

Philosophy of Programming at California Lutheran University

The philosophy of programming at California Lutheran University is built on a strong foundation of student development theory, programming theory, and the missions of the University and our department. It is important for you to understand the reasons why programming is integral for us to build community in our halls.

Why We Program

1. **Residence Halls are a place to live, learn, connect, and grow.** Programs bring students together in a positive way, getting them to interact and to realize that many of them are experiencing the same fears, anxieties and joys.
2. **Programming in the Residence Halls helps to provide the education necessary for students to use critical thinking for informed choices on their own.** It also provides safe alternatives to other activities they in which they could be participating. We encourage you to think strategically about time when programming. If you are going to put together a fantastic program, doing it on a Thursday, Friday or Saturday night might be a great idea. These are the nights when there is the highest amount of drinking on campus—what a great time to provide a fun, non-drug related program.
3. **Programming helps to create a seamless education of continuous learning.** In Residence Life, we want to have a positive effect on the developmental growth of students. A considerable amount of transformational experiences occur outside of each student's class schedule and we are essential in making that goal come to life.
4. **CLU seeks to educate the whole person.** Programming helps create well-rounded students by focusing on the complete individual. Students need education and growth in many more areas than just . For instance, a student who is strong in their physical wellness may not be spending enough time on their academics. Likewise, a student who studies all the time may need some encouragement to integrate with others in the hall community.
5. **Programming builds you as a student leader and global citizen.** It builds your leadership skills, expands your creativity and gives you work experience. When you fill out a resume, you can state that you have event planning experience which is a valuable skill in today's job market. It shows that you can manage a project, set goals, complete and assess an activity.

Student Development Theory

During a student's four years at CLU, they are developing not only in their capacity to learn more abstract concepts and material but also in their own identity. There are several theorists that have studied the development of college students, one of the most famous being Chickering. Although it is not important that you know his name, it is important that you understand his concepts and how those concepts relate to the way that you program for your residents.

Chickering theorized that there are 7 vectors that contribute to the development of a student's identity and believed that these vectors build on one another.

7 Vectors

1. **Developing Competence.** Students are concentrating on developing and attaining confidence intellectually, physically, and interpersonally.
2. **Managing Emotions.** Students are able to recognize and accept their full range of emotions.
3. **Moving Through Autonomy Towards Interdependence.** Students find the ability and confidence to move within the world interdependently (by themselves and with others).
4. **Developing Mature Interpersonal Relationships.** Students continue to accept themselves and realize that relationships with others affect how they see themselves. Students also develop an acceptance for differences in others and learn that intimate relationships are important.
5. **Establishing Identity.** Students begin to accept their gender, sexual orientation, ethnicity, cultural heritage, lifestyle choices, and build their self-esteem.
6. **Developing Purpose.** Students start to develop a more vocational focus, and make commitments to specific activities, interests, and relationships.
7. **Developing Integrity.** Students begin to develop their own moral code, apart from the one that they have been taught.

It is important to realize that the developmental level of your population will affect the way you program. Freshmen tend to be in the earlier stages of identity development, while seniors are usually on the latter end of the vectors. You may find yourself in one or several of these developing vectors.

California Lutheran University Mission Statement

“The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the University encourages critical inquiry into matters of both faith and reason.”

The mission of California Lutheran University serves as a guide for the direction that the University is going. Likewise, as an integral part of the university community, Residence Life uses the CLU mission statement to guide its direction. Everything that Residence Life strives to achieve has its foundation in the University's mission.

Residence Life & Student Conduct Mission Statement

One of the simplest and most effective ways Residence Life can put the University's mission statement into practice is through its programming efforts. When developing programs, it is important to evaluate how a particular program fits into our university's mission and our department's mission:

“Residence Life & Student Conduct helps students discover their purpose through community engagement and co-curricular activities which aid in navigating independence, connecting to campus resources, and empowering holistic development.”

Cal Lutheran ResLife's Programming Model

REGALS WIN

1.) Residents Social

***Gather* residents with the purpose of connecting as a community and building relationships:**

Engagement outside of the classroom is vital to build community within the residence halls, which all programs are meant to facilitate. This point of focus is designed to encourage social interaction beyond our residents' routine interactions with roommates, classmates, and teammates while supplying an enjoyable social experience with their community.

2.) Equity & Diversity

***Engage* in vital conversations regarding celebrations involving culture along with disparity and goals of equity:**

Understanding and embracing people for the different backgrounds, gifts, and ideas that they bring to our community is important, whether that be our hall community, campus community, or global community. Our objective is to develop an understanding of the individuality of others within our community and foster an acceptance and appreciation of racial, ethnic and cultural differences.

3.) Global Awareness and Current Events

***Explore* what's happening around the world together based on what is or isn't trending and why:**

We live in an ever changing world and it's vital to sustain our communities by engaging in conversations about what is going on in our world. It can be easy for students in a university to become comfortable in their own bubble; this point of focus is meant to challenge perspectives, broaden horizons, and keep people informed about news events happening now.

4.) Academics & Intellectual Growth

***Enhance* your knowledge through sharing and learning from each other. Invite faculty, staff, community members, and experts to present and facilitate conversations:**

CLU is a place of higher learning where there is a dedication to excellence in academics. However, if learning is merely a characteristic of classrooms, tremendous opportunity for scholarship has been lost. Living in the residence halls must contribute to the academic goals of the university. As a Resident Assistant, seek ways in which you can foster the academic pursuits of your residents.

5.) Leadership

***Reflect* on role models, what makes someone a good/bad leader, and empowering individuals to construct groups and make a difference:**

Our aim: Providing leadership opportunities, and opportunities for leadership development will enhance the residence hall community at CLU. Often times, people have tremendous untapped leadership skills that are only revealed when they are given the opportunity to lead others. Once they have been given that chance, they will be more active in their participation in the hall and in the rest of the campus community. By simply encouraging and promoting others in their leadership development, you are greatly enhancing that person and those that they interact with for the rest of their lives.

6.) Service and Justice

Invest your time with residents in community service and volunteer work to build stronger relationships and host critical conversations about what is "right" and "just", important to constructing our social world.

We want our residents to realize that there is life beyond CLU, and that this campus is actually a small community within a greater community. Our goal is to help them become engaged in reaching out to the community around us, and making a positive impact in it. They will gain a better understanding of the environment in which they live. In addition, we want residents to appreciate equality and respect for all.

7.) Wellness

Support the education of each form of wellness:

Wellness involves many different factors including these forms of wellness: social, emotional, physical, spiritual, sexual, environmental, occupational, and intellectual. We must evaluate our residents to find ways to build knowledge of wellness for personal practice in the areas that may be lacking; keeping in mind that everyone is different. In a way, all of the Points of Focus contribute to complete wellness. Our job is to make sure that we are providing a well-rounded group of programs to serve all students.

8.) Identity and Vocation

Express multitudes of identity and consider individual purpose within society:

Determining who you are and what you want to become is important to all people. We need to help our residents engage in personal reflection with the goal of moving towards a set of personal values. Once that has been achieved, they can begin the process of determining how to apply that set of values to their future: (i.e. deciding a major, having a relationship, or determining plans for after graduation).

Needs Based

Each program is intended to serve the community you're working with in particular, making every program needs based. It's important to ask residents what programming they want and need, offering options to choose from to get their gears turning. It's also important to supply programming based on the time of year and the trends of student needs that are characteristic of each school year. Proactive programming is preferred and reactive programming is supported so that all residents can be successful.

Requirements

Program Minimum Semester Requirements

Programs:

- 6 programs per semester, including 1 All-Staff
- Min. 3 Solo programs, Max. 2 Co-Programs, 1 All-Staff of 6
- 1 Weekend Program (Fri. 5pm-Sun. 12pm)
- 1 Faculty/Staff Collaboration
- No Programs During Duty
- Drug & Alcohol Programs require exit surveys
- Minimum 4 Points of Focus
- 1 Title IX Program **per year**
- Program Proposal Due Dates set by supervisor
- Marketing Due Dates set by supervisor
- Program Evaluations due within 48 hours of program **with picture(s)**
- **You should be informally building community all year**
- **More is encouraged :]**

Definitions:

Minimum Programming: Building a community requires more than just fulfilling requirements, however jobs require requirements, so use the above as a guide and not an absolute. There will be times when it is appropriate to plan a program on the spur of the moment in order to create a better community — we encourage you to do this when you deem it appropriate and we support your ability to gather residents. In most circumstances, those programs will not be given credit towards your programming requirements; however, you will be given credit in the way that your residents and the campus perceives you. Set high expectations for yourself and you'll be rewarded! Also set high expectations for the programs you are receiving credit for, plan ahead, do a little research on the needs of your residents (ask them and ask your supervisor), and ask others from the CLU community to participate.

Programming: Requires people to interact—residents with you, residents with residents, residents with faculty or administrators. Requires information interaction between residents, the information source, and you. Programs are informative, appealing and useful for the needs of the hall.

Faculty/Administrator Involvement: A member of the CLU faculty or a CLU administrator attends or participates in the program.

All Staff: A program planned and implemented by the entire hall staff.

Needs Based: **This program is based on the specific needs of your community.**

Staff Roles

It is important to recognize that to build community in the residence halls, the entire staff must work together as a team. The Coordinators for Residence Life, Graduate Resident Directors, Senior Resident Assistants and Resident Assistants are vital to the success of the hall community, and play different roles in developing that community.

This is particularly true of programming. Each of us has different responsibilities in the Residence Life programming model that are equally important. When we all work to achieve our individual responsibilities, a vibrant community will develop.

Coordinator for Residence Life

The Coordinator serves as a consultant in the programming efforts of the hall staff. They are there to help identify the needs of the residents/halls, share ideas, act as a resource and a sounding board, ask the hard questions, and to motivate. In addition, the Coordinator is there to help you succeed in meeting your goals and are responsible for making sure that all programming requirements are met by the hall staff, and that a wide variety of programs are taking place. The Coordinator is also the general supervisor of the Graduate Resident Directors and their staffs.

Graduate Resident Director

The GRDs serves as a consultant in the programming efforts of the hall staff. They are there to help identify the needs of the residents/halls, share ideas, act as a resource and a sounding board, ask the hard questions, and to motivate. In addition, the GRD is there to help you succeed in meeting your goals and are responsible for making sure that all programming requirements are met by the hall staff, and that a wide variety of programs are taking place.

Senior Resident Assistant

The Senior RA knows the residents and the hall staff, and therefore knows the needs of both. They act as a key resource and motivator for their hall staff. They are responsible for completing all of the programming requirements outlined in the Requirements section of this manual.

Resident Assistant

The RA asks, learns, and knows what the residents need and want. They must understand that the best programming strategy is a balanced programming strategy: taking into consideration the needed balance between the social, educational, and wellness programs. They are responsible for completing all of the programming requirements outlined in the Requirements section of this manual.

Program Planning

The *Program Proposal* (located on RA center), along with this manual, is designed to help facilitate successful program planning throughout the year, and into your future. It guides you through certain areas of the planning process, and helps you to pinpoint any areas of concern before the program happens. Again, please know that this form has not been developed to give you something else (busy work) to do. There are three purposes behind the *Program Planner*.

Purpose

- To help you plan your program.
- To help you evaluate your program.
- To help other RAs develop similar programs

How to use it

Step 1 – Log on to the RA Portal (www.callutheran.edu/ra) and proceed to the Programming section followed by Program Proposal. Fill out all areas and make sure you have complete information.

Step 2 – Discuss your program with your supervisor. This will be an opportunity for the two of you to discuss your idea. It is also a brainstorming opportunity for the two of you (two brains are better than one). Your GRD/Coordinator is there to act as a consultant. They won't just say "yes" or "no". They want to help develop your ideas. Chances are, they will give you some things to think about, but regardless it is still your program! Your GRD/Coordinator will give you the go ahead for the program.

Step 3 – After your program, complete the Program Evaluation section on the site. This will help you determine the overall success of your program. Also, it will bring up things that you could do better the next time you have a program.

Step 4 – At your next one-on-one meeting with your supervisor, you will discuss the overall success of the program. The two of you should discuss how the program went, what didn't go as planned, and what could be improved in the future. Again, this is to help you become a better programmer. Even if programming comes naturally to you, chances are there is still some room for improvement.

Important Stuff

- Always fill out a *Program Proposal and Evaluation*.
- The more detail that you put into the *Program Proposal*, the more likely that it will be a beneficial resource to another RA in the future. Keep in mind, if you were looking for a program to try, you would want the resources available to be helpful.
- Plan ahead, if you do, you won't be rushed, and your program will turn out much better.
- Have fun! You should be enriched and enjoy the program as much as any one else that is in attendance

Nuts and Bolts

There is a formula to programming. If you follow the formula, programming is very easy.

1. Assess the Environment
2. Set Goals
3. Plan and Implement the Program
4. Evaluate the Program

Assess the Environment

Ask yourself the following questions.

What are the needs of your residents?

- Are students interacting with each other? Are doors open?
- Is there an issue in the hall that needs addressing?

What else is going on around campus?

- If there is a big activity planned by Student Programs or another group, it may not be the best time for a hall program.

What time of year is it?

- At different times during the year, students are interested in different things. For example, right before midterms, students are stressed out. This is the perfect opportunity to do a stress program. *Look in the Resource section of this manual for more information on what students are most likely to be facing at different times of the year.*

What are your resources?

- Space?
- Budget?
- Personnel?
- Past programming — look through the programming folders in Residence Life, there may be some terrific ideas out there that would fit your community

These questions should not just be answered by you; your residents should be involved too. Know your residents, know their interests and areas for improvement, also ask them what they would be interested in seeing in a program. You can simply stop by rooms or you can survey your residents.

Set Goals

Resident Assistants are busy people with limited time. We cannot stress how important it is that you plan ahead when you are programming. Also remember that the requirements are a minimum and as the main community builders in the hall, it is your responsibility to keep building the community and making it stronger. If you plan ahead and look at the needs of your population, you will put on quality programs.

Ask yourself the following questions:

- Who do you want to come to the program?
- What do you hope residents will take away from the program?
- Why is the program important for your hall?
- How much time, realistically, is it going to take you to make this program a quality program?

Planning and Implementation

Develop a time line

Beginning of the semester	Assess the needs of the community
1 month before the program	Decide on an idea, write it on a <i>Program Proposal</i> , discuss w/supervisor
2-3 weeks before the program	Invite speakers, arrange food, develop a budget, schedule a room, arrange equipment set-up
1-1.5 weeks before program	Start advertising
1-2 days before program	Last-minute check—is everything ready? Do more advertising, talk with residents about the program
1+ hours before the program	Arrange the room and equipment for the program
Just after the program	Clean-up, finish the <i>Program Evaluation</i> , send thank you cards to presenters and special guests

What is your budget?

Consult with your supervisor about your budget, and work through the Program Development section of the *Program Proposal*.

Who are you going to involve and how are you going to get them involved?

1. Ask your residents— it's fairly simple and usually works.
2. Think about residents who have special talents, have them help with program implementation.
3. There are usually residents, who if they show up, everyone shows up; involve them in your planning of programs, they can be great advertisers too!
4. Conferences and Events X3195. This is the place to order equipment such as microphones, stages, chairs, tables, etc. In order to use the equipment, you must plan ahead. Conferences and Events requires a phone call about three weeks before the event. After speaking with someone in Conferences and Events, you will be sent a contract. Until the contract has been signed by you and has been sent back, the equipment has not been checked out to you. Make sure to plan early, or you may not receive the supplies and equipment you were hoping for.
5. Sodexo X3203. The same is true with Sodexo. If you are planning an event that requires catering, you need to do so three weeks before hand. Save yourself time and go to the Cafeteria with a list of names and social security numbers of the residents who wish to participate in the program, (that way they can prepare the exact amount of food and it is not charged to the hall).
6. It is important to make sure that the timing and the location are correct for the event. Make sure that the program does not conflict with other events that serve the same population on campus.
7. Advertising and marketing for a program can really make it or break it. The best way to advertise is to do a teaser, (something that tells the residents a little about the program). This is done best about 1.5 weeks before the program. Then, about a week before the program do your full-scale advertising. A day or two before walk around and tell the residents about the program. Be creative in you advertising; do not limit yourself to posters. *For more information refer to the Helpful Hints section of your RA Manual.*

Evaluation

- Was the program what you expected?
- What would you do differently?
- Would you do the program again?
- Make sure to fill out the *Program Proposal* and answer all of these questions. Be honest with yourself—did you really give the program all that you had—were there things that could have gone better. Evaluation is a great key to making better programs in the future.