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https://leadership.oregonstate.edu/diversity/bias-incident-response

**Section 1: About Me and Key Points to Make**

**Key Points**

Instructor

Student Life (2 Years)

Career Development Center (2 Years)

CS Senior Capstone Sponsor

Teaching Assistant

MS and MBA

Data Analysis

Innovation and Entrepreneurship

Evently

**A little About Me**

* Some of my examples are smaller but it’s the day to day interactions that help create a strong positive environment
* I really enjoy helping people
* Laying out the framework, rules, policies, expectations right away is crucial to success
* I love innovation but would be happy in any role
  + How I encouraged my entrepreneurship classes that an innovative mindset doesn’t just mean starting a business
* I hope to begin developing a community on the day I move in
* Student Life Experience
* Supervised 8 to 10 student employees for 4 years
  + Planned large events attended by thousands of students
  + Planned small events for Employers
  + Worked on data assessment
* Led Projects with Processional and Graduate Level Staff
  + Redesign of staff drive
* Academic Experience
* Innovation Experience
* Marketing and Event Planning Experience

**Some Ideas I Have**

* Let residents know they can email me about concerns at any time
  + Happy to talk and figure out next steps to help them connect and succeed
* Love to see a big OSU Startup
* Connect Musicians
* Connect Week
  + Grab some people from your hall and walk the beautiful campus, get a coffee and find your classes (it can be hard with only ten minutes)
* Learn about student projects and what they are involved in try to help

**My Passion for Innovation and Entrepreneurship**

* I love innovation this mindset can apply to anything for instance the CRF and ALA positions they have a framework to operate under but also have freedom to come up with ideas
  + Partner with other campus departments or CRFs
  + Understand why an event maybe was not successful and how to improve
* Work with OSU Nuclear Engineering and Business Professors

**My Goals as an RD**

* Build a strong team with the RA, CRF, ALA so that we can help residents thrive
  + This comes through building strong relationships, training, communication, respect
* Meet and get to know residents
  + Help them to thrive and find a connection to OSU and the Resident Halls
  + Help them find their interests
  + Get to know what they are involved in and help connect them to appropriate campus resources
* Listen to input from returning RAs
* Develop strong relationships with RA, CRF and ALA that enables them to grow professionally and personally
  + Want students to feel safe and happy to be home
  + Read a book in bed on a rainy night or watch a movie with friends on beaver channel
  + A community where students of all background are happy to come home to
  + Students are capable of incredible things and this is the perfect environment to pursue them
  + Create success through strong team work

**Crisis**

* As resident Director probably senior responder
* Training is key
* Bring in proper authorities

My Background Themes

* Student Life
* Academia
* Innovation
* Research

Strengths I would Bring

* Marketing and Event Planning
* Knowledge of Campus Life and Resources
* Entrepreneurship and Innovation
* Academic Success
* Financial Knowledge
* Health and Personal Finance

How I hope to Help Students Thrive

* Personally
* Socially
* Academically
* A student thriving can often depend on a small amount of help
  + For instance helping them explore ways to connect with other students
  + Finding a scholarship or student job
  + Finding Academic help
  + Getting help to feel included

Dealing with Conflict Resolution

* Get both sides
* Proper training and clear expectations
* Work to prevent it
* Remain fair and impartial
* Some Key Points
  + People open up to me a lot
  + Sometimes people just need to talk and don’t necessarily need a solution
* Generally I work to prevent conflict through
  + Clear goals, outcomes and expectations
  + Communication
  + Creating an environment of respect
  + Treating people fairly and how I would hope to be treated
  + Being understanding but firm
* When conflict arises I have a lot of experience mediating conflict through
  + People open up to me
  + GTA and Undergraduates
    - Cause of conflict
    - Power differences
    - How we handled it
  + MBA Thesis
    - Cause of conflict
    - Power differences
    - How we handled it
* My Leadership Style
  + Passion and enthusiasm
  + Mutual respect
  + Have fun
  + Instill motivation
* Examples
  + A courage students to do their best and pursue their interests
* How it relates to this position
  + The RAs, CLFs and ALAs are incredibly important so I would create strong relationships with them, I did this As an instructor and in student life but the relationships were a little different student life was more team oriented and I view this position that way.
  + I would support them encourage them make sure things are going ok listen to their ideas and input
* My leadership style working with the ras and other student leaders is to empower and support them in doing their job. They have one of the more demanding jobs on campus while I view the RD as crucial to success. Their job is crucial to creating an organized community built on respect.

Social Justice

* As a RD if anyone came to me I would listen and realize I can't fully understand their experience, listen implement changes reach out to appropriate people
* Using technology to solve social issues and empower people
* Responding what I have done
  + disability affairs task force
  + Community affairs
  + Teaching
  + Student affairs report
* Role of innovation
* In my class I work to create and open and welcoming environment
* Learn names
* Treat everyone with respect
* when you make those connections everyone is much more receptive when you bring up more challenging topics
* Education and Listen this really helped me understand and empathize with others and I would plan to do this as an RD
* One thing that really excited me about this position is how much of an impact I have and u have years of experience marketing planning And holding events and creating engaging  content
* In this role got to Cultural Centers ask what I can do to help them Email me event ideas issues I can help with
* Education a history of us
* Teaching
* Prison reform

**Section 2: Interview Questions**

Tell us About Yourself

* I enjoy promoting student success and building communities
* Being involved in the OSU Community
* I love Oregon State University and the community here

Why do you want to be a Resident Director at OSU?

* If I had to summarize it would be my desire to be a part of and help to create a welcoming and inclusive community
* I love campus life there is so much excitement
  1. Move in Day
  2. Football games
  3. Graduation
* I love working with Students
  1. Instructor, OSU Student Athlete Tutor, Student Life
* I love working with student staff members (RA, CRF, ALA)
* I love Student Life
  1. Four years in Career Development Center and Office of Student Life
* I love helping to mentor and develop team members and students
  1. OSU Student Athlete Tutor
  2. Instructor at LBCC and OSU
  3. Supervisor in Student Life
* This is a unique position that I view as 24 7
* I like this type of environment and the strong relationships and friendships it creates
* A community is made up of certain things
  1. Safe and Inclusive
  2. Rules and Regulations
  3. Warm and Inviting
* I did this in these ways
  1. I have always had a passion for student and residential life all though I don’t think I realized it as an undergraduate
  2. This is a very unique position and one that I feel my background has prepared me for
  3. As a graduate student, teaching assistant and instructor I was very involved on campus seven days a week
  4. I view this position as a lifestyle position like a scientist in Antarctica or
* I am the most happy when I Am very involved
* Able to help people grow
* I love Working with students
* Both as residents and as RAs
* Being part of a close knit team
* Ability to mentor and help students

How would this positions help your Career Goals?

How do you Define Community?

* In this role I see three levels of community
  + RDs- Peers
  + RD and RA, CRF, ALA- Supervisor
  + RD
  + RD, RA, CRF, ALA and students- Supervision

Tell us about a time you helped handle a crisis situation?

Tell us about a time you were unsuccessful?

Tell us about a time you dealt with conflict?

Correcting someone?

Describe a time when you created a positive working relationship with another department within your company?

* Bring in Training of COB Career Assistants

Share with us a time when you have had to handle multiple projects and competing needs all at once. How did you maintain your effectiveness on the job?

Tell us about a time when you organized, managed, and motivated others to complete a task from beginning to end.

* Career Expos

Tell us about a time you pitched in to help a team member finish a project even though it “wasn’t your job”. What was the result?

Social Justice Issues

* Listening
  + Sometimes people just want to be able to talk and be listened to
  + As an RD I would do this especially with SJ issues
  + Then I would look for solutions
    - Money Issues
      * Scholarships
      * Campus Job
    - Discrimination
      * Office of Equity and Inclusion
      * CRF
    - Depression
      * Working Out
      * CAPS

Please describe a situation in which you experienced conflict with a coworker. How did you resolve the situation, and what did you learn from it?

* Intern at Advantage Accelerator
  + First intern so there was some ambiguity
* Required to document process of award and grants that was followed by Office for Sponsored Research and Award Administration
  + Industry grants were being moved
* Conflict they felt they were losing them

**Section 3: My Questions for Them**

My Questions for Interview

* What new goals an initiatives do you have for next year?
* What budgets do the RDs manage
* What resources are they able to use to implement programs including those by RA, CLF and ALA
* What bonding activities did the following do last year
  + RDs
  + RD, ALA, CRF and ALA
  + RD, ALA, CRF, ALA and Students
* How did you promote an inclusive community last year
  + Could we use these ideas
  + What new ideas do we have
* What are some ways you helped the team (RA, CLF, ALA other staff) bond last year
  + What about next year
* What were the biggest challenged faced by UHDS, RDs and RAs last year and how are they being addressed this year
* How allied are the Res halls with the Cultural Centers
* What volunteer opportunities are made available to students
* How were students educated on
  + Academic success
  + Personal Success
  + Social Justice
  + Inclusions
  + Available OSU Resources

For Meeting with Staff

* Dealing with roommate conflict
* How to make students feel connected
* How do you build inclusive strong communities
* How to handle crisis situations
* Social Justice
* What types of conflict arose and how did you deal with them
* Dealing with Assault and more serious offenses

**Section 4: OSU and Campus Resources**

**OSU**

Mission

* As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.
* This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

Vision

* To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.

Goals

* Provide outstanding academic programs that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress;
* Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country; and
* Substantially increase revenues from private fundraising, partnerships, research grants and technology transfers while strengthening our ability to more effectively invest and allocate resources to achieve success.

**CAPS**

Support Groups

* Making Peace with Food
* Body Trust
* Living Well (Health and chronic illness)
* Multi racial student connection
* Successful International Women’s Group
  + Join the International Women's Conversation Hour to build community with other interna­tional women students and engage in a dialog about your experiences studying at OSU and in the US. Questions?
* Circle of Support: Support Group for Survivors of Interpersonal Violence

**Center for Civic Engagement**

**Campus Clubs and Organizations**

**Dixon Rec Center**

* Personal Trainers
* Intramurals
* Wellness Coaches
* Wellness coaches work with clients in the areas of health, fitness and wellness including physical activity, nutrition, weight management, stress, and life satisfaction. A wellness coach facilitates a process, by which a person can move towards desired goals in a fulfilling manner.

**Tutoring**

**ASOSU Student Legal Services**

* ASOSU Student Legal Services provides free, confidential assistance to all OSU students at the Corvallis campus on a variety of legal matters. This office provides legal advice and representation to OSU students when they have a dispute that does not pertain to the university.

**Student Care**

* When life happens, ask us. Student Care is a service offered to assist students with non-academic issues, from unexpected life events to academic difficulties and beyond.
* Student Care is designed to help students
  + Learn and understand Oregon State University policies and procedures
  + Problem-solve within the university and community
  + Access referrals for personal matters/emergencies

**Office of Equity & Inclusion (OEI)**

**Student Health Services**

Services

* Healthcare
* Sexual Assault Prevention
* Violence Prevention

**Section 5: UHDS**

**Letter of Welcome (Director)**

We are so pleased to welcome you to Oregon State University! The team at University Housing & Dining Services (UHDS) is committed to ENGAGING our students in community, ENRICHING their lives, and helping them flourish and THRIVE. Every day, each of us in UHDS helps create a living and learning environment designed to foster student success.

We believe that by creating this unique living and learning environment, our students will feel that they truly belong here at OSU and in their residential community. When students feel they belong, that they have connections to their fellow students, to their faculty and staff, and to the deep sense of place here at OSU, they will find greater success and fulfillment in both their personal and academic pursuits. In fact, studies show that first-year students who live on campus typically have higher average GPAs than those who do not. They are also more likely to return for their second year of college.

OSU and UHDS welcome students and guests from a wide variety of locations, backgrounds, personal circumstance, and histories. We believe that those differences make us a stronger institution, enhance our life experiences, and help us create a community where all students can truly belong. So, live here, thrive here, and together let’s make OSU, Beaver Nation, the place where YOU belong.

**Living Learning Communities**

**Engineering**

* In Hawley and Buxton, helps students integrate into the OSU Engineering community and provides opportunity to interact with faculty and advisers
* Benefits
  + Find others in similar classes
  + Access to academic resources like tutoring
  + Women in Science and Engineering on 5th floor

**Global Village**

* A community for International and American students who are passionate about cultural exchange and global experiences. The Global Village offers students of all majors the opportunity for international-domestic and international-international roommate pairs, globally-themed hall programs and much more.

**Adventure Living Learning Community**

* Establish Friendships and explore landscapes of Oregon

**Health and Well-Being**

* The Health & Well-Being Living-Learning Community is a space for students to connect with other students who are excited about health and science, especially the intersection of these fields and the perspective of improving our communities across Oregon and beyond.
* This program is in partnership with both the College of Science and the College of Public Health and Human Sciences. It is highly recommended for students pursuing science and health degrees. It is located in McNary Hall.

**Innovation Nation - College of Business LLC**

* Weatherford Hall and Poling Hall are the homes for Innovation Nation, the College of Business Living Learning Community. Weatherford and Poling provide faculty and program offices, classroom space and student rooms. Weatherford additionally provides two self-contained suites for visiting entrepreneurs, investors and professors, a cyber cafe, and an entrepreneurship library. All incoming new freshmen that are Pre-Business majors are required to live in Weatherford or Poling Hall their first year, although those with an interest in International Business may also apply to live in the Global Village LLC.

**Mindfulness**

* The Mindfulness Living Learning Community, is located in McNary Hall, is a space for students interested in self-exploration, finding balance and meaning, strengthening the mind, and building resilience. Students will develop a personal practice of mindfulness and grow in relationships with others through experiences that cultivate compassion, empathy, and empowerment.
* In addition, monthly programs such as yoga, meditation, films, service learning, and outdoor mindfulness activities will be offered. The Mindful Living Learning Community is for students from all spiritual backgrounds. It is not a religious community, rather, it is based on nonsectarian practices and welcomes atheists, agnostics, and students from any faith tradition.

**Honors College Program**

* Community is about more than buildings. It's about the people and the environment around you. Honors College (HC) residents are surrounded by like-minded students who appreciate a healthy balance of peace and quiet mixed with inspiring academic activities and stimulating social experiences. HC members have the opportunity to interact with Honors College faculty through academic and intellectually-focused programming and during in-hall office hours.

**Explore**

* Partners with Exploratory Studies Program and is a residential space focused on major and career exploration
* Able to explore interests values and goals
* Opportunity to connect with faculty, staff and other students to explore options

**Special Interest Communities**

* Recovery Living Community
* Single Gender Wings
* Study Intensive Wings
* ROTC
* Substance Free
* Pride
* Second year and above

**Section 5: Conflict Resolution**

**Recognizing Troubled Students**

The Disruptive Student

* This group of students tends to be immature, manipulative, or engage in disorderly conduct in and out of class. Causes for the behavior may or may not be due to emotional distress. The best resource for them may be the Office of Student Conduct and Community Standards (541-737-3656) rather than counseling. Just and fair conduct measures that hold the student accountable for behaviors that violate campus or community standards are often just what the student needs to regain self-control and to have a positive developmental outcome.

The Distressed Student

* At one time or another, everyone experiences stress and discomfort. Although it’s not unusual to feel anxious, depressed, or confused, these feelings become significant when they are recurrent or extreme.

Recognizing Emotional Distress

* Depressed mood: Reduced participation; inflated or manic mood (being excessively active and talkative, easily distracted, pressured speech, racing thoughts); swollen, red eyes; marked changes in personal hygiene; falling asleep in class.
* Inability to communicate clearly: garbled, slurred, disjointed, or incoherent speech.
* Loss of contact with reality: seeing/hearing things which aren’t there; beliefs or actions greatly at odds with reality or probability.
* Overtly talking or hinting of suicidal thoughts or intentions (referring to suicide as a current and viable option).
* Highly disruptive behavior: hostile, threatening, violent; withdrawal into the corner of the room or a fetal position.
* Homicidal threats.
* Although the following characteristics are less severe, they may also indicate emotional distress.
  + Repeated requests for special consideration, such as deadline extensions, especially if the student appears uncomfortable or highly emotional disclosing the circumstances prompting the requests
  + Behavior that pushes the limits of decorum and interferes with the effective management of the environment
  + Unusual or exaggerated emotional responses
  + Withdrawal from activities or friends.
  + Significant changes in sleep or eating patterns
  + Serious grade problems or a change from consistently good grades to unaccountable poor performance
  + Excessive absences, especially if the student had previously demonstrated consistent class attendance.
  + Perfectionism, procrastination, or excessive worrying
  + Markedly changed patterns of interaction (totally avoiding participation, excessive anxiety when called upon, dominating discussions)

**Section 6: Social Justice**

**Section 7: Key Points that Fit Position**

**Position Description**

Supervision

Community Development and Advising

Administration

Student Conduct

* Student Life
* OSU Athletics Student Tutor
* Instructor OSU and LBCC
* Teaching Assistant (Grad and Undergrad)

Academic Initiatives

* OSU Athletics Student Tutor
* Instructor OSU and LBCC
* Teaching Assistant (Grad and Undergrad)
* MS and MBA

Crisis Management and Conflict Resolution

**Unique**Innovation

Event Planning

New Ideas

Personal and Financial Health

**Personal Goals**

Get to know student names

Help students find a connection to campus, residence halls and community

**Section 8: My Community Development Plan**

**Programming**

Sexual Health

Healthy Campus Initiatives

Innovation