

COMMITMENT TO COMMUNITY

Background Information, 2005—2011

Catholic and Marianist Philosophy of Community Living (3-7-12)

In 2005, leadership from Student Development and Campus Ministry drafted the Catholic and Marianist Philosophy of Community Living, which became known as the 3-7-12. At the time, Student Development was preparing to implement the Community Standards Process in Residence Education that would improve the way students on each floor set behavioral guidelines and expectations of one another and change the way visitation standards were developed.

The development of the 2005 version included a writing process led by Campus Ministry and Student Development, consultation with UD theologians, and approval by the President's Council.

The 2005 Catholic and Marianist Philosophy of Community Living (3-7-12) was written to:

- Ground student's moral and behavioral expectations in the Catholic theological principles and aspects of our Marianist charism as they are applied to campus life and residential living.
- Identify specific practical living and tough developmental issues and encourage reflection and conversation about them among students.
- Utilize "Catholic" language to highlight practical living and behavioral issues in a way that applies and appeals to all students no matter what their religious background.
- Serve as an introduction to the student handbook and a foundation for the residence education Community Standards process.
- Serve as a resource for faculty and staff across the university in their work with students.

The 2005 version was well received by students, staff, and faculty. Implementation included a professionally produced video shown at new student orientation, a 2-3 year long campus wide poster campaign, integration into Student Development staff training and policy development, and Residence Life ministry programming (retreats, student dinners). In addition, some faculty utilized the document in ASI and other courses; it served as the foundation for a special issues forum on community at Stander; it served as a philosophical foundation for the Office of Community Standards and Civility, and became a recruiting tool for new students, faculty, and staff. The Catholic and Marianist Philosophy of Community Living quickly became a new articulation of UD's Catholic and Marianist Mission.

Commitment to Community (C2C)

By 2009, initial implementation campaigns were completed and it became apparent that the 3-7-12 needed a new look and implementation plan. Five factors fueled motivation for the revision: 1) the complete version of the text was only available in an unappealing text form, 2) the video was out-dated, 3) new staff and faculty were unfamiliar with the text and its importance to life at UD, 4) the document name(s) were ineffective at representing its purpose, and 5) various campus constituencies were editing the original to develop shorter versions, which occasionally compromised its theological integrity. President Curran, Provost Saliba, and Rector Fr. Paul Marshall, S.M. gave Student Development and Campus Ministry the charge to revise the document for implementation in the academic year 2010-11.

Feedback and suggestions for the revision were sought from select faculty, directors and assistant directors in Campus Ministry and Student Development. Once revised, the text was reviewed by NSO student leadership staff and the Critical Student Issue committee in Student Development. It was approved by the President's Council in May 2010.

What's new in C2C?

The Commitment to Community was revised maintaining similar objectives to the 2005 version. The Principles of Community Living remains largely unedited. Habits for Community Living, while re-ordered with many new examples, retain continuity with the 3-7-12. More significant changes include:

Commitment to the Catholic Moral Tradition

C2C now states clearly that "behavior, expectations, policies, and relationships at UD are guided by the Catholic moral tradition." The 2005 version did not clearly state the role the Catholic moral tradition plays at UD – naming it only as the basis for strong community.

Name Change

The name change provides a catchier title that identifies the purpose of the document and lends itself easily to PR campaigns and shorthand references.

Pledge

The Commitment to Community pledge (and pocket sized pledge cards) brings awareness to students of their responsibility as members of the UD community when utilized during New Student Orientation and other student leadership formation events. It also provides a "short form" that can be used in place of the complete text when appropriate.

Structural Changes and Revisions

- Habits were re-ordered to reflect a more natural developmental learning process.
- Updated examples reflect current student issues and apply to organizations as well as individuals.
- Reflection questions were integrated within the Habits to contextualize student reflection.
- Shorter introduction and conclusion helps with readability.

Visual Campaign and Campus Integration

- **Design and Awareness:** In 2010, an attractive design in continuity with UD's brand gave the text a new face. For the first time, the text was published in its completion and pledge cards were developed for various uses. In the fall of 2011, a visual awareness campaign was launched campus wide. Banners were placed on light posts outside Albert Emanuel, Frericks, Central Mall, KU Plaza, Miriam Hall, and the RecPlex during the month of September, refrigerator magnets with the pledge were distributed to every campus residence, and a poster campaign is being utilized in every residence hall and Kennedy Union to reinforce C2C themes throughout the year.
- **Housing and Residence Life, Student Leader Training:** RA's, Desk Assistants, and professional staff shared a meal with 25 additional faculty and staff to hear a presentation on the C2C and to discuss the value it has in personal and community development and specific applications to student leadership at UD. Community Assistants also attended a training session and discussed implications. The C2C is also used as the philosophical framework for the application process for special interest housing and for the Living in Community workbook to train undergraduate and graduate staff on community development. Housing and Residence Life professional staff spends one week during staff training and orientation discussing the mission of the university. As part of the training, the staff discusses the C2C document and how it applies to their work as supervisors, hearing officers and administrators.
- **New Student Orientation:** New students were introduced to the C2C document during their small group meetings. They also recited the commitment (pledge) during the Opening Ceremony. *Small Group 3* for new students focused on a more in depth discussion of the C2C and its application.
- **Campus Ministry:** C2C provides the basis for a values clarification exercise on the New Beginnings First Year Retreats, students are regularly invited to dinner at a Marianist residence to strengthen community and discuss the C2C.
- **Community Standards & Civility:** The C2C document is translated into the four standards of behavior for which behavior violations are paired and discussed.
- **Greek life/student organizations:** All 219 registered student organizations have received the C2C brochure. The principles and habits of community living in the C2C are helping to shape student discussions around planning events and being accountable.
- **Faculty:** Provost Saliba has encouraged broad integration among faculty of all disciplines. Every faculty member has received a copy of the C2C document.
- **Accepted students:** C2C is included in a brochure that is mailed to accepted students with their acceptance letter.
- **Offices and programs that relied upon 3-7-12 will utilize C2C in the future.**

Learning Outcomes and Strategic Planning

- Student Development and Campus Ministry leadership recently developed four learning outcomes for C2C (see document *Commitment to Community Learning Outcomes*). Measurements are being developed now to assess the awareness students have of C2C and how it impacts them. Currently, strategies for deeper integration into campus processes are being developed to increase upperclass engagement and program continuity with C2C.