



## **PROGRAMMING**

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1. Programming Protocol for RAs (1 page)
2. Example of a Floor Map (3 pages)
3. RA Engagement Activity Report (1 page)
4. Example of RA Programming Recognition (3 pages)

## Required Steps for Programming

1. Brainstorm 2 active and 2 passive programs for this semester. Decide on the title, date and time (passive programs might not have a time, but please include a date).
2. Enter the information for these 4 programs into the "[Engagement Planning](#)" form. This is also where you will provide **all of the materials** you need for these programs this semester. This includes food. Please have all of these submitted by Friday January 11th at 9am. Note - If the items can be purchased on amazon please email Daisy a link.
3. Advertise!
4. Facilitate the program (take attendance!)
5. Fill out the "[Engagement Report](#)", note this is a new link please do not use the link from fall 2018
6. Email out the "[Student Survey](#)" to the residents that were in attendance. Also a new link.

## Required Steps for Intentional Interactions

1. You must have a total of 5 interactions with your residents this semester. Two will be more significant conversations, and three will be a casual check ins. The more significant conversations will be referred to as "Guided Conversations". You can find suggestions on guided conversation topics on the first tab in your building floor map.
2. After each interaction with a resident, please mark the date and note the resident's general mood on the "floor map". Each building will have it's own floor map.
3. You may use the "comment" feature to add comments for the casual conversations on the floor map.
4. For the guided conversations, please provide more details in the appropriate columns on the floor map spreadsheet.
5. You will also track your bulletin boards on the last tab of this spreadsheet.

## Example of a Floor Map, 3 pages

Legend	Code			
Guided Conversation	GC			
Saw resident / had convo* <i>Resident had a good week</i>	A			
Saw resident / had convo* <i>Resident had an avg week</i>	B			
Saw resident / had convo* <i>Resident had a bad week</i>	C			
Saw resident / no convo	S			
Did not see resident	X			
<i>*must be a meaningful conversation. Not a quick "hello, how are you" while passing</i>				
<b>Don't forget to provide notes using the "comment" feature!</b>				
<b>Guided Conversation #1</b>				
<p><b>Goals of GC:</b> Encouraging residents to think about starting the semester with goals in mind, and getting to know residents and begin to use their interests and involvement to plan strategic community development efforts. Assist resident in clarifying their goals for the semester and create an action plan to involve resident in community development</p>				
<p><b>RA Prep:</b> Be aware of academic resources to offer and be ready to share clubs and organizations you are aware of.</p>				
<p><b>Sample Questions:</b> What are your goals and expectations (socially and academically)? What where you involved with last year?</p>				
<b>Guided Conversation #2</b>				
<p><b>Goals of GC:</b> Check in with residents to see how they are doing this semester. How can you help? What can residence life do to help?</p>				
<p><b>RA Prep:</b> Be aware of campus resources to offer, be ready to provide support options for students who are stressed, distressed, etc. Based on your floor mapping/previous interactions, what do you know about this person? What would you like to know?</p>				
<p><b>Sample Questions:</b> How are you feeling about your goals? What steps have you taken to achieve goals? Are you meeting people on the floor? Do you feel connected to floor community? Are you connected outside of the floor?</p>				

Room #	Last Name	First Name	Major? Hobby? Interesting fact?	Roommate Agreement on File?	Completed RCR on file?	Jan/Feb Intentional Interaction 1	Jan/Feb Intentional Interaction 2	March Intentional Interaction 1	April/May Intentional Interaction 1	April/May Intentional Interaction 2
						Date	Date	Date	Date	Date
132A	Scott	Agnes	Lives in Utah	Yes	Yes	1/15/19	1/23/19	3/2/19	4/3/19	4/28/19
132A	Simmons	Sally		Yes	Yes	N/A	N/A	X	N/A	N/A
132B	Swift	Taylor	Went to an IB high school	Yes	Yes	1/15/19	1/24/19	3/18/19	4/15/19	4/22/19
132B	Jones	Jenna		Yes	Yes	2/15/19	2/23/19	3/17/19	4/4/19	4/17/19
133A	Tomas	Tyonna	Majorette Dancing	Yes	Yes	1/8/19	02/04/19	3/9/19	4/7/19	
133A	Name	Name	Went to Manchester and enjoyed it!	Yes	Yes	1/8/19	2/6/19	2/26/19	4/23/19	4/27/19
133B	Nam	Name	(Felix) Loves movies and video games	Yes	Yes	1/12/19	2/18/19	3/19/19	4/13/19	5/1/19
133B	Name	Name	likes to travel	Yes	Yes	1/12/19	1/19/19	3/22/19	4/4/19	4/17/19
137A	Name	Name	Passionate about her visits to Boston	Yes	Yes	02/04/19	2/12/19	3/26/19	4/19/19	5/1/19
137A	Name	Name	Enjoys politics & collecting postcards from the places she visits	Yes	Yes	1/8/19	1/15/19	3/26/19	4/11/19	4/27/19
137B	Name	Name	grew up in Atlanta	Yes	Yes	1/11/19	1/18/19	3/19/19	4/2/19	4/30/19
140A	Name	Name	she's from Florida	Yes	Yes	1/7/19	1/27/19	3/22/19	4/5/19	4/26/19
140A	Name	Name	Interested in becoming a RA	Yes	Yes	1/7/19	2/2/19	3/20/19	4/5/19	4/26/19
141A	Name	Name	She threw her cat Bentley a birthday party	Yes	Yes	1/24/19	1/17/19	2/22/19	4/11/19	4/15/19
141A	Name	Name	Spends most of her time with her partner in Walters	Yes	Yes	N/A	N/A	X	4/12/19	4/24/19
141B	Name	Name	wants to get all As this semester	Yes	Yes	N/A	N/A	X	N/A	N/A
141B	Name	Name		N/A	Yes	2/16/19	2/22/19	3/28/19	4/2/19	4/5/19
143A	Name	Name	Likes the game Uncooked for nintendo switch	Yes	Yes	1/18/19	1/20/19	3/24/19	4/22/19	4/23/19
143A	Name	Name		Yes	Yes	1/18/19	2/10/19	3/22/19	4/7/19	4/20/19
143B	Name	Name	We like the same shows	Yes	Yes	1/22/19	2/26/19	3/29/19	4/17/19	4/21/19
143B	Name	Name	enjoys gaming, has a really nice gaming computer	Yes	Yes	1/9/19	1/28/19	3/19/19	4/22/19	4/23/19
144A	Name	Name	Loves to read	Yes	Yes	1/12/19	1/15/19	3/30/19	4/12/19	4/20/19

Guided Conversation 1		Guided Conversation 2	
General Notes?	Something new you learned about this resident?	General Notes?	Something new you learned about this resident?
	N/A		N/A
Senior year probs and class recommendations	N/A		N/A
Senior year probs and course tutoring experiences	She's excited to go to the alumnae networking reception. She's in Black Ring Radio		She enjoys being sustainable. She's a junior and excited for senior year.
	N/A	Senior year probs and class recommendations Senior year probs and course tutoring experiences	She's in studio dance.
	She works at Kroger. She's in PB.		She's excited to graduate.
	She likes taking cute pictures.		I can ask if she has any plans for after graduation.
Just returned from surgery and is really behind on work	She recently tured 21.		
	She's taking a religion class with her mom.		
	She likes to cook.	Just returned from surgery and is really behind on work	She's excited to live in Avery Glen next year.
She enjoyed the MLK day of service project	She's on ProBo.		She's going to be in a wedding. I can ask how the wedding went.
	She's president of the profile.		She's helping organize AgnesPaloosa.
Her and her roommate are good friends	N/A	She enjoyed the MLK day of service project	I can ask how AgnesPaloosa is going.
	N/A		
	N/A	Her and her roommate are good friends	N/A
	N/A		N/A
	She does digital art.		I can ask if her roommate issues have gotten any better since the mediation. I can ask if her roommate issues have gotten any better since the mediation.
	She doesn't like her middle name. She likes making Asian food.	She doesn't like her roommate. She doesn't like her roommate. She's making a video for one of her classes.	N/A
	She likes to bake.		I can ask if her professor liked her video.
	She's graduating early.		
	I can ask how classes are going.		

# Resident Hall Programming Student Evaluation

Thank you for taking the time to complete this brief survey! With your responses we can adapt to better serve future Scotties with residential programming. If you have any further questions or concerns please contact the Assistant Director of Residential Education, Dr. Daisy Bourassa at [dbourassa@agnesscott.edu](mailto:dbourassa@agnesscott.edu)

Your email address ([dbourassa@agnesscott.edu](mailto:dbourassa@agnesscott.edu)) will be recorded when you submit this form. Not [dbourassa](mailto:dbourassa@agnesscott.edu)? [Sign out](#)

1. **What was the title of the program you are evaluating?**

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2. **Who were the RA(s) that hosted this program?**

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3. **Please check all that apply**

*Check all that apply.*

- I learned something at this program I could apply to my personal life
- I learned something at this program I could apply to my academics
- I learned something at this program I could apply to my future career
- During this program I felt welcomed, appreciated or supported as a member of the residence hall community.
- During this program I engaged in positive interactions with people of diverse backgrounds.
- This program was enjoyable
- Other: \_\_\_\_\_

4. **What did you like about the program? How would you change the program? Any suggestions for the future? - Please add any additional feedback here. Both positive and constructive feedback will be appreciated.**

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OCTOBER 31, 2018



# PROGRAMS

## Reported ResLife Programming



## Upcoming Programs & Announcements

### Reminder

#### Required Steps for Programming:

1. Develop an idea and a date
2. Add to the programming calendar
3. Email Daisy any budget requests
4. Reserve a space if necessary
5. Advertise!
6. Facilitate program (take attendance!)
7. Fill out the Engagement Report
8. Email the survey out to participants
9. Repeat :)

### CAMPUS EVENTS:

**Thursday 11/1, 6:00pm**

CSI Presents: TRIVIA!

**Thursday 11/1, 7:30pm**

CSI Presents: Screen on the  
Green, Coco

**Friday 11/2 8:00am**

Mentor Walk

### Only 8 RA / SRAs have submitted intentional interactions

That means 24 of you have not submitted any at all! Please remember how important it is to facilitate and report an intentional interaction with each and every one of your residents!

### What campus program will you take your residents to?

Destini, Anoushka, Prashamsa, Junia, Jordan, Sami, Jojo, CJ, Laura, Kaylah, and Jhodi have all submitted evaluations for 1-2 **Field Trips** so far this semester!

95

PROGRAMS & HALL  
MEETINGS

have been reported so  
far this semester

160

STUDENT FEEDBACK  
SURVEYS

have been completed  
so far this semester

76

INTENTIONAL  
INTERACTIONS

have been reported so  
far this semester

## Programming All-Stars!



### Junia Washington

Junia has reported 30 programs / interactions so far this semester! Great job!



### Kaylah Edwards

Kaylah has the 2nd most # of reports (21)! Keep up the great work!

Have you emailed your residents the **survey link** for your last program? **Winship** has received 47 completed survey responses!!

<b>AUGUST / SEPTEMBER</b>	<b>Avery</b>	<b>Campbell</b>	<b>Inman</b>	<b>LLC</b>	<b>Main</b>	<b>Rebekah</b>	<b>Walters</b>	<b>Winship</b>
<b>Active Building Programs</b>	1	1	3	2	2	2	4	5
<b>Active Individual Programs</b>	1	2	1	2	2	2	4	3
<b>Passive Individual Programs</b>	1	1	2	2	0	2	3	5
<b>Hall Meetings</b>	0	1	1	6	0	0	0	0
<b>Field Trips</b>	1	2	3	0	0	0	1	2
<b>Bulletin Boards</b>	1	1	2	2	1	2	4	2
<b>Intentional Interactions</b>	9	17	10	0	1	0	0	13
<b>Total per Building</b>	<b>14</b>	<b>25</b>	<b>22</b>	<b>14</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>30</b>
<b># of RAs per building/area</b>	5	3	3	3	3	3	6	6
<b># of Residents per building/area*</b>	220	80	82	21	59	74	128	129
<b># of Engagement reports per RA</b>	<b>2.8</b>	<b>8.3</b>	<b>7.3</b>	<b>4.7</b>	<b>2.0</b>	<b>2.7</b>	<b>2.7</b>	<b>5.0</b>

## STUDENT COMMENTS AFTER DIY STRING ART WITH JHODI...

It was a way for me to wind down and release the stress that I have from classes. THANK YOU JHODI!

I loved this program! I learned how to do something that I never would have done on my own and it was a great way to relieve stress!

I loved participating in this program! It was a lot of fun to work with each other and help each other achieve the same goal but with our individual projects. Fantastic opportunity; the final project I created is proudly hanging on my wall!



## STUDENT COMMENTS AFTER LLC OPEN HOUSE EVENT...

After a stressful day, it was nice to go out and relax while potting plants and making vision boards. Also, I had never been inside any of the LLC houses, so it was definitely an awesome experience getting to have a small tour of each one.

I liked the idea of going through a journey between all three houses. Having their activities be connected yet different was very cute!

It was amazing! I loved the three different activities, and I especially liked that LLC three gave you the opportunity to really learn about your strengths. I think those can be applied to many areas of my life.



OCTOBER	Avery	Campbell	Inman	LLC	Main	Rebekah	Walters	Winship
Active Building Programs	0	1	2	2	0	2	5	2
Active Individual Programs	0	0	1	1	0	2	0	0
Passive Individual Programs	1	1	1	1	0	0	5	2
Hall Meetings	0	0	0	1	0	2	1	1
Field Trips	0	0	0	0	0	2	3	0
Bulletin Boards	0	1	1	2	0	1	4	3
Intentional Interactions	0	5	0	0	4	10	6	1
<b>Total per Building</b>	<b>1</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>19</b>	<b>24</b>	<b>9</b>
# of RAs per building/area	5	3	3	3	3	3	6	6
# of Residents per building/area*	220	80	82	21	59	74	128	129
# of Engagement reports per RA	<b>0.2</b>	<b>2.7</b>	<b>1.7</b>	<b>2.3</b>	<b>1.3</b>	<b>6.3</b>	<b>4.0</b>	<b>1.5</b>

## A STUDENT COMMENT AFTER COOKIE DECORATING W/ SAMI & NICOLE...

I feel that the program came at the best time. I've been a little stressed out and semi-overwhelmed with school restarting and jumping back into the groove of things. At first I thought I wouldn't go, but then I saw everyone sitting around the table and enjoying themselves, so I decided to take a break from school work and hang out with them. It gave me a chance to relax and have fun while taking a break from constant work. I honestly felt refreshed. I loved how it was open in the kitchen and everyone sat around and doodled with the icing. I think the release of free artistic creativity is what created the nice atmosphere. The floor was opened to great times and even better conversation. I think it was a great idea to utilize Rebekah's kitchen because there are so many chairs, it's open, and people are tempted to join in when they walk by and see the festivities (like me).



## Number of Student Surveys Submitted per Building / Area

Avery	Campbell / Inman	LLC	Main / Rebekah	Walters	Winship
14	16	11	33	31	55

***Huge shout out to Jojo Brodie for helping organize & compile all of the programing reports & student survey data!!***

*\*Note: The number of residents in each building / area changes regularly due to a variety of reasons (roommate conflicts, facility concerns, etc.) so this number is only an approximation. Additionally, the number of "residents" does not include the number of RAs listed above. The total occupancy of the building includes both the RAs and the Residents.*



## **LIVING LEARNING COMMUNITIES**

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1. Reviewer Guide for LLC Applications (2 pages)
2. Draft of the LLC Manual - Requirements & Expectations (6 pages)
3. Global House Fall 1:1 Conversation Notes (5 pages)
4. STEM House Fall 1:1 Conversation Notes (4 pages)
5. Leadership House Fall 1:1 Conversation Notes (3 pages)
6. LLC Fall 2018 Programming Update (4 pages)
7. SUMMIT Integration – Fall 2018 Report (7 pages)
8. Draft of GEMS Community Expectations (3 pages)

## LLC Applications 2019 - 2020 Reviewer Guide

Thank you for agreeing to review the Living Learning Community (LLC) applications for the 2019 - 2020 academic year. We sincerely appreciate your help! I know how precious your time is. Thank you again.

The 3 LLCs for the 2019 - 2020 academic year include Global Learning, Leadership Development, and STEM. More information about each of the 3 LLCs can be found in the accompanying documents.

**A total of 52 applications were submitted!** Only 36 were submitted last year.

- 20 applications submitted for the Global Learning LLC
- 16 applications submitted for the Leadership Development LLC
- 16 applications submitted for the STEM LLC

In the original email I sent you I have provided you a link to a google spreadsheet (screen shot below). This spreadsheet is for you (or someone you delegate in your department) to read and score the following 4 questions the applicants were asked to answer:

1. Briefly describe why you are interested in applying to the particular LLC selected above.
2. What do you hope to gain (personally, academically and/or professionally) from this experience?
3. How do you envision the residents of this house (including yourself) contributing to this community?
4. Do you have any suggestions for programming you would like to participate in if selected to live in this community?

**Please score their responses on a scale of 1 (lowest) - 5 (highest)**

### Navigating the Score Sheet

I know this is likely unnecessary but I put this guide together to assist your navigation of the spreadsheet. Google Sheets is not always intuitive so this might be helpful for some. Others may not need to read this section. Images are included on the following 2 pages.

1. Click on the link in the email I originally sent you to open your spreadsheet.
2. Using the bottom 3 tabs to switch between the 3 different LLC options. [Image 1 \(red box\)](#)
3. Each row is a single candidate. The blue coloring is just to help separate the rows while you are reading.
4. Please rate the application on a scale of 1 - 5 in the three far left columns. [Image 1 \(green box\)](#)

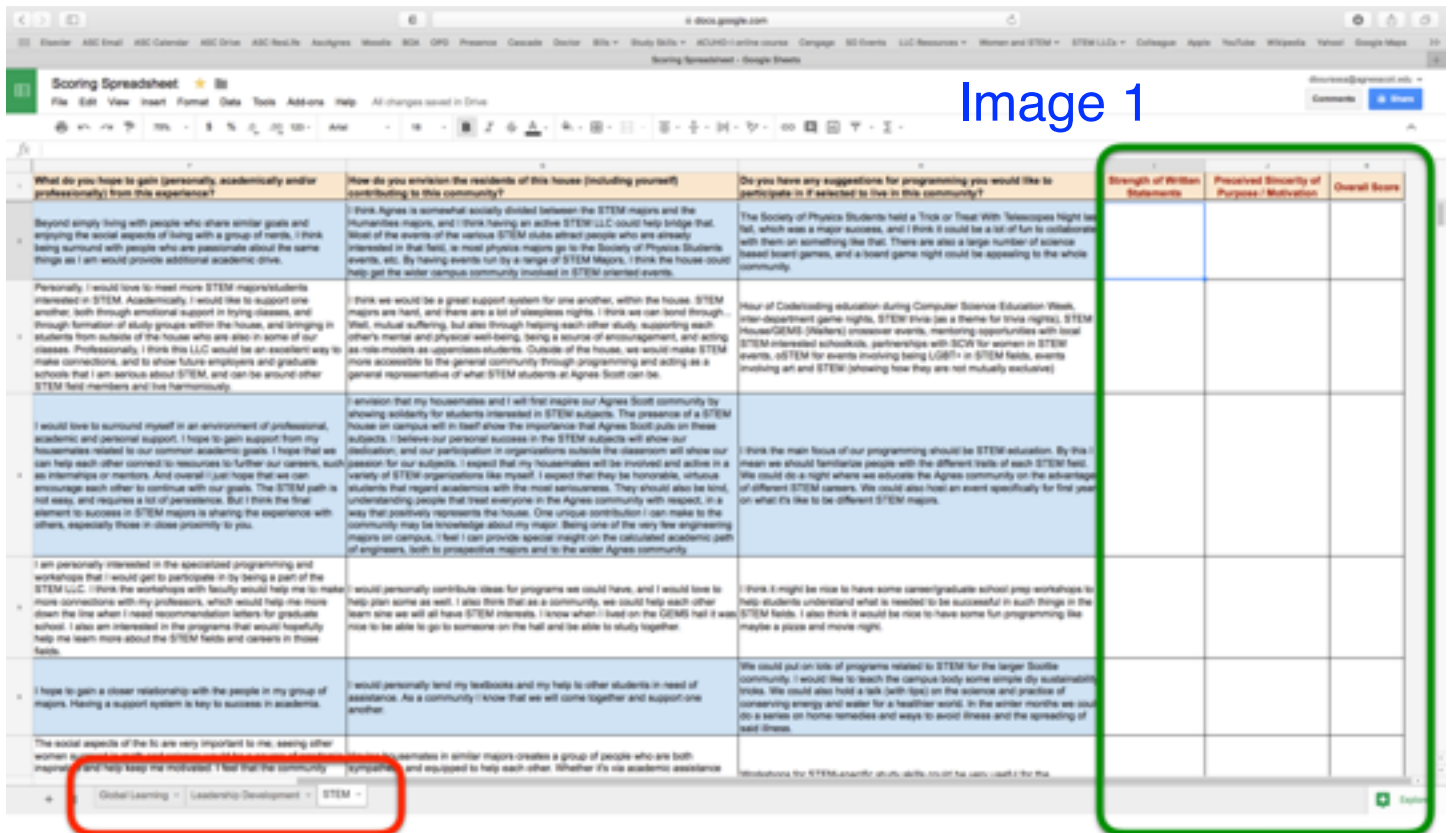


Image 1

- Pro-tip: If you want to easily refer back to this document in the future without going to your email - click the empty star to the right of the page title. The star will turn yellow. Image 2 (green circle) You can now find this document in the "starred" folder on the left side menu when you are in your Google Drive. Image 3 (green oval) When you no longer need to refer back to the document simply click the star again. The star will turn colorless and this file will no longer be in you

Please let me know if you have any questions! Again - THANK YOU!!!

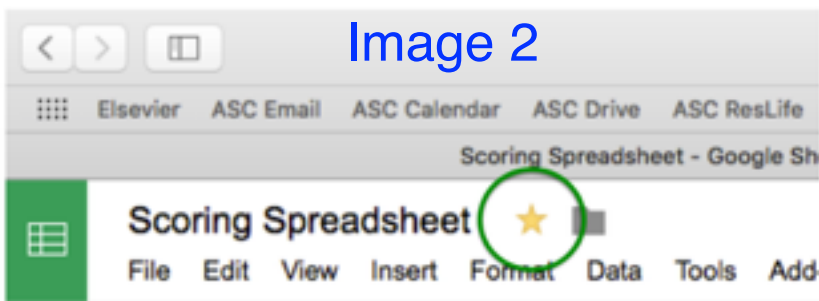


Image 2

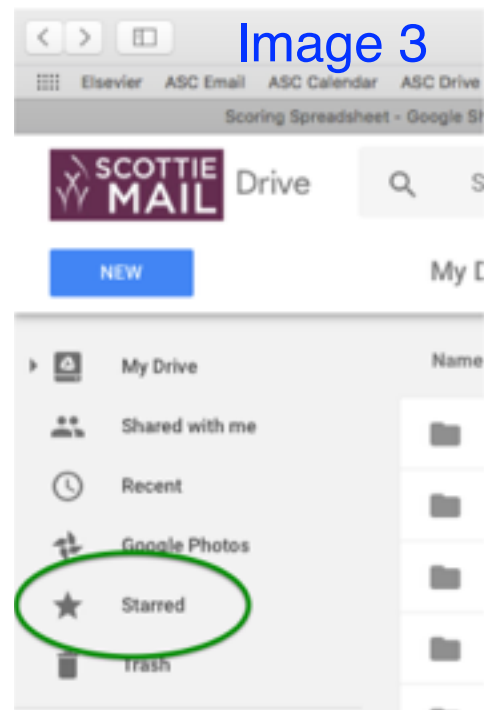


Image 3



**Living  
Learning  
Communities**

# LIVING LEARNING COMMUNITITES

## The Office of Residence Life

A Living-Learning Community (LLC) is a group of students who have chosen to expand their education through shared learning experiences. Living-Learning Communities can positively enhance a student's social and academic integration, personal and intellectual growth, collaborative learning, and problem solving skills. The Agnes Scott LLCs are intended for students who have an interest in leadership development, global learning or STEM fields.

### The STEM House



A community designed to create and support future mathematicians and scientists. The STEM LLC is designed to create a real-world educational living and learning experience that focuses on taking an inside look into navigating a career within a Science, Technology, Engineering & Math fields.

### Leadership Development Community



This community is intended for students who have an interest in leadership development and possibly the SUMMIT Leadership specialization. Through this experience students will recognize key components of effective leadership, including understanding their leadership style, ways in which they can lead others in a team and how to develop meaningful relationships to be an effective team member.

### Global Learning Community



This community is intended for students who have an interest in global learning and possibly the SUMMIT Global Learning specialization. The purpose of the house is to educate, engage and empower students to live and lead in a global society. Students will have a space to share their passion for global learning with peers and further develop their abilities to implement global awareness in their interactions with others.

## Benefits for Residents

The 2019-2020 Living-Learning Communities provide a number of academic support, professional development, and personal growth opportunities for residents. Examples of benefits one might have living in an LLC include:

- Create a sense of community encouraging individuals to support & respect each other & the program.
- Connect with fellow Scotties, faculty, and staff around common interests
- Promote learning through interactions with faculty outside of the classroom
- Develop academically and personally
- Integrate and apply your interests and experiences
- Explore and define personal values and identity within a community context
- Broaden appreciation for diversity and global awareness
- Become civically engaged and be of service to others
- Collaborate and communicate effectively in various settings
- Professional development acquiring leadership and interpersonal skills
- Engage in activities that promote academic achievement like study nights
- Build academic and personal connections with peers, faculty and professionals
- Have fun and learn at the same time!

## GOALS AND LEARNING OBJECTIVES

As a group, each LLC will outline both general goals for the program and learning outcomes. General goals will explain the general purpose of the LLC. What do you believe the purpose is? What benefits do you wish to gain? The learning outcomes will help to define what you will learn and experience as a result of living in this community. They can then be used to help provide feedback on the success of the LLC at the end of the semester. These outcomes can be both curricular and extra-curricular in nature.

### SUMMIT Learning Objectives Applicable to the LLCs

1. Cultivate and maintain interpersonal relationships and networks
  - Create a community and encourage individuals to support and respect each other and the program
  - Build academic and personal connections with peers, faculty and professionals
  - Experience developing productive relationships with other and interact with others appropriately
  - Recognize, analyze, and employ effective teamwork
2. Demonstrate confidence and motivation to effect change
  - Understands the value of taking initiative and effectively function independently
  - Understands the value of following through on responsibilities
  - Understands the value of taking responsibility for one's own behavior
3. Practice continual improvement of one's whole person and seek and utilize feedback
  - Declare a SUMMIT specialization
  - Understand the value of taking feedback from others
  - Understand how to demonstrate confidence
4. Identify, evaluate and strategically utilize campus and community resources
  - Promote learning through interactions with faculty outside of the classroom
  - Engage in activities that promote academic achievement like study nights
5. Demonstrate honorable and ethical behavior and civic engagement
  - Broaden appreciation for diversity and global awareness
  - Become civically engaged and be of service to others
  - Understand how to collaborate and communicate effectively in various settings

## **Additional House-Specific SUMMIT Learning Objectives**

### **STEM**

1. Articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information
2. Identify and assess one's values, interests and abilities
3. Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world

### **LEADERSHIP**

1. Critically examine the relationship between dominant and marginalized cultures, subcultures or group
2. Recognize, analyze and evaluate arguments
3. Identify and assess one's values, interests and abilities

### **GLOBAL**

1. Identify, explain, and analyze global themes, processes and systems
2. Demonstrate knowledge and skills essential for global engagement
3. Critically examine the relationship between dominant and marginalized cultures, subcultures or group

## **RESIDENCE LIFE STAFF**

### **Resident Assistants**

Each LLC will have a student Resident Assistant (RA) living in the community. Residence Life staff will:

- Coordinate a minimum of four programs per semester (1 per month), at least one that must be open to students outside of the LLC community. We encourage LLCs to invite professors which connect to your focus area.
- Assist in the planning of the Open House event at the fall semester for all LLCs.
- Attend and participate in the student organization fair during Welcome Week.
- Participate and assist the communities with SpARC presentations to showcase the LLCs.
- Design programs congruent with the mission of Agnes Scott College.
- Participate and host a year-end celebration honoring and showcasing the LLCs.
- Participate in assessments of the Living Learning Community Program.

### **Assistant Director of Residential Education**

The Assistant Director of Residential Education (ADRE) lives on campus and will act as an advisor the LLCs. In addition to collaborating with RAs on the requirements above, the Assistant Director of Residential Education acts as the advisor to support, guide, and participate in the LLCs. The general expectations of the advisor include:

- Help create a vision and goal for the year.
- Take an active part in formulating the goals of the group.
- Assist in the assessment process.
- Assist in program planning.
- Help create partnerships.
- Assist in delegation, conflict management, and other group issues that may arise.
- Take the initiative in creating teamwork and cooperation among the group.
- Meet twice a monthly with the resident assistants to discuss programs and concerns that may arise.



## STUDENT EXPECTATIONS AND REQUIREMENTS

Living in the Living Learning Community is essentially the equivalent of being a committed and active member of an Agnes Scott College club. Below you will find the anticipated offered programming as well as the attendance expectations and requirements.

- 1. Each LLC will conduct weekly house meetings. The purpose of these meetings may vary. These meetings may focus on community building, distribution of general residence life information, review of house rules, etc. Each semester there will be approximately 12-15 weekly house meetings.**
  - a. Residents are required to attend all meetings.
  - b. Residents are permitted to miss four excused meetings for emergencies, religious reasons or illness. Residents are responsible for scheduling time with the RA to make up for any missed meetings.
  - c. While academics are a number one priority, LLC residents are expected to keep up with their time management practices and should not need to miss scheduled meetings for homework or studying purposes. Meetings will be scheduled in advance and will not be excessively long. Residents are expected to plan appropriately for their academic responsibilities.
  
- 2. Outside of the short weekly meetings, each LLC will host/participate in 6 events per semester, roughly 2 events per month.**
  - a. There are 3 “months” per semester.
    - i. Fall 1 - August/September
    - ii. Fall 2 - October
    - iii. Fall 3 - November/December
    - iv. Spr 1 - January/February
    - v. Spr 2 - March
    - vi. Spr 3 - April/May
  - b. Events may include:
    - i. Small house programs: These could be small community bonding events. For example, LLC residents will all share a meal together, participate in a house craft night, see a movie, attend a campus program together etc. There will typically be one small house program per month, 3 per semester.
    - ii. Large house programs: These programs typically involve an invited guest to the house. For example, residents can invite a professor to the house for dinner. There will typically be 2 large house programs per semester.
    - iii. Large collaborative event: These events are typically a collaborative effort between the 3 LLC houses. These events are likely a collaborative “Open House” for the campus community or end of the year program to share the LLC experiences with the campus.
  
- 3. LLC residents are expected to participate in the planning and execution of large house programs, large collaborative events and the end of the year SpARC presentation.**
  
- 4. Failure to maintain the expectations of the LLC may result in a meeting with the assistant director of residential education and ultimately removal from the house. Note if moved to a different facility on campus, resident’s housing costs and meal plan will be adjusted accordingly.**

# EXAMPLE PROGRAMMING OUTLINE

Below is a general guideline of events that could take place in an LLC. This is a flexible guide and houses may choose to distribute their programs differently or substitute in different types of programs and events.

## August/September

- Fall orientation: ideally this will take place the Friday before classes start
- Weekly meetings will start the first week in September
- One large collaborative event – Open House
- One small house program

## October

- Weekly meetings will continue
- One small house program
- One large house program (typically a professor dinner)

## November/December

- Weekly meetings will continue
- One small house program
- One large house program (typically a professor dinner)

## January/February

- Weekly meetings will start the first full week students are back on campus
- One small house program
- One large house program (typically a professor dinner)

## March

- Weekly meetings will continue
- One small house program
- One large house program (typically a professor dinner)
- LLC housing selection begins, current residents may be asked to help participate in info sessions

## April/May

- Weekly meetings will continue
- One small house program
- One large collaborative event to end the year!
- Residents will participate in SpARC

**How involved do you feel living in the LLC house compared to your residence hall experiences in the past?**

- Feels similarly involved / connected in the house as she felt last year in her residence hall. She had a really good, close group of friends in her corner of the residence hall last year. She feels just about equally connected in the house as she felt before.
- She enjoys that she knows everyone in the house, she feels they have a close community
- She agrees that programming has contributed to the closeness of the residents
- Positive experiences in the house
- Student misses Walters
- Student enjoys living in the house
- Not hands on in the events in Walters but has hands on in the events in LLC so she attends all of the LLC events but did not always attend events in Walters
- Really likes the house dinners
- "Can't even compare to Walters it is so much better! Walters was a horrible place to live"
- We can cook here and we have a visiting space and we eat there together
- Feels connected to other residents in both LLCs but in different ways
- Student feels more involved, involved with the programming
- Student feels like she knows the people a little bit better
- When you're in a house you see each other more
- More mutual respect in the house (people used to steal food in Winship)
- Small group of people so we are close knit, small community

**What have you enjoyed in the house so far?**

- Student really loves to cook in the house
- Student really enjoyed the weekly meeting when they painted ornaments
- Overall she has really enjoyed all of the events
- Student enjoys that the house is cleaner than her time in Winship
- Loves the kitchen - student loves to cook
- Showers, they are cleaner with little steps
- Student enjoys the professor visits. It's not easy to get professor to talk about their life in general so it's really nice to hear about their experiences
- We would see each other in the house but the dinners really opened people up
- Student likes how they spaced out the activities
- Student enjoys having a kitchen. She loves to cook.
- Student enjoys the house is cleaner than Walters
- Enjoyed being able to control the AC around the house
- Enjoy that it is small and has connections with housemates more than previous floor-mates
- Cooking, student loves to cook

### **What have you not enjoyed in the house so far?**

- At first she was overwhelmed with the programming. She thought there wouldn't be any programming requirements for the residents so she was just not expecting it
- Student has had to get used to living with other people. She is used to just living with her parents and her house is very clean. She is not a fan of the dishes in the sink, pots left on the stove, food left on the stove etc.
- Student did not like feeling that she was threatened on being kicked out of the house for low participation, she felt like she was constantly lectured on not participating enough and didn't like that
- Overall student has really enjoyed all of the events but she said they were very overwhelming all at first and she wishes they were more spread out over the semester.
- Student hasn't been able to attend all of the events due to evening classes
- Student said it is cold... sometimes it's really hot and sometimes it's so cold
- Student doesn't like the temperature, when its cold its really cold but when its hot its really hot
- Student occasionally sees roaches - not very often
- Student doesn't like the gutters are growing their own ecosystem
- Student loves her roommate but can't stand her roommate snoring
- Student said the Nest is confusing, sometimes it very hot and sometimes its really hot (like in the middle of the night)
- Room is cold, air is not distributed well
- Dishes are not washed. It is a struggle
- Someone left chicken out for days and it smelled really bad
- The Nest temp is hard to control, it gets really hot at night
- Student wishes she did not require a meal plan in the house because they cook so much

### **Do you have any suggestions that would make this experience more enjoyable? More educational?**

- Student said they should do more dinners and maybe assign activities depending on how busy the schedules are, maybe take dates earlier in the semester
- More workshops, the fun kinds of workshops
- International club? Can we collaborate with the international club or office?
- Bigger budget would be more enjoyable
- We have all of these events we want to do but we don't have any money to do the events
- Ability to connect with outside people not just Agnes people
- Don't really know each other much. We should have just house programs
- Getting to know each other in the house and know the countries the house members come from
- More programs for just the house members
- Inter house meetings would be nice
- Having movie nights and/or game nights with all 3 houses together would be nice
- Student would like the house residents to be more interactive - but she understand their schedules are preventative

### **Do you have any facilities concerns?**

- Flying roaches (big and small), “critters”, rat, possum, mice etc..... Gross!
- One of the shower handles doesn't work (work order already submitted)
- There is a lock missing on one of the shower stall doors (work order already submitted)
- TV room is missing a couch now
- Student tried hooking up a laptop to watch a movie and it didn't work
- Some of the house is messy like the kitchen
- Heater / air never works properly

### **How have you felt that you are contributing in the house?**

- Student goes to all of the events and all of the house meetings
- Student makes dessert for all of the dinners, loves to bake
- Student participates a lot and she feels she is there when they need things
- Student met with JLP for planning the Rise Against Hunger and Coco programs
- Student tries to come early to help set up and stay after to help clean
- Student said if the programs were about getting to know the house members more she would be more invested. She wants to get to know her housemates
- Student doesn't want to have to attend these programs because it is a requirement but because it was something she was invested in and wanted to attend. She would more likely attend or feel invested if it was a program to get to know the other house members
- Student tries to communicate with everyone
- Student tries to be present and do what she can because she doesn't like to cook (and can't cook) and she doesn't have a lot of experience planning events and programs
- Student cooks for the programs
- Student contributes ideas for the programming
- Student attends almost everything
- Student feels good about her involvement. Student tries to cook in most of the dinner activities and contribute her thoughts in the activities

### **How have you felt that you are enhancing yourself with the global learning theme for the house?**

- Student said her point of view has broaden a lot
- Student was never exposed to some of the cultures she has been introduced to in the house (for example one of the house residents is from Tanzania)
- Student has learned about the latino culture and how they value family and in america how family is important similar to africa
- Student feels like there is stuff she already knows
- Student said developing skills, participating in events, and being a part of planning and carrying it out has been a new experience
- Student got to learn a lot about different places and countries, like the food. She didn't notice the importance of what other people celebrate this time of year but she got a chance to sit and reflect
- Student had stereotypes about Thanksgiving celebrations, she thought everyone celebrated Thanksgiving but I learned a lot about other holidays and traditions

### **What are you looking forward to with future programs?**

- Professor dinners are really enjoyable
- Student hopes they can go to a market together, that would be fun,
- Student would enjoy having a movie screening together
- Student really enjoy the dinners with the professors
- Student really enjoy dinners with just the house
- Student enjoys painting with music, just sitting with the house talking about how your day and week are going and just being happy and laughing
- Student looks forward to everything, she really liked all of the programming so far
- Student likes the professor dinners because some of them she don't even know so she gets to meet a new professor and learn a lot about them
- Student would love more dinners with professors. She finds they are easy and fun conversations
- Student would like to see more events like life maps
- Student would like to see more specific events just for the house rather than tagging on to other events on campus
- Student really enjoyed the food packaging event - found it therapeutic, and gave her a sense of service

### **How is your relationship with your roommate?**

- They lived together last year and really enjoy being roommates
- They love each other. They have their own friend groups but click really well
- They are very close
- They work well together and they know how to live with each other well
- They were roommates last year as well
- They are good friends
- She had the same roommate from first year

### **How is your relationship with your RA going? Are they helping you?**

- Jasmine is really great, she really holds us together as a house
- She once texted something really vague about throwing food out and it was concerning
- She also texted all of us "where are you?" but we were all already at the meeting
- Student really likes the one on one conversations with Jasmine
- Nice to bond and chat
- Student is in spanish class with Jasmine
- Student has a good relationship with jasmine
- Student says Jasmine really listens to all of her concerns
- Student really likes her approach, listening is a good quality for all RAs
- She is really nice
- She is very invested which is really good but sometimes overwhelming for both her and for us she should slow down and take it a little more easy
- She has so much pressure on her from reslife and it seems to really stress her out and that isn't good
- Jasmine is the backbone of the house

- Student said they came in thinking we had everything done for us but that's not what happened so she is great with keeping us on task and moving forward
- Overall very pleased with her
- Student said she's nice, and she don't have any problems with her
- We are not that close but i feel like if i wanted help with something she would help me for sure

### **Advice for future students thinking about applying to live in the LLCs?**

- Bring a dish rack no one puts their dishes away
- Mini fridges are allowed so consider bringing one. The kitchen fridge is often overflowing
- Do the work!
- If you commit to living in the house then do the work that you committed for
- If others are invested you should help them
- Be open to coming into the house and living like a family
- Try to get to know your housemates
- They need to be willing to commit - issues with students not participating
- Be prepared to have meetings at weird hours to accommodate everyone's schedule
- Have fun with it
- Be prepared to put time into the programs
- Student said some of her housemates are overwhelmed
- Before you sign up for things, space things out in your calendar

**How involved do you feel living in the LLC house compared to your residence hall experience in Walters last year?**

- Student feels less involved with the house than she was with the GEMS floor last year in Walters
- We don't meet regularly as a house, we have had 2 house meetings this semester
  - All of the residents are super busy and never home so they never really have a time they can all get together
- Student really wishes there were house programs she could attend.
- Student did not participate in any programming in the GEMS hall last year so this is a step up
- Student feels less close to her housemates, she feels they had a close floor in Walters last year
- Less connected with the community in the house, all of the other residents are rude and don't seem to want to be here (as part of the house)
- Hard to compare the two. They are two very separate dichotomies. To try and have everyone together as a community in the GEMS floor isn't realistic
- We all know each other and we are pretty close but we have a different sort of relationship
- STEM house feels a little more involved with programming because there are a smaller group of residents so it's easier to get all of the residents more involved
- Student says she is friends with some of the people but there are for sure some people she talks to more often than others but they are all friendly so no community issues really
- Student said they haven't done a whole lot of programming at all really
- Student said she is not really sure what is expected of her as a resident of the STEM house

**What have you enjoyed in the house so far?**

- Student really enjoys living in the house, really likes all the people in the house. She feels the residents in the house all get along really well
- The program with the GEMS in Inman was okay but not a lot of GEMS showed up
- Student enjoyed the plant event during the open house
- Student likes the house because it's not off campus but not on campus, so she feels like she is leaving campus to go home at the end of the day which she enjoys
- A couple of students said they like that the rooms are bigger in the house than the rooms in Walters
- Student likes not having to have the 21 meal plan
- Student likes being close to the gym
- Student likes events with all 3 houses, finds them more enjoyable and successful
- Student likes living in the house with a classmate, it is convenient to be right next to each other when they need to work on projects together
- Student likes living close to the gym
- A couple of students mentioned the showers are cleaner in the house than they were in Walters
- A couple of students mentioned the kitchen is really convenient
- Student said she was friends with everyone already & liked knowing everyone coming into the house
- Student likes that everyone in the house is focused and hardworking, it is nice to have study buddies
- Nice to have some core classes in common
- It's also nice to just have a studious environment in the house but also intimidating



### What have you not enjoyed in the house so far?

- Student is disappointed there haven't been any professor dinners yet. She said they have all suggested professors and they all see these professors daily so it shouldn't be difficult to plan
  - Daisy asked what is stopping you from just inviting a professor? I am sure Amirah wouldn't mind at all if you just scheduled it. She said she doesn't know the other resident's schedules.
  - Student thinks Thursday nights are good nights for the dinners because many of the residents seem to be home on Thursday nights (might also be a good night for weekly house meetings)
- Not everyone is on the GroupMe so it is not super easy to communicate
- Student would like to establish house rules regarding guests (primarily advanced notice is helpful)
- Student finds it hard to get herself to go to Evans, it feels really far away
- Student said it is hard to find when a professor is free and willing to come to dinner at the house
- Student is frustrated that others do not attend the meetings
- Student said she was sad they are the smaller house because they have less people to be engaged
- Student is happy their house is the working washing and dryer house, hooray!
- Student said there hasn't been much they have not enjoyed aside from facilities not fixing things
- For the most part it has been good really
- The lack of communication about the expectations has been the most difficult to many students
- Student said they haven't done much independently that has been STEM themed

### Do you have any suggestions that would make this experience more enjoyable?

- Establishing ground rules for the house at the very first meeting. For example, establishing a rule on how long food is left in the fridge, rules regarding dishes in the sink, and cleanliness in general. If there were ground rules to begin with there may have been less problems
- More house meetings, we have only had one meeting so far
- More opportunities to interact with the residents in the other houses. Student feels as if she doesn't know anyone in the other houses at all
- Orientation the fall possibly the Friday after first year move in would be helpful
- Giving structure to the house by creating deadlines, deadlines will also help with motivation to complete things. Without deadline people don't take the house stuff seriously
- Nothing in particular, maybe more of a community established inside the house itself we didn't have a lot of structure to begin with hurt the community establishment from the start
- Integrating the theme of the house earlier on in the semester. We have great ideas but it took us so long to get the house functioning now most of the ideas are irrelevant really
- Resident said she would enjoy more "fun" events like a fask mask night - she said she would love to contribute but it's not easy to do it if most of the people in the house don't want to do it
- At least a weeks notice (preferably more) on meetings/programs/events - student suggested a STEM house google calendar

### Do you have any suggestions that would make this experience more educational or "on theme"?

- Suggested having professor dinners with 2 professors over at one time, said STEM professors can sometimes be socially awkward when alone so this could be helpful
- Suggested it would be nice if they all went to the observatory together, one of the residents works at the observatory, it would be fun to support her, bond w/ residents & learn something

- Suggested they all go as a house to different programs on campus that are hosted by STEM student organizations. Support the other student orgs (some of the house residents might be in these student orgs so this would be in support of them as well). It is also free!
- Trying to do things that are interdisciplinary in STEM would be fun. There are the “bio-pre-med” type of STEM student and the “physics-y” type of STEM student... not a whole lot of overlap. Doing more broad spectrum interdisciplinary stuff would be good

### Do you have any facilities concerns?

- Card access to the houses - all of the residents of all 3 houses have access to enter all 3 houses but there have been some concerns about possible thefts in the STEM house and they don't believe they are from within the STEM house (things like plates, bowls, utensils, etc.)
- Heat is *still* broken in the house - The heat hardly ever works and its always cold or it gets really hot in the middle of the night. Currently it is freezing. (I think every single student brought up the heat being broken in the house as a concern) One student pointed out it is primarily the bedrooms and the common rooms are not that cold
- Kitchen leaks when it rains
- Leak in the ceiling of one of the bedrooms that facilities said they fixed but it still leaks occasionally
- No hot water for a few days it was ice cold
- Roach problem even after they sprayed

### How have you felt that you are contributing in the house?

- Resident said she decorates
- Resident attends meetings
- Resident occasionally waters the plants in the kitchen
- Resident invited the professors for the dinner
- Resident said she was not really sure how she is suppose to contribute to the house
- Resident said she was also not sure because for the most part they haven't really done much so there hasn't been many opportunities to contribute to
- Resident said they are all friends and she contributes to those relationships

### How have you felt that you are enhancing yourself with the STEM theme for the house?

- No I don't feel like we are doing anything STEM related, we have not done this at all with the house
- No, not really
- Not explicitly because things are not really established but it is nice to have a group of STEM majors around me at all times
- I went to the GEMS program and tried to talk to the GEMS students about math courses
  - There were a lot less people than she expected so she suggested that maybe if we did this program earlier in the semester it would be more helpful because the first year GEMS didn't seem to care what they had to say
- I have helped others with their school work while in the house
- I contribute to many other things in STEM outside of the house

### **What are you looking forward to with future programs?**

- Trivia possibly? That could be a cool program. I like learning little facts about science
- Excited to cook for the professor dinner
- Many students said they are really excited about the professor dinners.
  - It hasn't really happened yet but hopefully next semester we can have them more often

### **How is your relationship with your roommate? Or housemates?**

- Great with roommate
- We work really well together but she has a lot going on
- Relationship with the rest of the house is okay
- Not in the room a whole lot
- I say hi to the other house residents and they just look at me
- Good, we are friends and it's nice that we have very similar preferences
- I was already friends with some of the others so we already sort of had our own expectations and needs for the house but at the house meeting different expectations seemed to be established

### **How is your relationship with your RA going? Are they helping you?**

- Amirah is good
- Good relationship with Amirah, she is amazing I love her
- Nothing bad to say about Amirah
- Mostly in the beginning I didn't feel like she was really there as an RA more like just another housemate but that was okay
- Its annoying that rules were never established and enforced in the beginning
- Rules have not been consistent
- Netural
- Amirah is trying but the other students don't seem to care

### **Advice for future students thinking about applying to live in the LLCs?**

- Get the 10 meal plan you won't use more than that
- I really like it, I would highly suggest it if they are at all interested
- Apply if you really want to be part of the community not just because you want to live in a house

### **Advice for residence life about the LLCs?**

- In person interviews for applicants to make sure someone is passionate about this commitment
- Group interviews would be a good idea - ask applicants to think about an event with a 5-10 minute range and present it
- Include the RAs in on the interviews
- Rooms should come with space heaters ahead of time

### What have you enjoyed in the house so far?

- Student really likes the house
- Student likes when the professors come in for dinner, likes meeting professors she normally would not interact with
- Enjoyed Prof. Bielder really enjoyed meeting a professor from a different department
- Showers are better in the house than in walters
- Likes to cook a lot
- Having space to cook in the kitchen is nice
- Student likes the small community of it, likes being around people she necessarily wouldn't have known otherwise
- Student likes the small and more intimate community
- Student has really enjoyed interacting with other students she wouldn't have met otherwise
- Student found similarities with housemates that she previously thought were completely different from her
- Student really likes that the housemate have more involvement in the planning of events
- Student loves having Dayo as an RA

### What have you not enjoyed in the house so far?

- Things falling apart
- Shower was broken for 4 weeks
- Leak in the kitchen sink
- Things that are not in our control
- Downstairs will be freezing
- Student sets the upstairs temperature but it can still feel super hot in the house even when it is set to 69 degrees
- Student doesn't like that other housemates don't clean up after themselves
- Student doesn't like that she feels close to some of her housemates but doesn't feel close at the same time
- Student wants to have a close bond and should feel comfortable to run to her housemates rooms
- Student doesn't like that no one cleans up after themselves
- Student wishes there are more strict rules set up for the cleanliness and picking up after themselves
- Student hates that Dayo is cleaning the fridge, she shouldn't have to do that
- Student suggests Dayo be stricter on the 24 hour rule and throw out those dish
- Stricter rules in the beginning "this is the rules now" revisit and start from in january
- Student suggests a calendar to clean and hold each other accountable
- Roaches and bugs flying out of the sink

### How have you felt that you are contributing in the house?

- Student tries to talk to people she lives with
- Student brings extra food from the bake sale

- Student said it is hard to contribute when housemates aren't there and they don't really talk
- Student said "Yes, I try to participate and I ask Dayo if she ever needs anything from me and any of the events that we have had so far I try to attend"

### **How have you felt that you are enhancing yourself with the global learning theme for the house?**

- Not promoted in the house, they were all leaders already, the house and the curriculum is not really contributing to this
- Would like to talk about difficult conversations and feedback. Enjoys little talks about leadership
- Not an introvert or an extravert, ominorvert - student said she has the capability to do things but she get tired easily and burnt out but she put pressure on herself
- Being around these others we talk about self care and stepping back
- Leadership isn't about perfection
- Learned a lot about Judaism in the house. 3 of the 7 residents practice Judaism

### **Do you have any suggestions that would make this experience more enjoyable? More educational?**

- Student said "We don't have close relationships with each other, it would be more enjoyable if we did"
- Community building within the house and amongst all 3 house
- Panel of students and professors talking about non-traditional leaders
- Movie night about global leaders
- Student would like to decorate the house with paper snowflakes and everyone can be creative
- LLC bake sale for charity
- Student said "we don't have tight knit bonds, I want to create this sort of a bond"

### **What are you looking forward to with future programs?**

- Student would like to collaborate with the other houses. Student said "we are all kind of distant from campus so it would be nice to bond with the other houses, once a month big general body meetings"
- More professor dinners
- Lunch together on early Friday afternoons

### **Do you have any facilities concerns?**

- Dryer one load at a time, trying to do back to back loads doesn't work, it needs to cool down first
- The upstairs toilet resurfaces things

### **How is your relationship with your roommate?**

- Loves her roommate
- They are close friends but have disagreements of course and both have strong personalities but like to work through when things are off

### **How is your relationship with your RA going? Are they helping you?**

- Student really likes her alot, she thinks Dayo is amazing
- Student really likes that even tho Dayo is assigned to be there and has to be there she genuinely listens to them and the student likes having Dayo to go talk to
- Dayo doesn't have a power dynamic and doesn't do like RA separate from resident, very respectful
- Dayo really tries to interact with the residents and asks them how they are doing
- Student loves Dayo, has a great connection with Dayo
- Dayo tries with brunches and movie nights but everyone is so busy with clubs, work and leadership roles - It is really on us to want that and make it happen. She tries but we have to participate
- Dayo does a great job putting these things together no one shows up
- No one is around for brunch

### **Advice for future students thinking about applying to live in the LLCs?**

- Be prepared for imperfections and working with others, be open
- Some of your housemates will be an interesting dynamic to live with plan events with them
- Don't be afraid to knock on the door and say hey I just want to see the other house
- Make it your own
- Put a meeting time on your calendar ahead of time, like day one

# LLC FALL 2018 PROGRAMMING UPDATE

## GLOBAL LEARNING LLC

### Accomplishments

#### House Programming

**1. Dinner with Professor Ocasio 9/26**

Residents enjoyed getting to know more about Professor Ocasio, and are eager to have more interactions with him after the dinner as well as future dinners with other Agnes faculty and staff. They appreciated his advice on the importance of global learning: "Let destiny take its course."

**2. Global Extravaganza 10/24**

The Global Learning LCC hosted a "Global Extravaganza" program for the Agnes Scott community, where residents led a discussion based activity. Guests were asked to draw their own life map that represented their culture, enhancing their own global learning with the residents. The residents cooked and served dishes that represented their own culture.

**3. Dinner with Professor Beilder 10/29**

Residents enjoyed having dinner with Professor Beilder and how global learning has impacted her life. One thing Professor Beilder enjoyed sharing out was the journey and long process she went through for her to adopt to daughters and travel all the way to China to get them, emphasizing the importance global learning had on her life and future moving forward.

**4. Halloween Painting 10/30**

After a typical weekly house meeting, residents of the Global Learning LLC painted mini Halloween sculptures and enjoyed snacks, peach tea, and Halloween candy.

**5. Coco Movie Screening**

The Global Learning LLC partnered with the Center for Leadership and Service for the CLS program viewing the movie Coco, which focuses on Mexican and the Spanish culture within the movie-specifically The Day of the Dead tradition.

**6. Rise Against Hunger**

Residents collaborated with Leadership and Service, where they volunteered to package over 20,000 meals to support programs such as schools, disaster reliefs, and medical clinics. This experience emphasized the global impact volunteers such as Scotties play a role in underserved communities.

### Challenges

Challenges included cleanliness and attendance to weekly meetings, programs, or an overall contribution to helping the success of the Global LLC. For example, residents would take days at a time to wash their dishes. Additionally, there would be weekly meetings or programs we would host or participate in where I would not hear from residents, stating whether they are able to participate in these scheduled events such as SPARC. This issue occurred more often than not from certain residents. Though I would address to them personally

and speak to Daisy Bourassa about these situations, the remainder of the house felt they were contributing towards the success of the house more than others.

## Opportunities

Participating in the Global LLC has educated and empowered the members of this community to live as well as lead in a global society. These experiences throughout the school year have made an impact on each individual's life and style of global learning in addition to how these experiences have related or differed from our own experiences. The positive support and tools provided to us throughout the year has generously motivated us to pursue learning within a global context outside of this community.

## STEM HOUSE LLC

### Accomplishments

#### House Programming

##### **1. AAUW Atlanta Annual Meeting 9/16**

On Sunday, September 16, a total of 14 student volunteers and at least 3 additional student guests attended the AAUW Atlanta annual fall meeting. The theme of the meeting was "STEM and YOU". Atlanta branch members, Betty Slater, created the theme and concept. The Atlanta branch has been interested in promoting women in STEM recently and they want to learn about STEM from Agnes Scott students. We organized 4 workshops, 3 of which were completely facilitated by students.

In one room students presented their research projects with short powerpoint presentations. In a second room students led the AAUW members and guests through the extraction of DNA from strawberries. Outside students demonstrated using handmade sparklers to explain how fireworks get their different colors. The fourth and final room had student volunteers assisting a retired high school teacher / AAUW member lead a workshop on mathematical Pi. After the branch meeting we headed over to the Observatory for a student led planetarium demonstration.

Out of these students 4 were from the STEM LLC and at least 6 of them are GEMS (including 2 of them from the STEM LLC). At least two students from the leadership LLC attended as guests.

##### **2. Welcoming GEMS on Move in Day 8/23**

STEM House residents were invited to move in a couple of days early to welcome the first year GEM students when they moved into Inman Hall.

##### **3. Spooky Decorations 10/10**

Residents enjoyed decorating the entire house with spooky decorations to feel the "Halloween" spirit. The entire house participated in hanging lights, pumpkins, and spooky flowers.



#### **4. STEM Where You GEM 10/24**

The residents from the STEM house talked with the first-year GEM students in Inman first floor lobby. The residents introduced themselves to one another and the first-years got to ask the experienced sophomores questions regarding majors, professors, and research. Pizza and snacks were provided.

#### **5. Dinner with Dr. Levin and Dr. Toshi 11/29**

The entire house contributed in having desserts, tea, and fruit to treat Dr. Levin and Dr. Toshi. The conversation was over everything STEM, experiences in the field, schedules for the spring semester, and the students' current experiences at Agnes.

#### **6. Christmas Decorations 12/2**

The entire house gathered together to decorate the house in winter decorations. They spent hours hanging lights, designing ornaments, and placing the tree in the sitting room for them all to admire.

### **Challenges**

This semester was challenging in regards to cleanliness and attendance to weekly meetings. The kitchen and dining room were big areas for leftover dishes and crumbs. I found it difficult originally to remind the girls that even though this was their house, they have to be mindful of those they live with and the house rules. In addition, about half of the residents didn't attend half of the weekly meetings scheduled. This became an issue because certain residents felt like they were contributing towards the planning and overall bonding as a house more than others.

#### Facilities Challenges

1. Heater: The overall distribution of the heat in the house is uneven. Therefore; some rooms will be super cold while other rooms are warmer. This became an issue as the weather got colder.
2. Ceiling Leakings: As the year grew, so did the number of leaks in the kitchen, dining room, and hallway. Although these leaks were small and only needed a bucket underneath them to contain the spillage, these leaks can grow bigger, or contribute to newer ones.

### **Opportunities**

The overall opportunities while living in the STEM LLC were amazing. Because I lived in an environment where STEM was almost always the topic of discussion, we could talk about professors, classes, or even research we were interested in. In addition, we could find out about other STEM opportunities through each other. I know that for the spring semester, everyone definitely wants to grow in the field a bit more, whether that is supporting one another at different STEM-related events, or going with each other to these events.

## LEADERSHIP DEVELOPMENT LLC

### Accomplishments

#### House Programming

**1. DIY with Dayo 9/27**

Students learned how to create Macrame with yarn and dowells to decorate their dorm rooms with

**2. DIY with Dayo 10/26**

Students painted canvas art and got to know one another deeper as a house.

**3. Dinner with Professor Beilder 10/30**

Students ate dinner with Professor Beilder while she shared her life journey, experiences and leadership skills

**4. Dinner with Dr. Elizabeth Henry 11/13**

Students ate dinner with Dr. Henry and had a lively conversation regarding Dr. Henry's leadership experiences and life in general

**5. Holiday Movie Night**

Students had a movie night while also decorating the house christmas and hanukkah themed.

### Challenges

It has been difficult getting students to actually attend the events. When the students are present, they are amazing and phenomenal. I have also observed that because the students are leaders in various other organizations and clubs, they find it difficult to exhibit said leadership skills for the house because they are so overly committed to other things. This is a great problem to have, but it may pose as a problem later for house leaders.

### Opportunities

Being the leadership house, we have the opportunity to collaborate with leadership organizations. We want to collab during peak week and see if we can tag ourselves onto events that the Center for Leadership and Service. I also think we have the opportunity to spend more of our time volunteering and less of our time "bonding" as important as that may be. The students can bond through the volunteering activities and get to know one another while also being incredibly helpful to the community around them.



## RESIDENCE LIFE SUMMIT INTEGRATION

*Fall 2018 Programming and Residential Education Update*

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## **Residential Programming**

### **Engagement Model**

In our continuous effort to create and support a positive and inclusive atmosphere on our residential campus, we as a Residence Life team offer a variety of programming with the intent to develop students into thriving members of their community. Based on our programming efforts students will develop a sense of belonging, operate effectively and contribute within a diverse populace, and acquire strategies to engage in the community beyond Agnes Scott College.

The 6 Learning and Development Objectives of the Residential Programming Curriculum have been derived from the **SUMMIT Student Learning Outcomes** and can be divided into three categories; Personal Development, Ethical Engagement, and Development of Life Skills.

### ***Personal Development***

1. Identify and assess one's values, interests and abilities
  - Students engage in examination of their assumptions and beliefs, identify values and ethics, understand the value of self-development, act in alignment with their values, and effectively communicate thoughts.
2. Practice continual improvement of one's whole person and seek and utilize feedback
  - Students understand in the value of one's own contributions, understand the value of considering feedback from others, recognize personal responsibility for one's actions and the impact on self and others, effectively articulate their ideas while respecting contrary ones, and identify of personal strengths, weaknesses, and strategies for improvement.

*Examples in this category may include programs focused on leadership development, diversity, social justice, civic engagement, etc.*

### ***Ethical Engagement***

3. Demonstrate honorable and ethical behavior and civic engagement
  - Students seek to understand and appreciate the value of viewpoints of others, engage in discussion around sensitive issues with respect, engage in activities that differ from their cultural upbringing, understand the value of serving one's community, operate effectively and contribute within a diverse community, and engage in positive interactions with people of diverse backgrounds.
4. Demonstrate confidence and motivation to effect change
  - Students appropriately challenge unfair, unjust, or uncivil behavior, use critical thinking skills as a guide to multiple modes of inquiry, challenging conventional wisdom and stereotypes understand the value of taking initiative, contribute to creating an inclusive environment in residence hall, and recognize structures of power and privilege.

*Examples in this category may include programs on sustainability, global learning, diversity, social justice, civic engagement, etc.*

### ***Development of Life Skills***

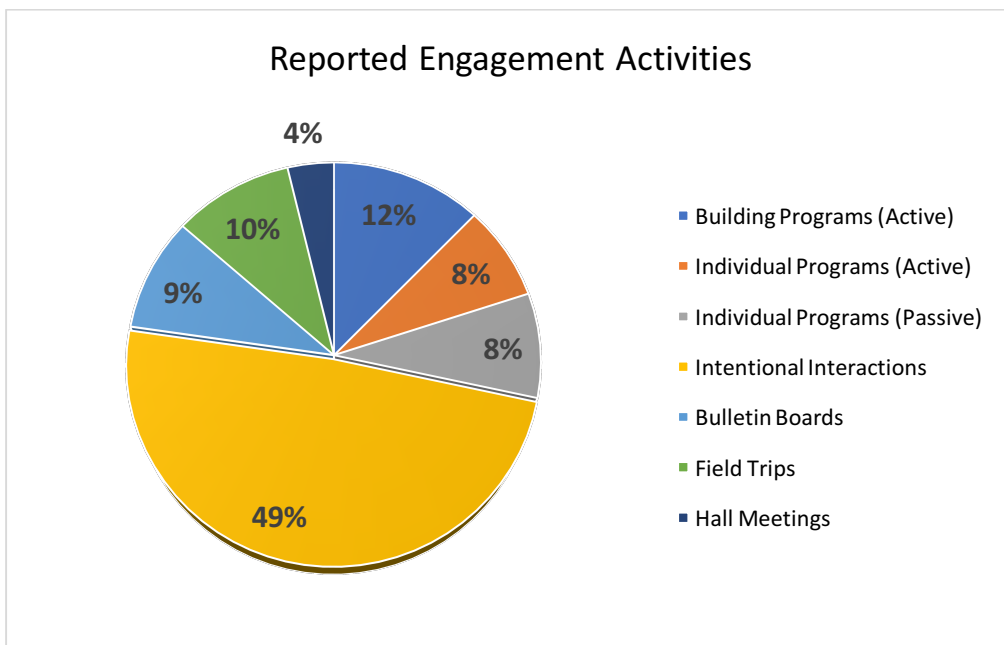
5. Demonstrate holistic growth and a balanced, healthy lifestyle
  - Students demonstrate an understanding of balance between education, work, and leisure time, identify and utilize appropriate campus and life resources to establish wellness, effectively manage their time and commitments, follow safety procedures and display an understanding of their importance, make safe and responsible decisions and demonstrate sustainable practices in their everyday lives.

- 6. Acquire knowledge, skills & abilities for active engagement within the Agnes Scott community & beyond
  - o Students participate in opportunities that develop leadership skills, effectively manage and deal with conflict set appropriate boundaries in living situations and environments, develop productive relationships with others, participate in the development and maintenance of their communities and develop a sense of belonging in one’s residential community.

*Examples in this category may include programs on personal balance, health, wellness, learning new skills, community building / social programming , etc.*

**Fall 2018 Reported Engagement Activities**

Resident Assistants are asked to complete a self-evaluation / report after each engagement activity. The following data has been collected for Fall 2018:



**Active Building Programs – 49**

- Development of Life Skills – 21*
- Ethical Engagement – 7*
- Personal Development – 18*
- Miscellaneous - 3*

**Individual Programs (Passive) – 34**

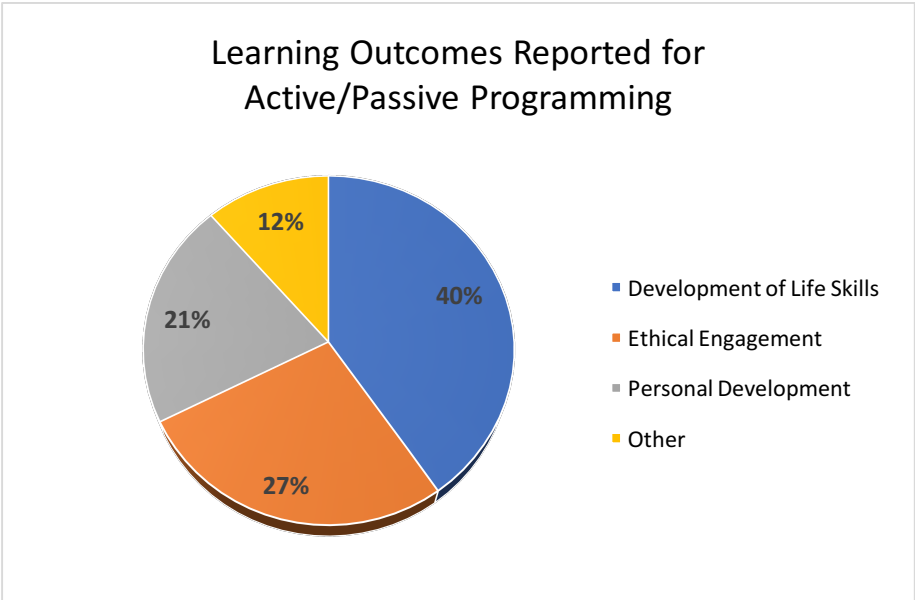
- Development of Life Skills – 6*
- Ethical Engagement – 3*
- Personal Development – 15*
- Community Building (Write-in) – 10*

**Individual Programs (Active) – 31**

- Development of Life Skills – 12*
- Ethical Engagement – 8*
- Personal Development - 11*

**Intentional Interactions – 196**

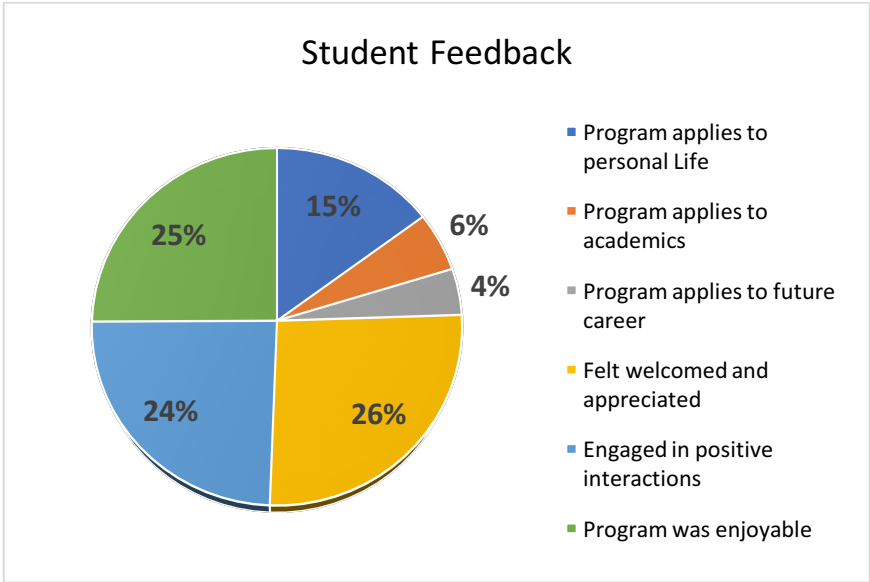
- Bulletin Boards – 37**
- Field Trips – 39**
- Hall Meetings – 15**



**Fall 2018 Student Feedback**

After each active program (both building and passive) RAs are asked to provide the participants with a survey link to provide feedback on that individual program. We have collected **219 student responses** this semester. Students are asked to select from a list of 6 simplified learning objectives to describe their experience. As of November 25<sup>th</sup>, 188 surveys were collected with the following data:

- I learned something at this program that I can apply to my personal life - 99
- I learned something at this program that I can apply to my academics - 36
- I learned something at this program that I can apply to my future career - 28
- During this program I felt welcomed, appreciated or supported as a member of the residence community - 174
- During this program I engaged in positive interactions with people of diverse backgrounds - 162
- This program was enjoyable - 167



*\*Note: The 31 survey responses between November 25<sup>th</sup> and December 14<sup>th</sup> have not been yet analyzed.*

## Living and Learning Communities

The 3 Resident Assistants of the LLCs were asked to provide feedback regarding their completed programming efforts. Information from their reports are summarized below:

### **Global Learning House Programming Highlights**

1. Dinner with Professor Ocasio 9/26 - Residents enjoyed getting to know more about Professor Ocasio, and are eager to have more interactions with him after the dinner as well as future dinners with other Agnes faculty and staff. They appreciated his advice on the importance of global learning: "Let destiny take its course."
2. Global Extravaganza 10/24 - The Global Learning LCC hosted a "Global Extravaganza" program for the Agnes Scott community, where residents led a discussion based activity. Guests were asked to draw their own life map that represented their culture, enhancing their own global learning with the residents. The residents cooked and served dishes that represented their own culture.
3. Dinner with Professor Beilder 10/29
4. Halloween Painting 10/30 - After a typical weekly house meeting, residents of the Global Learning LLC painted mini Halloween sculptures and enjoyed snacks, peach tea, and Halloween candy.
5. Coco Movie Screening - The Global Learning LLC partnered with the Center for Leadership and Service for the CLS program viewing the movie Coco, which focuses on Mexican and the Spanish culture within the movie- specifically The Day of the Dead tradition.
6. Rise Against Hunger – All Global Learning residents attended this campus wide event together as a house. This was the first time for any of these students to attend this annual event and they all enjoyed this experience greatly.

### **STEM House Programming Highlights**

1. AAUW Atlanta Annual Meeting 9/16 - On Sunday, September 16, a total of 14 student volunteers and at least 3 additional student guests attended the AAUW Atlanta annual fall meeting. The theme of the meeting was "STEM and YOU". Atlanta branch members, Betty Slater, created the theme and concept. The Atlanta branch has been interested in promoting women in STEM recently and they want to learn about STEM from Agnes Scott students. We organized 4 workshops, 3 of which were completely facilitated by students. In one room students presented their research projects with short powerpoint presentations. In a second room students led the AAUW members and guests through the extraction of DNA from strawberries. Outside students demonstrated using handmade sparklers to explain how fireworks get their different colors. The fourth and final room had student volunteers assisting a retired high school teacher / AAUW member lead a workshop on mathematical Pi. After the branch meeting we headed over to the Observatory for a student led planetarium demonstration. Out of these students 4 were from the STEM LLC and at least 6 of them are GEMS (including 2 of them from the STEM LLC). At least two students from the leadership LLC attended as guests.
2. Welcoming GEMS on Move in Day - STEM House residents were invited to move in a couple of days early to welcome the first year GEM students when they moved into Inman Hall.
3. Spooky Decorations 10/10
4. House Game Night with Professor Levin 11/29

## Leadership Development House Programming

1. DIY with Dayo 9/27 - Students learned how to create Macrame with yarn and dowells to decorate their rooms
2. DIY with Dayo 10/26 - Students painted canvas art and got to know one another deeper as a house.
3. Dinner with Professor Beilder 10/30- Students ate dinner with Professor Beilder while she shared her life journey, experiences and leadership skills
4. Dinner with Dr. Elizabeth Henry 11/13 - Students ate dinner with Dr. Henry and had a lively conversation regarding Dr. Henry's leadership experiences and life in general
5. Holiday Movie Night - Students had a movie night while also decorating the house Christmas and Hanukkah themed.

Each house also has weekly house meetings to build community and engage the residents.

## Challenges expressed by the LLC RAs

- Resident participation can sometimes be a challenge. These students are very busy on campus with very different schedules. It can sometimes be difficult to get them all in the same place at the same time without any real incentive to participate in the program. When the students are present, they are amazing and phenomenal.
- Facilities issues. Each of the 3 houses have had reoccurring issues with leaks and reoccurring issues with the heat / air conditioning.

## LLC Manual

As part of her performance plan, a goal from ADRE Daisy Bourassa this semester was to create a draft for the LLC Manual. ADRE Bourassa met with each of the 20 individual LLC residents and the 3 LLC RAs to get their feedback and input on the LLC program this semester in order to integrate their suggestions and feedback into the manual.

Original Goal Description: With the help from both LLC RAs and the LLC students, I plan to create a manual for LLCs that includes learning goals and objectives, application logistics, and requirements for students, faculty, and staff roles. This is something I will continuously work on throughout the year as new things occur but I would like a solid draft completed by November 21<sup>st</sup>, 2018.

Progress for Fall 2018: A draft containing student expectations and requirements was created and shared with the LLC residents on November 25<sup>th</sup>, 2018. The RAs and I will review this document with each house at the start of the spring semester. This document is shared as an appendix.

Intended Progress for Spring 2019: The "goals" were originally created by the LLC residents themselves during their orientation. I now realize the goals they created are not measurable and some aren't actual goals, rather they are house rules. With a better understanding of the LLCs, I will revisit the goals and revise them to be a measureable goal with learning outcomes. I also would like to add policies to the manual that include the application and selection process, mid-year house vacancies, and possibly a "house leader" position (suggested by LLC RAs who are previous Theme House residents / House Leaders.)



## **Resident Assistant Training**

### **Bi-Weekly All-Staff Meetings**

The ACUHO-I BASIC 2.0 model we use is big on leadership and professional development for the RAs. We started this model after Tom Ellet performed his audit on us in the summer of 2017. During our large staff meetings that occur every other week we incorporate one of the 31 Challenge Cards from the BASIC 2.0 model. According to the supervisor's guide the challenge cards *"engage RA's in weekly leadership development exercises. Each card teaches a principle that is integral to the RA's development as a leader. The weekly challenge requires RAs to apply different leadership concepts to their lives and community."* The supervisors are instructed to *"facilitate weekly conversations among the RAs and provide them an opportunity to see that specific principle's application to the real world, to think critically about the challenge posed, and to begin brainstorming ideas for application of the leadership principle to their RA position."* This semester we covered the challenge cards on Organization, Reflection and Humility.

### **Leadership Retreat**

All of the RAs were required to attend the CLS Leadership Retreat in November. Additionally, I presented at the Leadership Retreat on how to facilitate difficult conversations. My presentation was called: *"Choose your words wisely: providing feedback and facilitating difficult conversations"*.

### **Training with Career Development**

Catherine Johansson from the Office of Internship and Career Development joined us one evening for an all-staff meeting to discuss "transferable-skills" with the RAs and help them articulate what they do as student leaders so they can add it to their resume or highlight those skills in interviews. She also went into detail regarding their use of LinkedIn.

### **Learning Objectives for the Resident Assistant position**

During the SUMMIT Integration sub-committee for student affairs, we began to create learning objectives for the RA program itself. We have not previously had learning objectives for the RAs and their development in the role. These learning objectives will help us mold the RA program into a true leadership development experience for the RAs. ADRE Bourassa and RLD Jessica Foxworth will complete the creation of these learning objectives together soon.



## **GEMS Living Learning Community Expectations**

2019 - 2020

A Living-Learning Community (LLC) is a group of students who have chosen to expand their education through shared learning experiences. Living-Learning Communities can positively enhance a student's social and academic integration, personal and intellectual growth, collaborative learning, and problem-solving skills. The Agnes Scott GEMS program is designed to encourage and nurture the love of math and science through academic and social support, mentoring, research opportunities, colloquia, conference presentations, and graduate and career counseling.

### **BENEFITS FOR RESIDENTS**

The 2019-2020 GEMS Living Learning Community provides a number of academic support, professional development, and personal growth opportunities for residents. Examples of benefits one might have living in an LLC include:

- Create a sense of community and encouraging individual commitment to support and respect each other and the program.
- Connect with fellow Scotties, faculty, and staff around common interests
- Promote learning through interactions with faculty outside of the classroom
- Develop academically and personally
- Integrate and apply your interests and experiences
- Explore and define personal values and identity within a community context
- Broaden appreciation for diversity and global awareness
- Become civically engaged and be of service to others
- Collaborate and communicate effectively in various settings
- Professional development acquiring leadership and interpersonal skills
- Engage in activities that promote academic achievement like study nights
- Build academic and personal connections with peers, faculty and professionals
- Have fun and learn at the same time!

## GOALS AND LEARNING OBJECTIVES

<<Insert >>

*Note: General goals will explain the general purpose of the LLC. The learning outcomes will help to define what you will learn and experience as a result of living in this community. They can then be used to help provide feedback on the success of the LLC at the end of the semester. These outcomes can be both curricular and extra-curricular in nature.*

## RESIDENCE LIFE STAFF

### Resident Assistants

The GEMS LLC will have two student Resident Assistants (RA) living in the community. Residence Life staff will:

- Coordinate a minimum of four programs per semester (1 per month, for each RA)
- RAs are encourage to invite STEM professors to attend programs
- Design programs congruent with the mission of Agnes Scott College.
- Participate and host a year-end celebration honoring and showcasing the GEMS LLC.
- Participate in assessments of the Living Learning Community Program.

### Assistant Director of Residential Education

The Assistant Director of Residential Education (ADRE) lives on campus and will act as an advisor the GEMS RAs. The general expectations of the advisor include:

- Help the RAs create a vision and goal for the year.
- Assist in the assessment process.
- Assist in program planning.
- Help create partnerships.
- Assist in delegation, conflict management, and other group issues that may arise.
- Take the initiative in creating teamwork and cooperation among the group.
- Meet twice a monthly with the resident assistants to discuss programs and concerns that may arise.

## STUDENT EXPECTATIONS AND REQUIREMENTS

Living in a Living Learning Community is essentially the equivalent of being a committed and active member of an Agnes Scott College club. Below you will find the anticipated offered programming as well as the attendance expectations and requirements.

- 1. The GEMS RAs will host bi-weekly GEMS community meetings. The purpose of these meetings may vary. These meetings may focus on community building, distribution of general residence life information, brainstorming programming with residents, etc. Each semester there will be approximately 6-8 bi-weekly GEMS community meetings.**
  - a. Residents are required to attend all community meetings.

- b. Residents are permitted to miss two excused meetings for emergencies, religious reasons or illness. Residents are responsible for scheduling time with the RA to make up for any missed meetings.
- c. While academics are a number one priority, LLC residents are expected to keep up with their time management practices and should not need to miss scheduled meetings for homework or studying purposes. Meetings will be scheduled in advance and will not be excessively long. Residents are expected to plan appropriately for their academic responsibilities.

**2. Outside of the short weekly meetings, each LLC will host/participate in 6 events per semester, roughly 2 events per month.**

- a. There are 3 “months” per semester.
  - i. Fall 1 - August/September
  - ii. Fall 2 - October
  - iii. Fall 3 - November/December
  - iv. Spr 1 - January/February
  - v. Spr 2 - March
  - vi. Spr 3 - April/May
- b. Events may include:
  - i. Small programs: These could be small community bonding events. For example, GEMS residents could all share a meal together, participate in a craft night, see a movie, attend a campus program together etc. There will typically be one small program per month, 3 per semester.
  - ii. Large programs: These programs typically involve an invited guest or a more academic theme. For example, residents can invite a professor to join them for a game night or upper class GEMS students and residents from the STEM House may visit the GEMS to talk about registering for classes. There will typically be 3 large house programs per semester.
- c. Residents are required to attend all community programming events
- d. Residents are permitted to miss one out of the 6 events for emergencies, religious reasons or illness.

**3. Failure to maintain the expectations of the GEMS LLC may result in a meeting with the assistant director of residential education and ultimately relocation to a new residence hall. Note if moved to a different facility on campus, resident’s housing costs and meal plan will be adjusted accordingly.**

**ADDITIONAL GEM POLICIES**

**GEMS APPLICATION PROCESS**

**ADDITIONAL INFORMATION**



## **RA TRAINING AND RECOGNITION**

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1. Fall RA Training Survey Data
2. Spring RA Training Survey Data
3. Program from RA End of Year Celebration (1 page)
4. SUMMIT Learning Objectives for RA Leadership Development (2 pages)



### Welcome

Jessica Foxworth, Director of Residence Life

### Dinner

### Awards

Programmer of the Year  
 Community Builder of the Year  
 "Who Ya Gonna Call?" Award  
 The "One to Watch" Award  
 Program of the Year  
 Unsung Hero  
 Resident Assistant of the Year  
 Senior Resident Assistant of the Year

### Gifts and Party Favors!



### Living Learning Community Staff

Dayo Ajanaku, Resident Assistant  
 Amirah Clarke, Resident Assistant  
 Jasmine Torres, Resident Assistant

### Walters Staff

Anna Field, Graduate Assistant  
 Laura Stordy, Senior Resident Assistant  
 Eve Barrett, Resident Assistant  
 Josephine Brodie, Resident Assistant  
 Kristina Kimball, Resident Assistant  
 Relebohile Masitha, Resident Assistant  
 Prashamsa Rimal, Resident Assistant

### Winship Staff

Elizabeth Arriaga, Graduate Assistant  
 Jhodi Webster, Senior Resident Assistant  
 Gabrielle Anthony, Resident Assistant  
 Erin Harris, Resident Assistant  
 Maya Hogan, Resident Assistant  
 Destini Valle, Resident Assistant  
 Samiya Walker, Resident Assistant

### Alternate Resident Assistants

Jabreshia Rogers  
 Felicia Jacques  
 Dahiris Taveras

### Avery Glen Staff

Dina Jones, Graduate Assistant  
 Kirsten Jackson, Senior Resident Assistant  
 Alexia Crockett, Resident Assistant  
 Sharon Gurung, Resident Assistant  
 Anoushka Pant, Resident Assistant  
 Roysgheda Tarver, Resident Assistant

### Inman/Campbell Staff

Stormee' Johnson, Graduate Assistant  
 Kaylah Edwards, Senior Resident Assistant  
 Junia Washington, Senior Resident Assistant  
 Madison Cotton, Resident Assistant  
 Jordan Keesler, Resident Assistant  
 Joann Lee, Resident Assistant  
 Luisa Molano, Resident Assistant

### Main/Rebekah Staff

Neekisia Jackson, Graduate Assistant  
 Alaska Matthews, Senior Resident Assistant  
 Adena Adams, Resident Assistant  
 Samantha Hatcher, Resident Assistant  
 CJ Montgomery, Resident Assistant  
 Folake Shonekan, Resident Assistant  
 Nicole Williams, Resident Assistant

# **SUMMIT Learning Objectives for Resident Advisor Leadership Development**

## **Learning Goal 1:**

### **Articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information**

#### Objectives:

- Understands the value of considering perspectives other than their own
- Understands how to synthesize multiple pieces of information
- Understands how to solve problems effectively
- Understands how to advocate for a point of view effectively

#### How does this look in the RA role?:

- RAs are constantly mediating conflicts between residents, this requires them to directly articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information
- Through RA training, RAs become more skilled in this technique so that they may apply these abilities to mediating conflicts, responding to emergencies, and combating problems that arise when planning programs and events

#### Measurable Assessment Items:

- RAs submit red flag FYI reports on each mediation they complete (2019-2020 red flag will have a specific mediation form for RAs to complete)

## **Learning Goal 2:**

### **Recognize, analyze, and employ effective teamwork**

#### Objectives:

- Understands the value of offering one's own contributions
- Understands how to interact with others appropriately
- Understands how to utilize others' contributions effectively
- Understands how to collaborate effectively

#### How does this look in the RA role?:

- RAs must develop productive relationships with the other RAs on staff
- RAs work in both a small team (their building staff) and a large team (all of ResLife)
- The individual staff groups meet every other week.
- The entire Residence Life team meets on the alternate weeks
- RAs must rely on and support their "teammates" to effectively achieve their responsibilities
- RAs must collaborate with each other and other campus departments on programming
- Each small staff must conduct a professional development in-service for the rest of the residence life staff once a semester. There are limited restrictions to these in-service presentations. RAs must work as a team and collaborate effectively.

#### Measurable Assessment Items:

- During their annual review, RAs are asked to complete a self-evaluation which includes reflection questions regarding teamwork

### **Learning Goal 3:**

#### **Cultivate and maintain interpersonal relationships and networks**

##### Objectives:

- Understands how to develop productive relationships with others
- Understands how to interact with others appropriately
- Understands how to mentor others effectively

##### How does this look in the the RA role?

- An important aspect of being an RA is to cultivate and maintain interpersonal relationships
- RAs are trained in building community and connecting with their residents
- Completing their intentional interaction requirements encourages them to create relationships with each of their residents to some degree

##### Measurable Assessment Items:

- RAs have a requirement to conduct multiple intentional interactions with each of their residents. These interactions are documented.
- The residents complete a survey each year to evaluate their experience with their RA. There are several questions that tie back to this learning goal (listed below). The survey data is then used to have a meaningful and reflective conversation with the individual RA about the feedback.
  - My RA is friendly and welcoming
  - My RA is helpful
  - My RA values and respects me
  - My RA has made an effort to get to know me
  - I am comfortable reaching out to my RA

### **Learning Goal 4:**

#### **Demonstrate confidence and motivation to effect change**

##### Objectives:

- Understands the value of taking initiative
- Understands how to effectively function independently
- Understands the value of following through on responsibilities
- Understands the value of taking responsibility for one's own behavior
- Understands how to respond to change effectively

##### How does this look in the RA role?:

- The RA position is very empowering. Through this role, students become more confident in themselves as leaders
- RAs have several responsibilities they must follow through with

##### Measurable Assessment Items:

- Several of the RA responsibilities are measurable (completed programming, submitted duty logs, attendance at meetings, etc.)

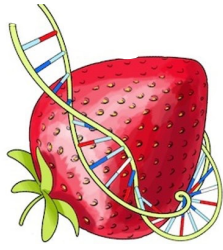




## **CAMPUS PROGRAMMING**

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1. Agenda from Fall 2018 AAUW Meeting – STEM and YOU (1 page)
2. National Young Women in Bio Marketing Featuring Several Scotties (3 pages)
3. Health Campus Task Force Detailed Report on all Programming (10 pages)



## DNA EXTRACTION Room 108

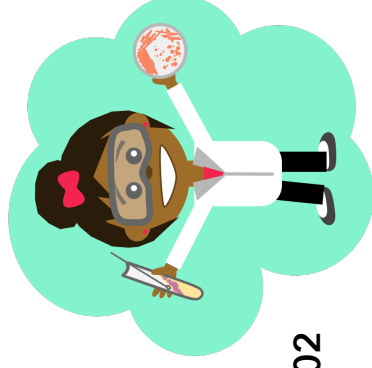
Have you ever SEEN actual DNA? In this session participants will extract DNA from strawberries and see it with their own eyes!

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## ASC STUDENT RESEARCH

In this session students from various disciplines of STEM will share their research experiences and future plans in STEM Room 102

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## 3.141592653...Pi Room 103

In this session AAUW member **Naomi Alvis** will lead participants through an activity about the infamous mathematical symbol...Pi

---

## FIREWORKS Outside - Quad

Curious how fireworks come in all sorts of colors? In this session we will make hand held fireworks (sparklers) and discuss the chemistry behind the colors! Facilitated by ASC

Sophomore **Furyal Ahmed**

# STEM and YOU!

**2:30 PM**

Check in at the Mary Brown Bullock Science Center Atrium

**2:45 PM**

Session I: Fireworks, outside

**3:05 PM**

Session II: 3.14159 Pi, room 103

**3:25 PM**

Session III: Student Research, room 102

**3:45 PM**

Session IV: DNA Extraction, room 108

**4:05 PM**

Join us back in the Mary Brown Bullock Science Center Atrium to continue the AAUW Membership Tea!

*Join us after the meeting at the Agnes Scott College Observatory for a planetarium show lead by Agnes Scott College Junior **Sara Sloman***

# THIRD ANNUAL SPRING INTO STEM™ NEWSLETTER



YOUNG  
WOMEN IN BIO

womeninbio.org/ywib  
facebook.com/youngwomeninbio  
YWIB@womeninbio.org

IGNITING CURIOSITY. INSPIRING SUCCESS.



**Young Women In Bio (YWIB)** has wrapped up another exciting Spring into STEM™ Festival in celebration of the spring season! In its third year, this

festival of STEM-focused events allows young girls from elementary school through high school to explore the wide range of educational and career opportunities open to them in STEM. YWIB chapters across the U.S. and Montreal hosted a total 20 events from the first day of spring through May 17, 2019. Through the support of our generous sponsors and organizers, passionate schools and teachers, and energetic volunteers, girls participated in activities that included tours of companies, panel discussions, and major STEM Festivals.

This year, YWIB also kicked off a whole new look and feel for Spring into STEM™ with the launch of our new color scheme and vibrant logo developed by creative designer, David Fink. This fresh, new look was a catalyst in unifying our Festival materials, including brochures, t-shirts,

stickers, and this newsletter. The goal is to inspire excitement and engagement in Spring into STEM™ in the years to come!

"We are so grateful to all of our sponsors, schools, teachers, volunteers, parents, and especially the young girls who help make these events a huge success. We know that the efforts that are made now into launching these creative and engaging educational initiatives will pay huge dividends in the future, when we have a robust force of young women making contributions in science, technology, engineering, and math-related fields," said Lily Wound, the National Chair of Young Women In Bio.

YWIB is an organization focused on encouraging young girls from elementary to high school to study science, technology, engineering, and math and pursue careers in STEM fields. As these girls progress in their education and careers, the hope is they will continue their professional development through Women In Bio, our parent organization that provides networking opportunities, mentoring, peer-to-peer support, and career development and advancement for professional women in the life sciences.

## SPRING INTO STEM™ BY THE NUMBERS



**EIGHT** weeks of events  
**TWO AND A HALF** months of activities  
March 24 - May 17



**ONE HUNDRED AND THIRTY FOUR** volunteers assisted us



More than **ONE THOUSAND, FIVE HUNDRED AND EIGHTY FOUR** girls participated in Spring into STEM™ events



**NINETY FOUR** presenters helped educate young girls



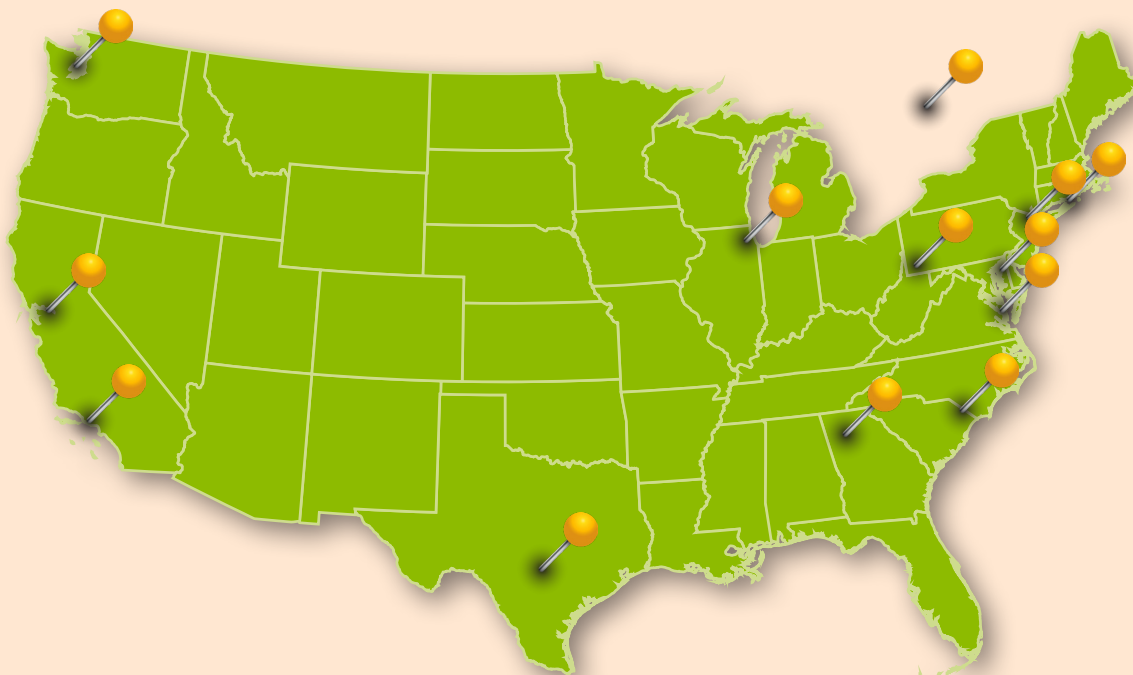
**SPONSORING COMPANIES AND ORGANIZATIONS**

We are grateful to the 24 sponsoring companies and organizations who helped support these important events from hosting to publicizing to buying snacks



**20 EVENTS** across North America

# LIST OF CHAPTERS



- Atlanta
- Capital Region
- Chicago
- Greater Boston
- Greater Montreal
- Metro New York
- Philadelphia Metro
- Pittsburgh
- Research Triangle Park (RTP)
- San Francisco Bay Area
- Seattle
- Southern California
- Texas

## YWIB-Atlanta

### Atlanta Science Festival's Exploration Expo (March 23, 2019)



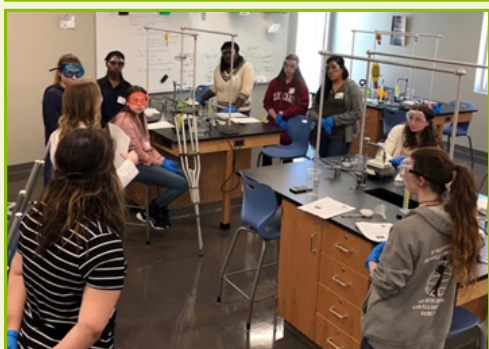
On March 23, YWIB-Atlanta returned to the Atlanta Science Festival's Exploration Expo, which draws 25,000 people to Piedmont Park in downtown Atlanta for a fun-filled day. The Expo featured over 100 interactive activities and performances celebrating the excitement, diversity, and influence of science, technology, engineering, and mathematics in Atlanta.

# ATLANTA SCIENCE FESTIVAL™

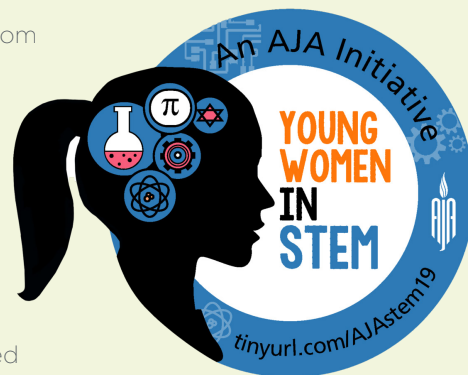


To celebrate Women's History Month, the Atlanta chapter booth, which saw an estimated 400 visitors showcased demonstrations corresponding to famous women in science. Visitors dissected flowers and learned about flower anatomy and reproduction in honor of naturalist Maria Sibylla Merian and extracted DNA from strawberries in honor of chemist Rosalind Franklin. Visitors learned more about these influential women through discussions and handouts.

## Participation in Atlanta Jewish Academy Career Fair (March 17, 2019)



On Sunday, March 17, representatives from YWIB-Atlanta attended the first ever Young Women In STEM Fair at the Atlanta Jewish Academy. This event introduced metro Atlanta area female students from grades eight to 12 to a wide variety of educational and career paths in STEM, connected the girls with women in STEM fields, and helped the girls connect with peers with similar interests. The event included a keynote address from Columbia University's Dr. Lori Zeltser and numerous booths representing places like the CDC and Georgia Department of Public Health. It also provided participants with opportunities to meet women in STEM careers, participate in interactive STEM activities, and learn more about a specific topic. YWIB-Atlanta volunteers discussed with students their current interests and future ambitions in STEM.



For more info and pictures on this event, please visit our past events: <https://www.womeninbio.org/blogpost/1763197/YWIB-Past-Events>

## Generating Excellence in Math and Science (March 29, 2019)

On March 29, students from Alcovy High School came to Agnes Scott College and spent the day attending classes, touring the campus, and participating in different STEM activities with ASC faculty and students. This annual event was established by an Agnes Scott College alum to give students from her alma mater the chance to experience STEM resources not available to them otherwise.

Students learned about green chemistry and renewable feedstock resources. Students used a plastic cup made from poly-lactic acid and performed base hydrolysis to break the polymer down into lactic acid monomers. The solution was then neutralized and can now be used as a safe, sustainable, household cleaning product. Students were able to bottle the cleaning product and take it home.





## Agnes Scott College Healthy Campus Initiatives

Update as of March 2019

### STUDENT BYSTANDER AWARENESS TRAINING

Bystander Awareness Training has been a major collaborative program facilitated by both Residence Life and Wellness Center staff. The workshop is roughly 90 minutes long and starts a conversation about community standards on our campus. What is acceptable? What is not acceptable? and what can a person do if they become aware of something that is thought to be unacceptable?

Specific student groups were targeted for this training. Our intentions were to reach out to student leaders on campus that may help promote this campaign and possibly co-facilitate future bystander awareness trainings with the staff facilitators. Lara Moran, class of 2019, attended the HERO training on 11/28/17 then joined our efforts as a student facilitator for bystander awareness education.

During the 2017-2018 academic year a total of **139 students** and **9 staff members** from Residence Life, HERO, Athletics, CWS Tutors and Orientation Leaders have participated in this training.

#### Student Leader Workshops 2017-2018

Organization	Date	Duration	# of Students	# of Staff	# of Survey Respondents
Residence Life	11/20/2017	1h 30m	24	3	12
HERO	11/28/2017	1h	9	0	6
Athletics (1)	02/20/2018	1h	28	1	6
Athletics (2)	02/28/2018	1h	18	0	5
Peak Week	03/07/2018	1h 30m	5	2	2
CWS Tutors	04/10/2018	1h	23	2	11
OLs	04/20/2018	1h 30m	32	1	10
<b>Total</b>			<b>139</b>	<b>9</b>	<b>52</b>

During the 2018-2019 academic year a total of **192 students** and **12 staff members** from Residence Life, Orientation Council, Summit Peer Leaders, Athletes have participated in this training.

## Student Leader Workshops 2018-2019

Organization	Date	Duration	# of Students	# of Staff
Resident Assistants	8/15/2018	1h 30m	32	7
Orientation Leaders	8/16/2018	1h 30m	50	1
Summit Peer	8/22/2018	1h 30m	24	1
Athletes	8/21/2018	1h 30m	74	1
Peak Week	3/4/2018	1h	12	2
<b>Total</b>			<b>192</b>	<b>12</b>

In addition to student leaders on campus, bystander awareness workshops were facilitated in the residence halls during the 2018-2019 academic year. These trainings were co-led by staff, graduate assistants, and student resident assistants. The following student trainings were conducted during the 2018-2019 academic year.

## Residence Hall Workshops 2018-2019

Residence Hall	Date	Duration	# of Students	# of Staff
Main Hall / Rebekah Hall	10/9/2018	45 min	139	2
Inman Hall	10/15/2018	45 min	85	0
Avery Glen Apartments*	10/15, 10/16 & 10/19	45 min	225	0
Walters Hall	10/22/2018	45 min	134	0
Winship Hall	10/25/2018	45 min	135	0
<b>Total</b>			<b>718</b>	

*\*Due to the size of the student population in Avery Glen Apartments, 8 trainings were offered over the span of 3 days. Each training was 45 minutes long and facilitated by both RAs and the Avery Glen GA.*

Logos created for the Bystander Awareness campaign:



## WORKSHOP ASSESSMENT

After each bystander awareness training during the 2017- 2018 academic year participants were emailed a short survey. **52 of the 148 participants completed the survey.** The results are included at the end of this report. In addition to providing written comments on what they learned and how the training could be improved, the survey asked participants to rate the following questions on a scale of strongly disagree to strongly agree:

- It is my responsibility to intervene when I notice language, attitudes or behavior that support power based violence
- I have the skills to effectively intervene with my peers in a situation that promotes power based violence
- I feel confident I could effectively intervene with my peers in a verbally, emotionally, and/or physically abusive, violent or dangerous situation
- I am more likely to assume personal responsibility and help in addressing language, attitudes and behaviors that promote power based violence
- I am more likely to investigate ambiguous situations
- I learned something new from this training
- Overall, I was satisfied with this training

## FACULTY & STAFF TITLE IX / #THATSNOTLOVE TRAININGS

**One Love Foundation** offered bystander intervention workshops to faculty and staff at 2:00 pm on Wednesday, August 15, 2018 in Campbell 115. The optional workshop was advertised as follows:

**#ThatsNotLove Faculty/Staff Workshop: Supporting your students in cultivating healthy relationships**

*Wednesday, August 15; 2:00 pm-3:00 pm; Campbell 115*

A One Love foundation representative will lead a workshop for interested faculty and staff on how to identify warning signs of abuse and how to support students who may be experiencing an unhealthy relationship. 1 in 3 women and between 1 in 4 and 1 in 7 men will be in an abusive relationship in their lifetime. Young women ages 16-24 are at a 3X greater risk for being in an abusive relationship than any other demographic. One Love aims to change these statistics by creating best-in-class content and conversations to teach people about the difference between healthy and unhealthy relationships. To learn more about the One Love foundation visit: <https://www.joinonelove.org/>.

The **Annual Civil Rights/Title IX training** for faculty and staff took place on Friday, August 31 at 2:00 pm in The Frannie. **141 staff** members and **85 faculty** members attended this in-person training led by Marti Fessenden.

The online **Civil Rights/Title IX training** for faculty and staff took place between January - February 2019. A total of **28 staff** and **22 faculty** participated.



## STAFF / WORKSHOP FACILITATOR TRAINING

As part of the Georgia Independent College Association (GICA) grant, Daisy Bourassa (Office of Residence Life) and Brittney King (Wellness Center) attended various trainings around Georgia to educate themselves on bystander intervention, title ix, diversity, and other various the material to share with the Agnes Scott community.

- GICA OWH Grantees 2 day comprehensive training, June 19 & 20, 2017
- Compliance Collaborative Diversity Training, June 21, 2017 – Morehouse College
- Bystander Intervention for GICA: Private Institutions - webinar
- GICA Social Norming Training, March 9, 2018 – Central GA Tech College in Warner Robbins
- RespectCon, April 5 and 6, 2018 – Emory University
- One Love Foundation Health Relationships Training, May 15, 2018 – Oglethorpe University
- RespectCon, April 6, 2019 – Emory University

## RESPECTCON

### April 2018

On April 5<sup>th</sup> and 6<sup>th</sup>, 2018 two staff members and 6 Agnes Scott students attended the annual RespectCon, a national conference held at Emory University designed to create a space for colleagues, professionals and students to connect in the movement to end violence. The conference presents new programs, showcasing student activism and exploring anti-violence work.

The Assistant Director of Residential Education and Wellness Center Counselor presented on a panel to discuss building a Healthy Campus Task Force on a College Campus at RespectCon, a national conference held at Emory University designed to create a space for colleagues, professionals and students to connect in the movement to end sexual violence.

For the 2018 conference, Agnes Scott student lara Moran was a member of the RespectCon planning committee. Additionally, the 6 students that attended later presented what they had learned at RespectCon to students, faculty and staff during the Spring Annual Research Conference (SpARC).

### April 2019

On April 6<sup>th</sup>, 2019 one staff member, two Agnes Scott graduate assistants and 4 students will once again attend the annual RespectCon. Students Ayanna Akobundu and Kamiyla Lane along with graduate fellow Madelyn Kent currently serve on the 2019 RespectCon planning committee.

## BYSTANDER AWARENESS DURING PEAK WEEK

### 2018

The Bystander Awareness workshop was offered during Peak Week, spring 2018. According to Dean Honi Migdol, Bystander Awareness training was highly requested by students. The following description was used to advertise the workshop session:

*Bystanders are individuals who witness emergencies, criminal events or situations that could lead to criminal events and by their presence may have the opportunity to provide assistance, do nothing, or contribute to the negative behavior. Bystander Awareness training helps define some community standards and give examples on how someone can change from a passive bystander to a prosocial, active bystander. This training helps individuals recognize the signs of unsafe situations, know what options exist for one to pursue as help, and develop confidence in their abilities and decisions.*

### 2019

During Peak Week 2019, Tomiko Jenkins, Kimiyla Lane, and Daisy Bourassa presented “Beyond the Bystander: The Meaning of Ethical Leadership” on March 4th at 2:00pm - 3:00pm in Luchsinger Lounge. Twelve students attended. The following description was used to advertise the workshop session:

*This session will explore the theory behind the bystander effect, what it means to be an ethical leader, and develop bystander intervention tools. This workshop will be a dialogic session that invites participants to engage in active self reflection around social issues like sexual assault/prevention and microaggressions and discuss the meaning of ethical leadership within the context of today's pressing social issues.*

## KNOW YOUR IX CAMPAIGN

# KNOW YOUR IX

Prevent, Support and Report

## SOCIAL NORMS CAMPAIGN

*Collaborated with Communications and Marketing and GICA to develop Social Norms Campaign.*

*Tomiko Jenkins, Rosie Davis, Brittney King and Daisy Bourassa*

*Printed and hung signs across campus and shared through several social media accounts*

## TAKE BACK THE NIGHT

*TBTN 2018 and currently planning TBTN 2019*

*Clothesline Project both 2018 and 2019*

## CAMPUS TRAININGS FROM PUBLIC SAFETY

*Chief Hope spoke with the residents in all 3 first year residence halls*

*Meet the Heat - meeting Public Safety helps make students comfortable reaching out to them when in need*

## MISCELLANEOUS

*Video PSA students (SGA) created - [view here](#)*

*Hanna Jackson met weekly with PALs Leader to discuss programming for semester.*

*Hanna Jackson led Activation Event Stick It to Love 10/17 in Evans with 59 community participants.*

### **MORE THINGS TO CONSIDER / INCLUDE...**

Anything else Hannah did in Fall 2018?? Possibly helpful to get her Lunch and Learn slides?

Anything from HERO?

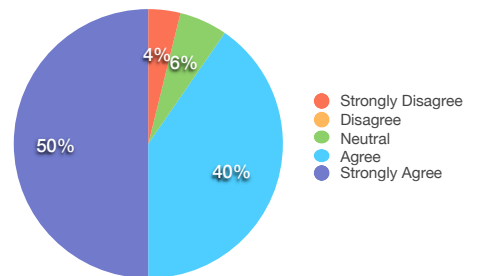
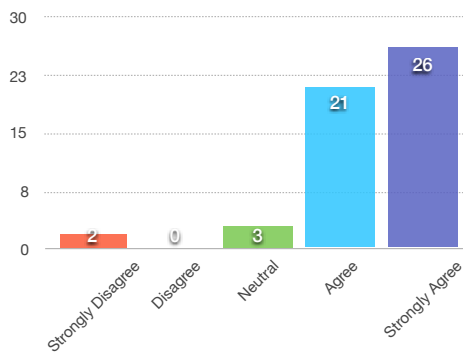
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## Bystander Awareness Training 2017 - 2018

Organization	Date	Duration	# of Students	# of Staff	# of Survey Respondents
Residence Life	Monday, November 20th, 2017 - 7pm	1h 30m	24	3	12
HERO	Tuesday, November 28th, 2017 - 7pm	1h	9	0	6
Athletics (1)	Tuesday, February 20th, 2018 - 8pm	1h	28	1	6
Athletics (2)	Wednesday, February 28th, 2018 - 8pm	1h	18	0	5
Peak Week	Wednesday, March 7th, 2018 - 1pm	1h 30m	5	2	2
CWS Tutors	Tuesday, April 10th, 2018 - 1pm	1h	23	2	11
OLs	Friday, April 20th, 2018 - 3pm	1h 30m	32	1	10
<b>Total</b>			139	9	52

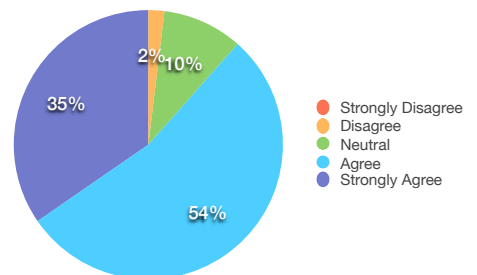
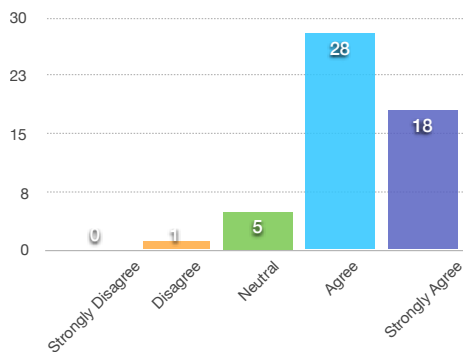
**It is my responsibility to intervene when I notice language, attitudes or behavior that support power based violence**

Strongly Disagree	2
Disagree	0
Neutral	3
Agree	21
Strongly Agree	26



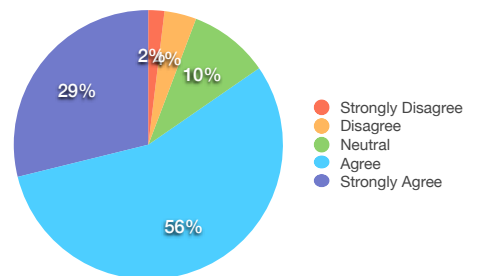
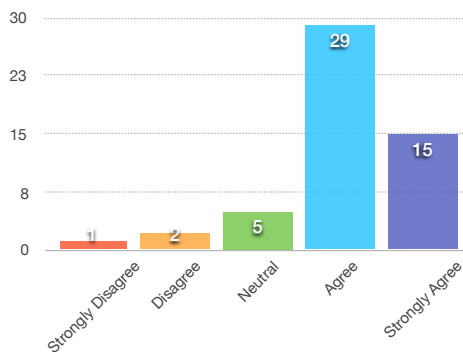
**I have the skills to effectively intervene with my peers in situation that promotes power based violence**

Strongly Disagree	0
Disagree	1
Neutral	5
Agree	28
Strongly Agree	18



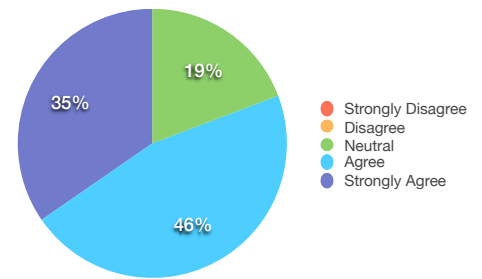
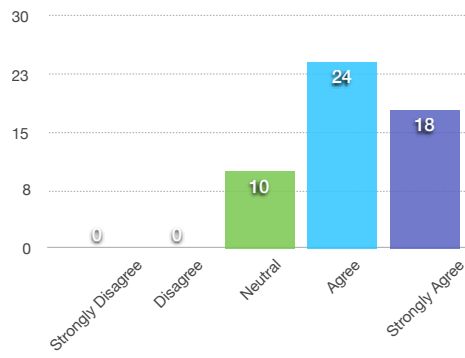
**I feel confident I could effectively intervene with my peers in a verbally, emotionally, and/or physically abusive, violent or dangerous situation**

Strongly Disagree	1
Disagree	2
Neutral	5
Agree	29
Strongly Agree	15



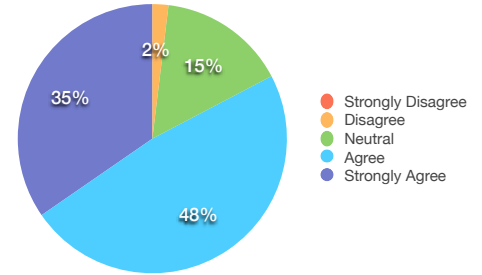
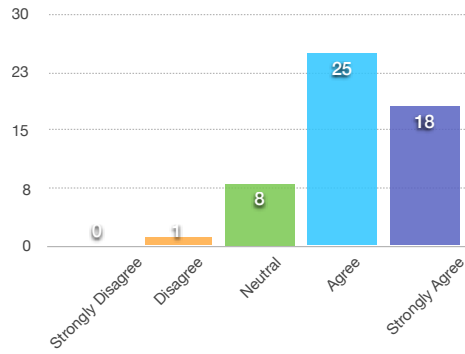
**I am more likely to assume personal responsibility and help in addressing language, attitudes, and behaviors that promote power based violence**

Strongly Disagree	0
Disagree	0
Neutral	10
Agree	24
Strongly Agree	18



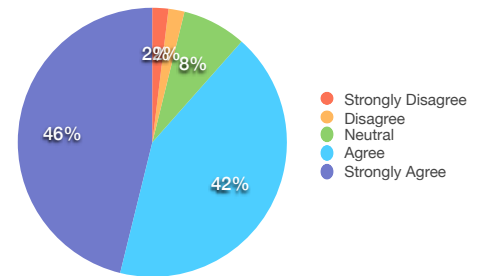
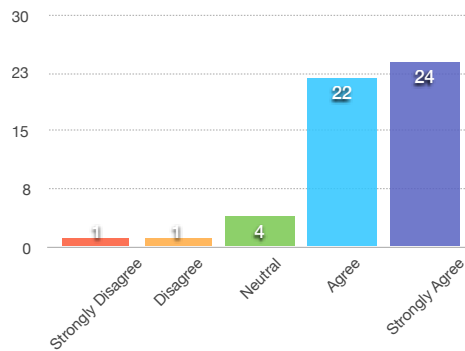
**I am more likely to investigate ambiguous situations**

Strongly Disagree	0
Disagree	1
Neutral	8
Agree	25
Strongly Agree	18



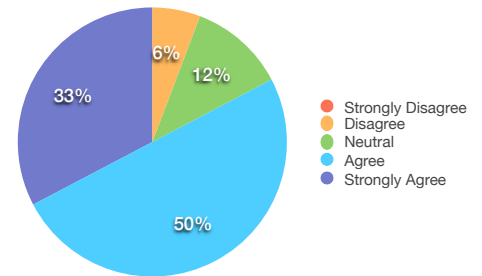
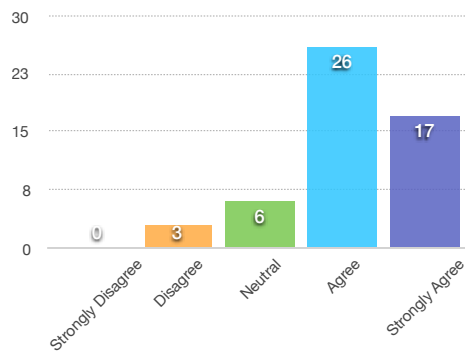
**I learned something new from this training**

Strongly Disagree	1
Disagree	1
Neutral	4
Agree	22
Strongly Agree	24



**Overall, I was satisfied with this training**

Strongly Disagree	0
Disagree	3
Neutral	6
Agree	26
Strongly Agree	17



### What were the most helpful parts of this training? What did you learn?

The videos.
The real life examples and interactive components.
I found the scenarios and chances to talk through how to handle different situations to be really helpful, and I learned about the 3 D's, which are a useful tool
The most helpful parts were the videos that helped give a visual to the kinds of things to be looking for in potential situations. I learned that there are ways to intervene without necessarily talking to the person(s) involved directly.
The tips on how to get involved in situations
The statistics helped put perspective of the magnitude of the problem.
The stories and going through possible ways people could have stepped in to change the situation
Bystander doesn't have to be a negative thing.
The stories of the individuals that could have been prevented with the intervention of a bystander
I really liked hearing the real stories and learned what it means to be a bystander.
The most helpful parts of this training were the audience participation components. It truly put the information in perspective when we were discussing actual situations of sexual assault and bystander intervention. I also appreciated how throughout the training, there was a reminder to practice self-care and to step out the room if need be.
I enjoyed talking about what we could do to take action to be active, prosocial bystanders, and I would have liked to do more talking about how we could take action in hypothetical situations we are likely to encounter as college students.
The different types of ways one can intervene without having to put themselves in a certain unwanted situation
Learning about being a pro social bystander.
I liked the videos and the stories. It may be more real
The real life stories. No matter what you can always help no matter how big or small your help is
I learned that we don't notice things we aren't looking for so I need to be on the look out for these types of situations more.
That I don't have to directly intervene I can call authorities and let them handle it
Everyday scenarios
The steps you could take to deescalate the situation.
I thought it was interesting to learn the different "warning signs"
When we were talking about the stories of those who were our age that went through abuse.
I think that training was quite informative and the instructors were really nice.
The personal/individuals stories (they made it real life)
The interactive ness of the training
The scenarios where we got to call out solutions and different ways to approach this were helpful.
I really like the anecdotes you gave! It shows how something small could work up to something big, and that we should intervene no matter how "small" it may seem.
I really enjoyed the non-judgmental tone of the training. Usually when I participate in workshops about bystander awareness or other similar topics, the presenters/facilitators either go for guilt-tripping or overstate their understanding of why people might not intervene. I'm usually a very confrontational person, so it was good to be reminded that that was not always the best way to deal with situations, and that empathy must come first.
The 3D approach to approaching a problem really helped me conceptualize the scenario of helping others.
That the most important thing is that we have to be safe first.
The real life examples provided.
That there are many ways to help people in situations
I appreciated the different aspects of bystander awareness that were brought in and the different methods they were conveyed. From dealing with racially inappropriate jokes to remembering the difference between empathy and sympathy to trying to take on the perspective of someone who has gone through some form of assault with the four pieces of paper activity it was immersive and made the content easier to grasp.
Four questions on paper that we had to tear up. I realized how impactful it is to feel alone in a situation and how important it is to ensure a victim feels supported.
I liked the section on social media intervention- and I think it could be expanded even more. I definitely feel that I encounter more problematic situations online than in person
Different scenarios and how they can be approached.
What was the most helpful was remembering to be being more vigilant and keep an eye out for anything that seems suspicious.
I think I was able to understand more about different types of violence through the stories that were told.

### How could this training be improved?

I wish that the presentation wasn't as rushed. I know some people might feel differently, but I would have liked to have taken more time and gone through the material a bit more in depth.
Potentially having more role play and/or more interactive/workshop components to the training. It felt rushed through and I think we needed more time for deep and long term changes such that the likelihood of attendees intervening in the future will be increased. While helpful I wonder if people will really behave differently beyond just having a slightly increased awareness and/or confidence that they can be aware and intervene.
I think adding even more opportunities to have the group talk through/engage could be helpful, since it seemed like people responded well to those
Yes, it was a little on the long side. The 4 cards activity was nice in theory, but in execution I don't think it made me relate to people who have been sexually assaulted much more.
Less focus on the situations themselves and more focus on strategies to help identify and deal with problematic situations.

This would probably take more time - but probably enact scenarios where bystander intervention is needed. This would be more interactive.
Not sure
Discussing mental health. Solving a problem is not just about the bystanders.
Be able to go over everything in the given time but overall it was well done.
I have several recommendations for the presentation: - Because this is a historically women's college, it may be helpful to tailor the training as such. For instance, maybe providing examples of women assaulting other women, or with a male guest or faculty/staff member. Also including statistics of assault cases on single sex campuses may be useful - I would suggest using a different image of the perpetrators in the example of the women getting raped by her boyfriend and his teammates. Though they were all assailants of the exact same crime, the images of the news clipping depicted mugshot-like images of the black students while it seems, a standard school photo of the white student smiling was used. This can further perpetuate the criminalization of black men - I would also suggest including a girl of color in the examples of young girls experiencing bullying and assault at the hands of social media. In our society, black and brown girls are not seen as victims when it comes to assault (while white women and girls are) but are "asking for it" because they are hypersexualized - Lastly, I would suggest having two training templates/presentation slides. One for the full course and another simplified "crash course" type for the shorter sessions
This training needs to be more accessible to survivors of assault. I understand that this topic is innately triggering and assault must be discussed, but I felt some of the materials presented to us were unnecessarily graphic and could have been harmful to those who have experienced trauma. I understand that it can be helpful to examine situation to see where a bystander could have taken action, but graphic materials like these undermine the message of this training being supportive to rape survivors.
I know you didn't have too much time to do all the activities as planned but the information was helpful, maybe more situation examples other than direct confrontation with the person in conflict.
This training was insensitive to previous experiences of students because of its graphic content (specifically the personal stories of sexual assault). I think this presentation could have been done without that. At the very least more of a trigger warning should have been provided because it was extremely intense for the viewers.
Activities/ more discussion
More interaction between the speakers and audience
More examples of how intervention saved someone
Less reading off a sheet of paper, more natural. Especially with the real life stories. It seemed very scripted so it was hard to be engaged. Also, more trigger warnings.
Some of the descriptions were unnecessarily graphic
I think that it might help if there was a technology person on hand next time just in case of a tech problem.
More videos and scenarios
Role-playing
A very blatant trigger warning with exactly what you are going to talk about should be required for this talk.
I personally feel that there need to be more trigger warnings before each overly detailed answer. It may be because we weren't able to have the full experience, but I didn't feel that there were any new skills I gained from the workshop. In the future, when talking about the 3D's, I think it would be helpful to have concrete examples of how to do each. I would also like something more to be said about how to help someone while also remaining concerned for your individual safety.
Add more videos to the powerpoint.
Maybe focus the training more on equipping us as proactive/active bystanders rather than past cases. I did appreciate the cases though, as they emphasized the importance of an individual's responsibility as an active bystander.
Have students in groups with scenarios and act out responses.
I think it would be nice to talk more about what to do if you do intervene and it doesn't go as planned. For instance, how do you back out of a situation that you put yourself into?
Acting out scenarios could make it fun
I think that this training should include an activity where students are playing a role as a bystander in a given situation and how they should and should not respond. I think reenacting a situation where people are most likely bystanders who do nothing and the things they should do to not be one will be effective.

**Please share any additional comments / questions / feedback about this training below**

It offered a new perspective on bystanders that I'd never thought of before.
Great Job!
I don't think the activity with balling up the four pieces of papers was helpful in training RAs in how to intervene in situations.
I really enjoyed this training
HERO looks forward to facilitating the sessions with you all in the spring!
I would love to see the entirety of your presentation and see it throughout the school made accessible to all students.
I liked the videos
Thank you so much for the training! Both of you were absolutely fantastic and this was my favorite staff meeting ever--both the content and the presentation were great!
I was really grateful for Mina asking the question of how tutors can become active bystanders, and I would appreciate more detailed and specific answer pertained to this specific scenario.
Thank you
I loved the training! Thank you for making sure we are aware of what is going on in the environment around us and training us how to make a positive difference on this environment.
Daisy and Britt did a phenomenal job training our OLs! I was extremely impressed with their presentation and ability to engage the students! Honored to work alongside these women!
I know there isn't really a way around this, but as a rape survivor and someone who struggles with depression, I found the training difficult to get through. I understand that it is meant to be uncomfortable, just as these situations are.



## **ASSESSMENT**

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1. Results from Residence Life Student Satisfaction Survey
2. Full Tables from Red Flag Data Collection
3. Housing Selection Participation Numbers
4. Residence Life Infographics (3 pages)
5. Residence Life Handout for First Years
6. New Avery Glen Floor Plans (1 page)
7. CHEM 240 Spring 2019 – Student Course Evaluations
8. CHEM 275 Spring 2019 – Student Course Evaluations



# ResLife

## By the Numbers

**801**

Spring 2019  
Boarders

**642**

Rising  
Boarders

**334**

Incoming 1st  
Year Students

*Predicted (Boarders + Commuters)*

**103**

Hall  
Programs  
(Passive)

**133**

Hall  
Programs  
(Active)

**269**

Resident  
Program  
Evaluations

**337**

Reported  
Intentional  
Interactions



**494 COMPLETED  
WORK ORDERS**



**289 FYI Reports  
Submitted on  
Red Flag**





## Office of Residence Life

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### Spring 2019 Update

### New Initiatives

- New Student Application and Contract
- Sophomore Community Experience
  - ▶ Residential retention initiative designed to increase the retention rates of sophomore students

How many returning students will be on campus, Fall 2019?

639

Non-Graduating Boarders (Spring 2019)

73

Will not Require Housing for Fall 2019

35 Submitted Off-Campus Housing Applications

4

Commuters Returning as Boarders

570

Returning to Housing for Fall 2019

### How many medical accommodations for Fall 2019?



Medical Singles

25



Emotional Support Animals (ESA)

16



Kitchen Access

12

Mobility

1

Environmental / Allergy

1

Hearing Impairment

1

Meal Plan Reduction

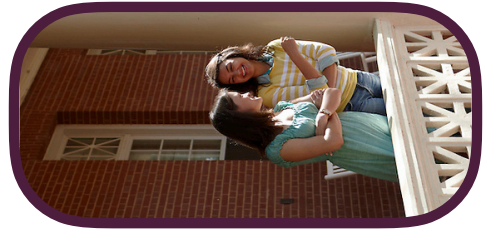
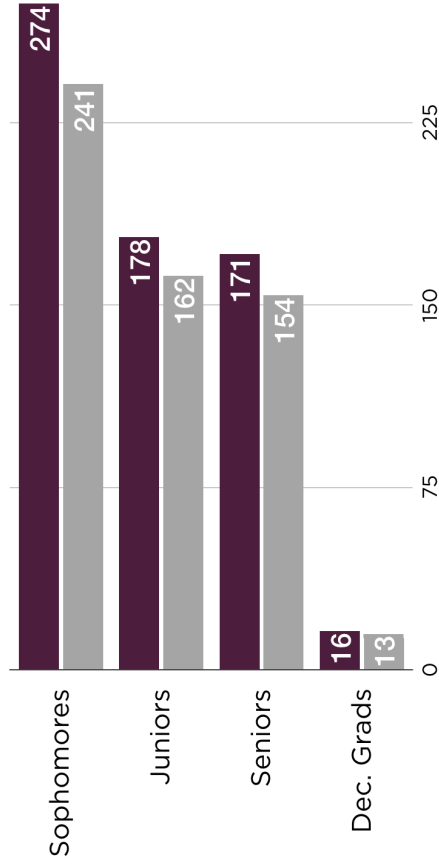
11

# Housing Retention

# 88%

## Overall

- Number of Spring 2019 Boarders
- Number of Fall 2019 Assignments

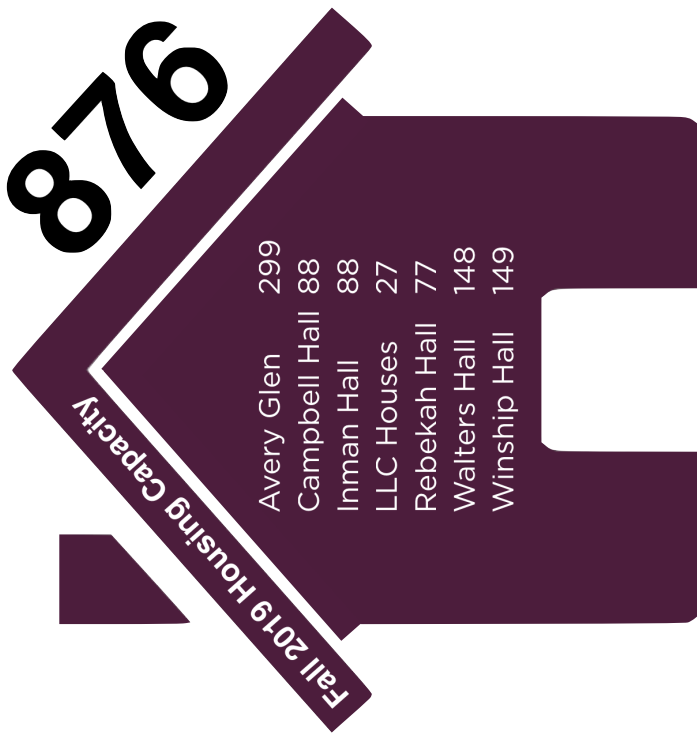


**89%**  
Soph.

**91%**  
Juniors

**90%**  
Seniors

**81%**  
Dec. Grads



## Class of 2023

May Enrollment Deadline	289
Submitted Housing Applications / Contracts	136
Submitted Off-Campus Housing Applications	29
Approved Off-Campus Housing Applications	18
Medical Accommodations Request	1

### Avery Glen 100 Building

Pool / Leasing Office Side

**Third Floor**

<b>106</b> 4 person	<b>117</b> 2 person	Breezeway	<b>118</b> 3 person	<b>129</b> 3 person	Breezeway	<b>130</b> 4 person
<b>105</b> 4 person	<b>115</b> 2 person	Breezeway	<b>116</b> 3 person	<b>127</b> 3 person	Breezeway	<b>128</b> 4 person

**Second Floor**

<b>104</b> 4 person	<b>113</b> 2 person	Breezeway	<b>114</b> 3 person	<b>125</b> 3 person	Breezeway	<b>126</b> 4 person
<b>103</b> 4 person	<b>111</b> 2 person	Breezeway	<b>112</b> 3 person	<b>123</b> 3 person	Breezeway	<b>124</b> 4 person

**First Floor**

<b>102</b> 4 person	<b>109</b> 2 person	Breezeway	<b>110</b> 3 person	<b>121</b> 3 person	Breezeway	<b>122</b> 4 person
<b>101</b> 4 person	<b>107</b> 2 person	Breezeway	<b>108</b> 3 person	<b>119</b> 3 person	Breezeway	<b>120</b> 4 person

Parking Lot / Gate Side

### Avery Glen 200 Building

Parking Lot Side

**Third Floor**

<b>222</b> 4 person	Breezeway	<b>221</b> 2 person	<b>210</b> 2 person	Breezeway	<b>209</b> 4 person
<b>224</b> 4 person	Breezeway	<b>223</b> 2 person	<b>212</b> 2 person	Breezeway	<b>211</b> 4 person

**Second Floor**

<b>218</b> 4 person	Breezeway	<b>217</b> 2 person	<b>206</b> 2 person	Breezeway	<b>205</b> 4 person
<b>220</b> 4 person	Breezeway	<b>219</b> 2 person	<b>208</b> 2 person	Breezeway	<b>207</b> 4 person

**First Floor**

<b>214</b> 4 person	Breezeway	<b>213</b> 2 person	<b>202</b> 2 person	Breezeway	<b>201</b> 4 person
<b>216</b> 4 person	Breezeway	<b>215</b> 2 person	<b>204</b> 2 person	Breezeway	<b>203</b> 4 person

Grass Side / Facing the 100 Building

Leasing Office  
Pool

### Avery Glen 300 Building

Avery Street

**Third Floor**

<b>313</b> 4 person	Breezeway	<b>314</b> 2 person	<b>327</b> 2 person	Breezeway	<b>328</b> 4 person
<b>311</b> 4 person	Breezeway	<b>312</b> 2 person	<b>325</b> 2 person	Breezeway	<b>326</b> 4 person

**Second Floor**

<b>309</b> 4 person	Breezeway	<b>310</b> 2 person	<b>323</b> 2 person	Breezeway	<b>324</b> 4 person
<b>307</b> 4 person	Breezeway	<b>308</b> 2 person	<b>321</b> 2 person	Breezeway	<b>322</b> 4 person

**First Floor**

<b>305</b> 4 person	Breezeway	<b>306</b> 2 person	<b>319</b> 2 person	Breezeway	<b>320</b> 4 person
<b>303</b> 4 person	Breezeway	<b>304</b> 2 person	<b>317</b> 2 person	Breezeway	<b>318</b> 4 person

**Ground Floor**

<b>301</b> 4 person	Breezeway	<b>302</b> 2 person	<b>315</b> 2 person	Breezeway	<b>316</b> 4 person
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Parking Lot / Facing the 400 Building

### Avery Glen 400 Building

Grass Side

**Third Floor**

<b>411</b> 4 per	Breezeway	<b>412</b> 2 per	<b>423</b> 2 per	Breezeway	<b>424</b> 3 per	<b>435</b> 2 per	Breezeway	<b>436</b> 3 per
<b>409</b> 4 per	Breezeway	<b>410</b> 2 per	<b>421</b> 2 per	Breezeway	<b>422</b> 3 per	<b>433</b> 2 per	Breezeway	<b>434</b> 3 per

**Second Floor**

<b>407</b> 4 per	Breezeway	<b>408</b> 2 per	<b>419</b> 2 per	Breezeway	<b>420</b> 3 per	<b>431</b> 2 per	Breezeway	<b>432</b> 3 per
<b>405</b> 4 per	Breezeway	<b>406</b> 2 per	<b>417</b> 2 per	Breezeway	<b>418</b> 3 per	<b>429</b> 2 per	Breezeway	<b>430</b> 3 per

**First Floor**

<b>403</b> 4 per	Breezeway	<b>404</b> 2 per	<b>415</b> 2 per	Breezeway	<b>416</b> 3 per	<b>427</b> 2 per	Breezeway	<b>428</b> 3 per
<b>401</b> 4 per	Breezeway	<b>402</b> 2 per	<b>413</b> 2 per	Breezeway	<b>414</b> 3 per	<b>425</b> 2 per	Breezeway	<b>426</b> 3 per

Parking Lot