How do we define “community”? 

According to www.dictionary.com:

com·mu·ni·ty (kə-myōō’ni-tē) 

n. pl. com·mu·ni·ties

1. 
   a. A group of people living in the same locality and under the same government.
   b. The district or locality in which such a group lives.

2. 
   a. A group of people having common interests: the scientific community; the international business community.
   b. A group viewed as forming a distinct segment of society: the gay community; the community of color.

3. 
   a. Similarity or identity: a community of interests.
   b. Sharing, participation, and fellowship.

4. Society as a whole; the public.

That is a pretty comprehensive definition of the word community. It tries to take into account the many general forms communities take. Does it adequately describe the community we are trying to develop in the Residence Halls at Rhode Island College? Are we a community just because we live within the same area, the same walls? Or is a residence hall community something more?

We truly believe the answer to the last question is a resounding “YES!” The communities in the Residence Halls of Rhode Island College encompass so much more than just a place to sleep and store your belongings. As a department, we have defined seven essential principles that reflect what we want the residence hall community to look like. They address issues of student conduct and promote a united effort to enhance the social and academic development of students. They are:

1. **Living/Learning Community** – A place where academic endeavors of each individual are supported by students and staff.

2. **Open Community** – A place where freedom of expression in a respectful manner is protected and thoughtful discussion is encouraged.

3. **Inclusive Community** – A place where the uniqueness of each person is honored and where diversity is aggressively pursued.

4. **Responsible Community** – A place where individuals understand policies and the judicial process, are active in the creation and upholding of community standards, and are held accountable for their behavior.

5. **Caring Community** – A place where the well-being of each member is sensitively supported and where service to others is encouraged.

6. **Celebrating Community** – A place where traditions of the community are remembered and where rituals affirming both culture and change are widely shared.

7. **Maintained Community** – A place where physical needs are met to provide a well-kept, safe and secure environment.

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*Need an acronym to help you remember? Try M.r. C.C.O.I.L. – “Mister Cuh-Coil”*

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1 Adapted from: Ernst Boyer, *Campus Life: In Search of Community*
What is Community Development and why is it important?

The process by which we go from a group of people randomly thrown together to this thriving environment is “Community Development.” It is the “big picture” that drives everything that we do as a department. As Resident Assistants you are the primary agents of this process. You make it happen!

Juniata College defines Community Development as “(t)he intentional process by which the members of a community define and maintain that community through shared expectations and effective communication, taking into account the unique needs of the individual in balance with the needs of the community.” Think about that for a minute, the good of the community is moved forward with the needs of the individuals taken into account, not in spite of them. This is how we would like you to approach your year as a Resident Assistant, with your attention focused on the needs of the residential community, the needs of the people that make up that community, and the needs of the greater community at large (both on and off campus). We run into roadblocks attempting to develop a community when the individuals’ needs are not being met. It is impossible for an individual to work towards a common goal when they are being impacted negatively in another area of their life.

The Needs of the Individual & Abraham Maslow

The hierarchy of needs is a theory about the needs that motivate all humans developed by Abraham Maslow, a central figure in humanistic psychology and in the human potential movement. Maslow began to work out this theory of human motivation in the 1940s, and first published his thoughts in *Motivation and Human Personality* in 1954. Rejecting the determinism of both the psychoanalytic and behaviorist approaches, Maslow took an optimistic approach to human behavior that emphasized developing one’s full potential. This hierarchy is usually depicted as a pyramid with five levels, ranging from the most basic needs at the bottom to the most complex and sophisticated at the top. From bottom to top, the levels are physiological needs (food, water, shelter); safety (security); social (belongingness and love); self-esteem (the need to be esteemed by others); and self-actualization (the need to realize one’s full potential). According to Maslow, the needs at each level must be met before one can progress to the next level.
Maslow considered less than one percent of the population to be self-actualized individuals. However, he believed that all human beings still possessed an innate (if unmet) need to reach this state. So what does all this psychology talk mean to you as an RA?

First, if your residents do not have a room with electricity a working bathroom, and a functioning dining hall (their physiological needs) they are not going to care if you’re having a floor/suite meeting or an ice cream social. The following diagram parallels Maslow’s words and the concurrent needs of our students:

<table>
<thead>
<tr>
<th>Maslow’s Hierarchy</th>
<th>Student’s Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Needs</td>
<td>Room &amp; Board</td>
</tr>
<tr>
<td>Security/Safety</td>
<td>Safe Parking/ Escort Policy</td>
</tr>
<tr>
<td>Social</td>
<td>Meeting others/ Belonging</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>Feeling good about themselves, their individuality</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>Knowing 100% who they are</td>
</tr>
</tbody>
</table>

If you think about how these needs and their disruptions affect an individual you will begin to see how this truly manifests itself in our halls. Specifically think about the times someone comes to you about a concern you see as “little” or “petty”. Could it be that this “little” disruption is affecting an essential need for them? Many times larger conflicts can be avoided if attention is paid to these details.

Now where does community and Community Development come into play? If you look at Maslow’s pyramid you’ll see that issues related to belonging and social needs, those that directly affect the type of community you’ll develop, cannot begin to be addressed by a student until they know that they have a safe, secure living environment that meets their physical needs. Pay attention to those needs and you will be able to see your community begin to grow.
Stages of Community Development/ Peck’s Model

Many individuals believe that communities develop in stages that can be traced. By looking at these stages we can identify characteristics of our communities and possible responses to the challenges each stage presents. M. Scott Peck, author of “A Different Drum,” summarizes the four stages of Community Development as follows:

Stage 1: **Pseudo-community**: “instant community” but not real; members fake it; extremely pleasant; conflict is avoided at all cost; members don’t offend; members change the subject; denial of individual difference.

Stage 2: **Chaos**: individual differences come out in the open; fighting and struggling occurs and it is unpleasant; all members are attacked, including the leader, however, fighting is better than pretending.

Stage 3: **Emptiness**: hardest part and the most crucial; members empty themselves of their own biases, beliefs and barriers to true communication and acceptance; such barriers include- expectations, prejudices, ideology, theology, the need to fix or solve someone’s problem, and the need to control; appreciation and celebration of individual difference finally occur.

Stage 4: **Community**: a kind of peace; major decisions are made by consensus over time; members feel joy and acceptance, there is genuine concern for other’s needs and happiness.

As Resident Assistants you will see these stages in action living in your suites and on your floors. Thinking about the stages and how they relate to the development of a community in a residence hall can also be a tool of clarity when conflicts occur. Look at how these stages can relate to the residence Hall:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics in the Halls During Each Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pseudo-community</td>
<td>• Residents are very friendly, they hand out in large groups</td>
</tr>
<tr>
<td></td>
<td>• Suites &amp; Floors often go to Donovan together, making plans as a group without paying mind to individual schedules</td>
</tr>
<tr>
<td></td>
<td>• Roommates overlook personality differences and invasions of property in order to avoid conflict</td>
</tr>
<tr>
<td></td>
<td>• Rather than share differences/likes, students look for similarities</td>
</tr>
<tr>
<td></td>
<td>• Rather than speak up and defend themselves, students acquiesce to the “mob mentality” avoiding “touchy-subjects.”</td>
</tr>
<tr>
<td>Chaos</td>
<td>• Suitemate/Roommate conflicts escalate</td>
</tr>
<tr>
<td></td>
<td>• RAs are tested by residents to see if they will follow through on all they said they would do in September meetings. (Being fair, enforcing policies, uniformly)</td>
</tr>
<tr>
<td></td>
<td>• Large group outings end, smaller groups based on perceived differences form</td>
</tr>
<tr>
<td></td>
<td>• Community standards can be challenged, policies tested</td>
</tr>
<tr>
<td></td>
<td>• Vandalism can surface as individuals stop caring about group/common spaces/lounges</td>
</tr>
</tbody>
</table>
Emptiness
- Students realize that the conflicts they are having are based primarily on perceptions and miscommunication.
- Differences are acknowledged as items to be valued, students learn to rely on each other’s strengths and support each other in challenges.
- Students begin to honestly communicate about issues like racism, sexism, homophobia, etc.
- Students stop trying to be like each other and start to assert their own personalities.

Community
- Policy disruption is seen as an affront to the community as a whole
- Events are planned with the interests of all members kept in mind
- Floor/Suite traditions are created to capture the memories of living together
- The RA's workload decreases as residents have increased self-confidence in dealing with conflict
- Changes in community standards can be made tailored to the needs of the developed community
- Resident Birthday's, holidays, etc. become a bigger deal. Students who celebrate different beliefs will share customs and holidays

Bringing It All Together

As a Resident Assistant you will be shepherding your community through the stages of community development in many different ways, as well as working to meet your residents’ individual needs.

You will work very closely with your fellow staff members and professional staff members in everything you do. Think about these sets of theories, Maslow’s Hierarchy of Needs and Peck’s Stages of Community Development, as the roads you follow as an RA but they don’t define how you move along the road. They’re tools that will give you greater access to what is happening with your residents. If you can begin to understand what is motivating a situation, you can determine what action, if any, you need to take as an RA.

As we stated at the start of this section, Community Development focuses on meeting the needs of the individuals and the community. You can see from Peck’s model a fully developed community will not just rely on you to meet their needs but will begin to become self-sufficient also. Your efforts as an RA should not focus solely on you seeing problems and offering solutions but should also involve educating your students to take responsibility for themselves and their actions. Consider the seven principles we defined as essential to a well-functioning residence hall community. These principles not only reflect the manner in which we as staff should address students’ needs/concerns but the way we would like all members of community to take action.

We know that the “big picture stuff,” like these models and ideas can seem detached from your duties as an RA at times, but we hope that you are now seeing how they can take a behind the scenes role in the work you do. Next we will look at how you as an RA will be personally involved in the Community Development Process and how your day-to-day activities reflect the seven principles.
How can I personally affect the development of our community?

Let’s look first at how you need to prepare yourself personally in order to be an effective RA and Community Developer. Leadership Specialist Nancy Hunter Denney suggests the following personal requirements:

- Healthy sense of self (i.e. Self-esteem, self-awareness, knowing our strengths and weaknesses)
- Openness and flexibility (i.e. Welcoming diversity not just tolerating it, sharing differing views, giving opinions)
- Sincere interest in others (i.e. A willingness to make other’s lives better, compassion)
- Willingness to abide by community standards (i.e. Following policies, acting as a role model)
- Willingness to risk asserting yourself (i.e. Confronting, disagreeing with popular opinions, standing up for your own rights and to protect the rights of others)
- Willingness to practice skills that enhance community (i.e. Conflict resolution, confrontation, assertiveness, listening, decision making, communication skills, etc.)
- Desire to be “real” and be seen as “real” by others
- Willingness to give and receive (i.e. Help and be helped, listen and be listened to)
- Commitment to see it through.

Some of these things may seem natural to you already and others may look like great challenges. Our training and development events are designed to help you in taking on these roles in addition to educating you about the more tangible duties of the Resident Assistant.
How Does Community Development relate to the other roles of my RA Position?

Community development is the umbrella term that describes everything that you do as an RA. If you follow the progression, first we desire to form a community, then the needs are identified, the response to those needs are defined as Community Development, and the individual responses (duties) are enacted. The diagram below illustrates this:

![Flowchart](attachment:chart.png)

How does Community Development relate to the other roles of my RA position?

Community Development is the umbrella term that describes everything that you do as an RA. If you follow the progression, first we desire to form a community, then the needs are identified, the responses to those needs are defined as Community Development, and the individual responses (duties) are enacted. The diagram below illustrates this:

You will of course recognize the seven essential principles of community in the last block of the flow chart. They are desired end results of our efforts. They may sound great to you but I am sure you are wondering just how something like changing a light bulb, confiscating a candle, or getting a student more toilet paper fits in. Just as it’s very easy to see how Community Building (i.e. Floor Meetings, Memorizing names, event planning) and Policy Enforcement fit in. Below we will examine each principle and list examples of duties/tasks that actually help you work towards making it a reality.
Seven Essential Principles & Related Tasks

Living/ Learning Community
- Enforcing Quiet Hours
- Inviting faculty to halls
- Establishing study groups
- Create events that support majors
- Attend your Classes

Inclusive Community
- Produce inclusive advertising for events
- Get to know all of your residents
- Create door tags
- Openly acknowledge that people of all cultures, identities, and backgrounds are welcome
- Reach out to residents you see as “loners”
- Look outside of the boundaries of the “campus” to identify individuals needing assistance.

Caring Community
- Show interest in your residents
- Set yourself up as an available listener
- Make effective referrals when you do not have the resources to address a concern
- Encourage residents to look out for each other
- Make yourself aware of support resources

Open Community
- Holding suite/floor talks
- Defending respectful expression
- Challenging disrespect
- Share newspapers, Magazines, etc.
- Model respectful disagreement

Responsible Community
- Use meetings to educate about policies and procedures
- Be consistent and fair in policy enforcement
- Include Hall Council in debate about policy issues
- Set up suite/floor agreements about common area use & abuse
- Create open lines of communication
- Acknowledge the impact of the campus community on outside resources and individuals

Celebrating Community
- Acknowledge all holidays
- Celebrate birthdays
- Create new traditions
- Encourage “safe” celebrating
- Encourage involvement in all RIC events

Maintained Community
- Be thorough on damage cards
- Enforce escort policy
- Make students aware of Campus Police & their services (call 8201 not 911)
- Encourage students to respect their living environment

How can I assess the needs of my Community?

Generally speaking, you should be using two ways of assessing the needs in your community: formal and informal. Within these two categories, there are several tools or strategies that you can use to assist you.

Formal Assessment:
Formal assessment consists of real, concrete, produced methods of assessing the needs of your residents. Two of these methods are the Personal interest Survey and the Needs and Response calendar.

Personal Interest Survey
You will be asked to conduct this survey at your first floor/suite meeting. Each resident will fill out the survey which asks questions about their personal interests including hobbies, favorite television shows, classes, etc. This survey will help you get an idea of who your residents are and what they want to get
out of their residence hall experience. This information can assist when planning events. There is an example of the survey in the back of this section.

**The Needs and Response Calendar**
The Needs and Response Calendar is a comprehensive list of typical students’ needs, possible responses to these needs and national themes or days according to month. For example, during early September/opening time, students may be feeling homesick or lonely. They need to feel comfortable in their new surroundings. As an RA you want to help them begin to interact, make new social connections, and become familiar with each other. One possible way to respond to this need is to include some icebreakers and getting to know you games at your first floor meeting. Another possible way to respond would be to give a flashlight tour of campus or to take a group of residents to dinner. The Needs and Response Calendar is a valuable guide to give you some insight into what your students are dealing with as we proceed through the year. It will be especially helpful when planning events. The Needs and Response Calendar is located in the back of the Event Planning section.

**Informal Assessment**
Every interaction you have with your residents will be a way to assess how they are feeling. In order to respond to their needs, you will have to build meaningful relationships with them. Each resident is different and will, in turn, respond to you differently. This section will advise you on how to use these personal interactions to your advantage. It will discuss some ways to build relationships through personal interactions, and how being an informed leader can assist you with bettering your community for your residents.

**Building relationships through personal interactions:**
Your evening rounds during duty nights are a great time to build relationships with your residents. You can go door to door, visit with suites, sit in on a Hall Council meeting, invite residents to lunch the next day, etc. Every observation and interaction you have will assist you in getting to know the residents and their needs. Talk to the residents. Notice the types of decorations they use. Learn their schedules. When are they in the building? Where and how do they spend their time inside and outside the halls? The following are some good places to interact and observe your residents:

<table>
<thead>
<tr>
<th>Community Events</th>
<th>Laundry Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>Main Lounge</td>
</tr>
<tr>
<td>Confronting Violations</td>
<td>Front Desk</td>
</tr>
<tr>
<td>Off-campus social events</td>
<td>Rec. Center</td>
</tr>
<tr>
<td>Library</td>
<td>On-Duty</td>
</tr>
</tbody>
</table>
Informed Student Leader
As an RA you are a student leader. As a student leader, be involved and informed about what is going on around campus. Read the Anchor. Find out what all the Hall Councils are doing. Learn about the issues discussed in SCG. Attend an RSA meeting or event. Determine what people are talking about. In closing, always be aware. Pay attention to the people and community around you. Observe changes in the climate or behavior of people. Assessment is an on-going process. It is the first step in developing a strong, functioning community where needs are responded to in a timely fashion.

How can I respond to the needs of my community?
After gathering all this information through formal and informal assessment of the residents and the community at large, you are ready to respond to the needs you have identified. Again, there are several specific ways you can accomplish this task. This section will outline some of these ways, as well as help you determine which form of assessment can best assist you with each response.

Event Planning
Event-planning is a formal, structured response to community needs. Each RA is required to plan events throughout the year. There is a section which explains the specific requirements demanded of RAs and how to go about planning the events. (see Event Planning) The forms of assessment which will be most helpful when planning events are the Personal Interest Survey and the Needs and Response Calendar. In addition to responding to the needs of the community, events are fun, informal ways to engage and inspire residents.

Resident Recognition
Recognition can take on many forms. Residents who feel supported and accepted are more likely to feel a connection to their community and help create a positive atmosphere that supports the seven essential principles of community (even if they do not recognize such!). When residents feel as if you noticed them and their interests and accomplishments, they will feel valued and important. The informal assessment of observation and building personal relationships with residents will assist you in identifying why you should recognize your residents. The following is a partial list of ways to recognize residents:

1. Post a calendar of events that residents take part in (athletic competitions, drama performances, etc.)
2. Post signs/banners/lists for birthdays.
3. Showcase a “resident of the Month” (possibly in the hall newsletter)
4. Post newspaper clippings acknowledging residents’ accomplishments
5. Post congratulation notes on people’s doors (celebrating a good grade, as encouragement for an upcoming task, acknowledging accomplishments, etc.)
6. Awards, such as Hall/Suite/Floor Superlatives
7. Take pictures of building/residents and post throughout the year, or have an end of the year slide show.
8. Sponsor contests/competitions among suites
9. Changing door decorations (with the semester, or as seasons change, etc.)
10. Publicly recognize people at Hall Meetings (such as Hall Council members who have worked hard, someone who has impacted the community)

Resident Involvement
Getting your residents involved in what’s going on around them is a very important aspect to community
building. Students want to feel that they are represented and have a voice. As the RA, you are responsible for creating an atmosphere where residents have a forum to express their opinions and can use their talents and thoughts to impact the world around them. The Personal Interest Survey and the informal assessment of building relationships and being an informed leader will be most effective in responding in this manner. The following is a partial list of ways you can include your residents and get them involved in the community:

1. During suite/floor meetings, in addition to explaining the college’s policies, create community standards to which everyone can agree. (ex. Making suite-specific bathroom rules, earlier quiet hours, guest policies, etc.) Then, post these standards in a public area on the floor/within the suite.
2. Discuss how resident should communicate their concerns to you and residents.
3. Invite residents to Hall Council and RSA Meetings.
4. Provide information about activities in other campus departments, club meetings, etc. Invite residents to attend club meeting to which you belong.
5. Ask residents to assist in planning and carrying out events. Have them prepare a favorite dish, assist in setting up or cleaning up the space, share a talent, etc. By granting them ownership, they may attend more events and get their fries to attend the events, etc.
6. Have residents “host” suite/floor meetings.
7. Create a suggestion box or another way to get residents’ feedback.

**Community Service Outreach**

Community service and involvement in the greater community allows for the continued develop of our residents as members of a growing global community. The process of giving of oneself provides a variety of life lessons and collateral benefits for all aspects of our community. Utilizing these experiences effectively will provide positive results for your residence hall and its residents.

Again, it is important to remember that responding to needs is an ongoing process. You should keep your supervisor informed of the efforts you are taking to assess and respond to your residents’ needs. He/she may have other suggestions. In maintaining a one-on-one dialogue about these issues, you will together brainstorm and put into action additional responses to your community and residents.

**How do I know my efforts are working?**

We wish we could say that there was one simple way to determine the success of your Community Development efforts but there isn’t. There are however a number of ways that you can officially and unofficially evaluate your progress. They Include

1. Meetings- Hold suite/ floor meetings and allow your residents to voice concerns and express what they are enjoying about their living experience.
2. Dinner- Sit with your residents at DDC, sometimes the best information comes from an informal discussion.
3. One on One- Speak to each resident individually at intervals, gage how they are feeling against the feelings of the larger community.
4. Evaluations- From events, your peers, your residents and your supervisor/ all can be effective tools.
5. Observations- Constantly watch and observe your community. Look for changes in policy violations and individual behavior. Determine level of student involvement.
These five are not the only ways to check in on your work. Have a great idea for another way? Share it with your staff! Many times in this type of work it is the small pieces of feedback that mean the most, so be sure to share your own feedback with your fellow RAs and HDs. Sometimes it will be easy to determine a positive outcome, i.e. A chair is broken and you get them a new one, and other times it may be more difficult, i.e. A resident’s relationship ends and they come to you for support.

If you go through the process of evaluation and truly feel like you efforts are misguided or not reaching your residents, we encourage you to use your fellow RAs and HD to try to see what roadblocks to community you are hitting. Remember to go back to the basics and think about the base needs of the individual (Maslow’s Hierarchy) and your community. Throughout the rest of the manual you will be exposed to many different policies, procedures, and duties that you are responsible for. Each section is designed to give you all of the information you need to be a successful RA and community developer at RIC.

Keep this idea of Community Development in your mind as the year progresses, use the tools provided to keep gaining insight, and remember that when in doubt turn to your own community, the RAs and professional staff members for support!

“We are individual designs in the fabric of life: We have our own integrity, but simultaneously we are part of the fabric, connected to an defined by the whole. Community is the human dimension of that fabric.”
-Tom Atlee

Living Learning Communities

This year to our housing community has different living and learning communities. The First Year Residential Experience (FYRE) at Rhode Island College is a living-learning community housed in Sweet Hall for the academic year 2014-2015. First-year students can select to live in a themed cluster of rooms/suites in Sweet with other residents who have similar interests based on a common theme. FYRE is meant to ignite residential learning and interactions within the hall community, college experience in addition to the local and global society. The Office of Residential Life and Housing will be offering four different themed clusters for this upcoming year.

**Academic FYRE**
The Academic FYRE is designed for residents who desire to promote positive study habits and skills in their community. Community member will be able to participate in weekly study halls, and support to create own study groups. Residents would be encouraged to seek campus resources such as OASIS, and Writing Center.

**Anchormen Society FYRE**
The Anchormen Society FYRE is designed for residents who want to help the community and participate in formal and informal programs that Rhode Island College offers. Residents who choose to live in the Anchormen Society will be encouraged to attend different type of RIC events (athletics, academic, cultural, arts, etc...), participate in Homecoming activities, and participate in Hall Government.

**Art & Theatre FYRE**
The Art & Theatre FYRE is designed for residents interested in increasing art & culture awareness offered at Rhode Island College. The community would support monthly coffee hours where art, poetry,
photography, multi-media presentations, and other personal expressions could be shared with other members. Residents would be encouraged to seek additional cultural opportunities such as attending theatre performances, book readings, and lecture series.

**Health & Wellness FYRE**

The **Health & Wellness FYRE** is designed for residents who want to increase physical activity and healthy decision making within the community. The community would support weekly activities to get your heart rate elevated. These activities can include: dance class, yoga, meditation, Zumba which may be hosted in the hall or at the rec center. Residents would be encouraged to seek additional wellness opportunities such as participating in intramurals, and working with the College nutritionist.

**The overall goals for all FYRE communities include:**
- Build a close community and forge friendships
- Understand the effects of community standards
- Leadership development
- In depth participation and engagement in community
- Exploration of local and global citizenship
- Deep reflection on one’s role and social responsibility

**FYRE (First Year Residential Experience) Frequently Asked Questions**

**What are my responsibilities as a FYRE Living-Learning Community member?**

Based on the goals of the FYRE Living-Learning Community it is important for members of each community to be actively engaged. This includes but not limited to participating in programs, interact with other residents, and promote a safe and supportive environment for students.

**Where will FYRE be located?**

First Year Residential Experience Living-Learning communities for the academic 2014-2015 year will be housed in Sweet Hall.

**What will the duration of FYRE be?**

Participants will commit to living in FYRE Living-Learning Communities for one full academic year, the fall 2014 and spring 2015 semesters.

**Who can participate in FYRE LLC?**

This housing option is available to all First Year (Freshmen) students.

**How do I apply for the FYRE Living Learning Communities?**

When First Year Students answer their housing questionnaire which helps determine placement, they will be able to self-select to which FYRE-LLC they have the most interest to participate in. The Office of Residential Life & Housing will review the questionnaire and make room placements based on the student response.

**I want to live in Sweet but not in a FYRE LLC?**

There will be NON-FYRE LLC suites located in Sweet Hall. Students interested in living in Sweet Hall but not in FYRE-LLC are still eligible to live in Sweet Hall.

**Gender Inclusive Housing**

The Office of Residential Life and Housing is pleased to announce that we will again have a gender inclusive housing option for fall 2014. This new Living-Learning Community (LLC) entitled: Gender Inclusive Housing (GIH). The intent of GIH is to establish a community where students are not limited by gender distinctions and are free to live with whom they feel the most comfortable. Students living in the new LLC will be expected to be active members of the community. The LLC will raise awareness of issues relating, but not limited to: gender, respect and equality. This community shall provide a safe and supportive environment for students of all orientations and backgrounds.