Awareness: Who Are You, Have You Grown? Saying Goodbye: Moving On

Objective: Help residents reflect on how they have grown and facilitate opportunities for bring closure to the year.

CONNOR HALL & MELODY HALL

- Thanks for the Memories: Reflections On the Past Year
- Resident Recognition
- Separation Anxiety: You Really Will Miss This Place!



Useful Websites:

www.volunteertoday.com

www.4woman.gov

www.serviceleader.org

www.freetraveltips.com

www.independenttraveler.com

www.ksu.edu/counseling/daterape

www.edc.org/hec/drugs/club-drugs

www.stopviolence.com

www.self-esteem-nase.org

www.selfesteemgames.mcgill.ca/

As the staff of a freshmen residence hall, the success of the **NMHU SUCCESS Freshmen Experience** program depends very much on **you**. Your commitment, consistence and dedication are an integral part of helping our freshmen to succeed and grow. You would not be here if we did not believe in your capabilities. They need your help and so do we.



Planning an Activity in Seven Easy Steps

Step I: Find out what your residents are interested in. You will have discovered some of this through conversations with residents, as well as observations you have made about how residents are already spending their time.

Assessing Student Needs

Before you begin to build community through programming you must first assess the needs of the community. There are many facets of the community to explore. This will give you insight on your residents as well as the entire community. Below are things to remember when assessing the needs of your community as well as tricks of the trade to get to know your residents so your programming is a benefit to them.

Floor Meetings: Getting your entire floor together is one important and effective way to determine what type of activities they want and need. You will want to offer some suggestions and listen closely to their responses. Try to reach a consensus rather than putting it to a vote or letting a few speak for the many. Remember, you will never have a program that interests every floor member. Try to meet the needs of as many as possible and don't be disappointed if less than you'd hoped for actually attends.

Word of Mouth: LISTEN carefully to members of your floor when they complain to you, get excited or upset about something or talk informally about likes, dreams, and desires. This is the stuff that activities are made of. If you hear common themes from community members then it probably means that they need a program in that area.

Interest Survey: These are particularly useful for all-hall programs and also early in the year on a floor. They give you hard data on the students and what they want and expect from their residence hall environment.

Interviews: Some of you may want to take the time to sit down individually or in small groups with your floor members to learn more about them, their personal goals and how you can help them meet these. This permits personal contact, establishes shared expectations and provides useful information. It can be done spontaneously ("Hey Ben, come on in my room and let's talk about how you are doing for a minute"), or by setting up specific times. Yes, these take extra time, but they are very valuable, especially on difficult floors.

Trial Balloons: If you or a community member has an idea that you think may work as a program, try “sending up a trial balloon.” This means running the program on a small scale or a temporary basis or perhaps just giving a detailed explanation to several people to get their reactions. If it “floats” — GO FOR IT!

Suggestion Box: In order to collect ongoing input on student needs, you may wish to have a permanent suggestion box available. This may be particularly for all-hall programs. Be creative with the design and placement of the box. Also, you’ll need to devise some incentives for getting people to contribute their suggestions. Be prepared for some anonymous harassment and what it really says.

*** A FEW WORDS ABOUT FOLLOW-UP:** Be sure to use the information you gather in a timely manner so that folks don’t think you ask a lot of questions but fail to follow through on their suggestions. You will want to keep community members informed about what you are working on, especially the things they are particularly interested in. Also, don’t hesitate to involve them in meeting their own goals and needs.

Developmental Needs

In determining what students' needs are, we are talking about their own development and the certain developmental tasks they need to master (Developing Autonomy, Building Competence, Managing Emotions, Establishing Identity, etc.). An RA can assess a resident's developmental needs by watching for:

DISCOMFORTS. The level of discomfort that someone experiences in certain situations can be a big clue as to where he/she is developmentally.

BEHAVIOR. Inappropriate behavior related to adhering to rules, for example alcohol abuse, vandalism, or violence might indicate a developmental need.

RELATIONSHIPS. A person's relationships (or lack of relationships) can tell you where a person is with trust, sexuality, managing emotions, and autonomy.

LIFE MANAGEMENT. Observing how a student balances grades, time, budgets money, and keeps his/her room can give you clues as well.

Knowing Groups with Whom the Student Associates

Every effective staff member knows that observing with whom the student associates will give an indication of residents' interests and needs. Here are some things people may have in common which could lead them to group together:

Same hometown
Same high school

Same ethnic or cultural background
People checking in at the same time

In addition to identifying groups that actually exist, you can identify potential groups. As you get to know your residents, search for similarities, turn that potential community into a reality!

Show Me The Money!

A residence hall activity fee of \$25.00 is collected from every resident each semester. These monies are available to the Residence Hall Association in each hall and are used by the Resident Assistants to plan programs. However, money is limited and every effort should be made to keep costs to a minimum.

- The disbursement form should be completed and turned into the Housing Office well in advance of the activity.
- The desired vendor, items requested and the cost of each item must be provided.
- The form must be submitted to the Resident Director at least a week prior to the activity.
- After the RD has approved the request, the form must be submitted to the Director of Housing & Student Conduct for approval.
- If pre-cooked food is to be purchased, it will take at least 2-weeks to process the paperwork. (e.g., pizza)
- Once the disbursement form has been approved, an authorization letter will be issued to the RA so that the items can be obtained.
- **RECEIPTS** for all items should be promptly returned directly to the Housing Office. Failure to do so will result in a **FREEZE** in the available funds until the receipts are turned in.



Student Interest Survey

Name _____

Birthday _____

Room _____

Year in School _____

This survey is designed to best help us meet your needs as a resident in our Residence Halls. Our programming philosophy is based on a concept that encompasses all aspects of life with the ultimate goal of developing a balanced lifestyle. Please check those programs or activities in which you would be interested in participating:

Emotional

- Assertiveness Training
- Gay/Lesbian/Bisexual Issues
- Acquaintance Rape Relationships
- Interracial/Interfaith relationships

- Avoiding Burnout
- Adjusting to College Life
- Communication skills
- Dealing with divorce
- Suicide Intervention
- Interpersonal conflict
- The Alcoholic family

- Parent/Family relationships
- Stress Management
- Long distance relationships
- Other _____

Spiritual

- Current issues in faith
- Death and dying
- Astrology
- World faith perspectives

- Inspirational people
- Peace education
- Values clarification
- Religious Organizations

- Meditation
- Cult Awareness
- Music/Art Appreciation
- Other _____

Physical

- Hiking/Camping
- Ice skating
- Sexually Transmitted Diseases
- Bicycle repair workshops
- Nautilus/weight lifting
- Self defense
- Tennis

- Running
- Arts and crafts
- CPR/First Aid Training
- Massage workshops
- Aerobics
- Intramural Sports teams
- Swimming
- Ski trips
- Rollerblading

- Alcohol/Drug Awareness
- Bicycling trips
- Survival techniques
- Health and nutrition
- Eating disorders
- Canoeing
- Birth control
- Body Image
- Other _____

Intellectual

- Time management
- Current issues
- Student legal discussions

- Test Anxiety
- How to use the Library
- Computers
- Faculty interaction in the hall
- Photography workshop
- Public speaking skills

- Study Skills
- Test taking tips
- Other _____

Life Planning

- Choosing a major
- Job search strategies
- Peace Corps
- Interviewing skills
- Finding a summer job
- Career services on campus
- Goal setting

- Graduate school options
- Internships/volunteer service
- Financial aid information
- Income tax preparation
- Balancing career & lifestyle

- Resume writing
- Professional panel
- Work study/student jobs
- Money management
- Other _____

Social

- Games night
- Floor study breaks
- Floor dinners
- Floor/hall exchanges
- Effective listening skills
- Holiday Celebrations

- Exploring Las Vegas & New Mexico
- Friendship relationships
- Environmental Awareness
- Roommate games

- Blood drive
- Las Vegas Community issues
- Volunteer opportunities
- Communication
- Other

Human Awareness

- Exploring cultures
- Study Abroad
- International awareness
- Foreign films
- Local theater productions
- Environmental Awareness
- Affirmative action

- Ethnic restaurant trips
- Museum visits
- Traveling abroad
- Racism/racial awareness
- Voter Registration
- Multicultural potluck dinner

- Exploring prejudices
- Cultural dance
- Ballet/opera performances
- World music
- Las Vegas Gay/Lesbian community
- Recycling

Sexual

- HIV/AIDS Awareness
- Relationship Issues
- Safe Sex

- Sexual Assault
- Sexuality Issues
- Protecting against STDs

- Human Sexuality
- Creative Dating Ideas

Leadership

- Assertiveness
- Leadership skills
- Balancing your life

- Running an effective meeting
- Conflict Management

- Being an Effective Leader
- Leadership Retreats
- Personal Leadership

Would you be willing to help lead or organize any of the above programs? Yes No

Which ones?

In order to enhance your experience of living in the Residence Halls, we encourage you to become more involved in Hall groups or programs. Please mark the groups or programs that you would be interested in being involved with or learning more about.

- Student Government
- Floor Committees
- Homecoming
- Residence Hall Association (RHA)
- Other _____

Step II: Idea Formulation. One method to design a program or provide ideas is brainstorming. When you brainstorm an idea, criticism is ruled out, freewheeling is encouraged, and a large QUANTITY of ideas is the goal. Below, brainstorm ideas that you could incorporate in your “potential activity.” (If your idea was a barbecue, brainstorm ideas of what games, sports, music, etc. can be present at the barbecue). Remember, no idea is a bad idea. Censor later!

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Now is the time to look at the money, person power, supplies, and time involved in the ideas you brainstormed. Are there any schedule conflicts? Return to the list of ideas you brainstormed. Based on logistics, cross out any of the ideas that no longer seem feasible. Put a star next to all the ideas that still look good.

Write down a potential activity idea _____

Step III: Drafting the Program. Take each of the items you starred in the section above. Decide one idea at a time, what needs to be done and who will complete the task. Take into consideration how developed your community is and the skills of your residents. Do your residents need you to provide them with direction, or could you involve your residents and coach them through what they do not know to help them plan an activity? Below are some additional ideas:

Do not simply ask for volunteers. Ask residents, by name, if they will take part of the responsibility. Provide support and follow up with them.

Take into consideration when the best time of day is to hold the activity. Have you gained any insight into your residents’ schedules?

Think about the most visible and accessible areas of the floor. Lounges or lobbies generally have the maximum ability to attract residents. Don’t be afraid to experiment with different locations.

Diversity Checklist

A final list to consider is dealing with programming for Diversity. The following list will help you take into account NMHU's commitment to diversity. The list may challenge you to use more thought and creativity in your programming efforts, but your programs will be more fulfilling for you and the students with whom you work.

- ❑ This program does not coincide with specific religious observances that may exclude some members of the community.
- ❑ This program does not reflect stereotypes or harmful assumptions about any ethnic or political group, lifestyle, sexual orientation, or gender.
- ❑ The publicity does not use or depict persons by stereotypes, nor is it exclusive to one group.
- ❑ The cultural traditions for this program have been well researched and accurately reflect the highlighted cultures. The agenda of the activity does not convey the message that particular groups are included because they "have to be." Examples include calling an Easter or Christmas Party a Holiday Party while not celebrating all the holidays that occur at that time.
- ❑ The program and its publicity invites all community members to attend, not just those who are members of the topic being presented (i.e. black history programs, women's issues, Christianity or other religions, gay, lesbian, and people who are bisexual).
- ❑ This program does not promote heterosexism (i.e. semi-formals, dating games, escort dinners, tuck-ins, etc.).
- ❑ This program is accessible to community members of all ability levels.
- ❑ Planners of the program are prepared to confront insensitive comments or gestures from participants.

Using all these checklists may take a little more time on the outset of planning a program, however, they may help to eliminate last minute difficulties that will make it impossible to present your program at all.

Remember to be inclusive; your programming efforts set the tone that ALL people are welcome in your community.

Step IV: Motivation: This is the perfect place to think about why your residents should be interested in helping with or attending the activity. Some ways to do this are to spread your enthusiasm, reward those residents who attend the activity, and most of all involve them in the planning of the event. List below any residents who you decided to ask for help with the activity. Their involvement can range from providing the music to flipping the burgers, or helping you advertise the activity.

Resident's Name

Potential Involvement in the Activity

Involving Residents

- Find out what they want a program about. Put together a program on that topic.
- Ask them what publicity ideas they have. Ask if they want to help create publicity.
- Tell them your agenda. Ask what would appeal to them most and include that.
- Delegate tasks to willing people (e.g., making phone calls, picking up food, posting).
- Ask them to talk up the program with friends, and to bring friends to the program.
- Develop the agenda so that residents can take part in the facilitation. Find out who would be interested in doing so, let them know what you need them to do.
- If you do a panel or a "fair" of some kind, set it up such that it is put on by and for the residents of the hall. This is the best place to get residents to really help out.

Step V: Publicity. Get the word out! Sharing information about the activity is important or no one will attend. Creative advertising is also important. Brainstorm some creative ways to let residents and staff know about your program.

Get the Word Out: Advertising

Unique, timely, and creative publicizing is almost as important as the content of the program itself; advertising draws people to the event. Residents need to know when and where the program is and what the program is about. They may get used to seeing the ordinary posters, flyers, etc. So RAs need to find an original way to draw people's attention to their programs.

Advertising should go up four to six days before the event. If advertising goes up too soon, people will forget about it, but you want people to have enough notice that they will be able to plan to attend.

While visual publicity is important, it needs to be reinforced by word-of-mouth and personal invitations: that is the best way to get residents excited about your programs.

Chalking: Advertise your program by using a small section of chalkboard in classroom buildings. You could even target your program to specific audiences (e.g., a program about the economy could be advertised in Rockwell Hall). Sidewalk chalking is also a possibility.

Door Hangers: Cut out a doorknob hanger with the program's information. Ask RAs to hang them on room doors while walking through the building. Make them interesting and even useful! Perhaps add a "Do Not Disturb!" message to the other side.

Shaped Signs: Create signs in the shape of a key component of your program. For example, a "Learn to Do Laundry" program might have signs shaped like shirts, pants, etc. A food drive might look like cans or boxes. Habitat for Humanity might be shaped like houses or tools.

Soda cans: Tape your advertisement to a full can of soda and give them out to passers-by. A pop tab could even be used as an "admission price" for the program you are advertising.

Table tents: Give people something to read while they are eating by advertising your program on each table.

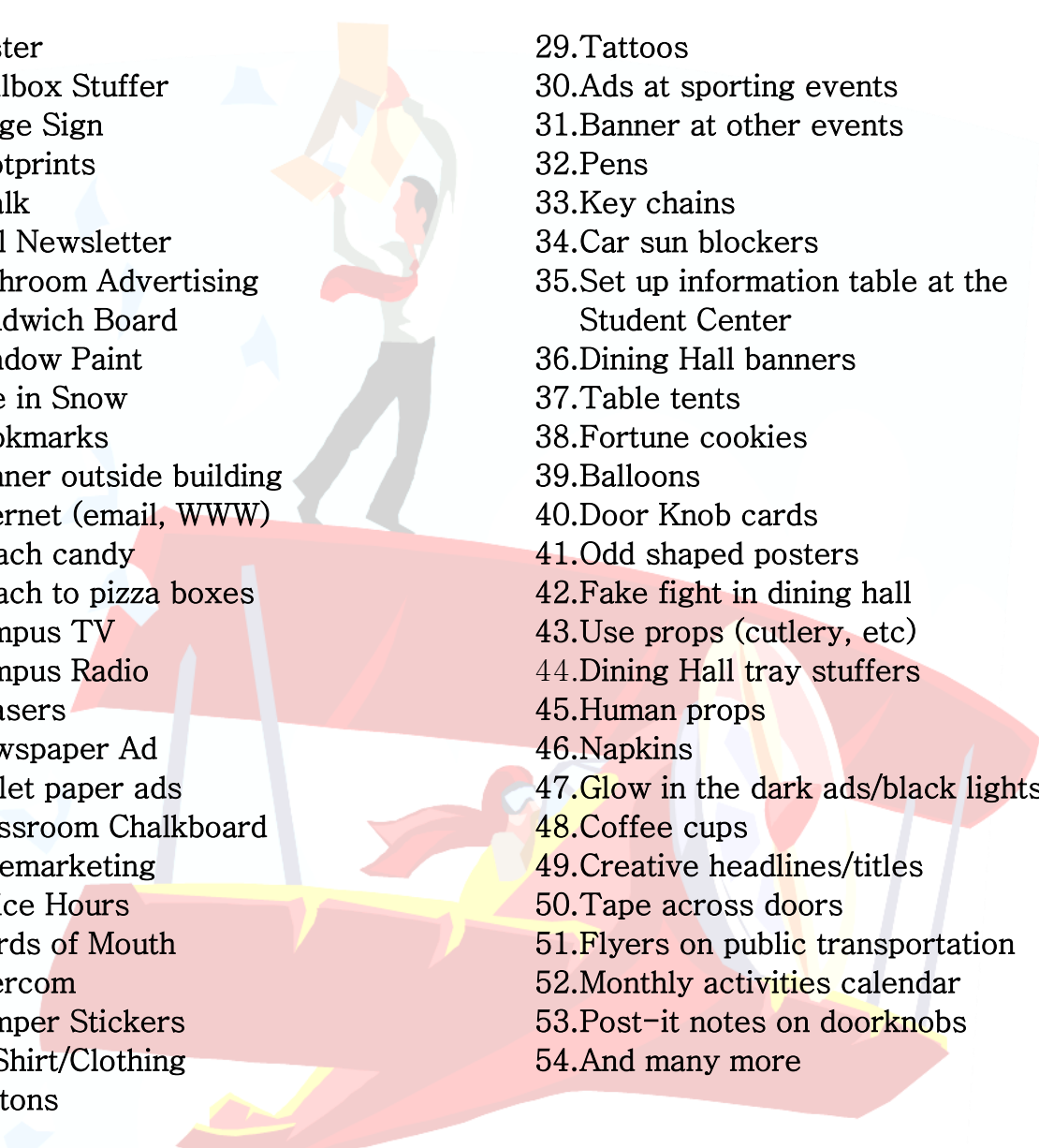
Flyers and posters are the most popular form of advertising. Try some of the following to make yours stand out:

- Hang them at an angle
- Hang them everywhere!
- Use graphics and pictures
- Words

Don't use too many - only enough to get your point across
Mention the benefit the students will get from attending (study skills workshop.... BETTER GRADES)

***Adapted from the Northern Illinois University's "What in the Hall? #@*!?" Web page**

50 + Ways To Advertise Your Program or Activity

- 
1. Poster
 2. Mailbox Stuffer
 3. Large Sign
 4. Footprints
 5. Chalk
 6. Hall Newsletter
 7. Bathroom Advertising
 8. Sandwich Board
 9. Window Paint
 10. Dye in Snow
 11. Bookmarks
 12. Banner outside building
 13. Internet (email, WWW)
 14. Attach candy
 15. Attach to pizza boxes
 16. Campus TV
 17. Campus Radio
 18. Teasers
 19. Newspaper Ad
 20. Toilet paper ads
 21. Classroom Chalkboard
 22. Telemarketing
 23. Office Hours
 24. Words of Mouth
 25. Intercom
 26. Bumper Stickers
 27. T-Shirt/Clothing
 28. Buttons
 29. Tattoos
 30. Ads at sporting events
 31. Banner at other events
 32. Pens
 33. Key chains
 34. Car sun blockers
 35. Set up information table at the Student Center
 36. Dining Hall banners
 37. Table tents
 38. Fortune cookies
 39. Balloons
 40. Door Knob cards
 41. Odd shaped posters
 42. Fake fight in dining hall
 43. Use props (cutlery, etc)
 44. Dining Hall tray stuffers
 45. Human props
 46. Napkins
 47. Glow in the dark ads/black lights
 48. Coffee cups
 49. Creative headlines/titles
 50. Tape across doors
 51. Flyers on public transportation
 52. Monthly activities calendar
 53. Post-it notes on doorknobs
 54. And many more

ROLL YOUR ADVERTISEMENTS AROUND SODA CANS ■ GET PERMISSION FROM YOUR SUPERVISOR TO WALK A DOG THROUGH THE HALL WITH YOUR AD ON HIS BACK ■ HANG YOUR SIGNS FROM THE CEILING OVER THE BATHROOM STALLS ■ MAKE SIGNS IN 3D ■ TAKE SOME EXTRA TIME AND CUT OUT YOUR LETTERS WITH CONSTRUCTION PAPER,

THEN GLUE IT TO YOUR POSTER BOARD ■ FOLD BUTCHER PAPER IN AN ACCORDION STYLE AND HANG YOUR LETTERS OFF THE FOLDS ■ INSTEAD OF PUTTING THINGS IN THEIR MAILBOXES, TAPE THE INFORMATION ON THE INSIDE DOOR OF THE MAILBOX ■ USE PASTA SHELLS TO SPELL OUT WORDS ■ KEEP YOUR AD TO AS LITTLE WORDING AS POSSIBLE ■ GO OUTSIDE AND FIND NATURE STUFF TO USE LIKE LEAVES, TWIGS, GRASS, ETC ■ PUT THINGS WHERE THEY WOULD NOT EXPECT TO SEE THEM, ON THE FLOOR, OR CEILING ■ PUT YOUR AD ON YOUR BACKPACK, AND AT LEAST ONE OF YOUR FRIENDS BACKPACKS, YOU'RE A WALKING ADVERTISEMENT! ■ PICK 20 PEOPLE AT RANDOM TO CALL FROM THE CAMPUS DIRECTORY AND TELL THEM ABOUT YOUR EVENT, WORD OF MOUTH WORKS WONDERS ■ USE BRIGHT COLORED CRAYONS ON BUTCHER PAPER, MARKERS AND FLIERS GET OLD ■ USE YOUR SUBJECT ON YOUR POSTER, IF YOU'RE MAKING DREAMCATCHERS, GLUE SOME FEATHERS OR BEADS ON YOU POSTER ■ ALWAYS CHECK FOR SPELLING ERRORS, AND MAKE SURE YOUR POSTER LOOKS NEAT

BE CREATIVE!

Step VI: Activity Implementation. This step speaks for itself. There are a few things to consider such as the following: Is someone assigned to help set up and clean up? Do you have a back-up plan in case something falls through? Do you have all the equipment you need?

Step VII: Evaluation. Evaluation should be done regardless of how formal or informal your program is. This step provides you with a means to gather feedback on what was done well and what can be changed in the future. Evaluation can come in the form of verbal feedback or written feedback. Both are effective as long as you apply it to your future activities.

NOW: Think of Some Activity Ideas You'd Like to Implement....

Passive Programming

One creative way to avoid some potential pitfalls is to make good use of "Passive Programming." The term passive programming refers to the programming that, without any sort of formal presentation, conveys information through a visual (and thus non-threatening) display. This format can be especially effective for sensitive topics-- those subjects that residents may refuse to come to a program for or that residents may feel too uncomfortable to discuss (especially early in the year before floor residents know each other well). Passive programming is also an effective way to reach those residents who will not attend any programs.

Some tips for passive programming:

1. Thoroughly research your topic!!!! Part of the effectiveness of passive programs is that you condense the information, select the facts your residents will find the most interesting, important, relevant, etc. Use a number of different sources to get a well-rounded view of the topic.

2. Be creative in the presentation of the information you gather. Use photos (various public service groups will often provide these free of charge), graphs, charts, diagrams, etc. to set off posters and to separate sections of text. Make posters large (easy to read) and use many colors and shapes. Also, intersperse larger posters with a lot of text with smaller posters bearing just a few hard-hitting; “reach out and grab ‘em” words. People are more likely to read these “sound-byte” posters than to commit the time to larger sections, so make these especially memorable and thought provoking. Keep in mind the idea of passive programming is to give people enough information to keep them thinking about the topic for a while. Even if you don’t get a lot of information across to people, if you spark some thought you have succeeded.

3. Placement of a passive program is crucial!! Consider well-traveled hallways, highly occupied lounges, busy study rooms, the cafeteria, restrooms, near the mailboxes, etc. Be creative in the arrangement of the various aspects of the program. For example, tell a continuous story with several posters up a staircase or down a hall (ending with a central location with more information), use “myth/fact” posters with a myth on the front and a fact on the back, use interesting layouts (ceiling, floors, going around corners, etc.).



4. Find a way to encourage people to come out to see the passive program. Any social event your floor likes (ice cream, pizza, movies, etc.) should draw out residents and thus allow you to encourage that they check out your presentation before they leave. Be creative in this aspect too-- a movie related to the topic you have presented could leave residents with additional ideas to think about, nutritious snacks could effectively support an eating disorders passive program, etc.

5. EXPERIMENT!! Use as many aspects as you can to make a passive program reach out to residents. Find out what works especially well for your floor/building and build on that for the next time. If time and effort is truly dedicated to creating good passive programs, they can be just as effective for some residents as more active programs are. Remember, a few thoughts planted in the minds of those residents who never attend programs is far better than never reaching them at all!!

Inviting Guest Presenters

- Think about your goals for the program and share them with the presenter you invite.
- Decide upon appropriate presenter(s). Sometimes one presenter is fine, other times a panel is more desirable for a variety of opinions.
- After you have a tentative date, times, and location, call them. Say something like: “Hello. My name is _____ and I’m calling from _____ Hall at New Mexico Highlands University. We are interested in having a program on the topic of _____ and your name was recommended as a speaker. Would you be interested in coming to our hall to present on this topic?”

- If she/he indicates interest, provide the proposed date, time, and location. You should have alternate dates in mind in case the speaker has a scheduled conflict. Confirm:
 - Topic, (what the speaker will be talking about)
 - Time, date, location (ask the speaker to meet you 15 minutes before the program)
 - Directions (you will need to give directions including where to park and which building the program is in)
- Do extensive publicity. Nothing is more embarrassing than having a guest presenter and no audience. Take care of details to ensure a smooth program. Make sure the program stays on schedule so the presenter(s) doesn't feel pressured to stay later. If they choose to, that's fine.
- Send a thank you note after, so the presenter(s) feel more appreciated, and therefore more willing to put on a similar program in the halls again.



Top 20 PROGRAMMING COP-OUTS

1. No one on my floor is interested in going to a program
2. I don't have anyone on my floor interested in hall government
3. You should not have to cram programming down people's throats
4. I have more important things to do
5. I will as soon as I get to know the residents better
6. I thought he/she was going to do it
7. We don't have enough money
8. They just want to drink beer
9. My students just want to be left alone
10. It is too complicated
11. I don't know what the residents are interested in
12. I don't know who to call
13. I can't find anyone to help me
14. There are too many things going on already
15. I don't think anyone will show up
16. It's the wrong time of the year
17. I did something last... (week, month, semester)
18. We have already done that
19. It will probably rain
20. NMHU students don't like going to programs

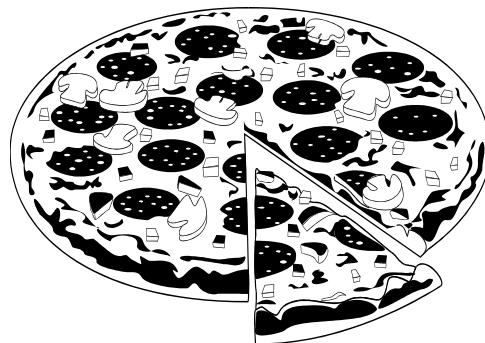


Ten Deadly Myths of Programming

1. The size of the audience is EVERYTHING. If there are not 40 people, then I have failed. Numbers should never be an evaluation of success. The size of the audience is more important to your ego than to the benefit of the person present and the program.
2. All programs cost a good deal of money to succeed or Spending = Success. The amount of funds has nothing to do with the potential of the event. Speakers are almost always free and the department provides publicity supplies.
3. If you succeed with one kind of program then you should use it exclusively. There really is such a thing as too much of a good thing. People are not going to go to the same kind of program every time. You have a diverse floor that will need diverse programs.
4. Programming is easy and does not require much work. Looks can be deceiving. Programs that don't have a lot of work put into them will inevitably look that way. The message is that you don't care about your programs - and then people will respond to you that way. It is the program that is well thought out, organized, and publicized that looks like a quality program.

5. Doing everything yourself is the best way to program. No one says that you have to do this all by yourself. You can involve fellow staff members or even better your own floor members. That way you receive the benefits of awarded creativity, less individual work, alternative ideas, and helping others take leadership!!
6. Planning ahead is dumb because things will change before then and besides, my residents won't plan ahead to be there. Of course things will change, but you have to account for that. A well planned program can withstand those last minute changes - especially if you account for possible problems when you plan.
7. There's nothing to do on this campus. There is always something to do on a college campus. Take your residents to something they would not normally think to do like a student organization meeting or even something away from campus like bowling becomes a great time when a group goes. Remember a strong community creates much of its own growth.
8. If the program is good the publicity isn't important or Word-of-Mouth is the best way to publicize. Publicity is vital to people responding to your program. If nobody knows the facts then nobody goes. Many great programs have died in their tracks because of poor attention to publicity.
9. It's not my fault that they don't want to do anything. OK, so maybe it's not exactly your fault, but you have to work pretty hard to totally un-motivate a whole floor of residents. If you can get relationships established with your floor members and them with each other they naturally will do all kinds of activities together - are you starting to see a theme here?
10. Pizza Equals Community. It is simply not true. Think about what exactly does equal community in your eyes. If the relationships on your floor are strong then they will show up without food.

Creating relationships with EACH resident will make a difference in your programming efforts.



HOW TO BE A DIVERSE COMMUNITY

The Housing and Student Conduct department strives to create a supportive and constructive environment in which everyone feels free and comfortable to contribute to the community. This can only be accomplished when multicultural understanding exists. We believe that working toward multicultural understanding is a life-long endeavor with everyone in various stages of their own process. To experience growth in this process, individuals must be allowed and encouraged to express their own cultural experiences. In addition, we must allow ourselves to incorporate new perspective into our own framework, despite the discomfort this may initially cause. With this in mind, the department will provide opportunities for you to share your experiences, values and beliefs, and hear the same of others. In turn, we ask that residence life staff provide residents with a safe, supportive environment that will allow assumptions, biases and prejudices to be identified and challenged.

The climate around multicultural education, in our country and on college campuses, has become volatile. As a result, engaging in dialogue of a multicultural nature can be a vulnerable experience. At times you may feel conflicted, confused, angry, hurt, afraid, powerless, compassionate, proud, and/or other emotions. It is important to understand that these are very common feelings that emerge during the growth transition. As we guide you through exercises and discussions of exploration and inquiry, we ask that you have faith in the process and the courage to work through the disequilibria you may experience.

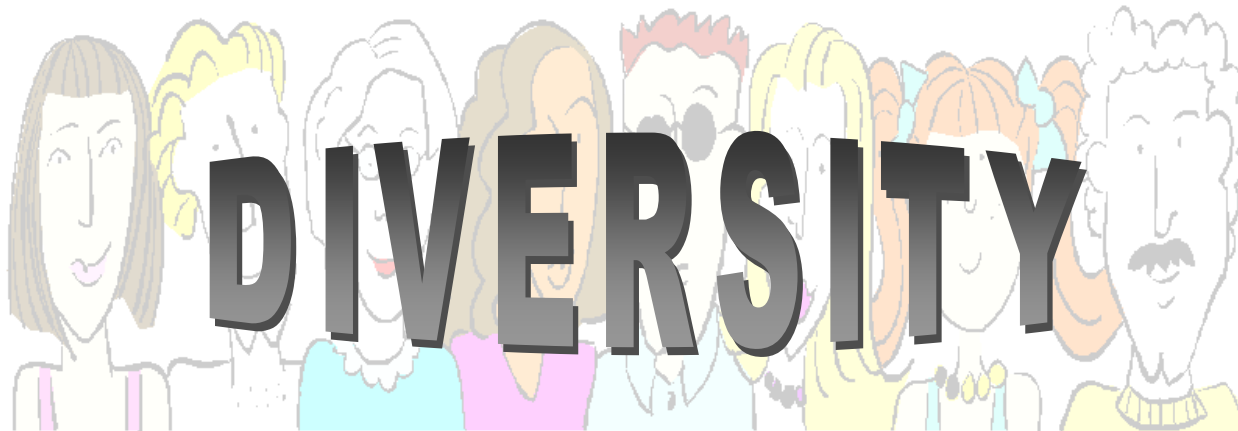
As a Housing and Student Conduct staff member you are a pivotal force behind creating inclusive communities where residents feel welcomed and comfortable. As a Housing and Student Conduct staff member, you are responsible for creating a similar supportive environment for your residents—an environment that provides opportunities for the exchange of shared experiences and worldviews. Care, compassion, commitment, integrity and respect are necessary to establish this environment. As a facilitator and co-creator of such a community, you can nurture and add to the **creation of a diverse environment where the rights of all members are respected and where individuals are appreciated and valued for the differences they bring to enrich that environment.**



“Know that the PAST is not your fault but the PRESENT and the FUTURE are your RESPONSIBILITY.”

-Anonymous

*Adapted From the Colorado State University Manual



I believe that diversity is apart of the natural order of things — as natural as the trillion shapes and shades of the flowers of spring or the leaves of autumn.

I believe that diversity brings new solutions to an ever-changing environment, and that sameness is not only uninteresting but limiting.

To deny diversity is to deny life – with all its richness and manifold opportunities. Thus I affirm my citizenship in a world of diversity, and with it the responsibility to...

Be tolerant. Live and let live. Understand that those who cause harm should not be feared, ridiculed, or harmed — even if they are different.

Look for the best in others.

Be just in my dealing with poor and rich, weak and strong, and whenever possible to defend the young, the old, the frail, the defenseless.

Be kind, remembering how fragile the human spirit is.

Live the examined life, subjecting my motives and actions to the scrutiny of mind and heart so to rise above prejudice and hatred. Care.

-Author unknown

An illustration of a diverse group of people with various hair colors and styles, and clothing. The text "Basic Assumptions" is written in large, bold, blue, sans-serif capital letters across the center of the group.

Basic Assumptions

Systematic institutionalized exclusion is pervasive.

We, as a nation, have a history of systematic exclusion. It sometimes permeates our schools, communities, legal system, and is embedded in our operating systems.

Systematic exclusion hurts all/the inclusion of all is beneficial to everyone.

We are all affected by the exclusion of each other. Men are hurt by sexism as much as people of the majority culture are hurt by racism. No one escapes the pain and inequities of “ISMs.” We all have much to gain by including all people in our schools, communities and other systems.

It is not our fault/accept responsibility.

We recognize that we are all hurt by systematic oppression and we are not personally responsible for past injustices and inequities. We also recognize it is our responsibility today not to perpetuate the inequities of the past and to work toward social justice.

Individuals and organizations can and do, grow and change.

The Department of Housing & Student Conduct is strongly committed to the development and education of students. We believe that individuals are inherently good and at times just need to be shown the process to demonstrate their goodness. We believe that small, positive changes can and do make a difference.

Multicultural education/understanding is a lifelong process.

Our distinct environments and human influences that enter our reality affect us. As we follow the process of change and experience new episodes in our lives, our worldview and multicultural understanding also changes.

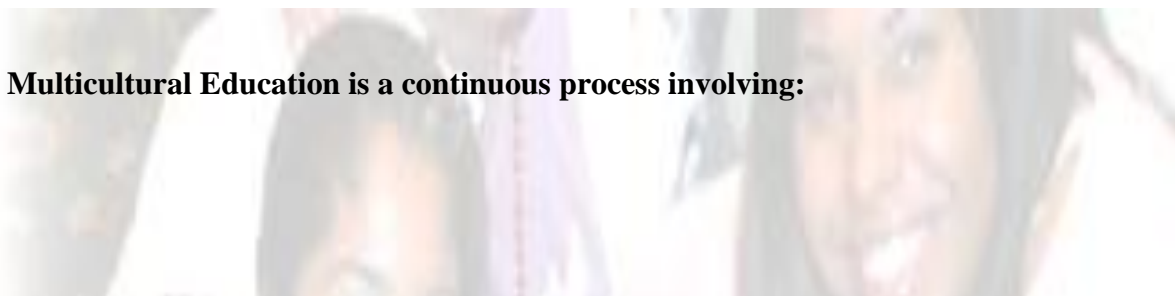


*Source-Basic assumptions: Equity Institute

*Source-Interpretations: Betty J. Chung

Working Definition of Multicultural Education

Multicultural Education is a continuous process involving:



- Reflection, learning and the development of cultural awareness
- The acceptance of conflict for its educational potential
- The willingness to learn about one's own cultural reality from interaction with others
- The improvement of communication with people from other cultures
- The recognition of the universality of multicultural education

Source: Jaime S. Wurzel, 1988

Multicultural Perspective

According to Wurzel, multicultural education can also be seen as a set of principles, a “multicultural perspective,” by which people act within the context of a multicultural society. The attainment of a multicultural perspective is the achievement of a new mental and emotional consciousness that enables individuals to negotiate new forms of reality.

It entails internalizing the historical and contemporary contradictions that are embedded in the human condition. The multicultural style of thinking and feeling is tolerant of cultural differences, the ambiguities of knowledge, and variations in human perspective. It rejects simple answers and fosters inquiry. The multicultural person questions the arbitrary nature of his or her own culture and accepts the proposition that others who are culturally different can enrich their experience. Thus, to be multicultural is to be aware and be able to incorporate and synthesize different systems of cultural knowledge into one's own.

Cycle of Oppression

We are all born into a social group that we did not “choose.” This social group or culture has pre-existing norms, values, practices, and societal expectations that are placed upon us. As members we are pre-conditioned into a lifestyle. This conditioning is introduced to us by our parents, and also taught to us by teachers, friends, institutions and our communities. The same messages are also reinforced by our society on many different levels—personal, cultural and institutional. Hence, we learn to operate through life grounded in the conscious and unconscious learning taught by our families and communities, reinforced at all different levels and manifested in our societies. It is problematic when biases, prejudices, and stereotypes are a part of the information being reinforced. This is what is referred to as the cycle of oppression—systematic and pervasive exclusion.

Many educators assert that before we can learn the appropriate behaviors for multicultural living, one must *(1) become aware of one's own ethnocentric conditioning and (2) accept that fact that society is indeed multicultural.* At the basis of developing a multicultural perspective is AWARENESS—awareness of your pre-conditioned learning, awareness of the existing contradictions in the human condition, and awareness of your level of resistance. **By becoming aware of what we are taught and acknowledging other possibilities and worldviews, one can begin to break the cycle of oppression.**

For example, as a girl or a boy, you were taught ways to think about your world. Lessons on how to dress, behave and interact with others different from you were role-modeled through media, school, family and friends. What resulted was your belief system of how girls or boys, men and women “should” be. As you share experiences and other life stories of how one operates through life with others, you learn that there are other possibilities and lifestyles of being. As you gather more and more information to build a greater understanding and awareness of possibilities, you begin to dismantle your own cycle of oppression and re-learn information in the true sense of understanding information rather than mere un-questioning acceptance of information.

If we could shrink the earth’s population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look like something like the following. There would be:

57 Asians
21 Europeans
14 from the Western Hemisphere, both north and south
8 Africans
52 would be female
48 would be male
70 would be non-white
30 would be white
70 would be non-Christian
30 would be Christian
89 would be heterosexual
11 would be homosexual
6 people would possess 59% of the entire world’s wealth and all
6 would be from the United States
80 would live in substandard housing
70 would be unable to read
50 would suffer from malnutrition
1 would be near death
1 would be near birth
1 (yes, only 1) would have a college education
1 would own a computer

When one considers our world from such a compressed perspective, the need for acceptance, understanding and education become glaringly apparent.

Resources For Disabled Students



The Academic Support Office assists the university in assuring qualified students with disabilities are afforded and given access to the same, or equal, educational opportunities available to other students at the University as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Assistance is provided to both students with disabilities and to the campus community so that students are not discriminated against solely by reason of their

disability in policies, procedures and practices conducted within, and as part of, the University environment.

The services available from Resources for Disabled Students are provided based on individual student need and without regard to financial need. It is not mandatory that students utilize the support offered. Students who feel they may need assistance or feel that their disability may put them at a disadvantage are strongly encouraged to make contact with the office to prevent any unknown difficulties. Services are often modified and new ones developed as the need arises and resources are available.



WHEN YOU MEET A DISABLED PERSON

DO'S

- Be yourself when you meet someone with a disability. Talk about the same things you would with anyone else.
- Remember that the person with a disability is a PERSON, like anyone else. The disability is simply a characteristic that makes that person unique and maybe different from you.
- If you think someone with a disability may need help, ASK first before you step in. Like everyone else, some people with a disability like to do things for themselves and others appreciate the offered assistance. Be prepared to have your help accepted or rejected. If accepted, please be sure to ASK what type of help is needed. If rejected, try not to take it personally.
- Be considerate with your questions. If the person with a disability wants to tell you about the disability, the subject will come up. A disability is usually not ignored or denied between friends but until your relationship is at that level, please respect the other person's right to privacy.
- Be patient, especially with a person who may have difficulty walking or talking or if he or she has told you they have a learning disability. Remember that everyone walks at a different pace, that some people do not like to have their sentences completed or interrupted, and that everyone picks up information from their environment differently. It is those differences that make us human and therefore, all alike.

DON'TS

- Don't make up your mind ahead of time about the disabled person. You may be surprised at how wrong you are in judging his or her interests and abilities.
- Don't stop and stare when you see a person with a disability you do not know. That person deserves the same courtesy any person should receive.
- Don't assume that everyone with a disability is unable to compete with you. Everyone has strengths and weaknesses that combine uniquely in different situations.
- Don't be over protective, over solicitous, nor offer pity or charity to someone simply because he or she has a disability. People with disabilities may not be able to do everything you do but that does not mean they are less than, inferior to, or more unfortunate than you. Kindness taken to the extreme can be very patronizing if it is based on false assumptions, even though your intentions are good.
- Don't use words or phrases such as "cripple," "confined or bound to a wheelchair," or use the term handicapped or disabled as a noun (i.e., "the disabled"). These are

inappropriate ways of referring to people with disabilities, as they tend to emphasize the disability. Instead, phrases such as “is unable to walk,” “uses a wheelchair,” or “disabled/handicapped person or person with a disability/handicap” help to humanize your reference.

- Don’t separate a person with a disability from his or her wheelchair, crutches or other appliance or piece of equipment unless you have been asked to. These “tools” are often essential to the functioning of that person.
- Don’t treat a dog guide for the blind, a hearing dog for the deaf or a helper dog for those who are physically disabled as a pet. These animals are as essential as a wheelchair, cane or hearing aid and, when in harness, these dogs are **WORKING**. Your attention to the dog causes a distraction that may be harmful to the person with a disability.
- Don’t be afraid to laugh with a person with a disability. There is usually humor in many situations, including having a disability. As long as you are not laughing at a person, but with them, humor can often make a situation more comfortable.



Chinese New Year

"Yuan Tan" (wahn tahn)

Celebrating the continuity of life itself as evidenced in seasonal changes is an important rite of passage in the Chinese way of life. Lunar New Year, which has been celebrated for five thousand years, is the most festive and important of the Chinese holidays. It is a time for rejoicing. Winter is over and spring begins the new cycle of life with sunshine and warmth.

The Celebration

The holiday is observed from the sixteenth day of the twelfth month of the Chinese calendar (first day of the first moon), until the fifteenth day of the new year. "Yuan Tan" may occur as early as January twenty-first and as late as February twenty-first.

Many Chinese people believe that there is a god for everything, including such things as the house, the bed, the kitchen, the doorway, and the earth, among others. Careful preparations are made for the celebration. Meatless meals are served, and many offerings are made to the household gods.

On New Year's eve offerings of incense are made to the gods. A new picture of Tsao-Chun is hung up to welcome him back to his shrine in the kitchen. The family asks him to bring peace, health, and prosperity to their household. Everyone stays up all night long listening to the fireworks that are used to scare away evil spirits.

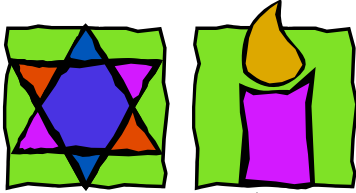
The highlight of the evening is the Dragon Dance. Dragons are traditional symbols of royalty in China. The dragon is made out of papier-mache and cloth. It can be as long as a train and is manipulated by as many as 50 men and boys concealed under its artificial scales.

The Chinese Zodiac

Buddha was considered the greatest teacher by the Chinese people. It is believed that one day he called for the animals to come down from heaven. Twelve came down, one by one, in the following order: rat, ox, tiger, rabbit, dragon, snake, horse, ram, monkey, rooster, dog, and pig. Beginning with the rat, each of the years in the twelve-year cycle of the Chinese new year calendar is named for one of these twelve animals. Each animal has different characteristics, and the Chinese believe that people will have the same qualities as the animals. The Chinese lunar calendar is 2,640 years older than the western calendar. Two of the years named for the rat are 1972 and 1984. Can you figure out what animal is named for the year of your birth.

HANUKKAH

The word Hanukkah means dedication. In the context of the Jewish faith, the holiday that bears the name Hanukkah is considered to be a minor holiday. It does have its roots in a documented event that happened over 2100 years ago- the victory of small band of Jewish people over their Syrian oppressors, and the re-dedication of the holy Temple. It is thought to be the first battle waged for religious liberty.



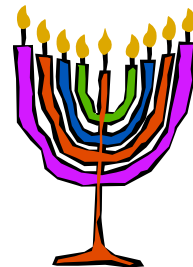
The Syrian-Greek King prohibited the people from observing the holy days, including the Sabbath. His soldiers robbed the people, plundered the temple, and removed all the silver and gold utensils.



When the Jewish people rebelled against this desecration, King Antiochus ordered that the altars be torn down and statues of Greek gods placed in the temples. Jews were ordered to bow down to these idols as well as conduct sacrificial offerings.

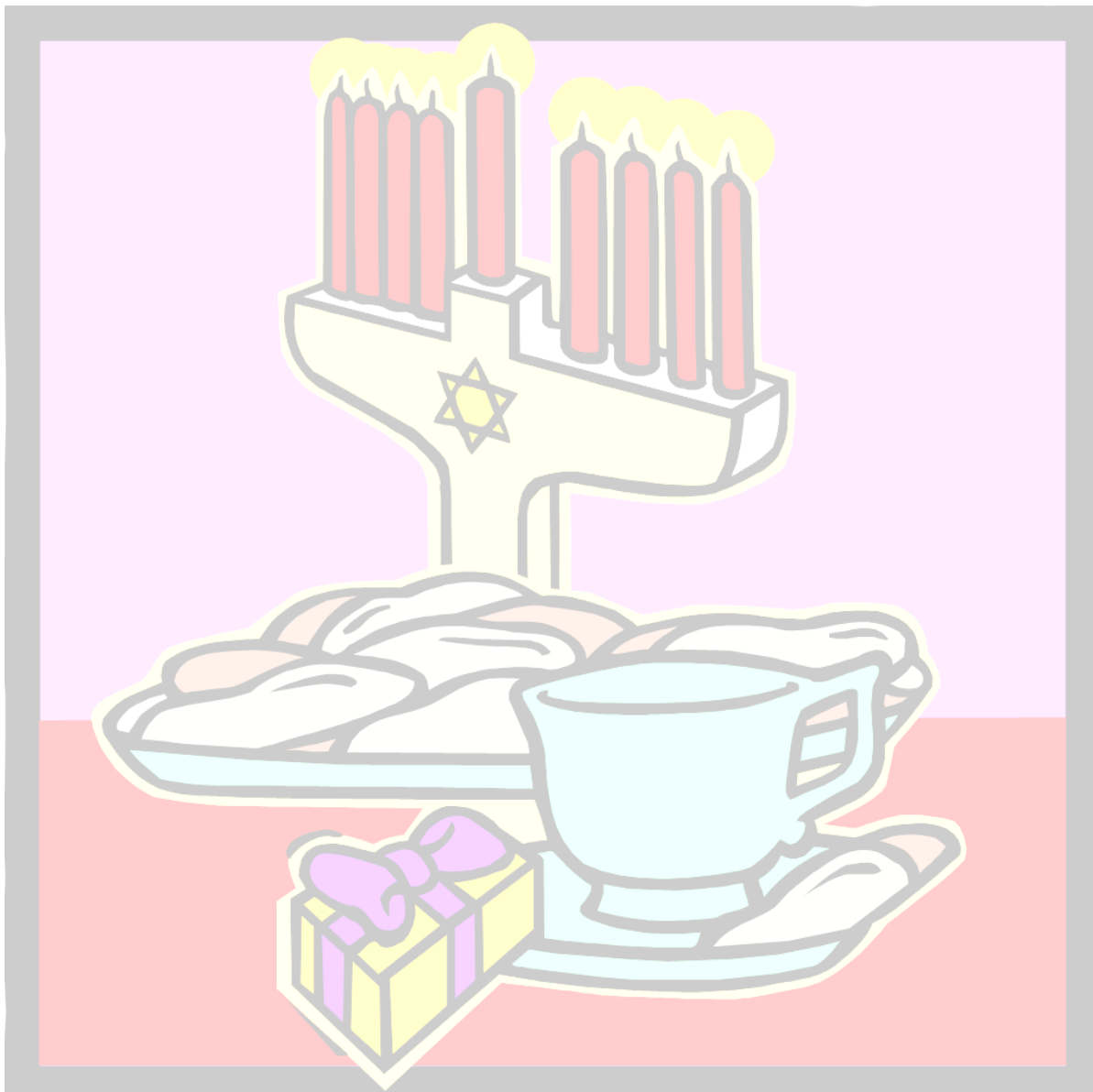
A wise priest named Mattathias refused to worship the Greek idols. One day he was ordered to worship the false gods and violently defied his tormentors. He fled to the hills with his five sons and some villagers. A small band of Jewish warriors called the Maccabees battled the Syrian forces and eventually drove them out of Palestine. On the twenty-fifth day of the Hebrew month of Kislev the temple was purified and rededicated to God, three years after the defilement.

Tradition says that the oil needed to light the Menorah, the Eternal Light, was in short supply and only one small flask could be found at the temple. Even though there did not seem to be enough oil to last for one day, miraculously, the flames burned for eight days.



The Celebration

Bright new candles are purchased for the Menorah. Shopping for ingredients for customary holiday dishes is important, along with purchasing (or making) gifts to be exchanged with family or friends. The Menorah is made up of eight candles of equal heights, representing the eight days of the holiday. A ninth candle, called the Shamash, is used to light the other candles. Each night a new candle is added to the menorah from right to left.



KWANZAA

Kwanzaa (KWAHN-za) is a seven-day African-America holiday that starts on December twenty-sixth and ends on January first. It is not a religious, political or patriotic event, but a time for black families to gather and celebrate the rich heritage. Many wear bright African clothing, serve traditional foods, and listen to African music. The “cry” Harambee (ha-RAH-mbee), which means, “let’s pull together”, can be heard throughout the seven-day festival. The word “Kwanzaa” comes from the East African language called Swahili. It means “the first”, or “first fruits of the harvest”. The Swahili language was chosen because it is both easy to pronounce and also one that African Americans understand.

Dr. Karenga, the originator of this holiday, found that most African groups were governed by seven principles. He decided that during the holiday one principle would be celebrated each day. The seven principles are called Nguzu Saba.



The Seven Principles

1. **Umoja** (oo-MOH-jah) – Unity
2. **Kujichagulia** (koo –jee-cha-goo-LEE-ah) – Self Determination
3. **Ujima** (oo-JEE-mah) – Working with each other and helping each other
4. **Ujamaa** (oo-jah-MAH) – Cooperative sharing with others
5. **Nia** (NEE-ah) – Having a purpose or setting goals
6. **Kuumba** (koo-UH-mbah) – Creativity
7. **Imani** (ee-MAH-nee) – Faith and believing



CHRISTMAS

December 25th is the day Christians observe as the birth of Christ, whom Christians believe is the Son of God. The story of the Nativity is told in the gospels of Luke and Matthew and these accounts of the birth of Christ are an important part of the history of Christmas. No one knows exactly when Jesus was born, but the origin of the date of December 25th can be traced back to



various ancient pagan midwinter festivals. We know that the earliest people celebrated winter solstice, which is the shortest day of the year.

During the second and third centuries, Christians suffered from threats of persecution, so they had very little interest in publicly celebrating religious holidays. Despite all, Christianity spread throughout the Roman Empire and gradually significant holidays were recognized. The former pagan winter festivals took on a new meaning and the new name "Christes Maesse", of Christ's Mass.

The combination of the Christian religion and folklore can still be found today in Christmas symbols like the following:

- **Holly** – Ancient Druids believed the tree represented immortality
- **Mistletoe** – Kissing under this twig was a ceremonial act of forgiveness originating in England
- **Yule Logs** – Norse tribesmen burned them to frighten away winter demons
- **Evergreen Boughs & Trees** – Ancient Egyptian decorated them in a mid-winter festival dedicated to the god Horus.



The Importance of Ramadan

Ramadan, the Islamic month during which Muslims (believers in Islam) fast daily from dawn to sunset as part of an effort towards self-purification and betterment. This holiday is known as Eid al-Fitr (Festival of Breaking the Fast).

The Lunar Calendar

Among the most important duties for a Muslim is fasting during the Islamic month of Ramadan, which is the ninth of the twelve months in the Islamic lunar calendar. Muslims use a lunar calendar for many of their religious observances. A new month in the lunar calendar is determined by the appearance of a new crescent moon. Since this occurs every 29 or 30 days, the lunar month is generally 1 or 2 days shorter than a typical month in the Gregorian calendar. Similarly, a lunar year is about 11 days shorter than a typical Gregorian year. As a result, dates of events in the Islamic lunar year "move forward" about 11 days every year. For example, in 1995 Ramadan began on February 1, and in 1996, it began on January 22.

The Importance of Ramadan

Ramadan is important for Muslims. It is believed to be the month in which, the first verses of the Holy Quran (the divine scripture) were revealed by Allah (God) to Prophet Muhammad (570-632 C.E.). From time to time, Muhammad used to go out from Makkah, where he was born and where he worked as a caravan trader, to reflect and meditate in solitude. Like Abraham before him, he had never accepted his people's worship of many gods, and felt a need to withdraw to a quiet place to reflect on the One God.

During Ramadan, Muslims fast from dawn to sunset every day. This means not consuming food and drink, including water, during the daylight hours. For married adults, it also includes refraining from marital relations during the hours of fasting (i.e. the daylight hours).

In the Arabic language, fasting is known as Sawm. Muslims arise early in the morning during Ramadan to have a pre-dawn breakfast meal, known as Suhoor. At the end of the day, taking the Iftar meal, which usually includes dates, fresh fruits, appetizers, beverages and dinner, completes the fast. Later in the evening, Muslims attend special nightly Tarawih prayers at their local Masjid.

Each night during Ramadan, approximately 1/30th of the Quran is recited in the Tarawih prayers, so that the entire scripture is recited in the course of the 29 or 30 days of the month.

Why Muslims Fast

For Muslims, fasting has a number of benefits:

1. It helps one to feel compassion for those who are less fortunate and underprivileged, since each day Muslims feel greater appreciation for what they have as a result of feeling hunger and thirst.

2. It allows one to build a sense of self-control and willpower, which can be beneficial throughout life in dealing with temptations and peer pressure. Through fasting, Muslims learn to control their natural urges such as hunger and thirst, and thus are able to better resist temptations for things, which are not necessary, such as drugs or other unhealthy or harmful substances and behaviors.

3. It offers a time for Muslims to "purify" their bodies as well as their souls, by developing a greater sense of humility, spirituality and community. Ramadan is a very spiritual time for Muslims, and often they invite each other to one another's homes to break the fast and pray together. A greater sense of generosity and forgiveness is also characteristic of this time.

As with other duties in Islam, fasting becomes obligatory (i.e. one becomes accountable) after the age of puberty.



Eid al-Fitr

At the end of Ramadan, a very festive, and joyous holiday is celebrated by Muslims, known as Eid al-Fitr [eed ul fit-ur], the Festival of Breaking the Fast. On the day of the Eid, Muslims attend special congregational prayers in the morning, wearing their nicest clothes.

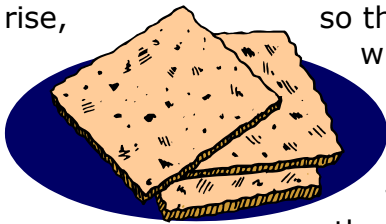
After the completion of prayers and a special sermon, Muslims rise to greet and hug one another, saying "Eid Mubarak," which means "Holiday Blessings." Muslim families visit each other's homes, and have special meals together. Children are often rewarded with gifts, money, and sweets. Lights and other decorations mark the happy occasion.



PASSOVER

Passover is a holiday that commemorates the time in history when the Jewish people were freed from slavery in the land of Egypt. The Jewish people were slaves, and they wanted to be free. The Pharaoh had decreed that all Jewish male babies were to be killed because he felt that the Jewish people were becoming too strong. One couple, Jocheved and Amran, tried to try to save their infant son. They put him in a basket, and floated him on the river. They sent their daughter, Miriam, to watch and make sure that someone rescued the baby from the river. The rescuer was Pharaoh's daughter. She called him Moses, which means, take from the water, and she raised him as her own son. When he grew up, he had much empathy for the Jewish slaves, and when he found out that he was a Jew, he wanted to help his people. He tried to get the Pharaoh to free the Jewish slaves, but the Pharaoh refused. Moses had a special relationship with G-d.

There were 10 plagues sent down to Egypt, but still the Pharaoh would not let the Jews go. Finally, after the 10th plague, which was the slaying of the first-born sons, he relented and said that the Jewish people could leave. They gathered up their belongings quickly, and didn't have time for their bread to rise,



so they had to bake it and take it the way it was. This is why the Jewish people eat matzah during Passover.

As the Jews were fleeing, Pharaoh changed his mind, and sent his army after the people to bring them back. G-d parted the Red Sea for the Jews to cross, and as soon as they were safely to the other side, the waters closed on the soldiers, drowning them all. The Jewish people were saved.

The 10 Plagues are: Blood, Frogs, Lice, Beasts, Cattle Disease, Boils, Hail, Locusts, Darkness, Slaying of the Firstborn.

Passover is celebrated today in homes by having a seder. Seder means order, and we read the Passover story in a special order from the book called a Haggadah. Haggadah means, "to tell" and we tell the story of our ancestors, and remind ourselves that we are now a free people. There are different parts of the seder and during the seder; we eat traditional and symbolic foods that remind us of the Jewish people and their adversity. One of the things that we do is to dip a spring vegetable into salt water. The vegetable is a sign of spring, or rebirth, and the salt water represent the tears of the slaves. We eat bitter herbs, to remind us of the bitterness of slavery. We eat a special mixture, called Charoset, which is made of apples, nuts, wine, and cinnamon (although there are many



different varieties of this, depending on where your ancestors lived) that reminds us of the mortar that the slaves made their bricks from.



The name Passover comes from when the Angel of Death passed over the homes of the Jews, because they had been forewarned, and had put lambs blood on their doors, so that death would spare their first-born child.

by Nancy Hersh

Note: In Hebrew and Jewish writings the word G-d, is usually not spelled out, because there are specific beliefs about saying and spelling his name.



YOU ARE NOT ALONE

STORIES FROM THE FRONT LINES

The Good, the Bad, and the Stupid

Dan Oltersdorf Colorado State University

I was in my room and heard some people yelling outside. I went out and they started talking to me about how they got had a flask and was sitting in our rounds, she noticed the flask and yes, and offered her a drink, at she was an RA. The residents later was actually just trying to be friendly while making the contact!



Unknown Author

This occurred around the middle of the fall semester. I have to say this so you understand that most residents knew how to find their way around the dorms. Also our building is rather small, so it doesn't take long to figure out.... anyway, I was on the 3rd floor and a resident of that floor is frantically wandering around, she stops me and says, "How do you get to first floor?" Me, wondering how on earth she could not understand this, simply stated, "you go down the stairs".



Unknown Author

An Ra on staff with me was making her last round of the night when she heard a males voice coming from a resident's room. This was a problem because visiting hours were over. She knocked on the door and everything fell silent. No one came to the door so she went down the hall and got another RA to help. Both being first year RAs, thought they may need the assistance of a more experienced person so they called a third RA (half of the staff). They thought about it and decided what to do. One RA went to the office and called the room while the other 2 stayed outside the resident's door. The call was made and sure enough the young lady answered the phone. The RA identified herself and asked the girl if there were any guys in the room. The resident assured her that there weren't any guys in the room, and agreed for the RA to check the room. Just as the phone was hung up the door opened and out came this guy and the resident. Of course the other 2 RAs were there waiting!



Katie Partington, UCLA

Okay so this is actually a bit quirky, but the funniest incident report I ever wrote involved people throwing cheese. I was on duty, and in another RA's room when a resident knocked on his door asking where to get some ice because a girl had been hit in the eye. When I asked what happened, I was told that two guys had been throwing small cheeses (those red ones) in the hall and had pelted a girl in the eye with a missed throw and then taken off. We have a strict policy against throwing things in the hallways so I had to document the situation, even though I was unable to locate the "alleged cheese throwers". In the report, I had witnesses commenting on how far the cheese was being thrown and the speed of the cheese upon impact with the girl's eye. I almost died laughing when I read my report. It was like a Wisconsin police scene.



Unknown Author

During Fall Check-In a freshman resident walked up to me at the desk and asked me for his room number even though he had been living there for about three days. I looked up his information and told him that he lived in 321. He then proceeded to ask me if that room was on the 2nd Floor. Surprised, I looked at him and simply told him to try the 3rd Floor.

Unknown Author: A college in Virginia


OOPS! Well, I'm a new RA and have been trying to get to know my residents. To do this, I've been trying to get a lot of face time with them. I was going door to door to say "HI!" and to tell the residents about an upcoming program. I knocked on the FIRST door and heard, "Come in. No! Wait! Who is it?" I paused and said my name.



Then I heard, "Um.... Just a minute!" About two minutes later they came to the door and would only open it part of the way. We chatted for a minute and they gave me some excuse about not being dressed, etc... I finished up with them and moved to the next-door down. The two girls I had just spoke to went into their suitemates room. Mind you, the door was WIDE open and I was only about 10 feet away from it. And I hear, "Oh my god! You guys won't believe what just happened. We were sitting there studying and the RA came to the door. We only had like 6 or 7 candles burning!" (which is a violation at our school). She went on to say, "Yeah. And I spilled one of them all over me as we tried to hide it. I went to the door and I had candle wax all over my shoes, hands, and sleeves! I couldn't believe it!" Well, I couldn't believe it either! Hadn't they ever heard of SHUTTING THE DOOR?! I walked back around the corner and said, "Hi ladies!" I thought one of them was going to pass out!

Kristen Glin, Northern Illinois University

This incident happened when I was a new RA. I had been hired in the middle of the semester on a floor of Engineering students. One night I woke up to shouts in the hallway at 3 am. I opened my door to see a stream of water running past my door. I looked to my left and was five doors a fire hydrant! I that their rooms bathroom had we finally got the residents



saw water gushing out of the bathroom, which down!!! There was water gushing everywhere like began trying to wake up residents to warn them were flooded. The rooms across from the an inch or two of water in them already! Anyway the water stopped. WE found out later that one of had gotten drunk and tried to take the sink off the wall to put it in his friend's room! It did 7000.00 worth of damage!

Kevin, Rhode Island College

I was doing rounds one night when I heard screams of help coming from the elevator. Alarmed, I pressed the button and the door opened. Apparently, this freshman was new to the elevator concept: She was trying to get to the 3rd floor, but the elevator was on the 3rd floor, so the door wouldn't open...she thought she was stuck!!



Erik Hart, Western Illinois University

It was the first weekend of school and everyone was out looking for parties and all the new students were wandering around campus. I was sitting in the lobby at 12:30am when a freshman walked by carrying a large duffle bag. The bag seemed heavy, suspecting alcohol, but as I looked at the bag I noticed something. There was this trail of water and it was coming from the bottom of the bag. I asked the person to stop and open the bag, he complied and I saw 20 cans of beer. The reason the bag was leaking was that the person covered the beer in ice to keep it cold. When I asked him why he said he did not like warm beer; I almost busted out laughing.



R., San Jose State University

My very first morning as an RA I had tons of energy and decided that I would get up early and put good luck signs on everyone's door. I opened my door at 6am to find a resident there saying that someone was passed out in the bathroom. Upon checking I found a person (since residents had only been there 24 hours I didn't know his name or what floor he lived on). I couldn't wake him so I called the University Police. He had black crust on his forehead and, being naive, I thought maybe



he had electrocuted himself. After the police arrived and woke him up we realized that he had gotten so drunk the night before that he had passed out and gone to the bathroom on himself (hence the black crust). He had drunken so much that he was still drunk, not just hung over... I still consider that my initiation.

Richard Santangelo, William Paterson University Of New Jersey



We have a hard time delivering Judicial notices to our residents. They either look through the peephole and see that it is an RA and do not answer the door, or if they do answer the door they say that they are someone else and that the person we are looking for is not home. So the Resident Director came up with a good idea. They get a slip in the Mailbox saying that they have a very important package in the mail. When they come to pick it up they find themselves signing for a judicial slip instead?

Katie McGranor, Hocking College

I was standing in my doorway one evening, just watching the halls, when a gentle man came through the door and stopped at wasn't wearing my glasses, so I doing, until he reached my door erase marker. I asked him what nothing." I looked at his hand and which he had stolen off the doors. and he replied, "I was just being and write an apology on everyone's door. What a way to start a life of crime!!!!



every door for some reason. I wasn't quite sure what he was and attempted to steal my dry he was doing and he said "ah, he had at least 4 dry erase markers, I asked him why he was stealing markers stupid." I made him replace all the markers

Meg Murray, University of Illinois

I had gone to bed early because I had pulled an all-nighter the night before. I must have been super tired or something, because I forgot to put on any pants! Well, wouldn't you know, but someone pulled the fire alarm that night. So, I jumped out of bed and ran into the hallway to get my residents to evacuate the building...well, nobody would leave the hallway cause they were too busy laughing at me!! There I was standing in a t-shirt and underwear! It was very funny. Now every time I walk down the hallway I get catcalls and everything!! My residents will never let me forget that one :)



Paul Osincup, University of Northern Colorado



There was a call to the front desk that there was a man downstairs going through peoples' clothes in the laundry room. When we brought him upstairs, he was wearing a mechanic's jumpsuit. When the police arrived, they unzipped the jumpsuit, and found that he had some pot, and cocaine on him. They also found that he was wearing several articles of women's lingerie. When the police took him back to the station, they noticed that he was walking funny, so they did a body cavity search, and found that he had a potato wrapped in a condom up his butt. It was a cool night.

Melisa, Baylor University

One of my friends rented the movie Color of Night one night because she heard it was a good plot. We didn't have time to watch it that night so the next day we decided to watch it. I was busy with some other things at the time so I didn't realize that a really scene had started. At first it was playing music while the scene took place but then the music stopped and the actress started moaning. Now in our hall the walls are really thin so a couple of my residents and their guy friends heard it (It was during visiting hours) and came to my room. The first thing they said was "Are you watching a porno?" My friend and I jokingly said yes and then one of the guys asked if he could come in and watch. It was so embarrassing. To clear the record I am not that kind of girl.

