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Places of Interest on the South 40

**Residential Life Center (RLC)**
This is the central office that maintains and oversees the daily operations of all residential buildings on the Washington University campus.
Location: First floor of South Forty House
Phone: 935-5050
Website: http://reslife.wustl.edu

**Ursa’s**
A cafe that provides students with a place to eat as well as relax, watch TV, or play video & board games. Ursa’s Fireside is a space often used for programs or for students to study. Every Thursday & Friday night, a student run group called Ursa’s Nite Life takes over Ursa’s Cafe to show newly released movies and put on concerts & programs by students & musicians.
Location: Lower level of Lien House
Website: http://ursas.wustl.edu

**Police Department (WUPD)**
University Police Officers are available twenty-four hours a day to respond to any emergency or to request police services.
Location: Lower level of Lien House
Phone: 935-5555
Website: http://wupd.wustl.edu

**Social Justice Center (SJC)**
This center provides programming and resources concerning issues of oppression to students.
Location: Lower level of Umrath House
Website: http://sjc.wustl.edu

**Cornerstone**
The Center for Advanced Learning.
This center provides educational services to students.
Location: Lower level of Gregg House
Phone: 935-5970
Website: http://cornerstone.wustl.edu
# Residential College Information

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<tr>
<th>Residential College (Nickname)</th>
<th>Residential College Director</th>
<th>Phone &amp; Email</th>
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<tbody>
<tr>
<td>Apartments: Off Campus (Greenway, Horseshoe, Rosedale, University Drive, University Terrace)</td>
<td>Ashley Swanson-Hoye</td>
<td>935-8728 <a href="mailto:aswanson-hoye@wustl.edu">aswanson-hoye@wustl.edu</a></td>
</tr>
<tr>
<td>Apartments: On Campus (Millbrook Square, Village East)</td>
<td>Stephanie Milner</td>
<td>935-8913 <a href="mailto:stephanie.milner@wustl.edu">stephanie.milner@wustl.edu</a></td>
</tr>
<tr>
<td>Danforth, Wheeler, &amp; Shepley (William Greenleaf Eliot--WGE)</td>
<td>Erica Townsend</td>
<td>935-8913 <a href="mailto:erica_townsend@wustl.edu">erica_townsend@wustl.edu</a></td>
</tr>
<tr>
<td>Dardick &amp; Nemerov (Wayman Crow)</td>
<td>Danielle Masuda</td>
<td>935-7409 <a href="mailto:d.masuda@wustl.edu">d.masuda@wustl.edu</a></td>
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<tr>
<td>Hitzeman, Hurd, &amp; Myers (HIG)</td>
<td>Katie Corey</td>
<td>935-9605 <a href="mailto:katiecorey@wustl.edu">katiecorey@wustl.edu</a></td>
</tr>
<tr>
<td>Lee/Beaumont (Lee/Beau)</td>
<td>Molly Pierson</td>
<td>935-4928 <a href="mailto:molly.pierson@wustl.edu">molly.pierson@wustl.edu</a></td>
</tr>
<tr>
<td>Lien &amp; Gregg (Robert S. Brookings)</td>
<td>Matt Fulmer</td>
<td>935-9454 <a href="mailto:matt_fulmer@wustl.edu">matt_fulmer@wustl.edu</a></td>
</tr>
<tr>
<td>Liggett/Koenig (L/K)</td>
<td>Jeff Grim</td>
<td>935-3792 <a href="mailto:jgrim@wustl.edu">jgrim@wustl.edu</a></td>
</tr>
<tr>
<td>Lopata House &amp; Village House (The Village)</td>
<td>Ryan Miller</td>
<td>935-6585 <a href="mailto:ryanmiller@wustl.edu">ryanmiller@wustl.edu</a></td>
</tr>
<tr>
<td>Park/Mudd</td>
<td>Valronica Scales</td>
<td>935-8295 <a href="mailto:vscales@wustl.edu">vscales@wustl.edu</a></td>
</tr>
<tr>
<td>Rubelman, Umrath, South Forty House (RuSoFo)</td>
<td>Andrew McDermott</td>
<td>935-4264 <a href="mailto:amcdermott@wustl.edu">amcdermott@wustl.edu</a></td>
</tr>
<tr>
<td>Shandeling, Dauten, &amp; Rutledge (JKL)</td>
<td>Charlie Runyan</td>
<td>935-7105 <a href="mailto:charles.runyan@wustl.edu">charles.runyan@wustl.edu</a></td>
</tr>
<tr>
<td>Thomas Eliot &amp; Eliot B</td>
<td>Amy Baumgartner</td>
<td>935-7422 <a href="mailto:amy.baumgartner@wustl.edu">amy.baumgartner@wustl.edu</a></td>
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The Faculty Associate & Faculty Fellow Program Vision

The Faculty Associate’s involvement with the floor is intended to accomplish several goals:

★ Provide undergraduate residents with role models or mentors and more contact with faculty members
★ Encourage residents’ use of faculty as resources for information, referral, or informal advising
★ Increase understanding of faculty roles and student life
★ Meet the needs of those faculty who want more informal contact with undergraduates

Program Overview

The Faculty Associate/Fellows Program emerged in response to the realization that there was a growing gap between faculty members and undergraduate students at Washington University. In addition, many faculty members wished to extend their interaction with students outside the academic realm. Today, many campuses across the nation have well developed faculty/student interaction programs (e.g., Cornell, Illinois, Michigan, Northwestern and Stanford).

The Faculty Associate/Fellows Program, sponsored by the Office of Residential Life, is designed to provide opportunities for significant faculty-student interaction outside of the classroom setting. Faculty Associates (FAs) are faculty members who agree to work with Resident Advisors (RAs) and a floor of about fifty first-year students in a Residential College during the academic year.

Working as a team, Faculty Associates and their RAs plan activities with floor residents designed to create a sense of community on that floor. These activities offer an opportunity for the residents to develop a significant relationship with a member of the faculty, thus making the faculty member an active member of the floor community. The program helps to integrate Faculty Associates into the life of the floor by allowing them to share particular interests, both academic and extracurricular, with the residents.

Faculty Fellows (FFs) are faculty members, and often, their families, who agree to live in Residential Colleges during the academic year. Fellows work with RAs, Residential College Directors (RCDs), and other Faculty Associates to put on programs for the entire Residential College. These programs engage students in an enjoyable and intellectually stimulating atmosphere where students can feel at ease discussing their views on various topics with faculty members.

The faculty members involved in the Faculty Associate/Fellows Program are volunteers. Faculty benefit from participating by receiving informal feedback from students that allows everyone to feel more effective in the classroom. In addition, faculty help to improve the undergraduate experience through their informal contacts with residents.
The Residential College Model

Washington University adapted the Residential College model to promote living environments that foster student learning while encouraging students’ personal growth and development. Each Residential College comprises one, two, three or four separate houses that form a single community. Each Residential College has a Residential College Director who works in close association with a live-in Faculty Fellow (currently in William Greenleaf Eliot, Wayman Crow, Robert S. Brookings, Park/Mudd, Rubelmann/Umrath/South Forty House, Thomas Eliot/Eliot B and Liggett/Koenig Colleges), Resident Advisors, College Council representatives, Washington University Student Associates, college mechanic, and the housekeeping staff.

Goals for the Residential College Program

★ Promote a strong sense of community among students living in the college
★ Develop residential communities that promote students’ learning and personal development
★ Foster meaningful interactions between students and faculty outside of the formal classroom setting
★ Encourage traditions, customs, and rituals that are unique to each college

Meals, Parking & Access to Buildings

Meals
Each Faculty Associate is provided $50 for the semester to eat with residents in residence hall dining facilities. We believe that meals are a perfect time to interact with residents on a more informal level.

Parking
Faculty Associates can park on the South 40 with their faculty parking permits. If you do not have one, please talk to the RCD for your Residential College who will arrange a temporary pass.

Entrance to Buildings
Faculty Associates are also granted access to the building that they are paired with. The magnetic strip on the back of your ID will be activated so you can enter the building.

“My Faculty Fellow hosts and welcomes students into his home. These interactions have exposed me to a brilliant professor who I may not otherwise have known, but who has now sparked my interest in subjects other than those I would expect myself to be interested in.”
- Student Response to Faculty Survey
Members of the Residential College

Residential College Director (RCD)
This full-time professional supervises the Resident Advisors in their particular Residential College. In addition to supervising the RAs, the RCDs advise college council, chair Residential Life committees, respond to crisis situations, serve on university committees, conduct minor judicial cases, and work on other special projects as assigned.

Resident Advisor (RA)
This undergraduate student lives on a residential floor, assisting residents with transition issues, providing programming, enforcing policy, mediating conflict, and serving as a resource. They will serve as your primary contact with the floor and are a great resource to find out what kind of activities students would like to do.

Graduate Fellow (GF)
This graduate student is responsible for helping to enhance the academic environment of his/her respective Residential College through program development and implementation. Many graduate fellows supervise student staff such as the RPMs and RPHEs (defined below).

College Council
The College Council is a group of students that represents the Residential College in the Congress of the South Forty (www.CS40.com) or Residence Hall Association. This group often plans programs and outings for the entire Residential College.

Student Technology Consultant (STC)
This undergraduate staff member lives in a Residential College, manages the computer clusters in the college, and is available to answer residents’ questions concerning computer labs, Ethernet connections, and technology in general.

Housekeepers and Mechanics
Housekeepers clean the common areas and bathrooms of the Residential Colleges. Mechanics maintain and repair the Residential Colleges.

Residential Peer Mentors (RPM)
Upperclass students who provide academic support for first year students in chemistry, calculus, physics, and writing.

Residential Peer Health Educators (RPHE)
Upperclass student who serves as a peer educator helping residents to make healthy lifestyle choices through workshop prevention programs and other topics.

Washington University Student Associates (WUSA)
Upperclass student leaders who meet incoming freshman students during orientation and assist them during their first-year with the transition to Washington University
A Guide to Residential Colleges

Danforth, Shepley & Wheeler (William Greenleaf Eliot)
★ Houses about 190 first-year students (Danforth) and about 255 upperclass students (Wheeler & Shepley)
★ Live in Faculty Fellow

Dardick & Nemerov (Wayman Crow)
★ Houses about 175 first-year students (Dardick) and 120 upperclass students (Nemerov)
★ Live in Faculty Fellow

Hitzeman, Hurd & Myers (HIG)
★ Houses about 260 sophomore students

Lee/Beaumont
★ Houses about 305 first-year students

Liggett/Koenig
★ Houses about 270 first-year (Koenig) and 100 upperclass students (Liggett)
★ Live in Faculty Fellow

Lien & Gregg (Robert S. Brookings)
★ Houses about 170 first-year students (Lien) and 155 upperclass students (Gregg)
★ Live in Faculty Fellow

Lopata House & Village House (The Village)
★ Houses about 30 upperclass students
★ BLOCs offering themed housing

Millbrook & Village East (On Campus Apartments)
★ Houses about 430 upperclass students

Park/Mudd
★ Houses about 190 first-year (Park) and 140 upperclass students (Mudd)
★ Live in Faculty Fellow

★ Rubelmann/Umrath/South Forty House (RUSoFo)
★ Houses about 135 first-year students (Umrath & Rubelmann) and about 220 upperclass students (South Forty House)
★ Live in Faculty Fellow

Shanedling, Dauten & Rutledge (JKL)
★ Houses about 90 first-year students (Rutledge) and 180 upperclass students (Shandeling & Dauten)

Thomas Eliot & Eliot B
★ Houses about 160 first-year students (Eliot) and 146 upperclass students (Eliot B)
★ Live in Faculty Fellow
The Community Engagement Model is based on our philosophy of how students develop combined with strategies designed to achieve learning.

“Community Engagement” is defined as individuals actively participating in the holistic learning and development of themselves & others within their community.

Interpersonal Skills
Learning how to interact with others in a positive, productive manner encourages community and understanding. Positive human interactions allow us to coexist and work together on common goals. Skills to develop in this area include empathy, conflict mediation, communication (oral, written, and listening), and teamwork. By developing these interpersonal skills, students can improve the quality of their response to the needs, feelings, and capabilities of different people in various situations, especially within their community.

Self Awareness
Developing an awareness of individual strengths, interests, beliefs, passions, feelings, and values enables students to discover and reflect on what they are good at and how to utilize their strengths to making a difference. Without self-awareness individuals will not be able to grow. A student with increased self-awareness will become a more well-rounded individual and contributing member of his or her community.

Diversity
Demonstrating acceptance and respect for the diverse backgrounds, lifestyles, and experiences of all of our students enriches the learning process and promotes awareness, collaboration, and celebration of difference. Through an understanding that each individual is unique, our students come to recognize our individual differences and create a safe, positive, and nurturing environment. Through a commitment to continually increasing one’s own awareness around issues of diversity and social justice, each student will be more able to create safe, respectful, and inclusive communities.

Citizenship
Identifying one’s place in a larger, global community expands students’ capacity for realizing the impact they have on the world. In order to do this, students must assume personal responsibility to contribute talents, skills, and time through active involvement and leadership development opportunities. Key components include advocacy, service, civic duty, sustainability, and leadership. By taking advantage of opportunities in this area, students will be able to determine how to best serve their community in ways that are most fitting for them as individuals.

Personal Wellness
Approaching life as a student from a holistic perspective, including academics, co-curricular activities, work, and social aspects, is essential to a student’s ability to build a healthy lifestyle. Critical to this healthy lifestyle is developing effective methods to balance all of the demands in a student’s life. In order to avoid burnout and make the most of their experience, students must create strategies to achieve balance and build healthy relationships. This will equip students with the ability to apply these skills in the future outside of the university.
2010-2011 Faculty Associates & Faculty Fellows

Danforth House
(William Greenleaf Eliot Residential College)
Danforth 1/2: Stan Braude
Danforth 3: Jennifer Smith
Danforth 4: Sunita Parikh
Faculty Fellows: Lutz Koepnick & Jana Harper

Koenig House
(Liggett/Koenig Residential College)
Koenig 1: Glenn MacDonald
Koenig 2: Tracy Bishop
Koenig 3: Julie Singer
Koenig 4: Shanti Parikh
Faculty Fellow: Anca Parvulescu

Dardick House
(Wayman Crow Residential College)
Dardick 1: Beth Martin
Dardick 2: Greg Polites
Dardick 3: Matt Erlin
Dardick 4: Roshan Abraham
Faculty Fellow: TBD

Park House
(Park/Mudd Residential College)
Park 1: Sowande Mustakeem
Park 2: Rebecca Lester
Park 3: Jeffery Matthews
Park 4: Eli Snir
Faculty Fellow: Joe Thompson

Lee/Beaumont Residential College
Lee 1: Richard Abrams
Lee 2: Harvey Fields
Lee 3: Warren Davis
Beaumont 1: Ron Laue
Beaumont 2: Dirk Killen
Beaumont 3: Sarah Luesse
Faculty Fellow: TBD

Rubelmann/Umrah/South Forty House
Ruby 1: John Kelly
Ruby 2: Jennifer Kapczynski
Ruby 3: TBD
Umrah 2: Pascal Ifri
Umrah 3: David Meyer
Umrah 4: Mungai Mutonya
Faculty Fellow: Erin McGlothlin

Lien House
(Brookings Residential College)
Lien 1: Simine Vazire
Lien 2: Kim Schreck
Lien 3: Marvin Marcus
Faculty Fellow: Ian MacMullen

Thomas Eliot
Eliot 0: Kathy Kniepmann
Eliot 1: Ivanka Youkilis
Eliot 2: Sean McWilliams
Eliot 3: Mark Smith
Faculty Fellow: Brian Carpenter

HIG Suites: Joy Keifer
JKL: Rob Patterson

Working with faculty has been one of the most professionally enriching parts of my RCD position. I appreciate the time and energy the faculty put into meeting students outside the classroom. Their guidance and mentorship will prove to be invaluable to students later in their college and professional careers.

- Jeff Grim, Liggett/Koenig RCD
2010-2011 Faculty Associate Blueprint

Below are some great suggestions for maximizing your experience as a Faculty Associate. The personalities of you, the building, the RA, and the residents will all play a role in determining what will be most beneficial in developing a positive faculty/student experience. You are encouraged to develop your own style and come up with more ideas on your own with the help of your RCD, RA, and the residents.

Meet Students on Their Ground
Visit with students on the floor early in the semester to develop a connection. Introduce yourself and talk with the students in the floor lounges, hallways or their rooms.

**TIP:** Past FAs report that getting to know the students as early as possible makes a significant difference. Move-in day is **Thursday, August 26** and the parent coffee is **Saturday, August 28**. These are two great opportunities to meet the students. There is a calendar of events that you may want to partake in found in the appendix of this book.

Work Closely With Your RAs: Communication is Key!
Meet with your RAs early on to share expectations and make plans for the year. There is an RA/FA dinner planned for Thursday, August 19. The RAs can help you define your role and will provide you with helpful information on floor interests, concerns, and potential programs.

**TIP:** Establish a routine of contact with both the RAs and the floor early in the academic year. Your RCD has expectations for the RAs to communicate directly with you about floor events.

Have Students Complete an Index Card Giving Personal Information
This should help you to get to know your students as individuals more quickly and will give you ideas for discussion and programs. Possible index card topics include: hometown, birthday, potential major, career goals, suggested activities for the floor, why did you choose WashU, etc.

**TIP:** Your RCD will provide you with a photo roster of all the students on your floor.

Maintain Regular Contact With Your Floor
If your schedule permits, come to the floor on the same evening of each week, as close to the same time as possible. A regular and predictable presence on the floor provides for better relationships with students.

**TIP:** Utilize the floor email list serve your RAs will create. You will be able to send a message out to the residents and you will receive messages from the RAs. This is a terrific way to keep your finger on the pulse of floor activities and interactions.

Find Ways to Interact Comfortably With Your Students
Try to find common interests to discuss and pursue -- you will both be more at ease.

**TIP:** Invite students from your floor to accompany you to events that you would already be attending anyway (e.g. Assembly Series, a play on campus), which enables them to have time with you while you’re doing what you would be doing anyway.

Share the Personal as Well as the Professional Side of Your Life
Most students will welcome the opportunity to meet your family and are curious about what you like to do in your spare time. Sharing such things helps you seem like a real person. If possible, invite students to visit your home. They often miss pets, children, and home cooking.
Expect Shyness
Many students, while appreciative of your interest in them, may feel awkward around you. Easy communication between people significantly different in age, status, experience, role, etc. takes time to develop. Do not expect too much too soon. Your RAs will play a critical role in introducing you to students on the floor.

Be a Resource
Provide them with pertinent information (office number, office hours, areas of expertise, etc.). Let them know that you welcome the contact.

TIP: Your RAs will put up information about you on their bulletin board and your picture will be on the Residential College website.

Quality Over Quantity
An enjoyable discussion with three interested students may, in the long run, be more valuable to you and the students than having a large turnout for an event where your contact is superficial.

Be Patient
If one approach to making contact with the floor is not working, try another. Successful Faculty Associates are, among other things, persistent. Use the RA and/or RCD as a resource for ideas of how to engage students.

Use Your Resources
If you have concerns about your floor or Residential College, or simply want to discuss the program, contact the RCD.

Keep in Mind...
Be aware of how student workload fluctuates throughout the semester. Don’t plan things and expect a great turn out when students are overwhelmed. Particularly at the end of the semester, brief activities on campus that acknowledge how busy the students are can be welcome.

10 Resident Conversation Starters
✦ What do you like best about WashU?
✦ What do you hope to be doing in 10 years?
✦ What’s your favorite class this semester?
✦ What do you do for fun?
✦ Where is your hometown?
✦ What’s the most interesting thing you’ve recently heard or read?
✦ What are your goals?
✦ What are you learning in class that you find most interesting?
✦ What activities are you involved in on campus?
✦ What do you like most about St. Louis?
2010-2011 ‘Resident Advisor Blueprint’

Spring Before Academic Year
☐ Communicate with your FA before the spring semester ends
   Try to meet with your FA and Co-RA. At the very least, introduce yourself over email

Before Meeting the Faculty Associate
☐ Research FAs area of expertise and scholarly interests
   Most faculty have profiles through the www.wustl.edu website
☐ Schedule a meeting to go over the FA/RA Worksheet and discuss communication and working styles

Opportunities to Interact With the Faculty Associate During RA Training
• Faculty Associate Panel Discussion
   • Come with at least ONE question to ask
• RA Staff/Faculty Associate Dinner (Thursday, August 19)
• Freshman Reading Program Discussion (Monday, August 23)
   • Prepare one question to spur conversation

Orientation
☐ Personally invite the FA to the individual Residential College Parent Coffee on Saturday, August 28
☐ Get the Faculty Associate a Convocation T-Shirt and deliver it to them on or before move-in day
☐ During the first few floor meetings, provide residents with Faculty Associate background information
☐ Communicate purpose, importance, and benefits of the Faculty Associate Program to residents
☐ Ensure a meaningful conversation during the Freshman Reading Program Discussion on August 30

At the Beginning of the Year
☐ Include FAs on your floor listserv and email lists
☐ Let FAs know the time/location of your floor dinners
☐ Schedule a time to meet with the FA to prepare for the semester
   ☐ Prepare a calendar of events for the entire semester for planning purposes
   ☐ Have a few ideas (and times) for programs
☐ Have one structured event during the first month of the semester
   ☐ A Faculty Panel where FAs and Faculty Fellows can share advice on how to be successful in college
   ☐ Have a Question and Answer period with the floor and FA over a snack
Throughout the Year

• Be in contact personally with your Faculty Associate once a week
  • An email is initiated by RAs to update the FA on programs and events
  • Personally invite them to floor programs you put on
• Meet with your FA at the beginning of the Spring semester to discuss the calendar for the semester
• Notify FA of any changes in programs locations and times (e.g. floor dinners)
• Update RCD of FA relationship during 1:1
• CC RCD on ALL emails sent to FA during the year

End of the Semester
☐ Thank the FA for their volunteering role
  ☐ Have the floor sign a thank you card
  ☐ Have the floor create a sign to put on their office door

Roles of the Resident Advisor in the Faculty Associate Relationship

Facilitator of Resident-FA Interaction
  • Personally introduce Faculty to residents when they are on the floor and at programs
  • Think about faculty’s schedule and availability when planning programs
    • Try not to have all programs in the late evening because faculty often cannot attend those
    • Invite the FAs family (and pets) to come to programs when appropriate

Administrator
  • Assist faculty in implementing programming ideas (buying supplies, reserving rooms, advertising, etc.)
    • Define roles in program planning and do not assume the FA can buy supplies
  • Give regular updates on the FA budget
  • Give the FA at least one weeks notice of an upcoming program

Provider of Appreciation and Gratitude
  • Send a personalized thank you every time your FA does something for the residents or anytime the floor is invited to their home
  • Since this is a voluntary position, make sure the FA is appreciated and thanked
    • Nominate an outstanding FA for an award within their school
      • Arts & Sciences Faculty Awards: artsci.wustl.edu/faculty/awards-recognition
      • Sam Fox School of Design: samfoxschool.wustl.edu/outstanding_teaching_awards

Interacting with faculty can be very intimidating as a freshman, and the FA Program helps bridge the student-faculty gap. Because of the relationships developed between residents and FAs, residents are more comfortable when it comes to seeking out other faculty members and academic resources around the University.

- Eric Boccio (Umrath 3 RA)
<table>
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<th>Acronym</th>
<th>Description</th>
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<td>Asian American Association</td>
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<td>Association of Black Students</td>
<td>RCD</td>
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<td>Athletic Complex</td>
<td>Res.College</td>
<td>Residential College</td>
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<td>Association of Latin American Students</td>
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<td>College of Arts and Sciences</td>
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<td>Student Admissions Committee</td>
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<td>Bear’s Den</td>
<td>SARAH</td>
<td>Sexual Assault/Rape Anonymous Helpline</td>
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<td>Olin School of Business</td>
<td>SFS</td>
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<td>CORE</td>
<td>Committee Organized for Rape Education</td>
<td>SHS</td>
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<td>CS40</td>
<td>Congress of the South 40</td>
<td>SJC</td>
<td>Social Justice Center</td>
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<td>CSC</td>
<td>Catholic Student Center</td>
<td>South 40</td>
<td>The southern 40 acres of campus to the south of Forsyth</td>
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<tr>
<td>EST</td>
<td>Emergency Support Team</td>
<td>STC</td>
<td>Student Technology Coordinator</td>
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<tr>
<td>JA</td>
<td>Judicial Administrator</td>
<td>StudLife</td>
<td>Student Life (newspaper)</td>
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<tr>
<td>JSU</td>
<td>Jewish Student Union</td>
<td>SU</td>
<td>Student Union (student government)</td>
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<tr>
<td>KWUR</td>
<td>WashU Radio Station</td>
<td>UNL</td>
<td>Ursa’s Nite Life</td>
</tr>
<tr>
<td>MORE</td>
<td>Men Organized for Rape Education</td>
<td>WILD</td>
<td>Walk-In Lay Down (campus wide concert each semester)</td>
</tr>
<tr>
<td>NSA</td>
<td>NorthSide Student Association</td>
<td>WUSA</td>
<td>Washington U Student Associate</td>
</tr>
<tr>
<td>OSIL</td>
<td>Office of Student Involvement &amp; Leadership</td>
<td>XRHH</td>
<td>Justin X. Carroll Residence Hall Honorary</td>
</tr>
</tbody>
</table>
Tips, Ideas & Calendar of Events

**Past Program Ideas**
- Balloon Glow and picnic
- Sunday night dinners
- Time Management 101
- Weekly story and cookies
- Having an open house/movie night
- Kickball
- Healthy food and juice party
- Pumpkin carving
- Trivia night
- Ice skating
- How to Survive College panel
- Dinner and a discussion
- Self-defense lesson
- City Museum
- Float/Raft trip

**Fall Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Move-In Day</td>
</tr>
<tr>
<td>8/30</td>
<td>Movie on the Swamp</td>
</tr>
<tr>
<td>9/3</td>
<td>First Friday</td>
</tr>
<tr>
<td>9/4</td>
<td>Service First</td>
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<tr>
<td>9/10</td>
<td>Big Bang (8pm)</td>
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<tr>
<td>9/16</td>
<td>Symphony in FP</td>
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<tr>
<td>9/17</td>
<td>Balloon Glow</td>
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<tr>
<td>9/18</td>
<td>Balloon Race</td>
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<tr>
<td>10/15</td>
<td>Fall Break</td>
</tr>
<tr>
<td>10/23</td>
<td>Parent/Family Weekend</td>
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<tr>
<td>10/30</td>
<td>Safe Trick-or-Treat</td>
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<tr>
<td>10/30-11/7</td>
<td>Fall Trick-or-Treat</td>
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<tr>
<td>11/6</td>
<td>Dance South 40 Week</td>
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<tr>
<td>11/12 &amp; 13</td>
<td>Diwali</td>
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<tr>
<td>11/24-28</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>12/12-22</td>
<td>Reading Week &amp; Finals</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1/15-17</td>
<td>Return from Break</td>
</tr>
<tr>
<td>2/4 &amp; 5</td>
<td>Lunar New Year Festival</td>
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<tr>
<td>2/11 &amp; 12</td>
<td>Black Anthology</td>
</tr>
<tr>
<td>3/12-20</td>
<td>Spring Break</td>
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<tr>
<td>3/24</td>
<td>Mr. WashU</td>
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<tr>
<td>4/2</td>
<td>Residential College Olympics</td>
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<tr>
<td>4/1-10</td>
<td>Spring South 40 Week</td>
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<tr>
<td>4/8 &amp; 9</td>
<td>Carnaval</td>
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<tr>
<td>4/9</td>
<td>WU Stock</td>
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<tr>
<td>4/27</td>
<td>Freshmen Finale</td>
</tr>
<tr>
<td>5/2-12</td>
<td>Reading Week &amp; Finals</td>
</tr>
</tbody>
</table>

**Faculty Tips (From the 2010 Faculty Survey)**
- Connect with your residents when they are starting to get to know one another. This is the time to establish yourself as a member of the floor community.
- Don’t be discouraged if you sponsor an activity that doesn’t have a high turn out. It’s about quality, not quantity!
- Develop a good relationship with your RAs and RCD.
- Think outside the box and put yourself in the student’s shoes when coming up with a new idea or program.
- The secret to successful programs is having food.
Thank You...

...to Alywn Loh for his beautiful pictures.

...to Dean McLeod & Provost Ed Macías for their continued support with the Faculty Associate & Fellow Program.

...to all the Faculty Associates & Fellows for their dedication to this program and for all the time and effort they put into enriching the experiences of our students.