

UW Bothell Residential Life Curriculum

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I. UWB Residential Life Curriculum

a. Educational Priority

b. Learning Goals

i. Responsibility for Self

1. Residents will learn the importance of taking responsibility for ones' self and the campus resources available to them so that they may be successful in all areas; including identity development, social and academic impacts and recognizing their own strengths and weaknesses

ii. Academic Success

1. Residents will understand the impact of connecting learning in and out of the classroom, the impact of utilizing resources and the impact of their decisions on their academic goals

iii. Understand Impact on Others

1. Residents will understand how their actions, words and choices impact and influence those they interact with personally, academically, and professionally.

iv. Global Engagement

1. Residents will learn the importance of educating themselves on global issues and how those issues impact an interconnected global society while learning how to take actions that will impact local and global societal issues and movements.

c. Learning Outcomes

i. Responsibility for Self

1. Residents will understand of how to live independently, maintain their apartment, and uphold housing policies and community standards.
2. Residents will gain awareness of their personal identity and areas of strength and will be able to articulate that to others.
3. Residents will be able to identify and understand how to access campus offices and resources.
4. Residents will be able to analyze their personal finances.
5. Residents will understand the importance of campus involvement and will connect with the campus in some way.

ii. Academic Success

1. Residents will be able to identify where and how best to study and learn. They will understand how to create an environment in their own apartment that is conducive to academic success.
2. Residents will be identify how and recognize when to access academic resources (QSC, Writing Center, Library, DRS, CUSP, Student Success).
3. Residents will identify and practice how to build a relationship with professors.

iii. Understand Impact on Others

1. Residents will be able to articulate their concerns and needs to others (roommates, peers, staff) in a timely and productive manner in order to seek resolution and find common ground.
2. Residents will examine how their actions and word choice can affect another person.

3. Residents will practice building relationships that contribute to a positive living community.

iv. Global Engagement

1. Residents will increase awareness their own privileges which will allow them gain an understanding of where they fit in society and among their peers.
2. Residents will examine of global issues in order to make more social and globally conscious decisions.
3. Residents will seek out information on topics impacting those outside of themselves.
4. Residents will engage with the larger community and will be able to articulate how their contributions made a difference.

II. Theories behind curriculum

i. **Social Change Model of Leadership Development**

1. The Social Change Model of Leadership Development is one that encourages the fostering of a community committed to change. It takes into account the individual, the group and the community's role in fostering "positive social change". The underlying belief of this model is that everyone can be a leader in their community, if only by their individual characteristics.
2. "Leadership is the process a group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority." When leaders and followers collaborate, more is accomplished than ever thought possible.
3. **Therefore: Each member of the Residential Life community is an "official" leader in their community regardless of the position held. Everything you do, or do not do, as a member has an impact on the overall development of your community.**
4. The ultimate goal of this model is positive social change. "Becoming a transformative change agent at the group and societal levels requires some level of self-transformation" (Komives and Wagner, 2009) *Residential Life at UW Bothell believes that the Social Change Model of Leadership Development will provide a structure for our residents to gain the tools and skills to develop as individuals and therefore become transformative change agents to positively impact their halls, the housing community, UW Bothell as a whole and the greater society of the state of Washington and the world.*
5. The Seven C's of the Model relate to three categories: Individual, the group, and the community/society
 - a. Individual
 - Consciousness of Self- awareness of personal beliefs, attitudes, values and emotions
 - Congruence- acting consistently with personal beliefs, values, attitudes and emotions
 - Commitment- intrinsic passion, energy and personal investment towards action
 - b. Group
 - Collaboration- working with others in a common effort
 - Common purpose- involving others in building a group's vision and purpose

- Controversy with Civility- differences are inevitable, and we must learn to hear and be open to those differences in a group
 - c. Community
 - Citizenship- awareness of societal issues, engaging in the community, and seeing one's self as a part of the larger whole
- ii. **Chickering's Theory of Identity Development:** One of the most prominent college student seven "vectors" of development. Movement through the vectors isn't necessarily a neat, step by step process and some students may take longer than others to move through the vectors.
 1. Developing Competence
 - a. Intellectual
 - b. Manual
 - c. Interpersonal
 2. Managing Emotions
 - a. Ability to recognize, accept and control emotions, both positive and negative
 3. Moving through Autonomy toward Interdependence
 - a. Separating from parents, increased independence
 4. Developing Mature Interpersonal Relationships
 - a. Appreciation and toleration of differences
 - b. Capacity for lasting, intimate relationships
 5. Establishing Identity
 - a. Comfort with body and appearance
 - b. Comfort with one's roles and self -identity through culture, gender, ethnic background, sexual orientation, etc.
 6. Developing Purpose
 - a. Career and personal goals
 - b. Strong commitment to interpersonal goals and interests
 7. Developing Integrity
 - a. Humanizing values- interests of others are balanced with your own interests
 - b. Personalizing values- core values are affirmed but beliefs of others are respected
 - c. Developing congruence- Living ones values in everyday life

III. Educational Plan

- a. Professional Staff
- b. RA Staff
- c. CA Staff
- d. RHA
- e. Conduct Process
- f. Facilities/Maintenance
- g. Living with Others
 - i. Relating to the learning outcomes described above, Residential Life at UW Bothell promotes an environment that encourages residents to be able to understand and appreciate each other's differences in order to achieve the common purpose of having a safe and balanced community. One way in which we promote that is through the encouraged conversations and collaboration between residents that share living space. Through the use of tools such as roommate agreements, guided mediations and staff members in Residential Life, residents will
 - a. Understand that differences are inevitable and must be shared with civility
 - b. They will be more effective and successful if they build on each other's various strengths and talents
- h. Academic Outreach
- i. FYE
- j. LLCs

IV. Educational Strategies

a. Resident Advisor Tasks and Responsibilities

i. Husky Chats

1. Husky chats are the primary method for RAs and their residents have an opportunity to connect and build a relationship while the RA can ensure that the resident is on track to accomplish the learning goals and outcomes set forth as those are the primary objectives of living on campus at UW Bothell
 - a. **RAs must conduct 2 HCs in the Fall quarter, 2 HCs in the Winter and 2 HCs in the Spring quarter with each resident that resides in their building**
 - b. Meetings MUST be conducted in person
 - c. **RAs should follow the separate lesson plan that outlines conversation topics for residents depending on where they are in their academic career and in the school year.**
 - d. RAs must document each meeting and the topics discussed in Advocate and submit by the determined due date within 48 hours of meeting with their resident
 - e. RAs are responsible for tracking and scheduling their HCs with their residents. If, after 3 points of contact have been established, and the resident cannot be reached the RA must notify their supervisor in which the RD will contact the resident.

ii. Hall Hangouts

1. Hall hangouts are a time to gather your residents and build community. Although a great way to disperse information, it is also a time to regularly get your hall together for community building activities and address issues that are happening within the hall
 - a. Use your Husky Chats as a way to notice trends amongst your residents and address those in the Hall Hangouts (ie – everyone is home sick- have a discussion about dealing with that issue)
 - b. **Twice a month (6 per quarter)**
 - c. Feel free to name it something catchy and memorable such as Hawthorne Hang Out
 - d. Each hang out should have a teambuilding activity
 - e. Promote campus events and involvement

iii. Campus Collaborations/Signature Events

1. Residential Life will designate a series of events on campus as Signature Events of the Residential Curriculum. These Signature Events are events sponsored by other departments, offices, or organizations on campus and the Office of Residence Life. In order to be designated a Signature Event the event must support one or more of the goals of the Residential Curriculum. As part of the partnership Residential Life works with RAs to encourage students to attend these Signature Event. For these events RAs are asked to attend along with their residents and then facilitate some form of discussion following the event.
 - a. Promote RD Educational Initiatives

- Each RD is in charge of one area of the learning goals specifically to ensure that residents are accomplishing them. RAs are not experts in these areas but it is vital that the residents are aware of and participate in activities, events, workshops and other initiatives that are going to be offered
 1. Academic Success - Rachel
 2. Global Engagement – Rene
- b. Advertising material and logistics will be coordinated by the RD- it is the RAs job to promote, gather residents and follow up after participation in the program or initiative
- c. The RD may also assign RAs to certain initiatives such as Ted Talk Tuesdays for example to coordinate – the RD will determine the content and the RA is in charge of promoting and executing
 - This responsibility will be divided equally
- iv. **Active participation in one (1) community wide program per quarter**
 1. Each RA must have a specific and pertinent role in the planning and implementation as determined by group and approved by supervisor
 2. The program must be inclusive, innovative, and build connection amongst residents.
 3. Planning of this program must begin at least 5 weeks prior to execution date
- v. Welcome Week programming
 1. Resident Advisors are required to participate fully in Welcome Week programming in Housing as well as across campus.
- vi. Central Communication method for hall
 1. Groupme, Facebook group
 2. Discussed and approved by supervisor
- vii. Roommate Agreements and Mediations
- viii. Community Standards/Policy Enforcement
 1. Duty
 2. Always an RA

Rubrics for UWB Residential Curriculum

Responsibility for Self- Residents will learn the importance of taking responsibility for ones' self and the campus resources available to them so that they may be successful in all areas; including identity development, social and academic impacts and recognizing their own strengths and weaknesses

	None	Basic	Average	Excellent
Residents will understand how to live independently, maintain their apartment, and uphold housing policies and community standards.	No knowledge of housing policies and community standards. Cannot maintain basic living standards	Has read and signed housing contract. Knows the basic necessities to maintain their wellbeing in their living environment	Follows housing policies and community standards and holds other community members accountable. Maintains a clean and orderly apartment with all supplies, food, etc that contribute to a balanced lifestyle	follows housing policies and community standards and understands why they are in place. Independently manages household tasks to maintain a balanced lifestyle. Knows when to seek assistance from res life staff when needed
Residents will gain awareness of their personal identity and areas of strength and will be able to articulate that to others.	Cannot identify their personal identity or strengths	Knows personal background and strengths, but is not able to articulate them	Can articulate back ground and strengths to others and how they are r elated	Can articulate personal background and strengths while being open to improving on those strengths continuously
Residents will be able to identify and understand how to access campus offices and resources.	Cannot identify or access campus resources	Can identify campus offices and resources but does not understand how to access them	Can identify campus office and resources and their purposes and knows how to access them	Uses campus offices and resources in a proactive manner (ie not in the middle of a crisis) and encourages other students to use them as well.
Residents will be able to analyze their personal finances	Does not have personal financial responsibility or is unaware of their financial status.	Has knowledge of one's own personal financial accounts and loans (student, car, credit)	Manages and understands terms for all financial obligations (tuition payments, housing payments, student loan terms etc)	Maintains a healthy financial balance and makes all payments for outstanding accounts on time.
Residents will understand the importance of campus involvement and will connect with the campus in some way.	Is not involved on campus and has no knowledge of how to connect to campus or why it is important	Is aware of ways to connect to campus and get involved	Is participating in at least one activity to be involved on campus outside of the classroom whether it is a club, student leadership position, on campus job. Attends events held in housing	Engages actively in the campus community and is an ambassador to other students to get involved. Challenges oneself to advance in their leadership positions or try new ones

Academic Success- Residents will understand the impact of connecting learning in and out of the classroom, the impact of utilizing resources and the impact of their decisions on their academic goals

	None	Basic	Average	Excellent
Residents will be able to identify where and how best to study and learn. They will understand how to create an environment in their own apartment that is conducive to academic success.	No successful place of studying or understanding of where they best learn	Studies for their courses, but doesn't know the best method for them and procrastinates.	Is aware of their personal best study habits and practices those daily. Has a favorite study location and time.	Encourages other students to improve their study habits. Has learned to connect their classroom knowledge to other areas of their life or learning.
Residents will identify how and recognize when to access academic resources (QSC, Writing Center, Library, DRS, CUSP, Student Success).	Does not know when or how to access academic resources	Is aware of academic resources on campus, what they are for and where they are	Uses academic resources	Uses academic resources from the very beginning of the quarter and directs other students to these resources
Residents will identify and practice how to build a relationship with professors.	Does not speak or communicate with instructors in or out of the classroom	Has spoken up in class and is aware of when their instructors' office hours are held and how best to contact their instructor	Attends their instructors' office hours more than once a quarter and has built a good line of communication	Has built a relationship with an instructor that continues past the time that they are a student in their course.

Understand Impact on Others- Residents will understand how their actions, words and choices impact and influence those they interact with personally, academically, and professionally.

	None	Basic	Average	Excellent
Residents will be able to articulate their concerns and needs to others (roommates, peers, staff) in a timely and productive manner in order to seek resolution and find common ground.	Cannot successfully communicate with others to express feelings, concerns etc.	Has completed a roommate agreement with roommates that was a mutual compromise.	Articulates to roommates and peers etc when dissatisfied or concerned. Communicates concerns with RA or other staff member as well.	Is able to compromise with roommates or peers over issues that might arise. Is aware enough to anticipate issues before they arise between roommates, peers, etc
Residents will examine how their actions and word choice can affect another person.	Is not aware of the impact of their actions or words	Is aware that some words or actions might impact others differently and may	Practices thinking before speaking or acting to be sure that they are communicating in a mature and compassionate way. Apologizes when they say something that might have been offensive or hurtful to others.	Is able to have difficult conversations with others without being offensive. Is empathetic when interacting with peers and other people.
Residents will practice building relationships that contribute to a positive living community.	Has not built relationships in the residence halls or their unit	Has a civil relationship with roommates. Recognizes others in hall/housing but does not have a deeper relationship with them. Attends hall meetings and RA meetings	Spends time with roommates and hallmates socializing, studying eating, etc both in their unit and around campus. Attends all meetings and other events in housing	Encourages and invites other residents to "hang out" and hosts gatherings and outings for all to attend.

Global Engagement -Residents will learn the importance of educating themselves on global issues and how those issues impact an interconnected global society while learning how to take actions that will impact local and global societal issues and movements.

	None	Basic	Average	Excellent
Residents will increase awareness their own privileges which will allow them to gain an understanding of where they fit in society and amongst their peers.	Is not aware of their own privilege and their role in society	Can articulate their various identities	Understands the privileges and oppression they experience because of their various identities and how those intersect.	Can articulate their personal biases and why they might have those. Understands why it is important to examine privilege and oppression
Residents will examine of global issues in order to make more social and globally conscious decisions.	Is not aware of global or societal issues	Is generally aware of global and societal issues	Knows how to access more information on global and societal issues and can articulate those to others	Understands why knowledge of global and societal issues are important and how they might relate to those issues
Residents will seek out information on topics impacting those outside of themselves.	Does not seek information on topics outside of their immediate interest group	Is generally aware of topics, issues, or historical events that impact groups of people outside of the groups they identify with	Can articulate these topics, issues and history and understands how they might be connected	Understands why it is important to understand topics and issues that others are facing and what role they might play in those issues
Residents will engage with the larger community and will be able to articulate how their contributions made a difference.	Does not engage in communities outside of their own	Is aware of ways to engage with their broader community (locally and globally) such as volunteer positions and service projects	Is engaged in at least one initiative that contributes to either their local or global community and can articulate why they are involved	Is engaged in various mediums with the broader community (local and global) and understands why engagement and contribution is important