

# TABLE OF CONTENTS

---

**CLASS SCHEDULE..... 3**

**MONTH-AT-A-GLANCE CALENDARS ..... 4-13**

**WEEK-AT-A-GLANCE CALENDARS ..... 14-93**

**WHAT'S UP WITH THIS PLACE? ..... 95-106**

    Niagara University Mission and Enabling Goals ..... 95

    Understanding the Mission ..... 96

    NU's Vincentian Heritage..... 98

    How Can You Make an IMPACT at Niagara University? ..... 100

    Sustainability ..... 102

    Sustainable Living, Sustainable World ..... 104

    Get Out and Vote..... 106

**SUPERSIZE YOUR MIND..... 107-115**

    Analytical Thinking..... 107

    Analytical Listening ..... 110

    Analytical Reading..... 114

**THE DOS AND DON'TS OF BEING A PURPLE EAGLE..... 117-134**

    Important Policies ..... 117

    Paying Attention to Drop/Add Policies ..... 121

    Introduction to Documenting ..... 122

    Etiquette ..... 123

    Affirmative Consent in New York State ..... 128

    Sexual Violence Resource & Reporting Options ..... 129

    Rape Culture Triangle ..... 130

    Power and Control Wheel ..... 131

    Relationship Check ..... 132

    Some Common Microaggressions ..... 133

**GETTING OTHER PEOPLE TO PLAN THINGS FOR YOU ..... 135-142**

    NU Clubs and Organizations..... 135

    Club Sports..... 140

    Faith-Based Organizations ..... 141

**HOW TO WORK LIKE A BOSS..... 143-149**

    Time Management..... 143

    Helpful Hints from the Library..... 147

    Twenty Tips for Feeling Good About Yourself and Your Work ..... 148

<b>HACKING SCHOOL AND LIFE.....</b>	<b>151–167</b>
Nutrition .....	151
Exercise Tips.....	153
Sleep .....	154
Stress.....	155
Mindfulness Practices .....	157
The Holmes and Rahe Stress Scale .....	159
Mental Health.....	158
Alcohol and You .....	162
What Every College Student Should Know About Money and Finances .....	164
How to Register for Courses: WebAdvisor Instructions.....	166
<b>NUB ASSIGNMENTS .....</b>	<b>168–215</b>
NUB Learning Guidelines .....	168
Freshman Year to Graduation: Planning Your NU Years Wisely .....	169
NUB Module 1	
Homework: Get Organized! The Syllabus Assignment.....	170
Homework: Engagement Assignment: Get Involved in Our Campus .....	172
Classwork: Liberal Arts Education: What, Why, and How? .....	173
Classwork: NU's Liberal Arts Curriculum .....	175
NUB Module 2	
Homework: Freshmen 5: Time and Stress Management Assignment .....	181
Homework: Links for Online Assignments.....	183
NUB Module 3	
Classwork: Vera Myers Journal.....	184
Homework: Group Presentation .....	185
Classwork: Academic Integrity Case Study.....	191
Classwork: Spotting Reliable Information .....	192
NUB Module 4	
Classwork: Intersectionality Journal .....	193
Homework: Critical Thinking Assignment .....	195
Homework: Critical Thinking Article .....	197
NUB Module 5	
Homework: Jackson Katz Video and Journal .....	215
<b>THE GOOD STUFF.....</b>	<b>217-222</b>
Seven Scientifically Proven Benefits of Gratitude .....	217
Gratitude Journal .....	219
<b>CAMPUS AND COMMUNITY RESOURCES .....</b>	<b>223</b>

# CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
8-8:55	8:10-9:30	8-8:55	8:10-9:30	8-8:55
9:05-10	9:40-11	9:05-10	9:40-11	9:05-10
10:10-11:05	11:10-12:30	10:10-11:05	11:10-12:30	10:10-11:05
11:15-12:10	12:40-2	11:15-12:10	12:40-2	11:15-12:10
12:20-1:15	2:10-3:30	12:20-1:15	2:10-3:30	12:20-1:15
1:25-2:20	3:40-5	1:25-2:20	3:40-5	1:25-2:20
2:30-3:25	5:40-7	2:30-3:25	5:40-7	2:30-3:25
3:35-4:30	7:10-8:30	3:35-4:30	7:10-8:30	3:35-4:30
4:40-5:35		4:40-5:35		4:40-5:35

# AUGUST 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1		2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	Classes begin					

# SEPTEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# OCTOBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	Midterm ends 18	19
	Columbus Day Canadian Thanksgiving No classes	No classes				
20	21	22	23	24	25	26
27	28	29	30	31		
				Halloween		

# NOVEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
Day/light Saving		Election Day				
10	11	12	13	14	15	16
	Spring 2020 registration week begins Veterans Day					
17	18	19	20	21	22	23
24	25	26	27	28	29	30
			No classes	Thanksgiving Day No classes	No classes	



## FEBRUARY 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
Groundhog Day	10	11	12	13	14	15
9					Valentine's Day	
16	17	18	19	20	21	22
	Presidents' Day					
23	24	25	26	27	28	29

## MARCH 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13 Midterm ends	14
Daylight Saving						
15	16	17	18	19	20	21
	Spring break No classes	St. Patrick's Day				
22	23	24	25	26	27	28
	Classes resume					
29	30	31				

## APRIL 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
Easter	Easter Monday No classes	Classes resume		No classes	Good Friday – No classes	
19	20	21	22	23	24	25
26	27	28	29	30		
	Summer and fall registration begins		Earth Day			

## MAY 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
Mother's Day		Reading Day	Exam week begins			
17	18	19	20	21	22	23
		Last day of spring semester		Graduate Graduation		Undergraduate Graduation
24	25	26	27	28	29	30
31	Memorial Day					

# AUGUST 2019

26

Classes begin

Monday Sundae Monday - 12:30 p.m. - Gallagher Center

27

Comedy Magician Brian Miller – 8 p.m. – Dunleavy Hall, Room 127

Tuesday

28

Welcome Back Tent Party/Part-Time Job and Club Fair – Gally Giveaway – 11 a.m.-2 p.m. –

Wednesday Gallagher Center, Front Lawn

## AUGUST/SEPTEMBER 2019

29

Student Club and Organization Fair - 11 a.m.-2 p.m. - Gallagher Center, Front Lawn

Thursday

30

Late Nite Niagara: Fast Money Gameshow - 10 p.m. - Dunleavy Hall, Room 127

Friday

31

Saturday

1

National Buffalo Wing Festival – 12 p.m. –

Sunday Bus leaves Gallagher Center

# SEPTEMBER 2019

2

Labor Day • No classes

Monday

3

Instructor permission needed to enter class

Tuesday

4

NU Deal or No Deal - 8 p.m. - Gallagher Center, Multi-Purpose Room

Wednesday

# SEPTEMBER 2019

5

Outdoor movie - Avengers Endgame - 8:30 p.m. - O'Shea Quad

Thursday

6

Last day to enter a class • Last day to drop a course without receiving a grade

Friday

Late Nite Niagara: Indoor Laser Tag - 10 p.m. - Kiernan Center

7

First Festival - 3:30 p.m. - O'Shea Quad

Saturday

FirstFest Concert - TBD - 7:30 p.m. - O'Shea Quad

8

Whirlpool Jet Boat Tour and The Silo - 2 p.m. - Bus leaves Gallagher Center

Sunday

# SEPTEMBER 2019

9

Sundae Monday – 12:30 p.m. – Gallagher Center

Monday

10

Meet the Accounting and Finance Professionals Night – 5:30-7:30 p.m. – Russell J. Salvatore

Tuesday Dining Commons

11

Wednesday

# SEPTEMBER 2019

12

Thursday

13

Late Nite Niagara: OMA – 10 p.m. – Gallagher Center, Multi-Purpose Room

Friday

<div><div>14</div><div>NY Yankees vs. Toronto Blue Jays –</div></div> <div>Saturday 12:30 p.m. – Bus leaves Gallagher</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>15</div><div></div></div> <div>Sunday</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# SEPTEMBER 2019

16  
Monday

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17  
Tuesday

Time will Tell: Storytelling Traditions in Western NY – Castellani Art Museum – 10 a.m.-Noon

NU Cash Cab – 8 p.m. Gallagher Center, Multi-Purpose Room

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18  
Wednesday

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# SEPTEMBER 2019

19  
Thursday

Opening Reception for the Love Of Art – Castellani Art Museum – 5-7 p.m.

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20  
Friday

Late Nite Niagara: Country Night – 10 p.m. – Gallagher Center, Multi-Purpose Room

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21  
Saturday

Freshman Day of Service – United Way

of GN: Girls in Sports

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22  
Sunday

Vincentian Heritage Week

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# SEPTEMBER 2019

23

## Vincentian Heritage Week

**Monday** Greater Western New York Law School Fair – 1-3 p.m. – Buffalo-Niagara Marriott Hotel

24

## Vincentian Heritage Week

Tuesday	Common Good Conversations – Topic: Free Speech and the University: A Vincentian Heritage Week
	Conversation – 2:10-3:30 p.m.

25

## Vincentian Heritage Week

Wednesday Welcome Back to Campus! – Castellani Art Museum – 11 a.m.-2 p.m.

Salsa with Sarah - 6:30 p.m. - Gallagher Center, Multi-Purpose Room

Pizza Palooza – 8 p.m. – Gallagher Center, Multi-Purpose Room

# SEPTEMBER 2019

26

## Vincentian Heritage Week

Thursday Student Panel with Alexis Fuetes – Convocation Speaker – Noon

Vincentian Heritage Convocation – Alumni Chapel – 4 p.m.

27

## Vincentian Heritage Week

Friday Opening Mass - Gallagher Center, Upper Level - 12:20-1:15 p.m.

## Family Weekend

Late Nite Niagara: Retro Roller Rink – 10 p.m. – Kiernan Center

28

## Vincentian Heritage Week

Saturday Family Weekend

29

## Family Weekend

Sunday

# SEPTEMBER/OCTOBER 2019

30

Monday

1

Tuesday

2

Wednesday

# OCTOBER 2019

3

Thursday

4th Annual Red Flag Campaign and Domestic Violence Awareness Event – 5-8 p.m. –  
Castellani Art Museum

NU Theatre – *The Firebugs* – 7 p.m.

Gally Giveaway – 11 a.m. – Gallagher Center

4

Friday

NU Theatre – *The Firebugs* – 7:30 p.m.

Late Nite Niagara: Friday Night Flights and Bites – 10 p.m. – Gallagher Center, Multi-Purpose Room

5

Saturday

NU Theatre – *The Firebugs* – 2 p.m.  
and 7:30 p.m.

Movies and Munchies @ Regal Cinemas

– 6:30 p.m. – Bus leaves Gallagher

6

Sunday

NU Theatre – *The Firebugs* – 2 p.m.  
and 7 p.m.

# OCTOBER 2019

7

Sundae Monday – 12:30 p.m. – Gallagher Center

Monday

8

Casino Night – 8 p.m. – Gallagher Center, Multi-Purpose Room

Tuesday

9

Wednesday

# OCTOBER 2019

10

Hughes Endowed Letureship in the Health Sciences – Castellani Art Museum – 5:15 p.m.

Thursday

11

Midterm ends

Friday

12

Saturday

13

Sunday

# OCTOBER 2019

14

Columbus Day • Canadian Thanksgiving • No classes

Monday

15

No classes

Tuesday

16

Midterm grades available for viewing on Webadvisor

Wednesday

# OCTOBER 2019

17

McNulty Lecture – Castellani Art Museum – 5:15 p.m.

Thursday

18

Camp Good Days Dance Marathon – 6 p.m. – Kiernan Center

Friday

19

Saturday

20

Miami Dolphins vs. Buffalo Bills and  
Tailgate – 9 a.m. – Bus leaves Gallagher

Sunday

# OCTOBER 2019

21

Monday

22

Tuesday

23

Wednesday

Roommate Gameshow – 8 p.m. – Gallagher Center, Multi-Purpose Room

# OCTOBER 2019

24

Thursday

Sport, Hospitality and Tourism Career Fair – 1- 3 p.m. – Russell J. Salvatore Dining Commons

Albert the Great Lecture – Castellani Art Museum – 5:15 p.m.

NU Theatre – *Freaky Friday* – 7 p.m.

25

Friday

NU Theatre – *Freaky Friday* – 7:30 p.m.

Late Nite Niagara: Spooktober Grocery Bingo – 10 p.m. – Dunleavy Hall, Room 127

26

Saturday

NU Theatre – *Freaky Friday* – 2 p.m. and 7:30 p.m.

Frightworld Scream Park – 6 p.m. –

Bus leaves Gallagher

27

Sunday

NU Theatre – *Freaky Friday* – 2 p.m.

Six Flags Darien Lake – FrightFest –

11 a.m. – Bus leaves Gallagher

# OCTOBER 2019

28

Monday

Ghosthunter John Zaffis - 8 p.m. - Dunleavy Hall, Room 127

29

Tuesday

30

Wednesday

NUSURF Lecture - Castellani Art Museum - 5:15 p.m.

# OCTOBER/NOVEMBER 2019

31

Thursday

Halloween  
NU Theatre - *Freaky Friday* - 7 p.m.

1

Friday

Last day to drop a class without instructor permission  
NU Theatre - *Freaky Friday* - 7:30 p.m.  
Late Nite Niagara: Pinterest Party - 10 p.m. - Gallagher Center, Multi-Purpose Room

<div><div>2</div><div>Saturday</div><div>NU Theatre - <i>Freaky Friday</i> - 2 p.m. and 7:30 p.m. New York Islanders vs. Buffalo Sabres - 5:30 p.m. - Bus leaves Gallagher</div></div>	<div><div>3</div><div>Sunday</div><div>Daylight Saving NU Theatre - <i>Freaky Friday</i> - 2 p.m.</div></div>

# NOVEMBER 2019

4

Sundae Monday – 12:30 p.m. – Gallagher Center

Monday

5

Election Day • Dining Etiquette and Professional Development Dinner – 5-7:30 p.m. – Russell J. Salvatore Dining Commons

Tuesday

Comedy Hypnotist Nadeen Manuel – 8 p.m. – Dunleavy Hall, Room 127

6

Wednesday

# NOVEMBER 2019

7

Thursday

8

Late Nite Niagara: Moonlight Dodgeball – 10 p.m. – Kiernan Center

Friday

9

Saturday

10

Sunday

# NOVEMBER 2019

**11** Spring 2020 registration week begins • Veterans Day  
Monday Gally Giveaway – 11 a.m. – Gallagher Center

**12** Comedy Night w/Corey Rodrigues – 8 p.m. – Gallagher Center, Multi-Purpose Room  
Tuesday

**13** Niagara’s Got Talent – 7:30 p.m. – Gallagher Center, Gym  
Wednesday

# NOVEMBER 2019

**14**  
Thursday

**15** Late Nite Niagara: Open Skate – 10 p.m. – Dwyer Arena  
Friday

**16** NU Hockey vs. Canisius Fan Bus – 3 p.m.  
Saturday – Bus leaves Gallagher

**17**  
Sunday

# NOVEMBER 2019

18

Monday

Make-a-Monte - 11 a.m. - Gallagher Center

NU Basketball Tailgate Party - 5 p.m. - Gallagher Center

19

Tuesday

20

Wednesday

Common Good Conversations – Topic: Immigration - 2:30-3:50 p.m.

# NOVEMBER 2019

21

Thursday

NU Theatre - *Anton in Show Business* - 7 p.m.

22

Friday

NU Theatre - *Anton in Show Business* - 7:30 p.m.

Late Nite Niagara: OMA - 10 p.m. - Gallagher Center, Multi-Purpose Room

23

Saturday

NU Theatre - *Anton in Show Business* - 2 p.m. and 7:30 p.m.

24

Sunday

NU Theatre - *Anton in Show Business* - 2 p.m.

# NOVEMBER 2019

25

Monday

NU Theatre - Anton in Show Business - 7 p.m.

26

Tuesday

Thanksgiving recess begins after the last class

27

Wednesday

No classes

# NOVEMBER/DECEMBER 2019

28

Thursday

Thanksgiving Day • No classes

29

Friday

No classes

30

Saturday

1

Sunday

# DECEMBER 2019

2

Classes resume

Monday

Sundae Monday – 12:30 p.m. – Gallagher Center

NU Holiday Village – 5 p.m. – Russell J. Salvatore Dining Commons

3

Tuesday

4

Wednesday

# DECEMBER 2019

5

Reading Day • Last day to drop a class

Thursday

NUOP Christmas Concert – 6:30 p.m. – Bus leaves Gallagher

6

Examination week begins

Friday

NU Winter Semiformal – 5:30 p.m. – Bus leaves Gallagher

7

Saturday

8

Sunday

# DECEMBER 2019

9

Monday

10

Tuesday

11

Wednesday

# DECEMBER 2019

12

Last day of the fall semester  
Thursday

13

Friday

<div><div>14</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>15</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# DECEMBER 2019

16

Monday

17

Final grade due date  
Tuesday

18

Wednesday

# DECEMBER 2019

19

Thursday

20

Friday

<div><div>21</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>22</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# DECEMBER 2019

23

Monday

24

Christmas Eve

Tuesday

25

Christmas

Wednesday

# DECEMBER 2019

26

Thursday

27

Friday

<div><div>28</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>29</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# DECEMBER 2019/JANUARY 2020

30

Monday

31

New Year's Eve  
Tuesday

1

New Year's Day  
Wednesday

# JANUARY 2020

2

Thursday

3

Friday

<div><div>4</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>5</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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JANUARY 2020

6

Monday

7

Tuesday

8

Jobsapalooza - 1-2 p.m. - Buffalo-Niagara Marriott

Wednesday

JANUARY 2020

9

Thursday

10

Friday

<div><div>11</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>12</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# JANUARY 2020

13

Monday

14

Tuesday

15

Wednesday

# JANUARY 2020

16

Thursday

17

Friday

<div><div>18</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>19</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# JANUARY 2020

20

Martin Luther King Jr. Day

Monday

21

Classes begin

Tuesday

22

Wednesday

# JANUARY 2020

23

Thursday

24

NU Theatre – Short Play Festival – Cycle A – 7:30 p.m.

Friday

25

NU Theatre – Short Play Festival –

Saturday

Cycle A – 2 p.m. and Cycle B – 7:30 p.m.

26

NU Theatre – Short Play Festival –

Sunday

Cycle B – 2 p.m.

# JANUARY 2020

27

Monday

28

Instructor permission needed to enter class  
Tuesday

29

Wednesday

# JANUARY/FEBRUARY 2020

30

Thursday

31

Last day to enter a class • Last day to drop a course without receiving a grade  
Friday

<div><div>1</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>2</div><div>Groundhog Day Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# FEBRUARY 2020

3

Monday

4

Common Good Conversations – Topic: TBD – 2:10-3:30 p.m.

Tuesday

5

Wednesday

# FEBRUARY 2020

6

Thursday

7

Friday

<div><div>8</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>9</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# FEBRUARY 2020

10

Monday

11

Tuesday

12

Wednesday

# FEBRUARY 2020

13

Thursday

14

Valentine's Day

Friday

<div><div>15</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>16</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# FEBRUARY 2020

17

Presidents' Day

Monday

18

Tuesday

19

Wednesday

# FEBRUARY 2020

20

NU Theatre - *On the Verge, or the Geography of Yearning* - 7 p.m.

Thursday

21

NU Theatre - *On the Verge, or the Geography of Yearning* - 7:30 p.m.

Friday

<div><div>22</div><div>NU Theatre - <i>On the Verge, or the Geography of Yearning</i> - 2 p.m. and 7:30 p.m.</div></div> <div>Saturday</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>23</div><div>NU Theatre - <i>On the Verge, or the Geography of Yearning</i> - 2 p.m.</div></div> <div>Sunday</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# FEBRUARY 2020

24

Monday

25

Tuesday

26

Wednesday

# FEBRUARY/MARCH 2020

27

Thursday

28

Friday

NU Theatre - Sylvia - 7:30 p.m.

<div><div>29</div><div>Saturday</div><div>NU Theatre - Sylvia - 2 p.m. and 7:30 p.m.</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>1</div><div>Sunday</div><div>NU Theatre - Sylvia - 2 p.m.</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# MARCH 2020

2

Monday

3

Tuesday

4

Wednesday

# MARCH 2020

5

Thursday

6

Friday

Midterm ends

<div><div>7</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>8</div><div>Sunday</div><div>Daylight Saving</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# MARCH 2020

9

Monday

10

Tuesday

11

Wednesday

Midterm grades available for viewing on Webadvisor

# MARCH 2020

12

Thursday

13

Friday

<div><div>14</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>15</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# MARCH 2020

16

Monday

Spring break week • No classes

17

Tuesday

St. Patrick's Day

18

Wednesday

# MARCH 2020

19

Thursday

20

Friday

21

Saturday

22

Sunday

# MARCH 2020

23

Classes resume

Monday

24

Tuesday

25

Career Expo - 1-3:30 p.m. - Gallagher Center, Upper Level

Wednesday

# MARCH 2020

26

NU Theatre - *Much Ado About Nothing* - 7 p.m.

Thursday

27

Last day to drop a class without instructor permission

Friday

NU Theatre - *Much Ado About Nothing* - 7:30 p.m.

28

NU Theatre - *Much Ado About Nothing* - 2 p.m. and 7:30 p.m.

Saturday

29

NU Theatre - *Much Ado About Nothing* - 2 p.m.

Sunday

# MARCH/APRIL 2020

30

Monday

31

Tuesday

1

Wednesday

# APRIL 2020

2

Teacher Recruitment Days – Buffalo-Niagara Convention Center

Thursday

Take Back the Night – Dating Violence Awareness – Gallagher Center, Gym – 5:30-8 p.m.

NU Theatre – *Much Ado About Nothing* – 7 p.m.

3

Friday

NU Theatre – *Much Ado About Nothing* – 7:30 p.m.

4

NU Theatre – *Much Ado About Nothing* –

Saturday

2 p.m. and 7:30 p.m.

5

NU Theatre – *Much Ado About Nothing* –

Sunday

2 p.m.

# APRIL 2020

6

Monday

7

Tuesday

8

Easter recess begins after the last class

Wednesday

# APRIL 2020

9

No classes

Thursday

10

Good Friday • No classes

Friday

<div><div>11</div><div></div></div> <div>Saturday</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>12</div><div>Easter</div></div> <div>Sunday</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# APRIL 2020

13

Easter Monday • No classes

Monday

14

Classes resume

Tuesday

15

Wednesday

# APRIL 2020

16

Thursday

17

Friday

18

Saturday

19

Sunday

# APRIL 2020

20

Monday

## Summer and fall 2020 registration week begins

21

Tuesday

22

## Earth Day

Wednesday Common Good Conversations – Topic: TBD 2:30-3:50 p.m.

RidgeFest 2020

# APRIL 2020

23

Thursday

RidgeFest 2020

24

Friday

RidgeFest 2020

25

Saturday

RidgeFest 2020

26

Sunday

# APRIL 2020

27

Monday

28

Tuesday

29

Wednesday

# APRIL/MAY 2020

30

Thursday

NU Theatre - *Pippin* - 7 p.m.

1

Friday

NU Theatre - *Pippin* - 7:30 p.m.

<div><div>2</div><div>Saturday</div><div>NU Theatre - <i>Pippin</i> - 2 p.m. and 7:30 p.m.</div><div>Peace Out Cook Out - 2 p.m. - O'Shea Quad</div></div>	<div><div>3</div><div>Sunday</div><div>NU Theatre - <i>Pippin</i> - 2 p.m.</div></div>

# MAY 2020

4

Monday

5

Reading Day • Last day to drop a class

Tuesday

6

Examination week begins

Wednesday

# MAY 2020

7

NU Theatre - *Pippin* - 7 p.m.

Thursday

8

NU Theatre - *Pippin* - 7:30 p.m.

Friday

9

NU Theatre - *Pippin* - 4 p.m.

Saturday

Friends of NU Theatre Gala

10

Mother's Day

Sunday

NU Theatre - *Pippin* - 2 p.m.

# MAY 2020

11

Monday

12

Last day of spring semester

Tuesday

13

Wednesday

# MAY 2020

14

Graduate graduation

Thursday

15

Final grade due date

Friday

<div><div>16</div><div>Undergraduate graduation</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>17</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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MAY 2020

18

Monday

19

Tuesday

20

Wednesday

MAY 2020

21

Thursday

22

Friday

<div><div>23</div><div>Saturday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div><div>24</div><div>Sunday</div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
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# MAY 2020

25

Monday

Memorial Day

26

Tuesday

27

Wednesday

# MAY 2020

28

Thursday

29

Friday

30

Saturday

31

Sunday

## **NIAGARA UNIVERSITY MISSION AND ENABLING GOALS**

### **Mission Statement:**

Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

### **Enabling goals:**

- As a university, Niagara prepares its students for positions of responsibility in the professions and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara seeks to develop within its students a passion for learning.
- The university's commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, value-centered education.
- As a Vincentian university, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people's basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world.
- Overall, through its curricular and extracurricular programs, Niagara University seeks to develop the whole person, mind, body, heart and soul, for the benefit of one's personal and professional life.

## UNDERSTANDING THE MISSION

**Liberal Arts:** Niagara University is a liberal arts university. This means, first and foremost, that your education is designed to make you a better person—a wiser, more ethical, more compassionate, more responsible, and more informed citizen, worker, and family member. Of course, this will also make you a better employee or employer—and that’s important!—but it isn’t the primary goal. Our liberal arts identity is most manifest in the General Education Curriculum, but every college, department, and class is guided by it in various ways.

**General Education:** As part of our General Education Curriculum, all students at Niagara University take:

- **History:** to better understand the past and therefore the present
- **English:** to become better writers, achieve cultural literacy, and gain powerful insights into the human condition
- **Philosophy:** to understand the foundations of the Western worldview and develop critical thinking skills, including the ability to articulate reasons in writing and in speech
- **Religion:** to understand this fascinating and important human phenomena and how it relates to other disciplines, especially history, literature, art, and philosophy

**Career Preparation:** While career preparation is not the primary goal of a liberal arts education, a liberal arts education does, in fact, provide the best kind of general career preparation. Surveys show that employers highly value the skills that Niagara University’s General Education Curriculum is designed to give you, and that a liberal arts background is correlated with increased lifetime earnings.<sup>1</sup>

**The Catholic Intellectual Tradition:** While there are secular (non-religious) liberal arts universities, the idea of a liberal arts university has strong conceptual and historical connections with Catholicism (most of the first universities were affiliated with the Catholic Church) and the Catholic idea of “educating the whole person: mind, body, and soul.” A foundational principle of the Catholic Intellectual Tradition is that there is one truth—that history, science, philosophy, and religion form a harmonious and integrated whole, and that there is no contradiction between faith and reason.

**Faith and Reason:** Some people think reason and science should trump faith, and others think that faith should trump reason and science. The Catholic Church has always maintained that this is a false dilemma: that faith and reason (and science) are all in perfect harmony, so no choice needs to be made. While some people hold that faith is irrational, Catholics hold that reason leads one to the faith. The Church teaches that we should subject our religious beliefs to the same sort of careful evaluation and analysis to which we subject our beliefs in other domains, that we should rationally assess all of our beliefs, including our beliefs about religion, and that such an exercise supports Catholicism.

## Liberal Arts by the Numbers

**97%**

of NU grads are employed or enrolled in graduate school within one year of graduation\*

**93%**

of employers think the liberal arts skills — critical thinking, clear communication, problem solving — are better signals of ability than choice of major.

**80%**

of employers want employees to have broad knowledge of the liberal arts.

**59%**

of private college students finish in four years, vs. 38% at public universities.

**70%**

of first-generation college students graduate from private colleges, vs. 57% at public universities.

On average, students from private colleges graduate

**10 months**

(two semesters) earlier than do students from public universities.

<sup>1</sup>See, e.g., <https://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data> and <http://fortune.com/2015/11/13/liberal-arts-degrees-critics/>

\* NU Class of 2015 Employment and Education Report

## NU'S VINCENTIAN HERITAGE

**Vincentian Values:** Niagara University is a Catholic university in the Vincentian tradition, founded and sponsored by the Vincentian Fathers and Brothers since 1856. NU is the oldest of three Vincentian universities (St. John's University, N.Y., and DePaul University, Ill.) in the United States. As followers of St. Vincent de Paul, a 17th century Catholic priest who inspired and organized his contemporaries to serve the poor and oppressed, Vincentians value the God-given dignity of each person and strive to build up the common good through systemic change and hands-on service. This aspect of Niagara University's identity is reflected in our dedication to service learning. Our IMPACT program is the central hub for service learning on campus, but we also offer a poverty studies minor that educates students about integrating solutions to poverty within their chosen field. Of course, the value of service learning isn't restricted to those of any particular religious affiliation; those performing it often find the experience to be valuable and transformative, it genuinely helps others, and it looks good on one's resume, to boot!

**St. Vincent de Paul:** The French priest St. Vincent de Paul (1581-1660) organized works of charity, founded hospitals, and started two Roman Catholic religious orders, the Vincentian Priests and Brothers (The Congregation of the Mission) and The Daughters of Charity. Born into a peasant family on April 24, 1581, in the village of Pouy in southwestern France, he studied theology at the University of Toulouse, was ordained a priest at 19, and completed his theological studies four years later. Using his status as a priest to escape the dull village life of southern France, Vincent went to Paris in 1608. In Paris, Vincent came under the influence of a wise spiritual guide who gradually caused him to see that helping others was more important than helping himself. By 1625, Vincent had influenced a number of young men to join him in forming a religious group to be called the Congregation of the Mission. Vincent was a man of action. The religious spirit he communicated was simple, practical, and straightforward. He looked to Christ as his leader and tried to translate the Gospel message into concrete results. He died on Sept. 27, 1660, and was canonized a saint in the Roman Catholic Church in 1737. The religious groups he founded continue to carry on his work.

**St. Louise de Marillac:** Born in Paris in 1591, Louise was raised by her father, Louis de Marillac, a member of the aristocracy. Louise married Antoine la Gras in 1613 and had one son, Michel. Around the time of Antoine's death in 1625, Louise met Vincent de Paul and chose him as her spiritual guide. Vincent encouraged Louise to take on charitable work, and in 1629 invited her to assist him with the Confraternities of Charity in the parishes of France. In 1633, Louise began to train young women to address the needs of the poor and to gain support from their life together. From this humble beginning, the community of the Daughters of Charity emerged. Louise provided leadership and expert management to the evolving network of services she and Vincent inspired. Louise died on March 15, 1660, was beatified in 1920, and proclaimed a Saint of the Church in 1934. In 1960,

Pope John XXIII named her the Patroness of Christian Social Workers. As a wife, mother, teacher, nurse, social worker, mentor, spiritual leader, and foundress, she stands as a model to all women. Her spirit lives on today in the Ladies of Charity, Daughters of Charity, and Sisters of Charity serving throughout the world, as well as in their many lay collaborators and associates.

## HOW CAN YOU MAKE AN IMPACT AT NU?

IMPACT is a program that gives students the opportunity to experience career preparation through service. As a Vincentian university, where our mission is to help the less fortunate, we follow the meaningful work of St. Vincent de Paul that teaches us:

**“Action is our entire task!”**

–St. Vincent de Paul

### IMPACT is:

- **Outcomes Based:** Projects generate significant benefits, changes and impacts in the community and to you professionally and personally.
- **Career Preparation:** Skills-based, focused service in the community that will advance your chosen career paths.
- **Project-Based Learning:** Gain knowledge and skills through real-world engagement in projects and community.

## IMPACT PHASES

### Discovery:

- What is the IMPACT program and how can it support you during your time at Niagara University? A piece of this are the online modules that walk you through what IMPACT is and its key components.
- What are the strengths and weaknesses of the local community?
- What organizations exist in the community? What do they do? Who do they serve?
- What are your personal interests, skills, and goals?
- It is important that this phase begins during freshman year.

### Planning:

- Projects may take one semester, one year, or longer. Get involved by working as individuals, teams, clubs, or classes.
- Work with the IMPACT office to determine a community need that your interests could fulfill.
- The role that you will play in your chosen service project should benefit your future career goals.
- Get connected to an organization you want to work with.
- Determine two to three expected outcomes of the planned project.

### Action:

- Implement the project that you developed during the planning stage.
- Gain hands-on, career-relevant experiences throughout the project.
- Work to achieve determined outcomes.
- Make an IMPACT in the community.

### IMPACT

- Determine if project outcomes were reached.
- Tell your story of what you accomplished.
- Reflect on the project's IMPACT on the community, your career skills, and you personally.

### Commit:

- Commitment is the ultimate goal of the IMPACT model!
- Alumni maintain a connection with the Vincentian mission of Niagara University.
- NU students graduate with a lifelong commitment to service in their communities.

### Want more information? Contact us!

[impact@niagara.edu](mailto:impact@niagara.edu)

716.286.8750

Academic Complex, Room 125

[www.niagara.edu/impact](http://www.niagara.edu/impact)

## SUSTAINABILITY: LEAVING THE WORLD NO WORSE THAN YOU FOUND IT

A “sustainable” course of action is one that can be continued indefinitely. Spending more money than you earn is fun while it lasts, but it isn’t sustainable; eventually your credit runs out, your bills come due, and the pain begins. The idea of sustainability is most often associated with sustaining the environment—e.g., not cutting down more trees than are planted—but it can be applied to almost anything. As one of the oldest institutions in the world, the Catholic Church knows something about sustainability. Pope Francis has stressed that we are responsible for sustaining and caring for the Earth and its inhabitants. Whether you’re moved by religious or moral reasons, or you just want to have clean air to breathe and parks to play in, for yourself and generations to come, here are some tips for making your impact on the world a sustainable one.

- **Conserve Paper:** Print and copy on two sides, reuse single-sided pages for notes, and print only what you need.
- **Recycle:** Take a few steps to a recycling bin in your house, lecture hall, or classroom to deposit aluminum cans, plastics, glass, office paper, newspaper, cardboard.
- **Don’t Buy Bottled Water:** Buy a refillable water bottle instead. It’s cheaper and much more environmentally responsible. Did you know that most bottled water is just tap water?
- **Eat Less Meat:** You don’t have to give it up completely, but reducing your intake of meat, especially red meat, is good for your health, your wallet, and the environment.
- **Switch it Off:** Turn off the lights when natural light is sufficient and when you leave the room. It’s that simple! Especially when you leave for breaks or for the weekend!
- **Climate Control:** Keep your temperature system on a moderate setting while you’re in the room. And turn it further down when you leave for breaks or for the weekend!
- **Wasteful Windows:** Use your windows wisely! If your climate control system is on, shut them ... if you need a little fresh air, turn off the heat or AC.
- **Minimize Plug Load:** Cut down the number of appliances you are running and you will save big on energy. For example, share your minifridge with roommates and minimize the number of printers in your office. Unplug when you leave for breaks or for the weekend!

- **Phantom Power:** Did you know that many electronics continue using energy even when powered down? This is true of any charger, television, video game system, printer, etc. Use a power strip to easily unplug these electronics when not in use.
- **Give it a Rest:** Power your computer down when you’re away. A computer turned off uses at least 65 percent less energy than a computer left on or idle on a screen saver.
- **Take the Stairs:** Use the stairs as often as possible. Elevators consume electricity. You, on the other hand, do not.
- **Loaded Laundry:** Only do full loads of laundry and use the bright colors cycle whenever possible.
- **Shorter Showers:** Try to take shorter showers. The less hot water you use, the less energy is needed to heat the water.
- **Switch to CFLs:** Compact fluorescent light bulbs (CFLs) use 75 percent less energy than incandescent and last up to 10 times longer.
- **Promote Reuse:** Donate used cell phones and chargers, furniture clothing, and cleaning and school supplies.
- **Buy Second-Hand Clothes!**
- **Ride a Bike:** Consider walking or riding a bike to campus if the distance is reasonable. Walk from your bus or subway stop to your office or lab. This is great for your health and the environment.
- **Choose ground shipping:** When shopping online, getting your stuff from a truck rather than from a plane saves tons of fossil fuel and is cheaper, too!

## **SUSTAINABLE LIVING, SUSTAINABLE WORLD**

A sustainable course of events is one that will work for the long term: cutting down more trees than are planted is not sustainable, because we'll eventually run out of trees. The concept was first made popular by environmentalists but has now entered mainstream usage. It's not unusual for someone to be discussing sustainability as it relates to climate change, renewable energy, resource management, business practices, social justice, local, regional, or global politics, and even the health and welfare of individuals, society, and our planet.

World leaders meeting at the Vatican for a conference on climate change in April 28, 2015, issued a statement declaring that "human-induced climate change is a scientific reality" and "its decisive mitigation is a moral and religious imperative for humanity." Pope Francis has been using the moral authority of the papacy to push world leaders to address this issue, especially in his hotly debated recent encyclical "Laudato Si', on Care for Our Common Home," but he is not the first Pope to recognize human-induced climate change; in 2007, Pope Benedict said that "Preservation of the environment, promotion of sustainable development and particular attention to climate change are matters of grave concern for the entire human family," and in 2010, that "If we want justice and peace, we must protect the habitat that sustains us."

### **Why should you be interested in sustainability?**

Niagara University has signed on to the American College and University Presidents' Climate Commitment, PCC ([www.presidentsclimatecommitment.org](http://www.presidentsclimatecommitment.org)). In essence NU has decided to do its part regarding net greenhouse gas emissions. The mission of PCC is to move toward climate neutrality (not making the climate worse) and to provide an environment whereby individuals become educated regarding sustainability. NU hopes to provide a model for the larger society and to partner and assist the local community in a leadership role on sustainability.

### **What is Niagara University doing at the present time?**

- Determining what energy and resources we use
- Making sustainability part of the curriculum
- Presenting speakers on sustainability issues
- Hosting Earth Day events

### **What is in store for the future at Niagara University?**

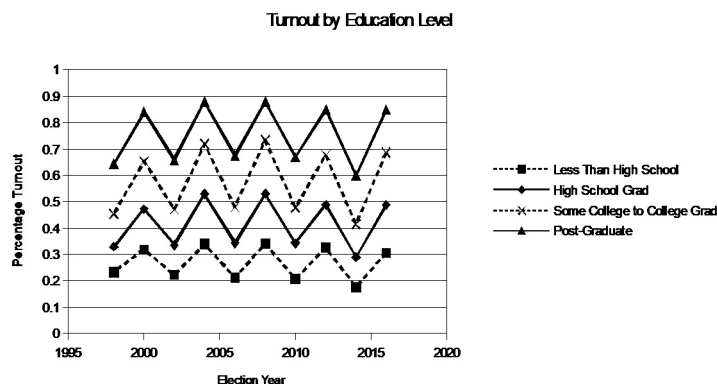
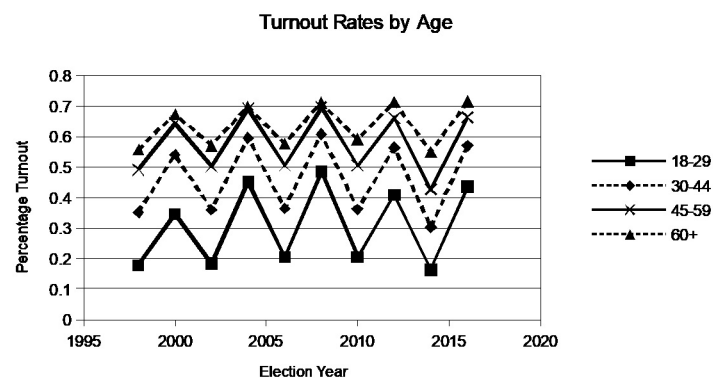
- Reducing resource utilization
- Increasing research in sustainability issues
- Working with the local community
- Assisting in international efforts related to sustainable living

### **How can you help?**

- Learn more about sustainability and how it impacts your world
- Become involved in community service-learning projects that involve sustainability
- Point out wasteful practices on campus and help eliminate them
- Join clubs on campus like NU Goes Green
- Be an agent of change

## GET OUT AND VOTE!

As the charts below demonstrate, young people vote at the lowest rates of any age group, but as you get more educated (and older!), you are much more likely to vote. A well-functioning democracy requires an informed citizenry, and so it is good that the most educated people vote at the highest rates. You will soon be both young and highly educated, so your vote is SUPER important! A lot of legislation (on healthcare, or climate policy, for example) will have implications for you and your children, so get your voice heard!



Adapted from US Census data by electproject.org.

Check the NUB website under Civic Engagement ([sites.niagara.edu/other/nub/civics](https://sites.niagara.edu/other/nub/civics)) for links on to how to register to vote and other important information!

## ANALYTICAL THINKING

Developing college-level analytical thinking skills is a crucial element of the core aim of the liberal arts education you are receiving at Niagara University: to help students become better, more active, and more engaged citizens, workers, and family members. To be truly active and engaged in a job, within a local or global community, in a school system, in politics, or in any other arena, people must think deeply and analytically about the information and experiences they encounter.

**Five Steps for Analytical Thinking:** College-level analytical thinking requires you to develop the traits that characterize this type of deep thinking. The following five steps will help you make analytical thinking a natural reflex.

**Step 1:** Ask a lot of questions (and answer them!). Asking questions is a key aspect of analytical thinking. Asking and answering questions will help you clarify details, clear up confusion, and push for a deeper understanding of material. When you ask questions, the material will become more meaningful because the questions you ask will matter to you. Asking questions will also help you remember the information. Why? Asking thoughtful questions means that you're thinking and an engaged participant rather than a passive observer.

**Step 2:** Evaluate your own reactions to the material you're learning. Do you agree or disagree with the information being presented? Why? This type of evaluation pushes your thinking to a deep and personal level. By critically evaluating your reaction to the material, you're asking yourself not only whether an argument makes sense, but also whether you believe it. Whether you agree or disagree, it's important to ask yourself why. For example, do you think your instructor's lecture was compelling? If you agree with the instructor's arguments, ask yourself what evidence convinced you and why. If you disagree, ask yourself what evidence was suspect and why. If you don't fully understand or agree with your instructor's arguments, what additional questions should you ask? What do you need to dig deeper into the topic and come to a conclusion? Meeting with your instructor during office hours is a great opportunity to engage in analytical thinking.

**Step 3:** Actively analyze the information you're receiving. During lectures or when you read, try to poke holes in the argument and ask whether anything is missing. Has any evidence or information been forgotten, covered up, or ignored? College is a great opportunity to ask questions, push back if you disagree with something, and be thoughtful about the information you encounter. For example, after you analyze aspects of the information presented during a lecture, do you think important material was left out, oversimplified, or

minimized? Would different examples or evidence have altered your understanding of the instructor's argument or perspective? If you're skeptical of aspects of a lecture, why do you think that's the case? Do the readings offer a diverse or complementary perspective that clarifies your thinking?

**Step 4:** Make connections and keep the big picture in mind. You're bombarded with a lot of information in college. To be an effective and deep thinker, take the time to step back periodically and synthesize what you're learning in order to see the big picture. Synthesizing—or combining different aspects of the information in a coherent and meaningful way—while also making connections between different types of material, can clarify what is most important. For example, connect your instructor's lectures with what you're reading in the class. Instructors assign readings for a reason. By thinking about why the readings are important and how they relate to the instructor's lectures, you're expanding your understanding of the material in important ways. You might realize that a reading's argument differs from the instructor's position on the subject. Which side makes more sense to you and why? The key is to apply what you're learning in the class's various components — lectures, readings, and assignments — to the bigger picture of the course as a whole.

**Step 5:** Apply new ideas to your own life experiences. All of us are shaped by our past learning and experiences. The more you can bring your past experiences into the college learning process, the more powerful your understanding will be. If you personalize material and make it matter to you, you're more likely to understand it better. For example, consider how your past shapes the way you look at information, the reasons you agree with certain aspects of an argument, or why you have specific types of questions. Did a past class significantly influence your thinking on the topic? If so, why? Have you had any experiences—travel, activities, internships, jobs—that have shaped your perspectives? Asking why the material is important to you is an interesting question to answer.

#### Analytical Thinking Checklist:

- ☐ Conceptualize material fully by asking questions frequently and finding answers.
- ☐ Evaluate your reaction to material by asking whether you agree or disagree with it and why.
- ☐ Analyze material by being critical of all perspectives and by asking what is missing.
- ☐ Synthesize material to make connections and examine the big picture.
- ☐ Apply what you're learning to past experiences in order to better understand your reactions to material.

## ANALYTICAL LISTENING

### Taking Notes

College-level analytical listening and interpretation are critical analytical skills. Note taking, in particular, is an essential strategy for truly understanding new material as well as performing well on examinations. The benefits are many:

1. To take good notes, you're forced to listen carefully and actively.
2. Taking notes aids comprehension and retention. Personal notes in one's own writing are easier to understand and remember than textbook material. Handwritten notes have been shown to be much more effective than notes taken on a computer.
3. Your notes should be a concise and complete outline of the most important points and ideas, especially those considered most important by the professor. As such, they will be an excellent study tool before examinations.
4. Your notes should clarify ideas not fully understood in the text or elaborate on things that the text mentions only briefly. This will be tremendously beneficial when preparing for exams.
5. Lecture notes combined with notes from textbook material are an excellent source of review. They provide a gauge to what is important in the textbook.

### How to Take Useful Notes

**Before class:** If you want to do well in college, the single most important thing you can do is to read—or at least skim!—the text prior to attending the lecture, following the suggestions outlined in the “Analytical Reading” section. This will enable you to:

1. Get the general overview of main ideas, secondary points, and important concepts. Then you can listen with understanding and determine what is most and least relevant from the text.
2. Identify familiar terms, as well as unfamiliar terms and concepts. This way you know what to listen for.
3. Note portions of the material that are unclear and that you would like to ask about in class.
4. Look for other gaps in information that should be clarified or filled in.

**During class:** It is important to pay attention in class, and not let your note taking distract you from actually understanding what is being discussed. One reason taking notes on a computer is counterproductive is that students tend to mindlessly transcribe almost everything, without active analysis or thought about what is important.

To take effective notes, it will be important that they are organized and structured in a way that will make sense to you when reading them later. Here are some strategies:

- Keep a separate section of your notebook or binder for each course. If there are several types of notes for one course, such as lecture notes, notes on outside readings, and computation of problems, you may want to arrange them on opposite pages for purposes of cross-reference.
- Notes for each lecture should begin on a new page. This supports greater legibility and allows for more freedom in organization.
- Date your lecture notes and number all pages.
- Make your notes brief.
  - a. Sometimes a phrase will work as well as a sentence, and sometimes a word will work as well as a phrase. But remember that you must be able to understand the notes you've taken weeks or months in the future: sometimes sentences are best.
  - b. Use abbreviations and symbols wherever possible.
- Always put things in your own words, except for specific formulas or definitions.
- Note your professor's lecture style. She may be summarizing the text and highlighting important points, or trying to draw relationships between the current and previous lectures. She may expect you to get the textbook material on your own while she discusses related outside material.
  - a. If she is highlighting the text, take down explanations and examples. Seeing a concept stated in more than one way can help you understand it.
  - b. If she draws relationships and asks questions, note the questions and answers. If she doesn't give the answers, try to find them after class.
- Use indentations to distinguish between major and minor points. Numbers and letters may be added later if you wish. However, if the professor says she will make four or five points, list four or five causes, etc., be sure to use numbers as a check on having taken them all down.
- Note down unfamiliar vocabulary and unclear areas. If the professor discusses something you don't understand, take it down as best and as completely as you can. Then you can check with the text or at least know what questions to ask if getting help from someone else.
- If you miss something completely, leave a blank space and fill it in later.
- Use margins for questions, comments, notes to yourself on unclear material, etc.

- Develop a code system of note-marking to indicate questions, comments, important points, due dates of assignments, etc. This helps separate extraneous material from the body of notes and also helps point out areas that are unclear. Margins are excellent places for coded notations. Some suggested codes are:  
 ?: not clear at time of lecture  
 Imp. or !: important  
 Q: questions  
 \*: assignment  
 C: comment (student's own)
- Attempt to differentiate established facts from people's opinions, if applicable.

### **After Class: Or How Not to Forget Everything You've Just Heard**

Go over your notes as soon as possible after the lecture.

1. Clear up illegible sections in writing, check for errors, fill in further facts and examples while the lecture is still fresh in your mind. At this point you should clear up misunderstandings or fill in missing information.
2. Immediate review is essential to retention. Unless you review within 24 hours after lecture or at least before the next lecture, retention will drop sharply and you will be relearning rather than reviewing.
3. Merely recopying notes without thinking about or revising them does not necessarily aid retention. A more helpful practice is to manipulate the material by reorganizing it and putting it in your own words. For a well-organized lecture, an outline can suffice, but in the case of material where important ideas and relationships are scattered throughout, there is a technique called mapping which can be very useful in restructuring and putting together the relevant points. The use of this technique forces you to critically evaluate material in terms of main ideas, secondary points, and details, and to structure this content in an organized and coherent fashion. Relationships must be observed and established, and irrelevant material may be excluded. This can be one of the most efficient means of immediate review for optimal retention.

### **Becoming an Analytical Listener**

1. Come to class with an open mind. Prepare yourself to hear, listen, and receive the content of the lecture. If you have done the assigned reading, you will know the details in the text, so you can focus your notes on key concepts during the lecture.

2. Listen for the main concepts and central ideas, not just facts and figures. Facts will be easier to remember when you can place them in the context of a broader theme.
3. Listen for new ideas. Even if you know a lot about a topic, you can still learn something new.
4. Repeat mentally. Think about what you hear and restate it silently in your own words. If you don't understand a concept, ask for clarification.
5. Decide whether what you have heard is not important, somewhat important, or very important. If a point in the lecture is not important, let it go. If it is very important, highlight or underline the point in your notes. If you are unsure if it is important, think about how and if it relates to other important topics.
6. Keep an open mind. Your classes will expose you to new ideas and different perspectives. Instructors want you to think for yourself, and they do not expect you to agree with everything they or your classmates say.
7. Listen to the entire lecture. Concentrate on the big picture, but also pay attention to specific details and examples that can assist you in understanding and retaining the information.
8. Sort, organize, and categorize. When you listen, try to match what you are hearing with what you already know. Take an active role in deciding how best to recall what you are learning.

### **Becoming an Analytical Class Participant**

In all your classes, try using the following techniques to ramp up your participation:

1. Sit as close to the front of the room as possible.
2. Keep your eyes on the instructor. Sitting close to the front of the classroom will make this easier for you to do.
3. Focus on the lecture. Do not let yourself be distracted by other students.
4. Raise your hand when you don't understand something.
5. Turn off all electronics and store them in your bag or pocket, not on the desk.

## ANALYTICAL READING

Developing college-level analytical reading skills is essential for being an analytical reader. The following suggestions will help you make analytical reading a natural reflex.

### Essential Strategies You Should Use for Every Reading

**1. Previewing: Learn about a text before reading it.**

Previewing enables you to get a sense of what the text is about and how it is organized before reading it closely. Before you read the entire text, read the introduction and conclusion, and skim the body of the text (noting headings, definitions, etc.) to get an overview of the content and organization.

**2. Contextualizing: Place a text in its historical, biographical, and cultural contexts.**

The texts you read were written in different times and places. To truly understand them, you need to understand them in context: to recognize the differences between your values, attitudes, and circumstances and those represented in the text.

**3. Outlining and summarizing: Identify the main ideas and restate them in your own words.**

Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading. Whereas outlining reveals the basic structure and the main argument of the text as a whole, summarizing synthesizes the sub-arguments of each section of the text. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary puts them together in sentences or paragraphs. Outlining depends on a close analysis of each paragraph, and summarizing also requires creative synthesis. Putting ideas together again—in your own words and in a condensed form—leads to deeper understanding of any text.

**4. Evaluating an argument: This is the key to analytical reading. Test the logic of a text as well as its credibility and emotional impact.**

All writers make assertions that they want you to accept as true. As an analytical reader, you should not accept everything at face value, but instead carefully evaluate the author's arguments. An argument has two essential parts: a conclusion and the premises that support the conclusion. The conclusion is the claim that the writer wants you to accept. The premises are reasons to accept the conclusion, such as shared assumptions, facts, examples, statistics, and authorities. When you analyze an argument, you are trying to determine whether the premises give you good reason to accept

the conclusion. This depends on two things: whether the premises are true, and whether the premises do in fact support the conclusion. That is, are the premises relevant to the conclusion and do they give you sufficient reasons for accepting their conclusions? Even very bad arguments — arguments with false premises — can have true conclusions: e.g., “Niagara University is in Quebec, and Quebec is in New York, therefore Niagara University is in New York.” So watch out! Arguments should be accepted only if their premises support their conclusions!

**5. Comparing and contrasting related readings: Explore the similarities and differences between texts to understand them better.**

Many of the authors you read will be concerned with the same issues or questions, but approach them in different ways. Fitting a text into an ongoing dialogue is essential for understanding why authors approached a particular issue or question in the way they did.

### Strategies For Dealing with Especially Difficult or Interesting Texts

**1. Questioning to understand and remember: Remember, class is an opportunity to ask questions about difficult content.**

Write down questions or criticisms as you read a text for the first time, especially if it is presenting new information you will need to recall later. With difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on an important idea, and should be expressed in your own words, not just copied from the text.

**2. Reflecting on challenges to your beliefs and values: Examine your personal response to the reading.**

Readings that you do throughout college might challenge your attitudes, your consciously or unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an “X” in the margin at each point where you feel a personal challenge to your attitudes, beliefs, or status. In the margin, make a brief note how the text challenges you. Now look again at the places you marked in the text where you felt challenged. What patterns do you see? Which should you accept? The new idea or the old one? Why? Give reasons for your response!

## IMPORTANT POLICIES

A full list of important university policies that apply to students, including the full policy for academic integrity violations, can be found at: <http://policies.niagara.edu/>. Some policies have been included below as a quick reference guide. Please remember it is your responsibility to read and understand all policies that apply to you now that you are a Niagara student.

### Academic Integrity:

**Academic dishonesty:** Being untruthful, deceptive, or dishonest in academic settings in any way subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

Violations of academic integrity include, but are not limited to, the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation.

**Plagiarism:** A major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

1. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.
2. Copying or paraphrasing of any source, in whole or in part, without proper acknowledgement.
3. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency, or submitting the same paper, in whole or in part, that you wrote for two or more different classes.

**Academic Dismissal:** A separation from the university because the student's achievement level is below acceptable standards (see undergraduate catalog). A student whose cumulative grade point average (GPA) or credit hours are below the required level is automatically dismissed from the university. Dismissed students may appeal to request reinstatement.

**Academic Probation:** A condition that is more serious than that of warning status and signifies that a student is dangerously close to dismissal from the university (see undergraduate catalog). A student placed on academic probation for two

consecutive semesters is liable for dismissal from the university. Students on probation are required to sign a performance contract.

### Changing a Course:

- You can adjust your schedule online until the start of the semester.
- To drop/add a course once the semester has begun, you must first get your advisor's signature on the drop/add form, and then take the signed form to the drop/add site.
- Generally, no course can be added after the end of the second week of the semester.
- If you withdraw from a course after the end of the drop/add period, but before the end of the 10th week of the semester, you will receive a grade of W, which does not count in your GPA.
- From the 11th week and after, if you are passing the course, you can still withdraw and receive a W, in consultation with the professor and your advisor.
- From the 11th week and after, if you are failing the course, you can still withdraw, but you will receive an F.

**Code of Conduct (Student):** outlines your rights and responsibilities as a student at Niagara, and describes important policies including the sexual misconduct policy (which includes harassment, stalking, dating/domestic violence, rape), alcohol, drug and weapons policies and many others. It also includes a link to Residence Life policies: [www.niagara.edu/student-code-of-conduct/](http://www.niagara.edu/student-code-of-conduct/).

**Dean's List:** A student with a semester GPA (over at least 12 credit hours) of 3.25 is placed on the Dean's List.

**FERPA (Family Educational Rights and Privacy Act):** Students are responsible for giving parents permission to view their academic records and for updating their FERPA form on MyNU. FERPA affords students certain rights with respect to their education records. They are:

1. The right to inspect and review your education records within 45 days from the day the university receives a request for access.
2. The right to request the amendment of your education records that you believe are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in your education records.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

**Full-time Students:** are those who have registered for a minimum of four course units or 12 semester hours per semester in the spring or fall. Full-time student status is required to receive financial aid. An NU student can take up to 18 credits per semester at no additional charge.

**Grade Conflict:** If you have a conflict with a professor about a grade, you should follow these steps:

1. Make an appointment with the professor first to discuss the problem.
2. If the issue is still unresolved, you can make an appointment with the department chair.
3. Consult the Grade Appeal Policy in the Policy Database for more information, <http://policies.niagara.edu>.

### Grading System:

A+ 4	B+ 3.33	C+ 2.33	D+ 1.33	F 0
A 4	B 3	C 2	D 1	
A- 3.67	B- 2.67	C- 1.67	D- 0.67	

**Graduation Requirements:** You must attain an overall GPA of 2.0, as well as 2.0 in the major. Students in education, social work, and nursing must attain an overall and major GPA of 2.5.

### Honors:

**Cum Laude:** With academic distinction; graduating with a cumulative grade point average (GPA) of at least 3.25.

**Magna Cum Laude:** With great academic distinction; graduating with a cumulative grade point average (GPA) of at least 3.50.

**Summa Cum Laude:** With highest academic distinction; graduating with a cumulative grade point average (GPA) of at least 3.8.

**With Distinction:** Designation given to students who transfer more than half of their degree requirements and graduate with a 3.25 or higher.

**Incomplete:** The grade I is used when the instructor is not prepared to give a definite mark for the term in view of illness of the student or another reason approved by the instructor. The I indicates there is still a possibility of credit after further work and must be removed within one month after the beginning of the next regular semester. It is the responsibility of the student to initiate removal of the incomplete, beginning with talking to the instructor.

**Overload Tuition:** Students enrolled in more than 18 credit hours will be assessed an additional tuition charge per credit hour.

**Part-time student:** Students who register for fewer than four course units or 12 semester hours in a fall or spring semester. These students are usually ineligible for financial aid.

**Repeating a Course:** If you have taken a course that you have either passed or failed, you may repeat the course to try and get a higher grade. Once you have repeated a course and passed it, your first grade will be dropped from your GPA, and the new grade will replace it, **whether or not that second grade was higher than the first.**

For example, if you got a C in your first time in the course, and you retook it and got a B, the B would be the only grade recorded in your GPA. Conversely, if you got a C in your first time in the course, and you retook it and got a D, the D would be the only grade recorded in your GPA. You may retake up to six classes throughout your degree.

**Satisfactory Academic Progress:** Students are making Satisfactory Academic Progress when they have earned a 2.0 (C) over at least 12 credit hours completed each full-time semester.

To graduate in four years, take five three-credit courses each semester = 15 credits. Eight semesters x 15 credits = 120 credits. Some programs may require more than 120 hours for completion, so you should adjust your course load accordingly.

## **PAYING ATTENTION TO DROP/ADD POLICIES!**

It's very important to pay attention to drop/add policies so that you can register for the courses you need and want, and don't have to pay unexpected tuition charges. Here is the webpage where you can find this information:

[www.niagara.edu/httpswww-niagara-eduadd-drop-policystagestage](http://www.niagara.edu/httpswww-niagara-eduadd-drop-policystagestage)

An excerpt of the website states:

### **“Financial Liability**

When a student registers, it is understood that he or she will pay, in full, all charges assumed at registration. Failure to attend classes does not alter the charges or entitle the student to a tuition refund. It is understood if a student is registered for a course they are fully participating in each course, or will drop it. It is the student's responsibility to drop any course(s) they are not attending. Students will not be permitted to receive grades, transcripts, or diploma unless the student account is paid in full.”

Basics of the policy (relevant to Last Date of Attendance):

- Last Date of Attendance is now the date students withdraw or drop officially with the OUR (Office of the University Registrar)

The date the form is received and processed will be the last date of attendance.

- Not attending or never attending is irrelevant. Registration = responsibility.

Non-payment of tuition, non-attendance of class, or verbal permission from an instructor to withdraw from a course does not constitute an official withdrawal/drop.

- Registering late means assuming financial responsibility for the week in question.

Students are responsible for tuition regardless of when they register.

**Bottom line:** As a student your schedule, as of when add/drop ends, is entirely your responsibility and will determine grades and billing.

- Students will have until the end of the first week to withdraw completely without penalty.
- Students will have until the end of the second week to make schedule adjustments without penalty.

## INTRODUCTION TO DOCUMENTING

At American universities, students are expected to document any materials — words or ideas that have been borrowed from another source — to give credit to the original author. As Google Scholar says, “We stand on the shoulders of giants” when we research others’ ideas and use them to build our own ideas. There are many documentation styles; however, this guide will discuss the most commonly used styles, MLA and APA. Chicago (Turabian) is another common style which has hundreds of formats for various sources used in history; however, we cannot hope to cover all of them in this brief guide.

We encourage you to visit the Writing Center @ Niagara if you need help or visit [owl@purdue.edu](mailto:owl@purdue.edu) for help. The Online Writing Lab at Purdue is available to the public and can answer many of your questions. Niagara University’s Writing Center can also help you with any issues regarding writing in general, not just documenting. Tutors can help you brainstorm for topics, research for resources, outline, cut or develop or review a draft, document or proofread any writing assignments ([www.niagara.edu/wc-faq/](http://www.niagara.edu/wc-faq/)). There are two locations for Niagara’s Writing Center, one in the library behind the reference librarian’s desk and the other in the Academic Success Center, first floor Seton. You can find the link to Writing Center Registration under the Resources tab on MyNU. Writing tutoring is available beginning the third week of every semester.

Many students like to use a citation generator to create their References and Works Cited pages. **BEWARE: All citation generators are not equal.** Many are not updated to the most current versions. We recommend you use Noodletools which you can access for free while you are an enrolled student at Niagara via Quick Links on the Niagara library homepage (<http://my.noodletools.com/logon/signin?group=15286&code=7136>). Once you create an account, you can keep all your projects and resources together under one service. Noodletools is up to date and has many other features that may be useful to students to help prevent plagiarism.

### Documenting Reference Guide

The Writing Center @ Niagara has composed a guide to help you with how to document and reference materials you use in your academic work. You can review and download the guide from the Canvas and the NUB websites.

## ETIQUETTE

### Classroom Etiquette

**Using cellphones during class is always unacceptable.** Always leave your phones in your backpack, or jacket pocket, so you will not be tempted to use them. Also, make sure the ringer is off before class starts.

Do not talk while other students, or the professor, are talking. This is rude and disruptive.

### Email Etiquette: Guidelines for Writing to Your Professors

The way in which you communicate and present yourself when writing to your professors is extremely important.

When you write to a professor, you should view it as a professional exchange. How you choose to interact conveys your level of seriousness and professionalism. As with any professional interaction, it is in your best interest to be respectful, polite, and courteous when communicating with professors. Your emails, and the words you use, are a reflection of you and your attitudes.

Here are a few basic tips that you should follow when emailing your professors or instructors.

1. **View an email to a professor as a professional interaction.** In many ways, writing to a professor is no different from writing a business letter. Keep in mind that you are not texting with a friend or writing a casual message to an acquaintance—this is a professional interaction with someone who is an expert in their field and in an official position to evaluate you and grade your work. Your emails should contain the proper parts of letter, convey respect and courtesy, and reflect the fact you are a serious student. Here are a few specific tips:
  - Begin your email by addressing your professor by title and name, and end your email with a closing and your signature. A message that begins without a greeting or ends without a signature could be viewed as rudeness or indifference on the part of the writer. Refer to your professor by the title “Professor” or “Dr.” If your professor has a Ph.D., you should address them as “Professor LastName” or “Dr. LastName.” If they do not have a Ph.D., or if you are not sure, address them simply as “Professor LastName.” Unless explicitly instructed to do so, never address your professor by their first name. Begin your email with a greeting addressing the professor politely, such as “Dear Professor Smith” or “Hi Dr. Jones.” After your message, end with a closing and signature, such as “Sincerely, YourName” or “Thanks, YourName.” If the professor does not know you well, use your full name. If the professor knows you or you’ve spoke in person a few times, your first name will suffice as long as your last name appears somewhere in the communication.

- Be clear and concise. Make sure your message is easy to understand, and that you do not go into unnecessary details. Writing in a professional manner does not mean your message must be long. If your question is short or direct, a one-sentence email (provided it includes a greeting and signature) is fine.
- Use correct spelling and proper grammar. If your email is filled with spelling and grammar errors it indicates one of two things: (1) You are woefully uneducated, or (2) You care so little about the person you are writing that you are unwilling to take the time to write properly. Neither is something you want to convey to your professor. Use complete sentences. Use proper spelling, capitalization, and grammar. Be particularly careful using homophones, such as there/their/they're or to/two/too. Do not use grammatically incorrect colloquialisms, such as "gonna" or "could of." Do not use emoticons. Do not use text abbreviations, such as "R U gonna have ur class 2morrow cuz i won't b there."

**2. Use proper email etiquette.** In addition to the content of your message, there are other technical aspects to being professional and courteous in email.

- Use an account with an appropriate email address. Ideally, you should use your university email account. Cutesy, offensive, or childish email addresses are inappropriate in professional interactions, and it is a big mistake if you use one. If you have an email address of the form sweet\_darlin\_nikki@yahoo.com or cutie\_pie\_98@hotmail.com or mikey\_g@aol.com, then it's time to retire that address in favor of something more professional. You must use your university email address, but can also create a Gmail account of the form firstname.lastname@gmail.com. If you like, you can forward email from your other accounts to your new one. Your email address, including both the username and the domain name, is a reflection of your professionalism. In addition, silly email addresses have a much higher chance of getting flagged as spam and never making it to your professor's inbox.
- Make sure the emails you send display your full name in the "From" field. In your email preferences, you can set the "From Name" that recipients see when they get your emails. This should be set to include both your first name and last name. It should not be your email address; it should not be only your first name; and it should not be a nickname or a handle. When your professor looks at their inbox, it helps them if they can see immediately who the message is from, and recognize you as a student in their class. If you're not sure how the "From Name" appears in emails from your account, send an email to yourself and take a look. Again, emails that don't display your full name have a higher chance of getting flagged as spam and never making it to your professor's inbox.

- Always use an informative subject line. Do not leave the subject line blank. Subject lines help the recipient to determine what the email is regarding before opening the message. The subject line also aids in organizing and locating email in the future. It is helpful if your subject contains the course name and a brief explanation of the nature of the email. For example: "Math 3333-Question about Homework" or "Math 2331-Request for Meeting."

**3. Do not waste your professor's time.** Professors are incredibly busy, and teaching is not the only part of their job. If you send emails with trivial requests, or if you ask a professor to do things you could easily do yourself, it indicates that you do not respect your professor or value their time. In addition, be very careful you do not send emails that convey the message "I need to know this, and you need to tell me right now." Here are some common student mistakes that you should avoid:

- Do not email to ask basic questions you can answer for yourself. If you don't know what a word means, try looking it up in the index of the textbook. If you don't know how to do an exercise, check your notes to see if a similar one was done in lecture. Class policies, such as office hours, assignment details, writing guidelines, grading criteria, policies on missed classes and exams, etc., are almost always addressed in the syllabus. If something is still not clear, then by all means ask your question — but first, attempt to answer the question yourself, and only write if you need further clarification.
- Do not make demands. If you are asking for anything requiring time or energy, you should be courteous and phrase it as a request. Do not presume your request will be granted or that you automatically deserve special accommodations. If you miss an exam, for whatever reason, do not write and say "I missed an exam. When can I make it up?" Instead, explain why you have extenuating circumstances, and ask the professor if they will allow you to make up the exam. Likewise, if you have special needs or a disability that requires accommodation, do not write the professor an email telling them what they have to do. Explain your circumstances and your needs, and ask politely for accommodation.
- Do not email to explain why you missed class unless something serious has occurred, or you need special accommodations. You can also go to office hours and discuss it in person.
- Do not write your professor asking for copies of their notes because you missed class. Professors are busy, and it's not their responsibility to do more work because you didn't come to class. Instead, ask a classmate.
- Do not write asking for extra credit.
- Do not email to ask what your current grade is, or how many points you need on the final to get a certain grade in the class. If there is a grader

for your class, your professor may not even have your homework scores. Often the grader gives them to the professor at the end of the semester. You should be keeping track of your scores on homework and exams. The syllabus describes how the portions of the course are weighted and how your final percentage in the class is calculated. You should be able to calculate your current grade and what score you need to get a certain final percentage in the class. If you are not keeping track of your scores on homework and exams, it shows you do not care very much about the class or your academic performance. If you are concerned about your grade, go to office hours and talk about it in person rather than writing an email.

**4. Before sending an email, check that what you have written is appropriate.**

Remember that you are engaging in a professional exchange, not writing to a friend. Here are some tips:

- Do not use your email to vent, rant, or whine. If you have a complaint, or are not happy about something, explain yourself calmly and ask if anything can be done. You may very well be frustrated about a situation, but sending an angry email will not help things. In situations like this, it is also often more helpful to talk to the professor in person rather than send an email — particularly since tone and intent can often be misinterpreted in emails.
- Do not share inappropriate personal details. Detailed information on your love life, health issues, home life, or family situation are often not appropriate or even relevant. Discuss only what relates to the class. If something serious is occurring in your life, talk to the professor in person.
- Be respectful, and consider whether anything you have written might sound rude or offensive to your professor. For example, don't flippantly say that you slept through the professor's class, or say that you hate the subject or course, or that you think the professor is too strict. These things are all offensive and inappropriate. Likewise, do not write your professor asking if they covered anything important on a day you missed — by doing so you imply that most of what the professor covers in class is not important.

**5. Allow time for a response.** Professors are busy and have many other job responsibilities in addition to your class. Also, you should not expect professors to be responding to email at night or first thing in the morning. Allow up to 24 hours for a professor to reply—possibly more if it is a weekend or holiday.

**6. Do not use email as a substitute for face-to-face conversation.** Most professors complain that students fail to take advantage of office hours to speak with them in person. Many issues are often better handled in

person than by email. Discussions about assignments or grades, questions about homework problems, requests for a letter of recommendation, and in-depth conversations about academic topics are all best done in person.

**Etiquette for Office Hours**

- Be brave! Knock on the door, even if it is closed.
- If your class is large, introduce yourself to your professor when you come in.
- Professors welcome questions and are happy to see you! There is no need to feel shy.
- Come with a specific goal or question, and come prepared with the necessary materials, eg., with the book you are asking about.

Source: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

AFFIRMATIVE CONSENT IN NEW YORK STATE

Together we have the POWER: The POWER of YOU

Consent is:

**CLEAR**

**Consent is active.**

It's expressed through words or actions that create mutually understandable permission.

Consent is never implied, and the absence of a no is not a yes.

Silence is NOT consent.

"I'm not sure," "I don't know," "Maybe," and similar phrases are NOT consent.

**WILLING**

**Consent is never given under pressure.**

Consent is not obtained through psychological or emotional manipulation.

Consent cannot be obtained through physical violence or threat.

Someone in an unbalanced power situation (i.e., someone under your authority) cannot consent.

**COHERENT**

**People incapacitated by drugs or alcohol cannot consent.**

Someone who cannot make rational, reasonable decisions because she or he lacks the capacity to understand the "who, what, when, where, why, or how" of the situation cannot consent.

People who are asleep or in another vulnerable position cannot consent.

**ONGOING**

**Consent must be granted every time.**

Consent must be obtained at each step of physical intimacy. If someone consents to one sexual activity, she or he may or may not be willing to go further.

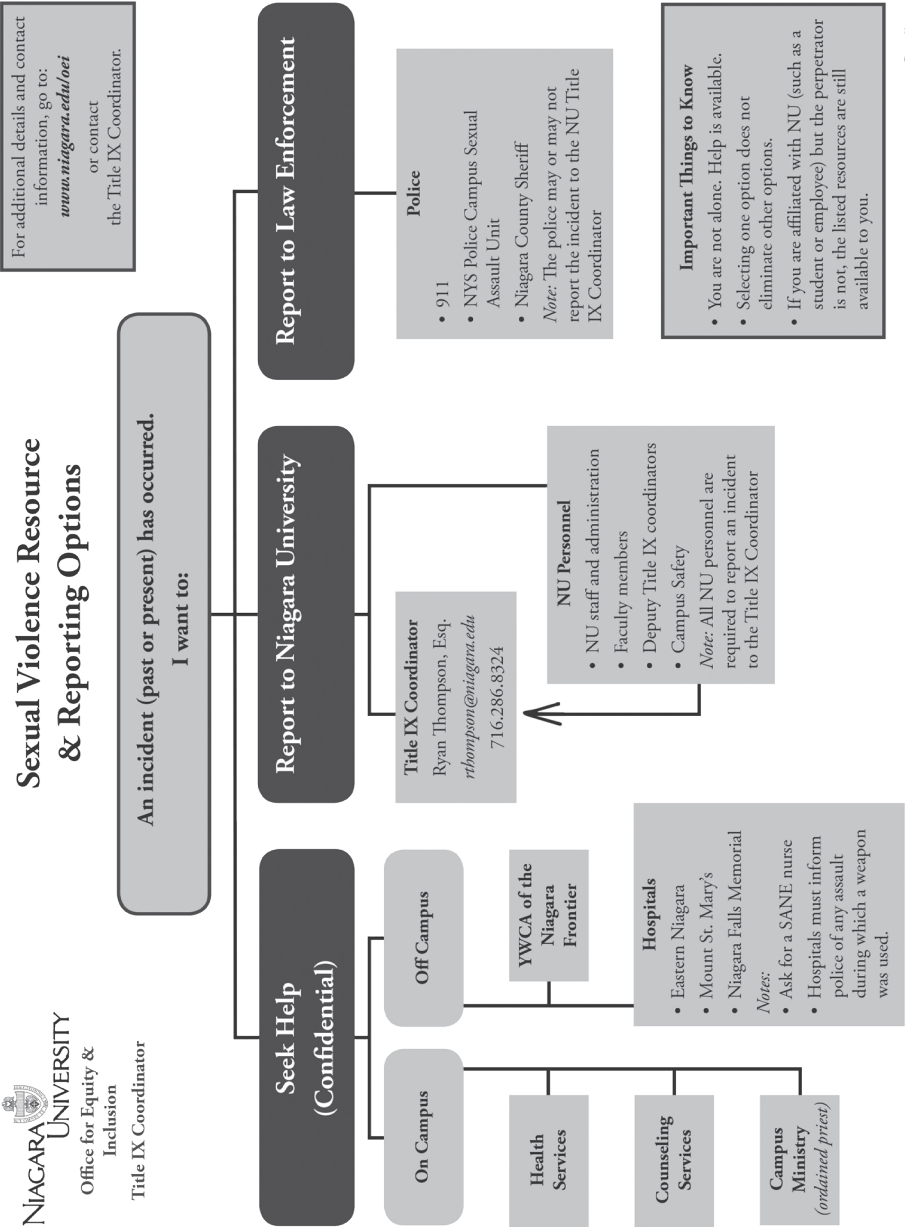
If you, or someone you know, has been involved in sexual activity without consent, support is available:

Niagara University Campus Safety  
716.286.8111

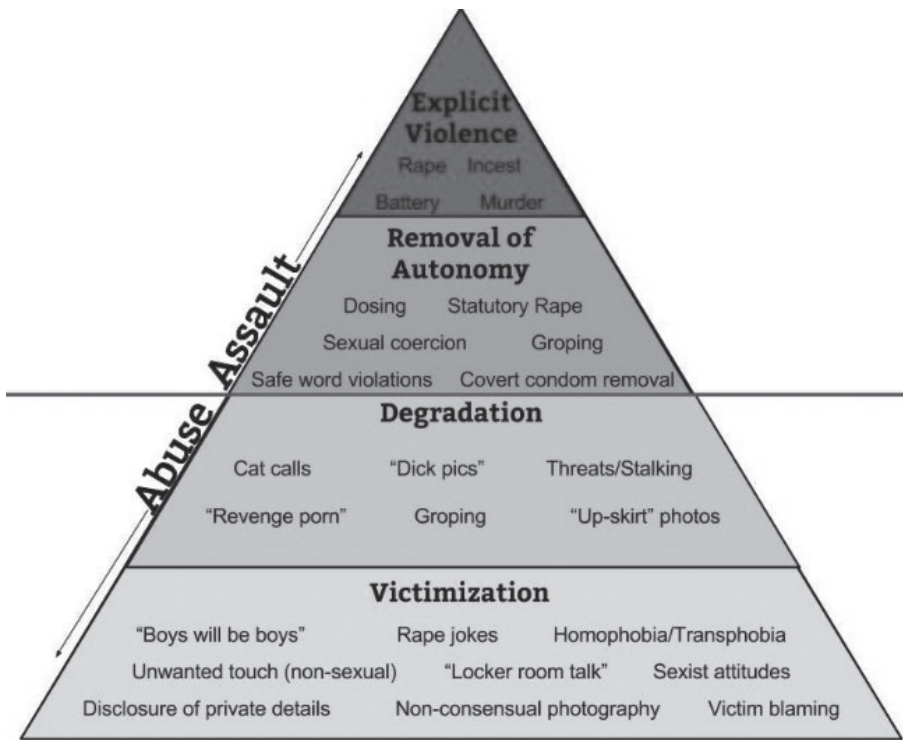
Confidential:  
YWCA of Niagara County  
(24 hours a day/7 days a week)  
716.433.6716 or text 716.870.9726

Confidential:  
Niagara University Counseling Center  
716.286.8536

Confidential:  
Ryan Thompson, NU Associate Director  
for Equity and Inclusion  
716.286.8324  
www.niagara.edu/oei



RAPE CULTURE TRIANGLE



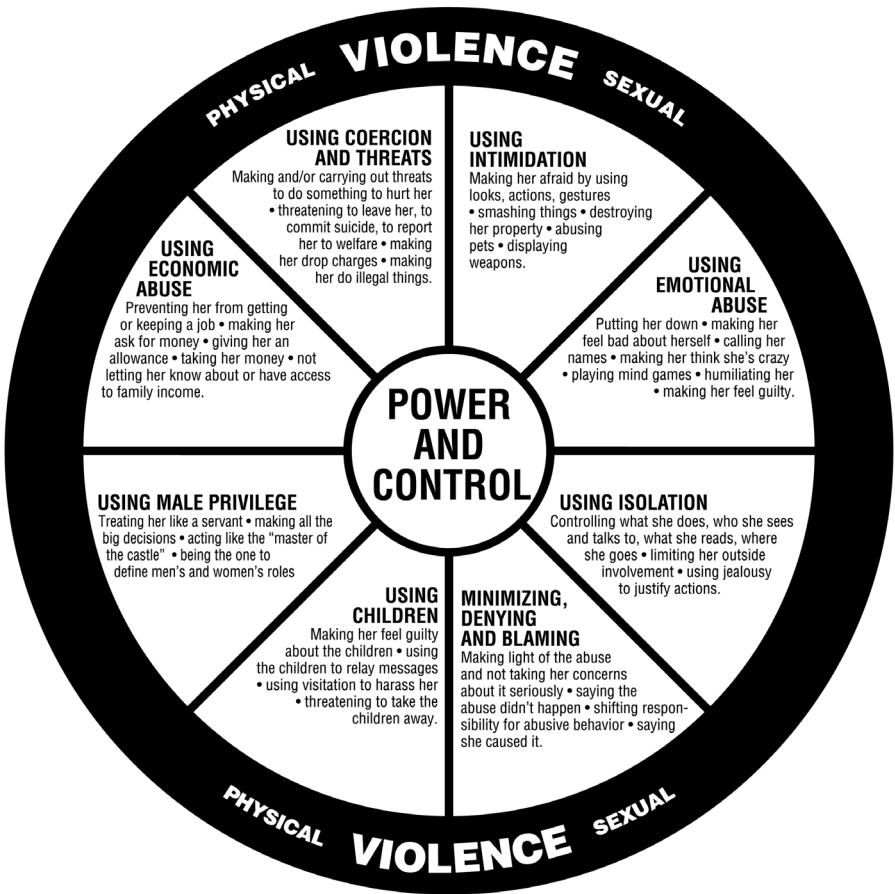
This is Rape Culture.

These are not isolated incidents. The attitudes and actions on the bottom tiers reinforce and excuse those on the upper. This is systematic.

If this is to change, the culture must change.  
Start the conversation today.



POWER AND CONTROL WHEEL



DOMESTIC ABUSE INTERVENTION PROJECT  
202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
www.duluth-model.org

# RELATIONSHIP CHECK

Everyone deserves to have healthy dating relationships. Relationships aren't always easy, but there is never an excuse for violence in a relationship. Healthy relationships are built on a foundation of respect. Knowing the signs of healthy and unhealthy relationships can help you in building new relationships in college.

Dating violence is very common among college students and can happen in heterosexual and same-sex relationships. In fact, 1 in 5 college women will experience violence in a relationship during college\*. If you feel unsafe in a relationship, help is available both on and off campus. Contact information can be found in the campus and community resource document.

Together, we have the POWER!

**Healthy relationships** are based on the following to create a nurturing and loving environment:

<b>Mutual Respect</b>	<ul style="list-style-type: none"><li>• Listening non-judgmentally</li><li>• Valuing each other's opinions</li></ul>	<b>Separate Identities</b>	<ul style="list-style-type: none"><li>• Having friends outside the relationship</li><li>• Exploring your individual identities</li></ul>
<b>Trust and Support</b>	<ul style="list-style-type: none"><li>• Respecting each other's personal space and time</li><li>• Overcoming issues of jealousy and resentment</li></ul>	<b>Good Communication</b>	<ul style="list-style-type: none"><li>• Being honest with your feelings to yourself and your partner</li><li>• Communicating openly and truthfully</li></ul>
<b>Honesty</b>	<ul style="list-style-type: none"><li>• Accepting responsibility for yourself</li></ul>	<b>Forgiveness</b>	<ul style="list-style-type: none"><li>• Forgiving past mistakes</li><li>• Admitting your own mistakes and apologizing</li></ul>
<b>Fairness and Equality</b>	<ul style="list-style-type: none"><li>• Being willing to compromise</li><li>• Seeking goals that satisfy both partners</li></ul>	<b>Fighting Fair</b>	<ul style="list-style-type: none"><li>• Listening to each other</li><li>• Not assuming things</li><li>• Not criticizing each other</li></ul>

**Unhealthy or abusive relationships** often use the following to gain power and control:

<b>Isolation</b>	<ul style="list-style-type: none"><li>• Controlling where you go and who you see</li><li>• Making you believe they are the only one who cares about you</li><li>• Limiting activities outside the relationship</li></ul>	<b>Threats</b>	<ul style="list-style-type: none"><li>• Making threats to hurt you, family, friends, belongings, or pets</li><li>• Threatening to leave or commit suicide</li></ul>
<b>Intimidation</b>	<ul style="list-style-type: none"><li>• Making you afraid to use certain looks, actions or gestures</li><li>• Destroying property, abusing pets, displaying weapons</li></ul>	<b>Forcible Sex</b>	<ul style="list-style-type: none"><li>• Manipulating or making threats in order to get sex</li><li>• Getting you drunk or drugging you to get sex</li></ul>
<b>Physical and/or Emotional Abuse</b>	<ul style="list-style-type: none"><li>• Hitting, pushing, slapping or kicking you</li><li>• Putting you down</li><li>• Playing mind games</li><li>• Making you feel guilty</li></ul>	<b>Minimizing and Denying</b>	<ul style="list-style-type: none"><li>• Being unwilling to take responsibility for the abuse</li><li>• Making light of the abuse</li><li>• Blaming the abuse on you</li></ul>

Tables adapted from *Teen Relationship Equality Wheel* and *Teen Power and Control Wheel* from the Centralized Training Institute, Chicago Metropolitan Battered Women's Network, 2009.  
\*Source: Schwartz, Jonathan P., Linda D. Griffin, Melani M. Russell, and Saranette Frontaura-Duck. (2006). Prevention of Dating Violence on College Campuses: An Innovative Program. *Journal of College Counseling* (pp. 90-96)

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# SOME COMMON MICROAGGRESSIONS: SURPRISING THINGS WE SAY THAT WIDEN THE DIVERSITY GAP

"Some of my best friends are..."

"I know exactly how you feel!"

"I don't think of you as..."

"The same thing happens to me too."

"It was only a joke! Don't take things so seriously."

"What do 'your' people think?"

"What are you?" or "Where are you 'really' from?"

"I don't see color" or "I'm color blind."

"You are so articulate."

"It is so much better than it used to be. Just be patient."

"You speak the language very well."

Asking black people about their hair.

Saying to gay/lesbian/bisexual/transgender people, "What you do in the privacy of your own bedroom is your business."

"Yes, but you're a 'good' one."

"You have such a pretty face."

"I never owned slaves."

"If you are going to live in this country, learn to speak the language!"

"She/he is a good person. She/he didn't mean anything by it."

"When I've said the same thing to other people like you, they didn't mind."

Calling women "Girls, Honey, Sweetie Pie" or other familiar terms.

When people of faith say, "Love the sinner, hate the sin."

When white men say, "We are the ones who are being discriminated against now!"

Referring to older people as "cute."

Asking a transgender person, "What are you really? Are you a man or a woman?"

Referring to the significant other, partner, or spouse of a same gender couple as their “friend.”

“Why do ‘they’ (fill in the blank) always have to sit together? They are always sticking together.”

“People with disabilities are courageous.”

“That’s so gay/queer” or “That’s so retarded.”

“I don’t see difference. We’re all part of the same race, the human race.”

“I don’t care if you are pink, purple, or orange, I treat all people the same.”

Asking a transgender person, “Have you had the operation?”

Saying to a Jewish person, “You are so lucky to have your ‘Christmas’ spread out over a week!”

“All lives matter!”

## NU CLUBS AND ORGANIZATIONS

Getting involved in student clubs and organizations is a great way to meet other students, gain valuable leadership skills, and enjoy your Niagara experience! For more information on how you can get involved, visit the Office of Campus Activities in the lower level of the Gallagher Center. The office hours are Monday-Thursday, 9 a.m.-7 p.m. and Fridays 9 a.m.-5 p.m. Below is a partial list of clubs and organizations, but please note that there are new clubs forming all the time, so be sure to visit the office!

### Academic Organizations

Accounting Society

Active Minds

American Chemical Society (ACS)

American Sign Language (ASL)

Biology Club

Club Managers Association of America (CMAA)

Conference & Event Team

Criminal Justice Association

Cybersecurity

Future Teacher’s Association (NUFTA)

History Forum

Hospitality and Tourism Association (HTA)

Marketing Association (NUMA)

Math & Actuarial Science Club

Model UN

NU Finance

Philosophy Club

Physics & Astronomy Club

Political Science Forum

Prelaw Student Association

Psychology Club

Public Relations Student Society of Niagara (PRSSN)

Social Work Student Association  
Society for Human Resources Management  
Sport Management Association  
Student Nurses Association  
Theology Club

## Greek Life

**National Panhellenic Conference:** composed of the female fraternities on campus. As a unifying organization, members work to better both campus and community relationships. Philanthropic activities focus on working with women and children. Participation requires membership in one of the national Greek sororities.

**Alpha Sigma Alpha:** a national sorority open to all female students who meet the organization's requirements. The chapter's purpose promotes sisterhood regardless of race, or religious affiliation. Alpha Sigma Alpha focuses on community service, works closely with the Special Olympics, and encourages all aspects of campus life.

**Phi Sigma Sigma:** a national sorority open to all female students who meet the organization's requirements. The chapter's purpose is to promote friendship and cooperation among collegiate women of all races and religions. The sorority also works to raise the standard of academic ideals and to provide and promote various philanthropic endeavors, such as the National Kidney Foundation.

**Tau Kappa Epsilon:** the world's largest collegiate social fraternity. These members value scholarship, character, leadership, teamwork, service, and brotherhood. The group's mission is to aid in the mental, moral and social development of its members.

## Service and Social Organizations

**Aquila Literary Journal:** provides a creative outlet on campus where students and the community can show off literary and artistic works, and where the Niagara community can view the literary achievements of fellow students.

**Bienvenidos:** focuses on introducing students to the cultural richness and variety of Spanish-speaking countries. Comprising many different ethnic groups, the club engages in activities related to these nations. Membership is open to all students interested in Hispanic cultures.

**Bowling Club:** hopes to create a friendly and social environment in which students can form a community and help each other learn and obtain the necessary skills to become a bowler.

**Black Student Union (BSU):** endeavors to promote cultural diversity at NU by utilizing Black history, experiences, issues, and perspectives to establish an avenue for understanding, learning, and appreciating Black heritage.

**Camp Courage Crew:** fundraises for Camp Good Days and Special Times and spreads awareness of childhood cancer and Camp Good Days and Special Times, while spending time and lifting the spirits of children with cancer either in a hospital or in our community.

**Campus Programming Board (CPB):** comprises volunteer students who gain valuable leadership experience through the planning and implementation of a variety of social, cultural, recreational, and educational events intended to bring the campus community together.

**Cheerleading:** The official cheerleading squad for Niagara's Division I men's and women's basketball teams.

**Circle K:** A student group that is involved in the community, providing compassion and goodwill to others in need through service and leadership.

**College Democrats:** unites students of all majors with a shared interest in the Democratic Party to work for local, state and national Democratic campaigns. Participation also provides students with opportunities to become involved in college democrat organizations in New York state and at the national level.

**College Republicans:** unites students of all majors with a shared interest in the Republican Party to work for local, state and national Republican campaigns. Participation also provides students with opportunities to become involved in college republican organizations in New York state and at the national level.

**Commuter Advocacy Board (CAB):** seeks to advocate and voice concerns of commuter students to administration and the student body as a whole. The board organizes, plans, and executes commuter events, as well as integrating commuter students into student life on campus.

**Danceline:** a group of spirited dancers dedicated to the university's pride and excellence that performs during halftimes and timeouts at men's and women's basketball games and other university functions. It is also a competitive squad, competing in various cheer and dance competitions during the academic year.

**Disney Club:** Members will have an opportunity to connect with other students who share a passion for Disney. Students can have fun and make friends while being able to get in touch with their inner child.

**Feminism Today:** strives toward the goal of complete equality and acceptance of all human beings regardless of gender, race, sexual orientation, class, and other social locations. This intersectional and inclusive club seeks to raise awareness and educate others on important social justice issues such as sexism, racism and white privilege, physical and sexual assault, and so forth.

**Muslim Student Alliance:** serves two purposes: to serve as a safe space for Muslim students looking to connect with fellow students; and to dispel stereotypes of Muslims by sharing our culture and fostering a connection with the rest of the student population.

**N ZONE (Athletic Student Spirit Section):** dedicated to promoting school spirit and cheering for the NU Purple Eagles. Goals include increasing student spirit on campus at athletic events; solidifying a home court/ice advantage; providing a great social opportunity to meet new people; and serving as student ambassadors of Niagara athletics with enthusiasm, integrity and sportsmanship.

**Niagara Wire:** Niagara's official student newspaper, The Wire covers news stories about the campus and our neighboring communities, with a focus on campus news, local and nationwide entertainment, sports, and community outreach. <https://niagarawire.com/>.

**NU Acapella:** provides the means for students interested in acapella to express an artistic voice, participate in activities that will enhance their understanding and appreciation of the acapella vocal style, and allow an opportunity to exhibit, discuss and critique acapella work.

**NU Against Cancer:** American Cancer Society Colleges Against Cancer is a nationwide collaboration of college students, faculty, and staff dedicated to eliminating cancer by initiating and supporting programs of the American Cancer Society in college communities. Colleges Against Cancer is designed by and administered by college students from across the country. The program is intended to allow students and staff to strategically work through many different channels to eliminate cancer, including advocacy, cancer education programs, Relay For Life, and survivorship. Niagara University will work aside local offices and national leadership to support the efforts of the American Cancer Society in these directions.

**NU Alliance:** was established to address the needs and concerns of gay, lesbian, bisexual and transgender students of the university in ways appropriate to our Catholic and Vincentian mission.

**NU Cares:** spreads awareness on the sentient nature of all animals to promote an environmental consciousness and to encourage an overall healthier lifestyle. The club will discuss what actions we, as students and human beings, can do to help animals, the environment, and ourselves. Lifestyle, peaceful activism, and conversations are the basis of the club. The club will also host speakers, watch educational films, and participate in tabling and cruelty-free/plant-based snacks, all done in a sustainable manner.

**NU Dance Crew:** is a recreational club that is welcoming to everyone, with or without dance experience, to learn different styles of dance. Participants learn various routines along with basic dance skills. In return, participants become less stressed and gain more self-confidence. Overall, it is a positive experience for anyone affiliated with this club.

**NU Esports:** serves as an opportunity for students to engage in electronic sports on a national level and in competition with other universities from around the country.

**NU Lions Club:** is a campus affiliate of Lions Club International, the world's largest service organization. Its mission is to empower volunteers to serve their communities, meet humanitarian needs, encourage peace, and promote international understanding. The NU Lions Club gives students an opportunity to experience the satisfaction of helping others while learning about the needs of the local community through service projects related to sight, health, youth, elderly, the environment, and disaster relief. All NU students are welcome to join.

**NU Players:** provides students with vital, hands-on, and in-depth theatre experiences which supplement their education, further preparing them for positions of responsibility in the theatre professions and in the broader society.

**Outdoors Club:** allows Niagara students to experience the joys of outdoor activities with others, such as hiking, camping, backpacking, canoeing, rafting, rowing, biking, climbing, fishing, ice fishing, tubing, snowshoeing, and any other activity determined by the club to further its purpose.

**Public Speaking Club:** provides NU students a mutually supportive and positive learning environment in which every individual member has the opportunity to develop oral communication and leadership skills which, in turn, foster self-confidence and personal growth. PSC provides a friendly and encouraging environment in which individuals work comfortably toward their own objectives: Public speaking, effective communication, listening and evaluating, the art of introduction, moderating a debate, and speaking with humor.

**Residence Hall Council:** consists of representatives elected from each residence hall. The group focuses on developing a sense of community and advocacy within the resident population and ensuring the quality of on-campus life.

**Ridge Report:** encourages and enhances students' knowledge of broadcast news and journalism; assists in the promotion of educational opportunities and endeavors within the field; welcomes all those interested in this field, communications major or not; imparts knowledge through studies, guest speakers, and professors; and provides an opportunity to bond our values with the Vincentian values in, and around the university.

**Ski and Boarder Club:** offers students the opportunity to ski/board locally each week during the winter months beginning in January.

**Soar 40:31:** builds movements of people who are transformed by Jesus Christ. The student-led movements seek to introduce students to Christ, help them to grow in faith, encourage them to passionately live life in a manner consistent with belief in the God of the Bible, and inspire commitment to advancing the purposes of God in the world.

**Student Government Association (NUSGA):** representative group of elected and appointed students that serves the university community by promoting the general welfare of the student body. Through a democratic process, student leaders address their peers’ concerns, as well as provide a wide variety of activities and programs.

**Student Veteran’s Association:** assists and supports military veterans who are attending Niagara University. Student veterans are afforded a mentor to offer guidance for the transition from military life into the academic and social life of Niagara University.

**Women’s Health & Fitness Club:** supports and assists young women in their goals regarding health, fitness, and overall wellness.

**WNIA Radio Station:** provides students with entertainment, publicity and coverage of university sporting events. In addition to being a service to the students, the radio station provides an excellent opportunity to students interested in radio communications and media.

**CLUB SPORTS**

The Kiernan Center features a pool, basketball and racquetball courts, free-weight room, universal strength area, aerobics and dance, indoor track, dry saunas, outdoor sports, outdoor basketball courts, club and intramural sports, and equipment. Go to [www.niagara.edu/kiernan-recreation-center](http://www.niagara.edu/kiernan-recreation-center) for more information.

For information on all club sports, drop by the Kiernan Center or email Derek Puff, director of recreation, intramurals and club sports at [dpuff@niagara.edu](mailto:dpuff@niagara.edu).

**Sport**

Baseball	Roller Hockey
Basketball, Women’s	Rugby, Men’s
Basketball, Men’s	Rugby, Women’s
Field Hockey — Co-Ed	Softball
Golf — Co-Ed	Soccer, Men’s
Hockey, Men’s	Soccer, Women’s
Lacrosse, Men’s	Volleyball, Women’s
Lacrosse, Women’s	Volleyball, Men’s

**Kiernan Center Hours:**

- Monday–Thursday: 7 a.m.–10 p.m.
- Friday: 7 a.m.–9 p.m.
- Saturday and Sunday: 9 a.m.–9 p.m.

**Pool Hours:**

- Monday and Wednesday: 12:30–2 p.m., 6–9 p.m.
- Tuesday: 7:30–9 p.m.
- Thursday: 6–9 p.m.
- Friday: 12:30–2 p.m., 6–8:30 p.m.
- Saturday and Sunday: 4–8 p.m.

**FAITH-BASED ORGANIZATIONS**

**Campus Ministry:** Our goal is to assist all students as they grow in their own faith. Let us journey with you as you meet new people, experience practical training, strengthen your academic skills and foster your intimate relationship with God. Regardless of your faith tradition, and even if you are uncertain about your faith, we can accompany you in deepening or pursuing your relationship with God. For more information, please contact Kristina Daloia at [kdaloia@niagara.edu](mailto:kdaloia@niagara.edu).

Programs include:

- **Choir:** open to anyone who likes to sing or can play an instrument.
- **Liturgical Ministry:** those wishing to be trained as readers and Eucharistic ministers to serve at Masses should stop by the Office of Campus Ministry, call 716.286.8400, or e-mail [ministry@niagara.edu](mailto:ministry@niagara.edu).
- **Service Activities and Trips:** including B.A.S.I.C. (Brothers and Sisters in Christ), through which you volunteer time in your winter or spring break to travel to urban or rural areas in the United States and the Republic of Panama in order to work side-by-side with the poor in Vincentian communities.
- **Spiritual Retreats:** led by campus ministers and students, retreats enable you to get away, meet new people, relax, and take stock of where you are.
- **St. Vincent de Paul Society:** become involved in the legacy of a man whose life teaches us that it is through our love of the poor that we can truly see the face of God. Regular meetings, community service projects, and prayer are important to the members of this organization.

**Alumni Chapel Mass Times (when school is in session):**

- Weekday Mass: Monday through Friday 12:15 p.m.
- Sunday Masses: 11 a.m. and 7 p.m.

**Muslim Prayer Space:** Niagara University joins a strong tradition of Catholic universities in providing Muslim members of our university with a safe, clean, and quiet space to practice their daily ritual prayers. The prayer space, located in

St. Vincent's Hall, Room 204, is ready for use (accessible via a university ID swipe card) by students and employees who request access to this room for Muslim prayer during the operational hours of the university. To request access, please submit your request through the link found on myNU under the "Resources" tab.

## TIME MANAGEMENT

Trying to juggle the many responsibilities of college—school, work, social events, etc.—in your head is a tough job, so using this planner will be invaluable. Writing important things down relieves stress and leaves less room for error. You will be more likely to remember assignment due dates and know when tests are approaching. Staying organized in this way helps you gain control of your daily life, reducing stress as you manage your college responsibilities. Here are the things you should enter into the planner:

- **Everyday Events and Responsibilities:** It's important to write down everything you need to do each day in your planner.
- Assignments, due dates, exams, class times, labs, instructors office hours, advising meetings, study sessions, and tutoring appointments.
- **Work Events and Responsibilities**
- **Extracurricular Activities:** Club meetings, sports practices, and games.
- **Social or Personal Events:** Gatherings, family commitments, entertainment, and time to relax.
- **Wellness:** Exercise plans, meal plans, and sleep goals.

Effective time management is essential for success in school, at work, and in life in general. Let's begin with three critical strategies:

- Create a work area for yourself free from distractions (phone calls, roommates, tv), and commit to staying there for a time period set in advance: one to two hours, for example.
- Recognize that your obligations and resulting stress are as important, if not more important, as other people's needs, and set limits around being interrupted or rescheduling your work time.
- Break larger tasks, such as papers or projects, into smaller manageable steps. For example, most papers have at least five stages: picking a topic, researching the topic, reading and taking notes on the research, organizing the information, and writing the paper.

Finally, **make a study plan**. Developing a study plan is one of the most important study strategies you should master. Writing down what day you will begin assignments and what day you will start studying for tests can greatly improve your chances for college success. This aspect of time management--mapping out an assignment and study plan--can mean the difference between quality work and rushed work, or between an all-nighter of cramming for a test and a good night's sleep before taking the exam. If you work much better after a power nap, add a time slot for a nap to your planner before working on big assignments. Identify what time of day you have the highest energy and what time of day is your low energy period. **Schedule tasks that take your greater effort (concentration,**

enthusiasm) during high energy periods and plan rest breaks and more mundane tasks (such as laundry) during low energy periods.

### Time Maximization Tips

**Carry work with you:** If you have a lull between classes, use it to review material from the previous class and prepare for the next one. Take advantage of waiting time (on the bus or between appointments) to study. You'll be more likely to remember what you've learned in class if you review or copy your notes as soon as you reasonably can.

**Discipline yourself with routines.** You might want to get up early to prepare, or set fixed study hours after dinner or on weekend afternoons.

**Don't multitask.** Even though you might be quite good at it, or think you are, research shows that you'll be able to do your most effective studying and retain the most information if you concentrate on one task at a time. When writing papers or studying, unplug! Avoid the temptation to check your email, your Facebook, etc. Stay focused on the task at hand. Studies have shown this kind of multitasking hurts academic progress and performance.

**Study with friends.** You can help each other grasp tricky concepts and memorize important facts and dates.

**Be flexible.** Disruptions to your plans don't come with ample warning time. Build extra time into your schedule so that unanticipated interruptions don't prevent you from meeting your goals. Use your cell phones to your advantage! Use the calendar (including the reminders feature) or any number of free apps that have to-do lists, such as Todoist.com or a built-in app your phone might have. It's just as satisfying to cross off what you've done on your phone as it is on paper, plus you can be sure you won't lose the list!"

Start a new to-do list every day or at least once a week.

- Every time you complete a task, cross it off the list. (This can be extremely satisfying).
- Move undone items to the top of your next list. (Less satisfying, but smart and efficient.)
- Your list shouldn't be just about academics. Slot in errands you need to run, appointments, e-mail messages you need to send, and anything else you need to do that day or week.

### Procrastination

Procrastination is letting low-priority tasks get in the way of high-priority ones. Examples include socializing with friends when you know that an important project is due soon, watching TV instead of doing chores, or talking about superficial things with your partner rather than discussing your relationship concerns.

Procrastination is a bad habit, and many of us procrastinate often. The following are all common causes of procrastination, with tips for remedying them:

**Being overextended.** Is it humanly possible to meet all the obligations you currently have? If not, can you omit or reschedule some of these obligations?

**Perfectionism.** Are fears of doing a less than perfect job interfering with your productivity? Remember that perfection is unobtainable. Often it will feel worse to not do a job at all instead of doing it in a less than perfect manner. Try to assess how important the task is, and what level of performance really matters in relation to the task. Ask yourself "what level of performance on this task would I expect from a friend/co-worker?"

**Low motivation.** Is the task relevant to you personally? If it is another person's goal rather than your own, think about the personal reward you will receive for completing the task, even if it is just a grade, paycheck, or appreciation from your partner. Are you really interested in the project? If not, can you find a way to make it interesting or let go of it?

**Lack of training.** Are you unprepared or incapable of completing the task? Are the expectations ambiguous? You may want to ask for guidance, support, or a new perspective from someone who is more familiar with the process or skilled in the area, especially from your professors, during office hours!

**Faulty assumptions.** Are you assuming that if you ignore the task long enough it will disappear? Do you tend to underestimate how much time and effort the job will take? Do you have a tendency to over-estimate the difficulty of getting the task done? Try sitting down and writing out each step of the job, how long each step will take, and then tackling the job one step at a time.

**Fear of evaluation.** Are you overly concerned with another individual's response to your performance? Try to evaluate how much total impact upon your life this one reaction will have. No one performs highly all the time, or in every area. Try to focus on completing the task with a goal of lessening your workload and anxiety, regardless of the evaluation.

**Avoidance of negative experience.** Do you just HATE DOING THIS TASK? Does it rate up there with cleaning the bathroom? Is there any way to make it more pleasurable or enjoyable? If not, try doing the dreaded task first, while you still have energy. Often it can be helpful to have a friend or co-worker nearby for encouragement (and to keep you on task!).

### Further Tips for Avoiding Procrastination

**Design clear goals.** Think about what you want and what needs to be done. Be specific. If it's getting that work project completed by the deadline, figure out a timetable with realistic goals at each step. Keep your sights within reason. Having goals too big can scare you away from starting.

**Set priorities.** Write down all the things that need to be done in order of their importance. The greater the importance or urgency, the higher their priority. Put “messing around” (distractions) in their proper places—last! Start at the top of the list and work your way down.

**Break big tasks into small steps.** Big projects feel overwhelming. Break them down into the smallest and most manageable subparts. You’ll get more done if you can do it piece by piece. For example, make an outline for a written report before you start composing or do a small portion of the chores rather than all at once. This strategy works especially well with the unpleasant jobs. Most of us can handle duties we dislike as long as they’re for a short time and in small increments.

**Get organized.** Have all your materials ready before you begin a task. Use this planner and have it with you all the time. List the tasks of the day or week realistically. Check off the tasks when you have completed them.

**Take a stand.** Commit yourself to doing the task. Tell a friend, partner, or supervisor about what you are going to do. Write down a concrete “to do” list. These strategies will help you find a way to do it: avoiding looking bad is a powerful motivator!

**Use prompts.** Write reminders to yourself and put them in conspicuous places like on the TV, refrigerator, bathroom mirror, front door, and car dashboard. The more we remember, the greater the likelihood we’ll follow through with our plans.

Studies have shown that when studying, writing papers, or working on projects, the brain works best in 25 minute increments. Work for 25 minutes, take a five-minute break, study for another 25 minutes, take a five-minute break, etc. You’ll remember more of what you studied, feel better (physically and mentally), and avoid “brain-fry” by the end of the day. You can set a timer on your phone or your watch for 25 minute chunks! This will also help to make the time spent studying/working feel less overwhelming.

## HELPFUL HINTS FROM THE LIBRARY

Use the following checklist to take advantage of the wide variety of academic support offices across campus. Each office is designed to offer services and resources to help you succeed here at Niagara!

- ☐ Find out when the library is open.
  - See: <http://library.niagara.edu>
- ☐ Search for books and films using the library catalog.
  - Bring your valid NU ID card to the circulation desk to register for a library account.
  - You may borrow up to 25 books and 10 DVDs with your valid ID.
  - Can’t find what you need in our collection? Submit a request at: [niagara.illiad.oclc.org/illiad/logon.html](http://niagara.illiad.oclc.org/illiad/logon.html)
- ☐ Log into the library’s databases from off campus using your NU username and password.
  - Visit the Research Guides page (<http://niagara.libguides.com/index.php>) to get started with research in your major.
- ☐ Make an appointment with your department librarian to find the best information for your paper or project.
  - Find your librarian at: <http://library.niagara.edu/faculty/liaisons/>
- ☐ Make an appointment with a Writing Center tutor.
  - There are two locations available for your convenience: Seton Hall and the library.
- ☐ Reserve a group study room in the library to work with your classmates on your upcoming project. Reserve online today!
- ☐ Have a question about a library service or resource? Click the “Ask Us” button on the library website to chat with a librarian online!
- ☐ Avoid plagiarism! Get started with:
  - NoodleTools (click on the link at: <http://library.niagara.edu>)
  - OWL Purdue: <https://owl.english.purdue.edu/>

## **TWENTY TIPS FOR FEELING GOOD ABOUT YOURSELF AND YOUR WORK**

1. Your worth as a person is not based on your intelligence, your grades, or what you accomplish. Every person has intrinsic value and a unique perspective.
2. Respect and value the opinions of others - but realize that you must also respect and satisfy yourself.
3. Practice impulse control by imagining the consequences of your actions. How will you feel afterwards? Then, act so that you will be satisfied with yourself.
4. Write out a plan for yourself. Jot down personal and academic goals and priorities, and reread them when you're in a slump.
5. Don't worry about or dwell on things that go wrong. Concentrate on your successes. Remember that little successes build up just as quickly as little failures.
6. Give yourself time to change. Forgive yourself for backsliding and making mistakes.
7. Don't be a perfectionist. No one is perfect—make working toward your goals the basis of your self-respect rather than reaching them.
8. Don't allow feelings of inadequacy to get you down. Everyone goes through ups and downs: think about all the things you have going for you.
9. If you're feeling down or hopeless, imagine the worst that could happen — exaggerate your fantasies — and then laugh at them. Do this to put yourself and your current situation in perspective.
10. When you're down, go to someone whom you know cares for you and ask him or her to give you a “pep talk,” reminding you of your good qualities and talents and abilities and/or make a list of your good qualities and read them when you need to.
11. Be willing to risk failure for something you really care about. Be willing to risk success, too!
12. If you're irrationally afraid of something, do it a lot; the fear will wear off. Learn to recognize, as soon as possible, when things are not turning out as planned, and quickly make the necessary corrections.
13. Start early. The sooner you start, the sooner you'll be free to do other activities, the less worry you'll experience, the more time you'll have to recover from mistakes and unhelpful detours.
14. Expect a certain amount of tension. Use that tension as energy to get yourself moving.
15. Different people have different styles of working. For example, some people need competition to do their best, while others work better at their own pace. Respect your work style and arrange the conditions you need to do well.
16. If you have a long, hard task, make it as comfortable for you as possible. Do it in short bits (but stay with it), do it wearing comfortable clothes, among friends, in familiar surroundings, with whatever you need to keep your spirits up while you work at it.
17. Pure, unadulterated motivation is rare (most of the time); you just have to keep plugging away.
18. If necessary, pause every now and then to remind yourself why you have chosen to take on certain work, what you expect to get out of it. Give yourself a pep talk.
19. When you've done something you feel good about, reward yourself with a treat: you deserve it!
20. Completed tasks keep interest and motivation at a higher level. Try to complete a task, or accomplish a sub-goal, before you quit for the day.

Adapted with permission from Salisbury University, Salisbury, MD.

## NUTRITION

Without careful attention to your diet, you could end up putting on the “Freshman 15” and more. Follow these tips to help keep your diet healthy and beneficial.

**Learn proper portion size.** To avoid eating too much of even the healthiest foods, keep track of how much you’re eating. For most people, meat servings should be about the size of a deck of cards, and other servings vary by the type of food.

**Vary your meals.** When the cafeteria has your favorite foods daily, it can be easy to return to those old favorites every day. Changing up your diet from day to day is an important part of good nutrition, so take advantage of the variety of selections available to you.

**Eat breakfast.** Start your day off right with a good meal when you get up. Whether you’re rolling out of bed at noon or up at the crack of dawn for class, make sure you start your day with a balanced, high protein, healthy meal, such as an egg sandwich and a smoothie with fruit and yogurt.

**Keep healthy snacks around.** It’s easy to eat healthy if you keep the Cheetos at bay and stock your dorm room with fruits, nuts, and other healthy snacks. You’ll be more likely to reach for these than junk food if you keep them nearby or in your backpack. Check out Trader Joe’s in Amherst if you have a car! They have cheap, delicious, and healthy snacks!

**Drink moderately.** You can still have a good time without consuming all the calories that come along with bingeing on beer, plus you’ll avoid the hangovers and other negative effects. Drink in moderation and you can have a good time without hurting your health.

**Don’t fight stress by eating.** It can be tempting to reach for a bag of chips or some cookies when you’re stressed out about an impending exam. Eating won’t help your stress go away, so avoid filling up on snacks. Try working out or taking a break instead.

**Drink water.** Drinking enough water can help boost your concentration, as well as keep you from overeating. Make sure to keep hydrated as you go through your day by bringing water with you.

**Limit sugary and caffeinated beverages.** Beverages may not fill you up, but they sure can help fatten you up and have a detrimental effect on your overall health. You don’t have to completely give up soda and coffee, but you should scale back in order to keep yourself in tiptop shape.

**Try to eat fruits and veggies.** Even if fruits and vegetables don’t comprise some of your favorite foods, try to incorporate at least a few of them into your diet each day.

**Limit junk food.** Junk food is fast and easy and many students end up eating a lot of it while they're on the run to class or to work. While a little fast food now and again won't really hurt you, make sure it doesn't become a habit.

**Make it convenient to eat right.** Don't make it hard for yourself to eat right. Buy healthy foods and stock your fridge and room with them to ensure they're the first things at hand when you get hungry.

**Don't skip meals.** With so much to do, it's easy to forgo eating to run off to class or the library. Don't skip meals. Set up foods you can eat on the run so you'll have the energy to keep going.

**Indulge every once in awhile.** A little treat now and then is a great way to reward yourself for eating a healthy diet. Give yourself a break and indulge in a food you love but can't eat all the time.

**Take vitamins.** If you feel like you aren't getting the nutrition you need from your diet, don't hesitate to supplement it with some multi-vitamins to stay healthy and illness free.

## EXERCISE TIPS

Fitting exercise into a busy schedule isn't always the easiest thing, but it's important and stress busting! Some tips to get the most out of your workout:

**Stretch first.** Help yourself avoid injuries by stretching each time you exercise. Simple stretches before and after you work out or engage in physical activity can help keep you active and pain free.

**Ride your bike.** Instead of taking the bus or driving to class, try biking instead. It will give you a few minutes of exercise between your courses.

**Play a sport.** One way to get yourself motivated to exercise is to make it a game by playing a sport. Join an intramural team or play recreational sports through your school to get active and have fun at the same time.

**Use safety equipment.** No matter what sport you're playing, make sure to always use the proper safety equipment. It will keep you from getting hurt which will allow you to stay active more often.

**Head to the gym.** Head to the gym at the Kiernan Center between classes or when you get up in the morning to squeeze in a workout.

**Take advantage of fitness courses.** The Kiernan Center offers a variety of fitness classes you can take. Since you're already paying for these through your tuition, you may as well take advantage and get a workout that will help keep you in shape and motivate you.

**Walk to class/take the stairs.** While taking public transportation might be quicker, walking will give you a chance to stretch your legs, burn some calories, and relax before your next class.

**Incorporate different kinds of exercise in your routine.** When you work out, don't just stick to one kind of workout. Incorporate strength training, cardio and stretching exercises into your routine to make it well rounded.

**Make it fun.** You're probably not going to work out if you are bored with your routine or find going to the gym torture. Find a way to make it fun for yourself and you'll be much more likely to keep it up.

**Bring a friend.** With someone else relying on you showing up, you'll be much more likely to make the effort to work out. Plus, working out with a friend can be a great way to make working out more fun.

**Take advantage of open spaces.** NU has lots of green space and trails you can walk on. Take advantage of these spaces to take hikes, play Frisbee or just walk around.

## SLEEP

College students aren't exactly known for their early to bed, early to rise attitudes, but getting sleep is a huge part of staying healthy, alert, and productive. Check out these tips to help you make sure you're resting enough.

**Take a nap.** If you have the time during the day, a short nap can do wonders for your energy levels. Just make sure not to nap too close to bedtime or for too long, and a nap will do your body good.

**Don't work in bed.** Working in bed can make getting to sleep harder. Keep your work space separate from your sleep space to keep insomnia at bay.

**Get a full night's rest whenever possible.** While the amount of sleep each person needs varies, most people need 7-9 hours to feel fully rested. While this may not be possible every night, try to sleep a full night whenever you get the chance.

**Stick to a schedule.** With different classes and work hours each day, it can be hard to stick to a schedule, but keeping sleep times similar from day to day can greatly improve your chances of getting a good night's sleep.

**Understand that lack of sleep can have a big impact.** Lack of sleep doesn't just make you cranky, it can also reduce your ability to concentrate and to excel at class, so try to get as much sleep as you need.

**Work out bedtimes with roommates.** When sharing a room with someone, it can be hard to go to bed when you need to and not get woken up when you don't want to. Try to work with your roomies to make sure you each get the sleep you need.

**Avoid all-nighters.** While you may feel like you need to study all night to do well, you might be doing yourself a disservice. Not getting enough sleep can impair your ability to do well, regardless of how much you've studied, so make sure you get at least a little sleep before a big test.

**Create a bedtime routine.** If you have trouble falling asleep at night you can help yourself by creating a routine that will let your mind and body know that bedtime is approaching and that it should get into sleep mode. After a few weeks of practice, this should help you fall asleep when you need to.

**Avoid caffeine, eating, and drinking right before bed.** All of these activities can throw off your body's internal clock, so try to limit meals, alcohol, and caffeine consumption to a few hours before bed.

**Keep your room dark and quiet.** While college campuses are hardly either, try to keep your room as dark, quiet and cool as possible. This will help trigger to your body that it's time for bed and help you get and stay asleep.

## STRESS

Students can get run down with so much going on. These tips can help you beat the stress.

**Create a routine.** If you get yourself in the habit of studying, working out, and sleeping at certain hours, it will be easier to fit in all the things you need to do in a day without feeling too stressed out.

**Put limits on work hours.** You can't work all the time! Fun and relaxation have to be part of your routine as well. Limit the times when you will work to give yourself time to sleep and rest up so you won't get sick.

**Give yourself a break.** If you've been working steadily for hours, give your eyes and mind a chance for a rest by taking a break. You can come back feeling more refreshed and ready to go.

**Be realistic.** Sometimes there's just no way you're going to get done everything you'd like to in one day. Be realistic about your goals and understand that you can only do so much.

**Understand you can't do everything.** While you might want to go to class, work, play a sport, and participate in clubs and social activities, the reality is that sooner or later you're going to get run down by trying to do so much. Focus on doing the things you truly love and forget about the rest.

**Get help.** If you're feeling overwhelmed, reach out and ask for help from professors, friends, and counseling services. Professors may be able to give you more time on assignments. Ask!

**Take advantage of campus yoga programs.** The Kiernan Center offers yoga classes. Go! It's a great way to stay grounded and relaxed.

**Cut back if needed.** Sometimes students overwhelm themselves with everything they have going on. If you're feeling like you've got too much on your plate, cut back work hours, drop a class, or cut out some extracurricular activities to make your schedule more manageable.

**Relax with hobbies.** Whether you like to paint or to destroy video-game aliens with your friends, making time for the things you love is an important part of keeping yourself from getting too stressed out.

**Give yourself plenty of time.** It's easy to put off starting on a big project or studying for a test until the last minute. You'll be much less stressed out, however, and will likely do better if you give yourself more time to work on it.

**Spend time with friends.** There are few things that can cheer you up like being around the people you like most. Eat dinner with friends or just hang out and watch TV or take a walk to get away from the stress of homework.

**Don't let yourself get run down.** With so much to do, it's easy to get run down. If you feel yourself getting stretched too thin, take a step back and evaluate everything you've got going on to determine what's really important.

**Learn time management skills.** Time management skills will make everything from getting assignments done to managing work a lot easier. Read a book or check out advice on the internet, to help you better manage the hours of your day.

## MINDFULNESS PRACTICES

**Just Three Breaths.** As a result of encountering the various stresses and challenges of everyday life, allow your mind to rest several times a day by remembering to take three calming breaths. In the face of intense emotions, put stressful situations and feelings into perspective by stepping back and remembering to “just breathe.” This not only rejuvenates and opens the mind, but can help to reduce negative emotions that accumulate throughout the day.

**Appreciation.** Post the word “Appreciation” in easily noticeable places to remind yourself to stop throughout the day and think of what you can appreciate in the present moment. Appreciation can be found by simply being grateful that you are fed and clothed, or by acknowledging a pleasant event or feeling that is occurring at that time. By searching for appreciation in the moment, we allow our bodies to be more open to perception and feeling throughout the day.

**Mindful Driving.** Our minds are constantly moving in different directions, which can frequently affect the mindful attention one should allocate to driving. If you have ever arrived in at your destination without remembering how you got there, your mind may have been driving on “autopilot.” While driving, make it a priority to pay attention to the movements, sounds, and actions of driving. This will help you to become a safer driver, as well as allow you to take notice to the present. If you do not drive, apply this to riding a bike or being a passenger on a drive, train, or plane ride.

**Eating Mindfully.** When eating, make it a priority to just eat. Oftentimes, distractions such as watching TV during a meal, having a conversation, or multitasking in any way, prevent us from fully appreciating what we are eating. Notice the taste, smells, and colors present in your meal, and pay careful attention to the flavors and sounds involved with eating and drinking. Avoid thinking of eating as necessary for survival, but allow yourself the time to enjoy your next meal.

**Filler Words.** In everyday language, you may find yourself using words that do not add meaning to a conversation, such as: “well,” “like,” “um,” “basically,” “literally” and many more. The use of these words is ingrained into unconscious behaviors, and may be difficult to detect on your own. Ask your family and friends to observe when you are using “filler” words, and consciously attempt to avoid their use. Removing these words from your vocabulary will allow your speech to sound more eloquent and professional when giving presentations or having an interview with a potential employer.

If you have any further interest in increasing your mindfulness or participating in relaxing and stress reducing activities, consider joining Active Minds! Our goal is not only to reduce the stigma of mental health across college campuses, but to allow students the opportunity to reduce the stresses of college through various campuswide activities and club meetings.

For further information, contact Mati Ortiz, director of campus activities, at mortiz@niagara.edu.

Also, you can like us on Facebook at Active Minds at Niagara, or follow us on Twitter or Instagram @ActiveMindsNU!

## THE HOLMES AND RAHE STRESS SCALE

When the demands of your life seem more than you can handle, you may find it hard to cope. It’s important to know how to manage the stress in your life, and a stress scale can help you rate and measure your total stress score appropriately.

In the Holmes and Rahe Stress Scale, each event, called a Life Change Unit, has a different “weight” for stress. The more events you add up, the higher your score.

To score your stress levels, simply select yes or no for each of the events in the statements column that have happened to you in the last year. If you experienced the same event more than once, add the score again for each extra occurrence of the event. Then calculate the number of points your events add up to to determine your score.

Event	Yes	No
Death of spouse (100)	<input type="checkbox"/>	<input type="checkbox"/>
Divorce (73)	<input type="checkbox"/>	<input type="checkbox"/>
Marital separation (65)	<input type="checkbox"/>	<input type="checkbox"/>
Jail term (63)	<input type="checkbox"/>	<input type="checkbox"/>
Death of close family member (63)	<input type="checkbox"/>	<input type="checkbox"/>
Personal injury or illness (53)	<input type="checkbox"/>	<input type="checkbox"/>
Marriage (50)	<input type="checkbox"/>	<input type="checkbox"/>
Fired at work (47)	<input type="checkbox"/>	<input type="checkbox"/>
Marital reconciliation (45)	<input type="checkbox"/>	<input type="checkbox"/>
Retirement (45)	<input type="checkbox"/>	<input type="checkbox"/>
Change in health of family member (44)	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy (40)	<input type="checkbox"/>	<input type="checkbox"/>
Sex difficulties (39)	<input type="checkbox"/>	<input type="checkbox"/>
Gain of new family member (39)	<input type="checkbox"/>	<input type="checkbox"/>
Business readjustment (39)	<input type="checkbox"/>	<input type="checkbox"/>
Change in financial state (38)	<input type="checkbox"/>	<input type="checkbox"/>
Death of close friend (37)	<input type="checkbox"/>	<input type="checkbox"/>
Change to a different line of work (36)	<input type="checkbox"/>	<input type="checkbox"/>
Change in number of arguments with spouse (35)	<input type="checkbox"/>	<input type="checkbox"/>
A large mortgage or loan (31)	<input type="checkbox"/>	<input type="checkbox"/>
Foreclosure of mortgage or loan (30)	<input type="checkbox"/>	<input type="checkbox"/>
Change in responsibilities at work (29)	<input type="checkbox"/>	<input type="checkbox"/>

Event	Yes	No
Son or daughter leaving home (29)	<input type="checkbox"/>	<input type="checkbox"/>
Trouble with in-laws (29)	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding personal achievement (28)	<input type="checkbox"/>	<input type="checkbox"/>
Spouse begins or stops work (26)	<input type="checkbox"/>	<input type="checkbox"/>
Begin or end school/college (26)	<input type="checkbox"/>	<input type="checkbox"/>
Change in living conditions (25)	<input type="checkbox"/>	<input type="checkbox"/>
Revision of personal habits (24)	<input type="checkbox"/>	<input type="checkbox"/>
Trouble with boss (23)	<input type="checkbox"/>	<input type="checkbox"/>
Change in work hours or conditions (20)	<input type="checkbox"/>	<input type="checkbox"/>
Change in residence (20)	<input type="checkbox"/>	<input type="checkbox"/>
Change in school/college (20)	<input type="checkbox"/>	<input type="checkbox"/>
Change in recreation (19)	<input type="checkbox"/>	<input type="checkbox"/>
Change in church activities (19)	<input type="checkbox"/>	<input type="checkbox"/>
Change in social activities (18)	<input type="checkbox"/>	<input type="checkbox"/>
A moderate loan or mortgage (37)	<input type="checkbox"/>	<input type="checkbox"/>
Change in sleeping habits (16)	<input type="checkbox"/>	<input type="checkbox"/>
Change in number of family get-togethers (15)	<input type="checkbox"/>	<input type="checkbox"/>
Change in eating habits (15)	<input type="checkbox"/>	<input type="checkbox"/>
Vacation (13)	<input type="checkbox"/>	<input type="checkbox"/>
Christmas (12)	<input type="checkbox"/>	<input type="checkbox"/>
Minor violations of the law (11)	<input type="checkbox"/>	<input type="checkbox"/>

#### Score Interpretation

Score	Comment
11-150	You have only a low to moderate chance of becoming ill in the near future.
150-299*	You have a moderate to high chance of becoming ill in the near future.
300-600*	You have a high or very high risk of becoming ill in the near future.

\*To help you develop strategies to cope with stress, make an appointment with Counseling Services by going to myNU ([www.mynu.niagara.edu](http://www.mynu.niagara.edu)), and clicking "Counseling Services" under the "Resources" tab, or calling 716.286.8536.

## MENTAL HEALTH

College students are in a high-risk group for depression, so make sure you keep yourself happy and healthy with these simple tips.

**Don't be afraid to ask for help.** Many people feel embarrassed or ashamed to ask for help with their depression. Don't! It's a common and treatable problem that you don't have to deal with alone. Tap into campus resources to find help or tell a friend how you're feeling.

**Keep in touch with family and friends.** You can help beat homesickness and loneliness by keeping in touch with friends and family members.

**Build new friendships.** A big part of the college experience is meeting new people and forming new friendships so get out there and meet new people whenever possible.

**Expect things to change.** Things will change both at home and in your school life, so expect things to change over time. You will grow and so will the people around you.

**Understand that it may take time to fit in.** Most people don't make best friends on the first day of college. It takes time to build friendships, so don't get discouraged if you don't fit in right away.

**Don't let stress get the best of you.** Stress can be a major factor in many students' depression. If you're feeling stressed out, make sure to take a break and set aside time to relax.

**Realize you don't have to please everyone.** There is no way that you can make everyone happy all the time. Concentrate on making yourself happy first and you'll cut out lots of stress and hassle from your life.

**Know the signs of depression.** It can be hard to differentiate a simple slump from serious depression, so learn the signs of depression not only for your own benefit but for the benefit of your friends as well.

**Build on your confidence.** If you know you're good at certain things, build on the confidence you take from these activities rather than concentrating on your faults.

**Find strength in numbers.** You may have an easier time feeling good and fitting in if you find a group of students who share similar interests and values as you.

**Volunteer.** Sometimes volunteering can give you a sense of satisfaction you can't get from work or class work, so get out there and help others in your community.

**Get involved on campus.** Joining clubs and social groups on campus can help you to meet new friends and keep you from feeling lonely or isolated.

**Set goals.** You'll be more motivated and positive if you give yourself goals to work towards throughout the school year.

The wellness section is reprinted with permission from Rutgers University, Student Health Services, Camden, NJ  
[http://www.healthservices.camden.rutgers.edu/topics\\_wellness](http://www.healthservices.camden.rutgers.edu/topics_wellness)

## ALCOHOL AND YOU

College is the catalyst for alcohol abuse among many in your age group, but is illegal to drink alcohol in New York state if you are not yet 21! While the best way to avoid alcohol's harmful effects and consequences is not to drink, the following information will help to minimize harm if you do decide to drink.

**Dangerous Beliefs:** Some students enter college believing that alcohol and partying are part of the fabric of college life. College can be a time to have fun, but stay focused on learning, personal growth, and finding a career path!

### NU Drinking Facts

- Nearly one in four students do not drink at all.
- More than half do not binge drink (five+ drinks for men, four+ drinks for women).

**Drinking and Driving:** The Niagara Falls Police Department strictly **enforces zero tolerance for drivers under 21**. The legal Blood Alcohol Content (BAC) limit for driving is .08%.

In Canada, it is illegal for any person under 21 to drive after consuming any alcohol. Those who violate this law are subject to having their car impounded, a \$110 fine, possible 30-day license suspension, and being barred from entry into Canada!

### What Constitutes a Drink?

One standard drink is 0.6 fluid ounces of 100% alcohol. Twelve ounces of beer, eight ounces of malt liquor, five ounces of wine, or one ounce of 100 proof liquor constitutes one drink.

### Consider This

- Alcohol takes up to three days for the body to recover from even moderate drinking.
- Avoid high risk situations
- Not drinking, or at least staying away from pre-gaming and drinking games, is critical.
- Those who begin drinking prior to age 21 are at a far greater risk of becoming alcohol-dependent adults.

### Strategies to Reduce Harm

- Set a drink limit.
- Use extra ice in your drink.
- Don't "pre-game."

- Alternate between alcoholic and non-alcoholic drinks.
- Avoid drinking games.
- Pour and watch your own drink.
- Use a designated driver.

### The Big Picture

3,500 calories= 1 pound of body fat

1 beer= 150 calories

Consuming just 10 beers over two days each weekend per month results in an extra 6,000 calories, or about 1.71 pounds gained per month. In addition, drinking 10 beers a week could cost you about \$1,100 per academic year!

**Alcohol Myopia:** The tendency of alcohol to increase a person's concentration upon immediate events and to reduce awareness of events that are distant. This could result in unsafe sexual practices resulting in unwanted pregnancy or disease. Some notorious examples include drunken phone calls or texting, and "blackouts."

**Alcohol Poisoning:** An overdose of alcohol from drinking too much, too fast. This can lead to coma or death. Virtually all cases of alcohol poisoning deaths occur because the individual did not know the lethal dose for his/her weight.

**Suspected Alcohol Poisoning:** Unconsciousness occurs at about .30% BAC

Signs include:

- Pale or bluish, cold or clammy skin
- Irregular/ shallow breathing

### Steps to Take:

1. Try to wake the person.
2. Turn the person on their side to avoid choking on vomit.
3. Call Campus Safety (716.286.8111).
4. Call 911 if conditions worsen

Students who call to summon aid for a student in distress are typically not sanctioned themselves!

## WHAT EVERY COLLEGE STUDENT SHOULD KNOW ABOUT MONEY AND FINANCE

You can't buy happiness, but poor financial decisions can certainly cause unhappiness. Here are a few important tips:

**How much you have out in student loans.** It's important to keep track of this every year you are in college. Visit [nslds.ed.gov](https://nslds.ed.gov) to see your complete list of federal loans. You will need to track any private student loans separately.

**Pay the interest that is accruing on your loans.** This is one of the easiest ways to save money in the long run. You don't have to pay the interest while you are in school, but we recommend that you pay it if you are able to. For example — take a \$5,500 loan with a 4.45% interest rate. If you don't pay the interest while you are in school, you will end up paying \$8,165 overall, with \$2,665 of that being accrued interest. If you pay the interest while in school, you end up paying \$6,802 overall, with \$1,302 in interest. That's a savings of \$1,363!

**The magic of compound interest.** When you save money, you make interest on the interest you make. When you borrow money, you pay interest on the interest you accrue. This compounding of interest is very powerful. If you saved \$50/month from age 18-65 — a **total** of only \$2,350 — you'd end up with \$528K (at a 10% rate of return for a stock index like SPY). If you wait until you're 35 to start saving, but saved \$150/month, you'll put about twice as much money in the bank (\$4,500), but would end up with much less at the end: \$299K. Starting to save early matters!

The flipside is that if you leave college with \$2K in credit card debit (at a typical 18% interest rate), and paid a minimum payment of \$30/month, you'd finish paying off the card...never. It would take 183 years, and you would have paid \$64K in interest. Upping your payment to \$40/month gets you out of debit in less than eight years, paying only \$1.7K in interest.

**How to navigate your financial aid.** When you file a Free Application for Federal Student Aid (FAFSA) each year, a financial aid package is created for you. You should know what types of aid you have been offered and the amount of each fund. Get to know your financial aid by logging into WebAdvisor and reviewing your Financial Aid Checklist.

**How to maintain a budget.** Creating and maintaining a budget all year long will help you stay on track with your finances and help to avoid taking on unnecessary debt.

**Establish credit.** Although we advise to be careful when using a credit card, it does help to build up your credit history. Be sure to always pay your bill on time. The same holds true when you start paying back your student loans.

**Use your student discounts.** Your NU ID card helps you get discounts on things all over WNY and is a great tool for helping you stay within your budget.

**Where to look for scholarships.** There are many scholarships available, and you need to know where to find them. Sites like [scholarships.com](https://scholarships.com) and [fastweb.com](https://fastweb.com) help you look for national scholarships, while NU has its own portal—our Scholarship Opportunity Search (SOS), which can be accessed through MyNU.

**Protect your identity.** Be sure to always review bank and credit card statements for any unusual activity. In addition, do not share any of your passwords with anyone.

## HOW TO REGISTER FOR COURSES

### WEBADVISOR INSTRUCTIONS

#### Planning Your Schedule

- NU home page
- At the top of the page, select “Resources” — choose “WebAdvisor”
- Click on “students”
- Click on “Search only for classes”
- Select the correct semester for “Term”

#### To search for a general education course (i.e., humanities, cultural diversity, etc.)

- Select designation from “Course designation” (subject fields will be blank)  
\*3 fields needed for the system to process your request, so also choose “Undergraduate” for “Academic Level”
- SUBMIT for results — only courses of that specific designation will be listed. Click on course name for description.

#### To search for a specific course (i.e. MAT102, REL101)

- Select appropriate subject from “Subjects” drop down (i.e. MAT) (designation field will be blank)
- Type in appropriate number for “Course Number” (i.e. 102)
- SUBMIT for results — all sections of the specific course will be listed

#### Loading Your Courses

- NU home page
- At the top of the page, select “Resources”—choose “WebAdvisor”
- Click on “Log In”
- Enter User ID and Password
- Click on “Students”
- Under “Registration” choose “Register for classes”
- Choose “Express Registration”

- Skip “Synonym.” Choose appropriate course abbreviation from drop-down list, type the course number, type the course letter, select the appropriate semester from the last drop-down box.
- Once you have filled in all your courses, click on “Submit”
- Courses will now be in your “preferred sections” and remain until either removed or registered for.

#### Registering for Your Courses

- NU home page
- At top of page, select “Resources”—choose “WebAdvisor”
- Click on “Log In”
- Enter User ID and Password
- Click on “Students”
- Under “Registration” choose “Register for classes”
- Choose “Register for previously selected courses”
- You can select “register” from the drop-down box at the top of the page and it will send in all of your selections OR you select “register” individually for each course from the drop-down box next to each course listed.
- Click on “Submit” at the bottom
- The system will then list courses you are registered for or list red warning messages that address registration problems (i.e. closed courses, conflicting courses, etc.)

#### Academic Exploration Program 2019

AEP is a nationally recognized and award-winning academic program at Niagara University where first- and second-year students have an opportunity to explore academic majors and career options.

## NUB LEARNING GUIDELINES

We want NUB to be a fun, relaxing, and safe space for you to go to check in and problem solve about any issues that arise in your first weeks at NU — whether that's a problem with a roommate, a class, or a professor, with technology, whatever! We also want you to get to know your classmates in NUB really well. In order to make sure that we create an atmosphere where everyone is comfortable sharing problems and getting to know one another, the following guidelines for classroom behavior should be followed. These are also great ideas for how to listen in all your classes at NU, and in life in general!

- Practice confidentiality
- Challenge yourself and each other, but do so respectfully.
- All perspectives are valid and welcome.
- Seek understanding before seeking to be understood.
- Listen actively; be present.
- Speak from your own experience.
- Share air time; give all voices a chance to be heard.
- Try to put yourself in someone else's shoes.
- Recognize people as individuals, not as representatives of an entire group or organization.
- Work to obtain a new perspective.

## FROM FRESHMAN YEAR TO GRADUATION: PLANNING YOUR NU YEARS WISELY



**Career Services:** Bailo Hall, 716.286.8500, [www.niagara.edu/career](http://www.niagara.edu/career).

Offers students and alumni services including: job search skills, resume and cover letter critiques, practice interviews, graduate school preparation, internships, employer in residence program, get hired workshops, career advisement, on-campus recruitment, and self-assessments.

[www.niagara.edu/student-employment](http://www.niagara.edu/student-employment) provides students with up to date information regarding student employment opportunities both on and off campus.

## NUB MODULE 1: HOMEWORK

### GET ORGANIZED! THE SYLLABUS ASSIGNMENT

**Goal:** This assignment is designed to help you organize your schedules and get a sense of the workload ahead for this semester. After completing it, you should have a good sense of how your semester will develop and be able to think actively about how to manage your time.

**Due Date:** \_\_\_\_\_ (ask instructor/check syllabus)

**Step One: Syllabus Collecting!** During the first week of class you should be given a syllabus for every class that you are taking, including NUB itself. Be sure to organize your syllabi and put them in a safe place so that you can refer to them throughout the semester.

**NOTE:** It is your instructor's responsibility to provide a syllabus containing a complete list of assignments, the due dates for assignments, and to indicate how much each assignment is worth toward your final grade in the class. If you do not receive a syllabus, or if it is incomplete, please ask the instructor for the information.

**Step Two: Taking Down the Info!** In your fabulous new NUB planner (you're welcome!), take each syllabus you have and:

- On the first page of the planner — the Class Schedule page — write down the location and name of each class in the appropriate time slot.
- Mark due dates for every assignment and test that appears on your syllabi in the calendar section of the planner, on either the monthly or the weekly pages. Color code your lists of assignments if you'd like: for instance, a different color for each class or type of assignment (papers, group projects, tests, homework, etc.), with your fancy new NUB highlighter! (If you prefer to use a digital calendar, talk to your instructor about whether that's possible for this assignment.)
- Indicate beside the due date how much the assignment is worth (or "weighted") toward your final grade. Knowing the weighting of assignments is very important for you to figure out how much time you need to put into completing the assignment. (Eg: if an assignment is worth 10% of your final grade in the class, spend about  $\frac{1}{4}$  of the time on it that you'd spend on an assignment worth 40% of your final grade in a class).
- Write down all of the dates of your final exams in the planner (these can be found online if they're not in the syllabus, and know the date of your LAST exam for the class discussion).

Each entry, then, should have **THREE** bits of information: the type of assignment (eg: test, paper), its value, and what class it's for, entered on the day it's due. Eg: Philosophy paper (25%)

**Step Three: Reflect!** Once all your assignments are written down in your planner, step back and go through all the weeks of the semester, looking at the semester as a whole. What week or two do you anticipate will be your most stressful/demanding? Why? Identify that week or weeks and begin to brainstorm some strategies for how you can plan effectively to get everything done, done well, and done without freaking out!

**Step Four: Discuss!** Come to class ready to show your planner to the class, talk briefly about your most demanding week or weeks and your strategies for managing it. Then your Peer Mentor will lead a class discussion on pro tips for time management!

**NUB MODULE 1: HOMEWORK**  
**ENGAGEMENT ASSIGNMENT: GET INVOLVED IN OUR CAMPUS**

**Goal:** To provide the opportunity to learn about the many extracurricular activities that occur on our campus, find activities that are interesting to you, and meet new people!

**Instructions:** Attend two events of various types on campus. For one event share a selfie of you at the event with your NUB instructor and for the second write a short review of the event.

**Selfie:** The photo should be taken at an appropriate time and not distract from others’ engagement at the event. It should show some element of the event so your instructor knows when and where you are. Please follow your instructor’s directions for how to submit the photo. You may be asked to email the photo to your instructor, upload it to Canvas, or print it out and turn it in within one week of the event.

**Review:** Write a short 150-200 word (under a page typed) description of the event. This is your opinion and observation. The review should be typed and turned into the instructor within one week of the event.

**Events:** Some events are already entered in the calendar of this planner. Also, here are some different offices/departments on campus will offer events may not appear in your planner (and your instructor might have more ideas for you):

- Athletics
- Theatre
- Castellani Art Museum
- Speaker Series
- IMPACT/Office of Campus Ministries/other service events
- Fairs
- Career Services
- IMPACT
- NU Library
- Academic Success Center

Add your own ideas and those from your classmates:

**NUB MODULE 1: CLASSWORK**  
**LIBERAL ARTS EDUCATION: WHAT, WHY, AND HOW?**

Niagara University offers a liberal arts education, which is designed to further your intellectual ability.

**Goals of this assignment:**

1. To discuss the value of a liberal arts education and become familiar with its format, offered through the General Education Curriculum (“Gen Ed”), at Niagara University.
2. To begin deliberately thinking about how each student can maximize the General Education Curriculum to support his/her unique academic, career, and life goals.
3. To become more familiar with NU resources such as the course catalog and curriculum cards.

**Instructions:**

Read the Course Catalog pages in the Assignment section of your agenda, then review the curriculum-card example provided to you.

Discuss the following questions in your group:

1. The Course Catalog has a formal section designated to the General Education Curriculum at Niagara University. After reading this section, what do its inclusion in the catalog and its actual content suggest to you about the role of the program and its design?
2. The left-hand side of the curriculum card represents the Gen Ed Curriculum, and is divided into two sections. What are the sections? What is different about them? Why do you think the curriculum is divided in this way?
3. Think about your goals for your academic program — not necessarily grades, but the reasons you’re in college and how your courses can support your objectives. How does Niagara University’s General Education Curriculum support your objectives? What strategies can you use to decide which courses to take that will maximize your college education in support of your goals?

**Notes:**

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**NUB MODULE 1: CLASSWORK**  
**NU'S LIBERAL ARTS CURRICULUM**  
**FROM THE 2017-19 COURSE CATALOG, PAGES 48-50**

[www.niagara.edu/assets/linkblocks/UG-2017-19-Catalog.pdf](http://www.niagara.edu/assets/linkblocks/UG-2017-19-Catalog.pdf)

The curriculum is the major statement a university makes about itself, about what it can contribute to the intellectual and moral development of its students, and about what it thinks is important in its service to society.

Since its foundation, Niagara University has presented a balanced curriculum. In the 1860s the university provided a curriculum in “the learned languages and in the liberal and useful arts.” Today, Niagara offers to every undergraduate student a liberal arts education coupled with career and professional education.

The General Education core curriculum consists of nine foundation courses common to all Niagara University bachelor degree programs and a one-credit seminar course for first-year students, and 11 distribution courses which ensure that every student is exposed to the content, tradition, and methods of the principal areas of knowledge: the natural sciences, social sciences, humanities, analytical skills, mathematics, and cultural diversity. Within these requirements, there is also room for a minimum of four free electives reserved to every student.

Such breadth is a counterweight to concentration. It provides students with a threshold of common knowledge which facilitates communication among themselves and with instructors in different disciplines. It also affords an opportunity for students to explore several subject fields in the selection of a major.

**General Education**

Niagara University's mission drives the general education program, which is committed to preparing students for a successful and fulfilling academic, professional, and personal life. Niagara University's general education curriculum was designed specifically to develop the skills—critical thinking, information literacy, communication, and the ability to work effectively with diverse groups—as well as the ethics and values that will enable students to succeed and make a difference in the lives of others.

Students will develop these skills and values through nine foundation courses, 11 distribution courses, courses in the major, electives, and extracurricular activities. Faculty will assist students with choosing general education courses that link to their major and thus help them to achieve their career goals.

Critical thinking skills will enable students to:

- Weigh evidence, evaluate facts and ideas critically, and think independently.
- Use mathematical or statistical analysis in problem solving.

- Understand core principles in different fields of study as well as in their major.
- Understand the roots of key political, economic, diplomatic, social and scientific developments that are shaping the 21st century and explore their potential implications.
- Appreciate the Western/American heritage in literature and art.

Information literacy skills will enable students to:

- Analyze a problem.
- Conduct appropriate research.
- Differentiate between facts and popular misconceptions.
- Synthesize a solution.
- Ethically attribute sources of information.
- Integrate emerging technologies into research and communication.

General education courses that develop communication skills and the ability to work effectively with diverse groups will enable students to

- Write and speak effectively, communicate across cultural boundaries, and function effectively in group settings.

Students will also strengthen their ethical and values foundation by learning about:

- The religious and philosophical foundations and evolution of Western/American heritage.
- Cultural diversity, the validity of other cultures and the social and political ramifications of cultural integration globally and at home.
- Religions including Catholicism, and of the philosophical and religious basis of Catholic values.
- The philosophical foundations of ethics.
- Current professional ethical norms or expectations.
- St. Vincent de Paul, the Vincentian tradition and corresponding values.
- Social justice and what students can do on behalf of those in need to create positive community change.

Niagara University is committed to academic excellence and service in both the liberal arts and professional education and prepares students to think and act in the world as engaged citizens and responsible leaders. Emphasizing active,

integrative learning, the general education curriculum develops in students the intellectual and ethical foundation that will enable them to search for, create, and assess solutions to real-life problems in the local and global community.

## **Foundation Courses**

(10 courses)

### **Niagara University Beginnings — NUB 102**

Niagara University Beginnings is a seminar course required of all first-year students, introducing them to the academic culture of Niagara University. In this class, students learn about how their academic course of study is integrated with the university's Catholic and Vincentian missions, the General Education Curriculum, and student life.

one semester hour

### **Writing and Thinking — Writing 100**

Writing 100 is a one-semester seminar taken by all first-year students in their first year of studies. In all sections, writing is taught as a means of acquiring as well as expressing ideas. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. The emphasis in class is on developing ideas and refining them through writing.

### **Literary Perspectives — English 110**

These special topics courses allow students to concentrate on a significant author, topic, genre, medium, period, or movement set against contextualizing backdrops of literary, cultural, political, and/or historical change. Students write extensively in this course, arguing for their own interpretations, and applying critical theoretical approaches used by literary scholars. Assigned literary works are diverse and multicultural.

### **Religious Studies**

The religious studies program at Niagara is designed to assist students to understand the religious dimension of human life as it influences persons, cultures and the world. The goals include development of an understanding of the Judeo/Christian tradition in the spirit of the Catholic and Vincentian heritage of the university. This is accomplished through the exploration of unity and diversity in the dialogue between Christianity and the world religions by study of sacred texts, beliefs, symbols, rituals and communities. The program also explores how religion entails an ethical response to the personal, social, cultural and political problems of our time.

REL 101 — Introduction to Religion or

REL 103 — Introduction to Christianity

Two religion electives (200 or 300-level courses)

### **America and the Contemporary World — HIS 199**

Interpretive overview of developments affecting America and Americans during the turbulent years since World War II. Examines the nation's rise as a global superpower, the expanding role of government, and related political, economic, scientific, social and cultural developments. Provides perspective on our future by evaluating the impact of developments on fundamental American values.

### **Philosophy**

Philosophy pursues wisdom. It is concerned with the ultimate causes of the universe and human existence, together with a practical understanding of how we ought to live in that universe. The university considers a unified vision of humanity and the universe as fundamental to a Niagara education. To acquire the basic philosophical knowledge leading to this unified vision, all Niagara students are required to take:

PHI 105 — Introduction to Philosophy

PHI 206 — Ethics

300-level elective course

### **General Education—Distribution Courses**

(11 courses — three credits each)

#### **Three analytical/skills courses (AS)**

Taken from courses in CIS, MAT (excluding MAT 106), SPK, ASL, modern and classical languages/languages other than English (excluding those taught in English), and other “skills” designated courses. One must be a math (MAT) course.

(The above courses may be specified by departments for their majors, excluding courses bearing a student's major designation. No courses bearing a student's major designation may appear in the general education distribution unless specified by accreditation and/or registration requirements. Each course fulfills only one requirement.)

#### **One diversity course (CD)**

Must focus on one of the following areas:

1. African, Asian, Caribbean, Latin American, Middle Eastern, Oceanic peoples, cultures, politics, or societies (or combinations of two or more of those in comparison to a Western culture provided the majority of the course concerns the non-Western culture). Such course shall have its primary focus on the social institutions, history, culture, literature, arts, philosophy, religion, values, politics, or economic development in these regions.
2. A minority American culture such as those identified by race or ethnicity, gender, sexual orientation, or physical disability.
3. The process of racism or discrimination or cross-cultural interaction.

### **One natural science course (NS)**

Natural sciences are concerned with the study of the natural world through the use of empirical methods and systematic study. Courses include those within the life sciences (e.g., biology, biochemistry, ecology, genetics, and neuroscience) and physical sciences (e.g., astronomy, chemistry, physics, and Earth science). Upon completion of Natural Science courses, students will better understand the impact of natural sciences on their lives, and will strengthen their personal connection to the natural and physical world.

At Niagara, Natural Science courses are primarily drawn from the following departments: Biochemistry, Chemistry, and Physics, Biology, and Psychology.

### **One social science course (SS)**

Social sciences are concerned with human beings as individuals and as groups in society, and with their relations with various social contexts and their relationships to one another. Social sciences are differentiated by their disciplinary foci—behavioral, economic, political, and social. Courses within the Social Sciences provide students with empirical, theoretical, and methodological foundations about the social world leading to a deeper comprehension of their own area of study.

At Niagara, Social Science courses are primarily drawn from the following departments: Communication Studies, Criminology and Criminal Justice, Economics and Finance, Political Science, Psychology, Sociology, and Social Work.

### **One humanities course (H)**

The study of the Humanities offers insights into how people investigate, process, and document the human experience. Courses that fall under the Humanities umbrella challenge students to make intellectual, aesthetic, moral, and spiritual sense of the world and to think critically about their connection to the lives of others.

At Niagara, Humanities courses are primarily drawn from the following departments: Communication Studies, English, History, Modern and Classical Languages, Philosophy, Religious Studies, and Theatre and Fine Arts.

The departments listed with each General Education area are the primary, but not the only, departments in which students can find courses that will fulfill General Education requirements. There are additional courses in Arts and Sciences, Business, Education, and Hospitality and Tourism that have General Education distribution designations. Students can refer to the catalog to see the full range of distribution courses offered at Niagara University.

### **Four free electives**

### **Writing Intensive Requirements**

Students need strong writing skills to succeed at Niagara University and in their careers. In order to develop these skills, students are required to take three Writing Intensive courses. Two are taken as part of the General Education curriculum, Writing 100: Thinking and Writing and English 110: Literary Perspectives. The third course is taken in the major, usually as the capstone course.

A Writing Intensive (WI) course meets the following criteria:

- The syllabus will demonstrate how the improvement of writing skills is tied to the course objectives and student learning outcomes.
- The syllabus will demonstrate that writing represents a significant component of the final course grade.
- The syllabus will articulate the process through which writing skills will be developed. This development can be accomplished in a variety of ways, including but not limited to five-minute writing workshops, one-on-one paper conferences, peer review, classroom discussion of samples of student writing, posts to online discussion boards, written comments on papers, the use of rubrics, etc.
- The course will engage students in the writing process with the aim of producing a minimum of 2,500 words (10 pages) of finished writing.

**Policies Governing General Education**

Religious studies and philosophy courses may be taken to fulfill distribution requirements provided they are acceptable to the dean.

The history requirement may not be waived by precollege courses or scores on advanced placement tests.

**NUB MODULE 2: CLASSWORK**  
**FRESHMEN 5: TIME AND STRESS MANAGEMENT**

**Instructions:** The first part of this activity you'll complete on your own. The second part you'll work with a group.

**Part One:**

Think about today's class discussion on time management and stress, and your own past experiences with them.

1. When in the past have time management and/or stress affected you and how? Write down a sentence or two about the things that typically caused the stress and the result. You can think about the actual outcomes (e.g., a test score or a disagreement with someone), or how you felt (e.g., distracted, worn down.) This part of the classwork is private. You won't be asked to share it with anyone.

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2. Now, think about things related to starting college that you think might be challenging in terms of time and/or stress management, and write a list in the space below. People have different skills and find different kinds of things stressful (e.g., some people think public speaking is stressful and others don't) so there are no right or wrong answers.

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3. When you look at your responses to items 1 and 2, do you see any overlap or common roots? Are there habits or approaches you have that might be negatively impacting your time management and adding to your stress? If so, list them here.

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### Part Two:

Think about today's class discussion on time management and stress, and your own past experiences with them.

Work with your group to brainstorm five concrete habits or strategies you can use to manage your time and your stress. Feel free to use your smart devices to research this if you want. You will discuss these as a class too.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## NUB MODULE 2: HOMEWORK LINK FOR ONLINE ASSIGNMENTS

Module 2 Homework includes two assignments that you will complete online. Once you've completed the assignment, you will receive a certification through the website. Print the certificate and submit it to your instructor so you can get credit for the assignment.

Here is the information for the websites:

### Plagiarism/Academic Integrity:

Log on to MyNU to access the link: <https://mynu.niagara.edu/>

**NUB MODULE 3: CLASSWORK**  
**VERNA MYERS JOURNAL**

1. Who is your default?

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2. Who do you trust and who are you afraid of?

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3. Who do you implicitly feel connected to? Who do you run away from?

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4. Who’s in your inner circle? Who’s missing? How many authentic relationships do you have with people who are different from you in terms of gender/sex, gender identity, race, ethnicity, etc?

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**NUB MODULE 3: HOMEWORK**  
**GROUP PRESENTATION**

Goal: Group projects and presentations are an important part of college coursework. This assignment is designed to give you an opportunity to put the presentation skills you learned in the NUB class into practice, to gain experience speaking in front of a class, and to get to know one or two other students more closely as you work with them on your group project. The theme for the project is “NU’s Vincentian Heritage,” and it will help you learn more about Niagara University’s mission, faculty and alumni and their contributions to society and campus.

Due Date: \_\_\_\_\_

**Logistics:** The project is designed for groups of three but can easily be done in groups of two or four as well. Using a “Lottery Draft System,” each group will pick a draft number from your professor and choose a topic based on its lottery number. The group that picks number 1 chooses first, group 2 chooses second, etc. No duplicates — once a topic is chosen, that’s it. Pick another topic so that the class learns about as many topics as possible.

See the seven topics for “CAMPUS LOCATION” on the following pages.

Your assigned topic: \_\_\_\_\_

Members of your group and their contact information:

Completing the Assignment:

1. Each group member will choose his/her own faculty member or administrator in their major/minor or area of interest that is not the NUB instructor. In each group every participant needs to select a different individual.
2. Use the three (3) questions provided and as a group create two (2) questions related to your topic to ask all the individuals being interviewed.
3. **As a group** you will need to spend some time visiting your location(s).
4. You will need to do supplementary web based research appropriate for your assigned topic. You may find NU’s homepage “About NU” section helpful, especially the **Our Mission** and **NU Facts**.

5. You will need to conduct a short interview with a faculty/staff member using your questions. Please email them ahead of time to set up an appointment and provide your questions, or visit them during their office hours to conduct the interview.
6. You need to prepare a 6-9 minute PowerPoint presentation to deliver in front of the class. All members of the group should participate in the presentation and speak. You do not need to dress professionally but you should look “clean and sharp” and avoid distracting clothing. This is a graded presentation and project. You should practice the presentation in advance to be sure the timing is correct. This will also improve your actual delivery.
7. Submit a copy of the PowerPoint presentation to your instructor. They will give you instructions as to how to do this.
8. Here are some basic tips for your PowerPoint slides and presentation. Your instructor may add to these suggestions.
  - a. You should have an introductory slide with the names of the students in your group and your topic/persons.
  - b. You should use pictures or video — take pictures or video at your locations and with your interviewee and incorporate them into PowerPoint.
  - c. You should plan on preparing between 4 and 8 content slides which share some key facts in font size 20-28. Each slide should have a title. Your presentation narrative should refer to these slides but you should not read the slides word for word. Think of the slides as an outline of your presentation. Pictures can be added in addition to the 4-8 slides.
  - d. All presenters should speak for approximately the same amount of time.
  - e. Be sure you provide the relevant information about both the location you researched and the individual you interviewed. You need a minimum of one slide for each “person” and “location” assigned.
  - f. Remember that rules of academic integrity apply to presentations.
    - You should **not** cut and paste text from websites or other sources. All slide text should be in your own words. If it isn't be sure to use quotation marks and, in any case, properly cite the source on the slide where the material is presented.
    - At the very end of the presentation include a “works cited” slide.
  - g. Close the presentation with a slide, before the “works cited” slide, with one about if/how this project helped you better understand the university's mission and heritage.

## POSSIBLE TOPICS

### TOPIC 1

#### Location: St. Vincent's Hall

Go during the daytime. Please see the two nearest images of St. Vincent. The first is a statue outside of St. Vincent's Hall on the low wall as you walk towards the library from the hall. The second is inside the main entrance on the wall opposite the main door. Reflect on how these two images represent different aspects of the mission of Niagara University. Be sure you understand some basics of the life of St. Vincent de Paul and the Vincentian order of priests that you can present to the class, and relate them to the images. Read the sign outside St. Vincent's Hall that has some history of the building. Next, go to the fourth floor. As you get out of the elevator, look at the plaque to your left under the picture of the Maid of the Mist. Next go to the large windows facing the Niagara River. You are looking over Monteaagle Ridge, the land that first attracted the Vincentians to this site. The Niagara Gorge is below and Canada across. Can you see why the founders of NU were attracted to this location?

### TOPIC 2

#### Location: Chapels, Alumni Hall and Gacioch Hall

Go during the daytime. First, read the sign outside the Chapel at Alumni Hall that has some history of the building. The chapel is on the 2nd floor of Alumni Hall — you go upstairs to get to it. You may take pictures but be respectful of this house of worship; you may encounter individuals praying. Mass is at 12:15 p.m. every weekday. Go inside the chapel and observe various religious images — the stained-glass windows, the glass “reredos” behind the altar. What did you learn about the history of the chapel? What else do you want to share with the class about your visit to the chapel? Repeat the process in Gacioch Hall. How are the two chapels similar and/or different? Why are there two chapels on campus?

### TOPIC 3

#### Location: Elizabeth Ann Seton Statue in Alumni Hall Chapel and Seton Hall building.

First conduct some on-line research on Elizabeth Ann Seton. Gather some history on “The Daughters of Charity” in the United States — what do they do? Now go to the sign on the walkway between Dunleavy Hall and Seton Hall. What does the sign say about Seton Hall? What important university office is in the basement of Seton Hall? Next go to the Niagara University Chapel on the 2nd floor of Alumni Hall where you will find the Elizabeth Ann Seton Shrine near the entrance on the west (left) wall. Why would Niagara University have a shrine of Elizabeth Ann Seton? You may take pictures but be respectful of this house of worship; you may encounter individuals praying; Mass is at 12:15 p.m. every weekday.

### TOPIC 4:

#### Location: Castellani Art Museum (CAM)

As you enter the Castellani Art Museum, read the story of the benefactors of the Museum — the Castellanis — there is a “connection” between the Castellanis and Niagara University. Visit the Folk Arts exhibit to the right — what does this teach us about our region's history? Be prepared to tell the class how you think these

images relate to NU's Catholic and Vincentian heritage. Enjoy the contemporary art in the other galleries. You may take pictures to help you prepare your presentation to the class!

#### TOPIC 5:

##### **Location: Our Lady of Angels Memorial and Statues**

You will find this behind Gallagher Center facing the courtyard between the library and the old science building — DePaul. First read the building sign across the sidewalk from the memorial. Be sure you see the explanation of the History of Our Lady of Angels Seminary on the ground plaque on the right and be sure you understand the role of the Seminary in NU's history. Be sure to take pictures to help the class understand the significance of the statues.

#### TOPIC 6:

##### **Location: Nursing School Legacy Display**

First read the Dunleavy building information sign near the bus stop shelter. Find the display case on First Floor Dunleavy Hall outside room 127 (the large lecture hall). Look at everything in these cases and try to understand the importance of nursing as part of the Niagara University mission. Take a special look at the "Legends in Hope" painting and symbols. Be sure to check out the stained-glass windows along the side of Dunleavy Hall (the corner facing the Gallagher Center) donated by NU School of Nursing alumni. Look on the NU website and see what the status of our Nursing program is today. How does a nursing program fit in with the mission of Niagara University?

#### TOPIC 7

##### **Location: Athletic Hall of Fame in Gallagher Center, Upper Level**

Read the sign in front of the building. Who is it named after and why? Go inside and up the left stairs, what does it say above the door, and what does it mean? Look at the Athletic Hall of Fame and the trophy case. What sports are at Niagara? Why are we called the Purple Eagles? How can sports tie into Niagara's Mission?

#### TOPIC 8

##### **Location: Bisgrove Hall Atrium, Niagara Legacy — Alumni of Distinction.**

Who are these people and why are they on this wall? Is there a theme to the individuals on the wall? Select 3 or 4 people on the wall and discuss how their lives reflect the mission at NU.

Here is a checklist to use before your NUB group presentation:

<b>For group projects, agree ahead of time:</b> <ul style="list-style-type: none"> <li>• Who will present each section of the presentation.</li> <li>• Who will prepare the slides for the section.</li> <li>• Everyone should proofread the slides for accuracy, presentation quality (see below for details), and academic integrity.</li> </ul>	
<b>Did you practice and time your presentation?</b> Make sure that you can deliver your presentation without reading directly off of the PowerPoint slides.	
<b>Did you write or print up notecards or a copy of your slides to refer to during your presentation?</b> These are useful to have "in a pinch," and you can hold them in your hands so your hands aren't in your pockets, etc.	
<b>Did you back up a copy of your presentation and plan for technology failures?</b> Does more than one member of your group have a copy? Emailing a copy to yourself or using Google Drive are two good alternatives, but you should also have a copy on a flashdrive in case internet service is unavailable.	
<b>Did you view your presentation from the perspective of your audience?</b> Is it visually appealing or distracting? Check font size, color schemes, title case, slide formatting, image resolution, etc.	
<b>Do you include too much text?</b> If your audience is unable to absorb what is on the slide in the time that it takes for you to deliver the information, then it is too detailed. "White space" helps your audience absorb the material.	
<b>Does your PowerPoint include ALL of the information you plan to present?</b> If so, consider editing it. If audience members can get everything they need to know simply by reading your PowerPoint slides, you've made it too detailed.	
<b>Did you submit a copy to your instructor?</b>	

**Remember:** Your PowerPoint slides should enhance your presentation, they shouldn't BE your presentation!

Questions for your faculty and space for notes:

1. What is your title and how long have you been at Niagara University?
2. What does Niagara's mission mean to you?
3. What makes Niagara University different or special from other schools?

**Create two (2) questions that tie into your topic**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## NUB MODULE 3: CLASSWORK

### ACADEMIC INTEGRITY CASE STUDY

**Instructions:** Read the following scenario and then think about the questions that follow. You'll work on the questions in small groups and then discuss them with the full class.

## Academic Integrity Case Study

There was recently a case where two out of five groups in the same business course were involved in unquestionable plagiarism. Most of the students had senior standing; the course was offered in the spring semester and required for graduation; it would not be offered again in that academic year (that is, this could affect students' graduation). Some students received tuition reimbursement based on their course grade; a higher grade earned a greater percentage of tuition reimbursement from their employers. Also, students were scheduled for promotions after they graduated. Here are the facts:

At the beginning of the semester, the professor assigned a group term-project worth 60% of the students' course grade (which was assigned on a group basis). The projects were presented and handed in on the last day of class. Failing the project would result in failing the course. During the grading process, rampant plagiarism was discovered. Specifically:

In the first group, each group member had duties to perform, such as gather resources, make appointments for interviews, and write the paper. The paper was written by just two of the group members; there was a proper bibliography and one small section of the paper contained footnotes. The paper was proofread by one or two other group members and handed in without any further revisions. During grading, it was discovered that other than the footnoted section (which was mostly copied and pasted), the entire paper had been plagiarized. The student(s) had even changed one or two 'telltale' words to camouflage his/her/their dishonesty. When questioned, the group members said they did not know the paper had been plagiarized; the student(s) admitted copying others' work but offered the fact that he/she/they were unaware that such an act is plagiarism.

In the second group, one author admitted copying the entire paper from one website, but also stated that he/she was unaware that this was plagiarism. There was no bibliography, although two related websites were mentioned in the text. It appears that no other group members read the paper, and we can assume that they did not contribute to the project in any way. When they were asked about the plagiarism, they supported their colleague by saying that he had been a good group member prior to the plagiarism incident.

NUB MODULE 3: CLASSWORK  
SPOTTING RELIABLE INFORMATION

**Goal:** To develop skills to discern different types of information being consumed.

**Instructions:** In your groups, use your smart devices to find websites containing different types of information (see below for the categories, and write down a couple of notes on why you chose that particular website. What clued you in to the type of information you were looking at, and/or what were the criteria you used to make your decision? For your examples, find websites that are related to your major(s). You will be asked to share some of these with the class.

1. Academic
2. Other evidence-based
3. Personal opinions
4. Professional opinions
5. Propaganda/advertising

NUB MODULE 4: CLASSWORK  
INTERSECTIONALITY JOURNAL

1. What are your initial reactions to this activity?

2. Why do you think this was a silent activity?

3. How did it feel to be in a category by yourself?

4. How did it feel to be in a category with many others?

5. Did you ever stay in the same category for opposite statements?  
(eg.: most joy, most pain)

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6. Were there any aspects of this activity that made you uncomfortable?

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7. What is one thing you will take away from this activity and apply to your life on campus as a student, a \_\_\_\_\_ major, an athlete, a student leader, a student club member, or future professional?

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**NUB MODULE 4: HOMEWORK**  
**CRITICAL THINKING ASSIGNMENT**

**Goal:** To practice reading reflectively, avoid impressionistic reading, apply college reading and writing techniques.

**Due Date:** Week 6

**The Assignment:** Read the sections I-V (1-17) in the article and a section or two chosen by your NUB instructor. Some insutrctors may want to review your annotated article so bring it with you to class on the due date; you will turn in your typed paper for grading.

- 1. **Practice reading reflectively by annotating the article as you read:**
  - a. **Vocabulary:** Underline unfamiliar terms as you read. Look them up and define them in the margins of the essay, noting how the definitions help you better understand the text.
  - b. **Thesis:** Underline or highlight the thesis as well as passages that support this main argument and circle any words or phrases that reveal the author’s attitude about the topic (tone). You will turn in both your annotated article AND your typed response to questions 2-6 below (One can be answered on the reading itself).
- 2. **Theme/Thesis/Message:** Highlight/underline what you think are particularly important, revealing and/or interesting passages of the text. Then, in two to three sentences explain the main argument of the text. Don’t just copy quotes from the text, but try to put the argument into your own words to demonstrate that you understand the author’s point. You might use direct quotes to support your summary, but be sure to follow the rules of academic integrity (use quotation marks and provide a citation).
- 3. **Tone:** Underline or highlight a passage or passages in the text where you pick up on the author’s attitude about the topic. Then, in one to two sentences, identify what you think the tone is and why.
- 4. **Audience:** Who is the intended audience? What is it about the text that leads you to this conclusion?(One-two sentences))
- 5. **Reasoned Response:** In two-three sentences, give an informed, reasoned opinion about the text. Is it convincing, why or why not?
- 6. **Application:** Can you apply the main ideas of the text to any personal experiences or material you have studied? Write down any questions you are left with after reading the text.

Your responses should provide the information for your critical writing. It should be double-spaced and approximately one page (250-350 words). Writing style, clarity, and grammar count, so be sure to proofread before you hand in your assignment! If you need help with this, be sure to visit the Writing Center ([www.niagara.edu/writing-center](http://www.niagara.edu/writing-center)).

## **NUB MODULE 4: HOMEWORK CRITICAL THINKING ARTICLE**

### **Reference:**

Alston, P. (2017, Dec 15). Statement on Visit to the USA, by Professor Philip Alston, United Nations Special Rapporteur on extreme poverty and human rights. Retrieved from [www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22533&LangID=E](http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22533&LangID=E).

### **Statement on Visit to the USA, by Professor Philip Alston, United Nations Special Rapporteur on extreme poverty and human rights\***

Washington, December 15, 2017

#### **I. Introduction**

1. I have spent the past two weeks visiting the United States, at the invitation of the federal government, to look at whether the persistence of extreme poverty in America undermines the enjoyment of human rights by its citizens. In my travels through California, Alabama, Georgia, Puerto Rico, West Virginia, and Washington DC I have spoken with dozens of experts and civil society groups, met with senior state and federal government officials and talked with many people who are homeless or living in deep poverty. I am grateful to the Trump Administration for facilitating my visit and for its continuing cooperation with the UN Human Rights Council's accountability mechanisms that apply to all states.

2. My visit coincides with a dramatic change of direction in US policies relating to inequality and extreme poverty. The proposed tax reform package stakes out America's bid to become the most unequal society in the world, and will greatly increase the already high levels of wealth and income inequality between the richest 1% and the poorest 50% of Americans. The dramatic cuts in welfare, foreshadowed by the President and Speaker Ryan, and already beginning to be implemented by the administration, will essentially shred crucial dimensions of a safety net that is already full of holes. It is against this background that my report is presented.

3. The United States is one of the world's richest, most powerful and technologically innovative countries; but neither its wealth nor its power nor its technology is being harnessed to address the situation in which 40 million people continue to live in poverty.

4. I have seen and heard a lot over the past two weeks. I met with many people barely surviving on Skid Row in Los Angeles, I witnessed a San Francisco police officer telling a group of homeless people to move on but having no answer when asked where they could move to, I heard how thousands of poor people get minor infraction notices which seem to be intentionally designed to quickly explode into unpayable debt, incarceration, and the replenishment of municipal coffers, I saw sewage filled yards in states where governments don't consider sanitation facilities

to be their responsibility, I saw people who had lost all of their teeth because adult dental care is not covered by the vast majority of programs available to the very poor, I heard about soaring death rates and family and community destruction wrought by prescription and other drug addiction, and I met with people in the South of Puerto Rico living next to a mountain of completely unprotected coal ash which rains down upon them bringing illness, disability and death.

5. Of course, that is not the whole story. I also saw much that is positive. I met with State and especially municipal officials who are determined to improve social protection for the poorest 20% of their communities, I saw an energized civil society in many places, I visited a Catholic Church in San Francisco (St Boniface – the Gubbio Project) that opens its pews to the homeless every day between services, I saw extraordinary resilience and community solidarity in Puerto Rico, I toured an amazing community health initiative in Charleston (West Virginia) that serves 21,000 patients with free medical, dental, pharmaceutical and other services, overseen by local volunteer physicians, dentists and others (WV Health Right), and indigenous communities presenting at a U.S.-Human Rights Network conference in Atlanta lauded Alaska's advanced health care system for indigenous peoples, designed with direct participation of the target group.

6. American exceptionalism was a constant theme in my conversations. But instead of realizing its founders' admirable commitments, today's United States has proved itself to be exceptional in far more problematic ways that are shockingly at odds with its immense wealth and its founding commitment to human rights. As a result, contrasts between private wealth and public squalor abound.

7. In talking with people in the different states and territories I was frequently asked how the US compares with other states. While such comparisons are not always perfect, a cross-section of statistical comparisons provides a relatively clear picture of the contrast between the wealth, innovative capacity, and work ethic of the US, and the social and other outcomes that have been attained.

- By most indicators, the US is one of the world's wealthiest countries. It spends more on national defense than China, Saudi Arabia, Russia, United Kingdom, India, France, and Japan combined.
- US health care expenditures per capita are double the OECD average and much higher than in all other countries. But there are many fewer doctors and hospital beds per person than the OECD average.
- US infant mortality rates in 2013 were the highest in the developed world.
- Americans can expect to live shorter and sicker lives, compared to people living in any other rich democracy, and the "health gap" between the U.S. and its peer countries continues to grow.
- U.S. inequality levels are far higher than those in most European countries

- Neglected tropical diseases, including Zika, are increasingly common in the USA. It has been estimated that 12 million Americans live with a neglected parasitic infection. A 2017 report documents the prevalence of hookworm in Lowndes County, Alabama.
- The US has the highest prevalence of obesity in the developed world.
- In terms of access to water and sanitation the US ranks 36th in the world.
- America has the highest incarceration rate in the world, ahead of Turkmenistan, El Salvador, Cuba, Thailand and the Russian Federation. Its rate is nearly 5 times the OECD average.
- The youth poverty rate in the United States is the highest across the OECD with one quarter of youth living in poverty compared to less than 14% across the OECD.
- The Stanford Center on Inequality and Poverty ranks the most well-off countries in terms of labor markets, poverty, safety net, wealth inequality, and economic mobility. The US comes in last of the top 10 most well-off countries, and 18th amongst the top 21.
- In the OECD the US ranks 35th out of 37 in terms of poverty and inequality.
- According to the World Income Inequality Database, the US has the highest Gini rate (measuring inequality) of all Western Countries
- The Stanford Center on Poverty and Inequality characterizes the US as "a clear and constant outlier in the child poverty league." US child poverty rates are the highest amongst the six richest countries – Canada, the United Kingdom, Ireland, Sweden and Norway.
- About 55.7% of the U.S. voting-age population cast ballots in the 2016 presidential election. In the OECD, the U.S. placed 28th in voter turnout, compared with an OECD average of 75%. Registered voters represent a much smaller share of potential voters in the U.S. than just about any other OECD country. Only about 64% of the U.S. voting-age population (and 70% of voting-age citizens) was registered in 2016, compared with 91% in Canada (2015) and the UK (2016), 96% in Sweden (2014), and nearly 99% in Japan (2014).

## II. The human rights dimension

8. Successive administrations, including the present one, have determinedly rejected the idea that economic and social rights are full-fledged human rights, despite their clear recognition not only in key treaties that the US has ratified (such as the Convention on the Elimination of All Forms of Racial Discrimination), and in the Universal Declaration of Human Rights which the US has long insisted other countries must respect. But denial does not eliminate responsibility, nor does it negate obligations. International human rights law recognizes a right to education,

a right to healthcare, a right to social protection for those in need, and a right to an adequate standard of living. In practice, the United States is alone among developed countries in insisting that while human rights are of fundamental importance, they do not include rights that guard against dying of hunger, dying from a lack of access to affordable healthcare, or growing up in a context of total deprivation.

9. Since the US has refused to recognize economic and social rights agreed by most other states (except for the right to education in state constitutions), the primary focus of the present report is on those civil and political rights reflected in the US Bill of Rights and in the International Covenant on Civil and Political Rights which the US has ratified.

### III. Who are 'the poor'?

10. I have been struck by the extent to which caricatured narratives about the purported innate differences between rich and poor have been sold to the electorate by some politicians and media, and have been allowed to define the debate. The rich are industrious, entrepreneurial, patriotic, and the drivers of economic success. The poor are wasters, losers, and scammers. As a result, money spent on welfare is money down the drain. To complete the picture we are also told that the poor who want to make it in America can easily do so: they really can achieve the American dream if only they work hard enough.

11. The reality that I have seen, however, is very different. It is a fact that many of the wealthiest citizens do not pay taxes at the rates that others do, hoard much of their wealth off-shore, and often make their profits purely from speculation rather than contributing to the overall wealth of the American community. Who then are the poor? Racist stereotypes are usually not far beneath the surface. The poor are overwhelmingly assumed to be people of color, whether African Americans or Hispanic 'immigrants'. The reality is that there are 8 million more poor Whites than there are Blacks. Similarly, large numbers of welfare recipients are assumed to be living high on the hog. Some politicians and political appointees with whom I spoke were completely sold on the narrative of such scammers sitting on comfortable sofas, watching color TVs, while surfing on their smart phones, all paid for by welfare. I wonder how many of these politicians have ever visited poor areas, let alone spoken to those who dwell there. There are anecdotes aplenty, but evidence is nowhere to be seen. In every society, there are those who abuse the system, as much in the upper income levels, as in the lower. But the poor people I met from among the 40 million living in poverty were overwhelmingly either persons who had been born into poverty, or those who had been thrust there by circumstances largely beyond their control such as physical or mental disabilities, divorce, family breakdown, illness, old age, unlivable wages, or discrimination in the job market.

12. The face of poverty in America is not only Black, or Hispanic, but also White, Asian, and many other colors. Nor is it confined to a particular age group. Automation and robotization are already throwing many middle-aged workers out of jobs in which they once believed themselves to be secure. In the economy of the twenty-first century, only a tiny percentage of the population is immune from the possibility

that they could fall into poverty as a result of bad breaks beyond their own control. The American Dream is rapidly becoming the American Illusion as the US since the US now has the lowest rate of social mobility of any of the rich countries.

### IV. The current extent of poverty in the U.S.

13. There is considerable debate over the extent of poverty in the US, but for the purposes of this report principal reliance is placed upon the official government statistics, drawn up primarily by the US Census Bureau.

14. In order to define and quantify poverty in America, the Census Bureau uses 'poverty thresholds' or Official Poverty Measures (OPM), updated each year. In September 2017, more than one in every eight Americans were living in poverty (40 million, equal to 12.7% of the population). And almost half of those (18.5 million) were living in deep poverty, with reported family income below one-half of the poverty threshold.

### V. Problems with existing policies

15. There is no magic recipe for eliminating extreme poverty, and each level of government must make its own good faith decisions. But at the end of the day, particularly in a rich country like the USA, the persistence of extreme poverty is a political choice made by those in power. With political will, it could readily be eliminated.

16. What is known, from long experience and in light of the government's human rights obligations, is that there are indispensable ingredients for a set of policies designed to eliminate poverty. They include: democratic decision-making, full employment policies, social protection for the vulnerable, a fair and effective justice system, gender and racial equality and respect for human dignity, responsible fiscal policies, and environmental justice.

17. Currently, the United States falls far short on each of these issues.

**Part B:** The rest of the article is Part B. Write in the Part B sections your instructor has assigned:

#### 1. The undermining of democracy

18. The foundation stone of American society is democracy, but it is being steadily undermined. The principle of one person one vote applies in theory, but it is far from the reality. In a democracy, the task of government should be to facilitate political participation by ensuring that all citizens can vote and that their votes will count equally. In the US there is overt disenfranchisement of vast numbers of felons, a rule which predominantly affects Black citizens since they are the ones whose conduct is often specifically targeted for criminalization. In addition, there are often requirements that persons who have paid their debt to society still cannot regain their right to vote until they paid off all outstanding fines and fees. Then there is covert disenfranchisement, which includes the dramatic gerrymandering of

electoral districts to privilege particular groups of voters, the imposition of artificial and unnecessary voter ID requirements, the blatant manipulation of polling station locations, the relocating of DMVs to make it more difficult for certain groups to obtain IDs, and the general ramping up of obstacles to voting especially by those without resources. The net result is that people living in poverty, minorities, and other disfavored groups are being systematically deprived of their voting rights.

19. A common explanation is that people see no improvement in their well-being regardless of who they elect, so that voting is pointless. But the most compelling and dispiriting explanation I received came in answer to my question as to why voting rates are so extraordinarily low in West Virginia. A state official pointed to apathy, which he explained by saying that “when people are poor they just give up on the electoral system.” If this is the case, as seems likely, some political elites have a strong self-interest in keeping people in poverty. As one politician remarked to me, it would be instructive to undertake a survey of the campaign appearances of politicians in overwhelmingly poor districts.

## **2. An illusory emphasis on employment**

20. Proposals to slash the meager welfare arrangements that currently exist are now sold primarily on the basis that the poor need to get off welfare and back to work. The assumption is that there are a great many jobs out there waiting to be filled by individuals with low educational standards, often suffering disabilities of one kind or another, sometimes burdened with a criminal record (perhaps for the crime of homelessness or not being able to pay a traffic ticket), and with no training or meaningful assistance to obtain employment. It also assumes that the jobs they could get will make them independent of state assistance. Yet I spoke to workers from Walmart and other large stores who could not survive on a full-time wage without also relying on food stamps. It has been estimated that as much as \$6 billion dollars go from the SNAP program to support such workers, thus providing a huge virtual subsidy to the relevant corporations.

21. In terms of the employment market, the reality is very different from that portrayed by the welfare to work proponents. There has been a long-term decline in employment rates. For example, by 2017, only 89% of males from 25 to 54 years were employed. While ‘supply’ factors such as growing rates of disability, increasing geographic immobility, and higher incarceration rates are relevant, a 2016 report by the White House Council of Economic Advisors concluded that reductions in labor supply are far less important than reductions in labor demand in accounting for the long-run trend<sup>1</sup>. Factors such as automation and new technologies such as self-driving cars, 3D printers, and robot-staffed factories and warehouses will see a continuing decline in demand for low-skilled labor.

22. Reflecting on these developments, leading poverty experts have concluded that: Because of this rising joblessness, the U.S. poverty population is becoming a more deprived and destitute class, one that’s disconnected from the economy and unable to meet basic needs. ... 40 percent of the 1999 poverty population was in deep poverty ... [compared to 46 percent of the 2015 poverty population ...

Likewise, rates of extreme poverty (i.e., living on less than \$2 per day per person) are also increasing, again because of declining employment as well as growing “disconnection” from the safety net<sup>2</sup>.

## **3. Shortcomings in basic social protection**

23. There are a great many issues that could be covered under this heading. In view of space limitations I will focus on three major concerns.

### **(i) Indigenous peoples**

24. Chiefs and representatives from both recognized and non-recognized tribes presented me with evidence of widespread extreme poverty in indigenous communities in the USA. They called for federal recognition as an essential first step to address poverty, indicating that without it their way of life is criminalised, they are disempowered, and their culture is destroyed – all of which perpetuate poverty, poor health, and shockingly high suicide rates. Living conditions in Pine Ridge, Lakota, were described as comparable to Haiti, with annual incomes of less than \$12 000 and infant mortality rates three times higher than the national rate. Nine lives have been lost there to suicide in the last three months, including one six year old. Nevertheless, federally funded programmes aimed at suicide prevention have been de-funded.

25. Testimony also revealed an urgent need for data collection on poverty in all indigenous communities, greater access to healthcare, and stronger protection from private and corporate abuse. The Red Water Pond Navajo tribe spoke about predatory loans involving 400% interest rates, and a high incidence of kidney, liver and pancreatic cancers.

### **(ii) Children in poverty**

26. A shockingly high number of children in the US live in poverty. In 2016, 18% of children – some 13.3 million – were living in poverty, with children comprising 32.6% of all people in poverty. Child poverty rates are highest in the southern states, with Mississippi, New Mexico at 30% and Louisiana at 29%.

27. Contrary to the stereotypical assumptions, 31% of poor children are White, 24% are Black, 36% are Hispanic, and 1% are indigenous. When looking at toddlers and infants, 42% of all Black children are poor, 32% of Hispanics, and 37% of Native American infants and toddlers are poor. The figure for Whites is 14%.

28. Poor children are also significantly affected by America’s affordable and adequate housing crisis. Around 21% of persons experiencing homelessness are children. While most are reportedly experiencing sheltered homelessness, the lack of financial stability, high eviction rates, and high mobility rates negatively impact education, and physical and mental health.

29. On a positive note, most children living in poverty do have medical insurance. Due to the expansion of Medicaid and the creation of the Children’s Health Insurance Program in 1997, as of 2016, some 95% of all children had health

insurance. Medicaid and CHIP have lowered the rate of children without health coverage from 14% in 1997 to 5.3% in 2015.

30. Other support programs are also important, such as the Supplemental Nutrition Assistance Program (SNAP) which is estimated to lift some five million children out of poverty annually, while in 2015 the Earned Income Tax Credit (EITC) and the Child Tax Credit (CTC) lifted a further five million children out of poverty. By contrast, TANF is not getting to enough children, with less than 25% of all poor families that are eligible for cash assistance under TANF actually receiving it. Proposed cutbacks to most of these programs would have dramatic consequence.

#### **(iii) Adult dental care**

31. The Affordable Care Act greatly expanded the availability of dental care to children, but the situations of adults living in poverty remains lamentable. Their only access to dental care is through the emergency room, which usually means that when the pain becomes excruciating or disabling, they are eligible to have the tooth extracted. Poor oral hygiene and disfiguring dental profiles lead to unemployability in many jobs, being shunned in the community, and being unable to function effectively. Yet there is no national program, and very few state programs, to address these issues which fundamentally affect the human dignity and ultimately the civil rights of the persons concerned.

#### **4. Reliance on criminalization to conceal the problem**

32. Homeless estimates published by the Department of Housing and Urban Development in December 2017 show a nationwide figure of 553,742, which includes 76,500 in New York, 55,200 in Los Angeles, and 6,900 in San Francisco<sup>3</sup>. These figures are widely considered to be an undercount, as illustrated by estimates of 21,000 in San Francisco provided by various experts with whom I met.

33. In many cities, homeless persons are effectively criminalized for the situation in which they find themselves. Sleeping rough, sitting in public places, panhandling, public urination (in cities that provide almost zero public toilets) and myriad other offences have been devised to attack the 'blight' of homelessness. Ever more demanding and intrusive regulations lead to infraction notices, which rapidly turn into misdemeanors, leading to the issuance of warrants, incarceration, the incurring of unpayable fines, and the stigma of a criminal conviction that in turn virtually prevents subsequent employment and access to most housing. Yet the authorities in cities like Los Angeles and San Francisco often encourage this vicious circle. In Skid Row, LA., 6,696 arrests of homeless persons were reported to have been made between 2011 and 2016. Rather than responding to homeless persons as affronts to the senses and to their neighborhoods, citizens and local authorities should see in their presence a tragic indictment of community and government policies. Homelessness on this scale is far from inevitable and again reflects political choices to see law enforcement rather than low cost housing, medical treatment, psychological counselling, and job training as the solutions. But the futility of many existing approaches was all too evident as I walked around some of the worst affected areas.

34. In many cities and counties the criminal justice system is effectively a system for keeping the poor in poverty while generating revenue to fund not only the justice system but diverse other programs. The use of the legal system, not to promote justice, but to raise revenue, as documented so powerfully in the Department of Justice's report on Ferguson, is pervasive around the country. So-called 'fines and fees' are piled up so that low level infractions become immensely burdensome, a process that affects only the poorest members of society who pay the vast majority of such penalties. State, county and municipal police and law enforcement agencies are not always forces for change in such settings. While they play an indispensable role in keeping the citizenry secure, they sometimes also pressure legislatures to maintain high staffing and overtime levels, at the expense of less expensive approaches which would address the social challenges constructively and effectively and eliminate the need for a law enforcement response.

35. Another practice which affects the poor almost exclusively is that of setting large bail bonds for a defendant who seeks to go free pending trial. Some 11 million people are admitted to local jails annually, and on any given day there are more than 730,000 people are being held, of whom almost two-thirds are awaiting trial, and thus presumed to be innocent. Yet judges have increasingly set large amounts of bail, which mean that wealthy defendants can secure their freedom, while poor defendants are likely to stay in jail, with all of the consequences in terms of loss of their jobs, disruption of their childcare, inability to pay rent, and a dive into deeper destitution. A major movement to eliminate bail bonds is gathering steam, and needs to be embraced by anyone concerned about the utterly disproportionate impact of the justice system upon the poor.

36. Finally, mention must be made of the widespread practice of suspending drivers' licenses for a wide range of non-driving related offences, such as a failure to pay fines. This is a perfect way to ensure that the poor, living in communities which have steadfastly refused to invest in serious public transport systems, are unable to earn a living which might have helped to pay the outstanding debt. Two paths are open: penury, or driving illegally, thus risking even more serious and counter-productive criminalization.

#### **5. The gendered nature of poverty**

37. Many statistics could be cited to demonstrate the extent to which women shoulder a particularly high burden as a result of living in poverty. They are, for example, more exposed to violence, more vulnerable to sexual harassment, discriminated against in the labor market. Luke Shafer and Kathryn Edin conclude that the number of children in single-mother households living in extreme poverty for an entire year has ballooned from fewer than 100,000 in 1995 to 895,000 in 2011 and 704,000 in 2012. But perhaps the least recognized harm is that austerity policies that shrink the services provided by the state inevitably mean that the resulting burden is imposed instead upon the primary caregivers within families, who are overwhelmingly women. Male-dominated legislatures rarely pay any heed to this consequence of the welfare cutbacks they impose.

## 6. Racism, disability, and demonization of the poor

38. Demonization of the poor can take many forms. It has been internalized by many poor people who proudly resist applying for benefits to which they are entitled and struggle valiantly to survive against the odds. Racism is a constant dimension and I regret that in a report that seeks to cover so much ground there is not room to delve much more deeply into the phenomenon. Racial disparities, already great, are being entrenched and exacerbated in many contexts. In Alabama, I saw various houses in rural areas that were surrounded by cesspools of sewage that flowed out of broken or non-existent septic systems. The State Health Department had no idea of how many households exist in these conditions, despite the grave health consequences. Nor did they have any plan to find out, or devise a plan to do something about it. But since the great majority of White folks live in the cities, which are well served by government built and maintained sewerage systems, and most of the rural folks in areas like Lowndes County, are Black, the problem doesn't appear on the political or governmental radar screen.

39. The same applies to persons with disabilities. In the rush to claim that many beneficiaries are scamming the system, it is often asserted, albeit with little evidence, that large numbers of those receiving disability allowances are undeserving. When I probed the very high rates of persons with disabilities in West Virginia, government officials explained that most recipients had attained low levels of education, worked in demanding manual labor jobs, and were often exposed to risks that employers were not required to guard against.

## 7. Confused and counter-productive drug policies

40. The opioid crisis has drawn extensive attention, as it should. It has devastated many communities and the addiction often leads to heroin, methamphetamine, and other substance abuse. Many states have introduced highly punitive regimes directed against pregnant women, rather than trying to provide sympathetic treatment and to maximize the well-being of the fetus. As one submission put it:

Mothers in Alabama face criminal prosecutions which can result in years of incarceration, as well as civil child welfare proceedings that have the power to separate families and sever a person's parental rights. Families living in poverty are already disproportionately the subject of child welfare investigations in the United States. Experts have found that poor children disproportionately suffer impositions of the child welfare system, and families who receive public assistance are four times more likely than others to be investigated and have their children removed from the family home on the basis of alleged child maltreatment<sup>4</sup>.

41. Similarly, states are increasingly seeking to impose drug tests on recipients of welfare benefits, with programs that lead to expulsion from the program for repeat offenders. Such policies are entirely counter-productive, highly intrusive, and punitive where care is required instead. The justification offered to me in West Virginia was that the state should not be supporting someone who is addicted to drugs. It would be interesting to see if the same rationale were accepted if it was

proposed that legislators and senior officials, who must keep the public trust, should also be regularly drug-tested, and punished for failure to go clean in a short time.

42. Similarly, the contrast between the huge sentences handed down to those using drugs such as crack cocaine, contrasts dramatically and incomprehensibly with the approach applied in most cases of opioid addiction. The key variable seems to be race. The lesson to be learned is that the generally humane and caring response to opioid users should be applied to most cases of substance addiction.

## 8. The use of fraud as a smokescreen

43. Calls for welfare reform take place against a constant drumbeat of allegations of widespread fraud in the system. The contrast with tax reform is instructive. In that context immense faith is placed in the goodwill and altruism of the corporate beneficiaries, while with welfare reform the opposite assumptions apply. The poor are inherently lazy, dishonest, and care only about their own interests. And government officials with whom I met insisted that the states are gaming the system to defraud the federal government, individuals are constantly coming up with new lurks to live high on the welfare hog, and community groups are exaggerating the numbers. The reality, of course, is that there are good and bad corporate actors and there are good and bad welfare claimants. But while funding for the IRS to audit wealthy taxpayers has been reduced, efforts to identify welfare fraud are being greatly intensified. The answer is nuanced governmental regulation, rather than an abdication in respect to the wealthy, and a doubling down on intrusive and punitive policies towards the poor. Revelations of widespread tax avoidance by companies and high-wealth individuals draw no rebuke, only acquiescence and the maintenance of the loopholes and other arrangements designed to facilitate such arrangements. Revelation of food stamps being used for purposes other than staying alive draw howls of outrage from government officials and their media supporters.

## 9. Privatization

44. Solutions to major social challenges in the US are increasingly seen to lie with privatization. While the firms concerned have profited handsomely, it is far from clear that optimum outcomes have been achieved for the relevant client populations. In particular, greater consideration needs to be given to the role of corporations in preventing rational policy-making and advocating against reforms in order to maintain their profits at the expense of the poorest members of society. During my visit I was told of many examples. For example, bail bond corporations which exist in only one other country in the world, precisely because they distort justice, encourage excessive and often unnecessary levels of bail, and fuel and lobby for a system that by definition penalizes the poor. The rich can always pay, and can avoid the 10% or even more that bail bond companies demand as a non-refundable down-payment. I heard cases of individuals who paid thousands of dollars to post bail, and lost it all when charges were dropped a day later. If they were subsequently charged with a different offence, the whole process begins

again and all previous payments are lost. Other examples include the corporations running private for-profit prisons, as well as bounty-hunters.

## 10. Environmental sustainability

45. In Alabama and West Virginia I was informed of the high proportion of the population that was not being served by public sewerage and water supply services. Contrary to the assumption in most countries that such services should be extended systematically and eventually comprehensively to all areas by the government, in neither state was I able to obtain figures as to the magnitude of the challenge or details of any government plans to address the issues in the future.

## VI. Principal current governmental responses

46. The analysis that follows is primarily focused on the Federal level. Federalism complicates questions of responsibility but one irony that emerged clearly from my visit is that those who fight hardest to uphold State rights, also fight hard to deny city and county rights. If the rhetoric about encouraging laboratories of innovation is to be meaningful, the freedom to innovate cannot be restricted to state politicians alone.

### 1. Tax reform

47. Deep and dramatic changes look likely to be adopted in the space of the next few days as Congress considers a final unified version of the Tax Bill. From a human rights perspective, the lack of public debate, the closed nature of the negotiation, the exclusion of the representatives of almost half of the American people from the process, and the inability of elected representatives to know in any detail what they are being asked to vote for, all raise major concerns. Similarly, the proposed immediate upending of many longstanding arrangements on the basis of which citizens have planned their futures, raises important issues relating to the need for a degree of predictability and respect for reasonable expectations in adopting tax reform.

48. One of the overriding concerns however is the enormous impetus given to income and wealth inequality by the proposed reforms. While most other nations, and all of the major international institutions such as the OECD, the World Bank, and the IMF have acknowledged that extreme inequalities in wealth and income are economically inefficient and socially damaging, the tax reform package is essentially a bid to make the US the world champion of extreme inequality. As noted in the World Inequality Report 2018, in both Europe and the US the top 1% of adults earned around 10% of national income in 1980. In Europe that has risen today to 12%, but in the US it has reached 20%. In the same time period in the US annual income earnings for the top 1% have risen by 205%, while for the top 0.001% the figure is 636%. By comparison, the average annual wage of the bottom 50% has stagnated since 1980.

49. At the state level, the demonizing of taxation, as though it is inherently evil, means that legislature effectively refuse to levy taxes even when there is a

desperate need. Instead they impose fees and fines through the back door, some of which fund the justice system and others of which go to fund the pet projects of legislators. This sleight of hand technique is a winner, in the sense that the politically powerful rich do not have to pay any more taxes, while the politically marginalized poor bear the burden but can do nothing about it.

### 2. Welfare reform

50. In calculating how the proposed tax cuts can be paid for, the Treasury has explicitly listed welfare reform as an important source of revenue<sup>5</sup>. Indeed, various key officials have made the same point that major cuts will need to be made in welfare provision. Given the extensive, and in some cases unremitting, cuts that have been made in recent years, the consequences for an already overstretched and inadequate system of social protection are likely to be fatal for many programs, and possibly also for those who rely upon them.

### 3. Healthcare reform

51. The Senate majority leader recently wrote that “the Senate also voted to deliver relief to low- and middle-income Americans by repealing Obamacare’s individual mandate tax. For too long, families have suffered under this unpopular and unfair tax imposed under an unworkable law.” Many observers with whom I spoke consider that this move will, over time, make the rest of the ACA unviable, thus removing many millions of persons from the ranks of the insured.

52. There have also been many references in statements by senior officials to the desirability of reducing Medicare and Medicaid expenditures. When I asked state officials what they thought the consequences would be of repealing the ACA’s Medicaid expansion, the unanimous response was that it would be disastrous, not just for the individuals concerned but also for state health care systems.

53. In addition, there is considerable uncertainty surrounding the funding of the Children’s Health Insurance Program (CHIP), on which almost 9 million low-income children depend for their primary health and dental care<sup>6</sup>. If long-term funding is not secured, those children could be left unprotected. If funding is secured, but threats to gradually decrease funding for the program over the short-term eventuate, this would also have devastating on the health of millions of poor children in America.

Similarly, Federally Qualified Health Centers (FQCHs) are federally-funded, “safety-net” providers of comprehensive primary and preventive health care, regardless of the insurance status or ability to pay<sup>7</sup>. The health center program has been able to grow due to expanded Medicaid eligibility and increases in federal grant funding, including under the Affordable Care Act<sup>8</sup>. The future of these centers is, however, uncertain, with a re-funding bill having passed the House but Senate consideration being delayed. If the funding is lost, some 2,800 health centers across the country could close<sup>9</sup>, 9 million patients could lose access to primary and preventive care, more than 51,000 providers and staff could lose their jobs, and \$7.5 billion revenue will be foregone in economically distressed communities<sup>10</sup>. If the funding is decreased, one can only presume the effects will be commensurately devastating.

#### 4. New information technologies

54. The term ‘new information technology’ or ‘new technology’ is not well-defined, despite its frequent use. It is commonly used for such widely different but interrelated phenomena as the spectacular increase in computing power, ‘Big Data’, machine learning, algorithms, artificial intelligence and robotization, among other things. These separate terms often also lack a clear definition<sup>11</sup>. There are clear benefits to the rapid development of new information technology. A 2016 White House Report, for example, highlights the major benefits of new artificial intelligence technology “to the public in fields as diverse as health care, transportation, the environment, criminal justice, and economic inclusion” in artificial intelligence<sup>12</sup>. But the risks are also increasingly clear. Much more attention needs to be given to the ways in which new technology impacts the human rights of the poorest Americans<sup>13</sup>. This inquiry is of relevance to a much wider group since experience shows that the poor are often a testing ground for practices and policies that may then be applied to others. These are some relevant concerns.

##### (i) Coordinated entry systems

55. A coordinated entry system (CES) is, in essence, a system set up to match the homeless population with available homeless services. Such systems are gaining in popularity and their human rights impact has not yet been studied extensively<sup>14</sup>. I spoke to a range of civil society organizations and government officials in Los Angeles and San Francisco about CES.

56. In Los Angeles, CES is one of the pillars of mayor Garcetti’s strategy<sup>15</sup> to tackle the homelessness crisis in the city. The system is administered by the Los Angeles Homeless Service Authority (LAHSA). Tens of thousands of Los Angeles’ homeless population have been included in the system since it was first set up in 2013. It works as follows. A homeless service caseworker or volunteer interviews a homeless individual using a survey called the Vulnerability Index-Service Priority Decision Assistance Tool (VI-SPDAT). This data is stored in a Homeless Management Information System (HMIS) that stores the data. A ranking algorithm gives the homeless respondent a vulnerability score between 1 and 17 and a second, matching, algorithm, matches the most vulnerable homeless to appropriate housing opportunities.

57. The CES replaces a previous system of matching the homeless to housing that was described to me by various interlocutors as dysfunctional. It is based on the principle of ‘Housing First’, which focuses on providing housing before anything else. But despite the good intentions of officials in Los Angeles, there is an Orwellian side to CES. Similar concerns were expressed to me about the San Francisco CES.

58. A first, and major, concern is that the VI-SPDAT survey asks homeless individuals to give up the most intimate details of their lives. Among many other questions, the VI-SPDAT survey requires homeless individuals to answer whether they engage in sex work, whether they have ever stolen medications, how often they have been

in touch with the police and whether they have “planned activities each day other than just surviving that bring [them] happiness and fulfillment”. One researcher I met with who has interviewed homeless individuals that took the VI-SPDAT survey explained that many feel they are giving up their human right to privacy in return for their human right to housing.

59. A civil society organization in San Francisco explained that many homeless individuals feel deeply ambivalent about the millions of dollars that are being spent on new technology to funnel them to housing that does not exist. According to some of my interlocutors, only a minority of those homeless individuals being interviewed actually acquire permanent housing, because of the chronic shortage of affordable housing and Section 8 housing vouchers in California. As one participant in a civil society town hall in San Francisco put it: “Computers and technology cannot solve homelessness”.

60. A third concern related to access to and sharing of the wealth of data collected via coordinated entry systems and stored in HMIS. According to 2004 data standards by the Department of Housing and Urban Development, homeless organizations that record, use or process Protected Personal Information on homeless clients for a HMIS may share that information with law enforcement in a number of circumstances, including in response to “an oral request for the purpose of identifying or locating a suspect, fugitive, material witness or missing person” without the need for a warrant or any other form of judicial oversight<sup>16</sup>.

61. I understood from civil society organizations that homeless individuals who have been interviewed for VI-SPDAT have expressed a fear, a fear that does not seem unjustified in light of the current legal regime, that the police would access the very sensitive personal data stored in HMIS. When I met with the Executive Director of LAHSA, he assured me that LAHSA is working on a policy decision to deny the LAPD access to HMIS, which would be an important step in safeguarding the human right to privacy and other civil rights of the homeless. Other local and county officials have also assured me that the LAPD is currently not allowed access to HMIS.

62. However, since federal standards allow such access and given the fact that the LAPD informed me that it is “unfortunate” that they currently have no access to CES data, it is likely there will be continued pressure on LAHSA and similar agencies in other municipalities to give access to the police to this ‘gold mine’ of information. Access by the police to HMIS is only one policy decision away.

##### (ii) Risk assessment tools in the pre-trial phase

63. Across the United States, a movement is underway to reform the pretrial system. At the heart of the reform is an effort to disconnect pretrial detention from wealth and to tie it to risk instead. And to accomplish that goal, a growing number of jurisdictions are adopting risk assessment tools (also called actuarial tools, or Actuarial Pretrial Risk Assessment Instruments -APRAIs<sup>17</sup>) to assist in pretrial release and custody decisions<sup>18</sup>. This move from pretrial detention and money bail

to risk assessment is widely supported, but new risks to the human rights of the poor in the United States arise with the use of risk assessment tools.

64. Automated risk assessment tools, take “data about the accused, feed it into a computerized algorithm, and generate a prediction of the statistical probability the person will commit some future misconduct, particularly a new crime or missed court appearance.”<sup>19</sup> The system will generally indicate whether the risk for the particular defendant, compared to observed outcomes among a population of individuals who share certain characteristics, is ‘high’, ‘moderate’, or ‘low’. Judges maintain discretion, in theory, to ignore the risk score.

65. One fundamental critique is that risk assessments are based on turning individual circumstances into risk categories. The overwhelmingly poor defendants who are confronted with these new practices are turned into ‘high’, ‘medium’ or ‘low’ risk classes, a demeaning process for those involved which goes directly against the principle of an individualized criminal justice system.

66. Several interlocutors warned that these tools may seem to produce objective scores, but that the decision what risk level to qualify as ‘high’ or ‘low’ is not an objective, but a political choice, that should ultimately be decided by voters, not the, often private, developers of these tools.

67. Risk assessment tools pose the same risks associated with privatizing public functions that currently plague the money bail system. I met with a Division Chief in the Public Defender’s Office of Los Angeles County who explained the pressure court systems are under to buy risk assessment tools ‘off the shelf’ from private vendors. As in other contexts, the inner workings of such tools as proprietary to the company that sells it, which leads to serious due process concerns that affect the civil rights of the poor in the criminal justice system<sup>20</sup>.

### **(iii) Access to high-speed broadband access in West Virginia**

68. Civil society organizations have urged me to focus on obstacles to internet connectivity in impoverished communities in West Virginia<sup>21</sup>. This is a persistent problem in the state, where an estimated 30% of West Virginians lack access to high speed broadband (compared to 10% nationally) and 48% of rural West Virginians lack access (compared to 39% of the rural population nationally)<sup>22</sup>. But when I asked the Governor’s office in West Virginia about efforts to expand broadband access in poor, rural communities, it could only point to a 2010 broadband expansion effort. It downplayed the extent of the problem by claiming that there were “some issues” with access to Internet in West Virginia’s valleys.

## **5. Puerto Rico**

69. I spent two days of the nine days I traveled outside of Washington, DC, in Puerto Rico. I witnessed the devastation of hurricane Irma and Maria in Salinas and Guayama in the south of the island, as well as in the poor Caño Martín Peña neighborhood in San Juan. Both in the south and in San Juan I listened to individuals in poverty and civil society organizations on how these natural disasters are just

the latest in a series of bad news for Puerto Ricans, which include an economic crisis, a debt crisis, an austerity crisis and, arguably, a structural political crisis.

70. Political rights and poverty are inextricably linked in Puerto Rico. If it were a state, Puerto Rico would be the poorest state in the Union. But Puerto Rico is not a state, it is a mere ‘territory.’ Puerto Ricans have no representative with full voting rights in Congress and, unless living stateside, cannot vote for the President of the United States. In a country that likes to see itself as the oldest democracy in the world and a staunch defender of political rights on the international stage, more than 3 million people who live on the island have no power in their own capital.

71. Puerto Rico not only has a fiscal deficit, it also has a political rights deficit, and the two are not easily disentangled. I met with the Executive Director of the Financial Oversight and Management Board that was imposed by Congress on Puerto Rico as part of PROMESA. This statement is not the place to challenge the economics of the Board’s proposed policies, but there is little indication that social protection concerns feature in any significant way in the Board’s analyses. At a time when even the IMF is insisting that social protection should be explicitly factored into prescriptions for adjustment (i.e. austerity) it would seem essential that the Board take account of human rights and social protection concerns as it contemplates far-reaching decision on welfare reform, minimum wage and labor market regulation.

72. It is not for me to suggest any resolution to the hotly contested issue of Puerto Rico’s constitutional status. But what is clear is that many, probably most, Puerto Ricans believe deeply that they are presently colonized and that the US Congress is happy to leave them in the no-man’s land of no meaningful Congressional representation and no ability to really move to govern themselves. In light of recent Supreme Court jurisprudence and Congress’s adoption of PROMESA there would seem to be good reason for the UN Decolonization Committee to conclude that the island is no longer a self-governing territory.

\* I am grateful for the superb research and analysis undertaken by Christiaan van Veen, Anna Bulman, Ria Singh Sawhney, and staff of the UN Office of the High Commissioner for Human Rights, as well as the many inputs made by civil society groups, including those organized by the US Human Rights Network, and by leading scholars in the field.

## **Notes**

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2. Charles Varner, Marybeth Mattingly, & David Grusky, ‘The Facts Behind the Visions,’ *Pathways*, Spring 2017, p. 2.
3. <https://www.hudexchange.info/resources/documents/2017-AHAR-Part-1.pdf>
4. The National Advocates for Pregnant Women, Submission to the Special Rapporteur on Extreme Poverty and Human Rights (4 October 2017), at 4.
5. <https://www.treasury.gov/press-center/press-releases/Documents/TreasuryGrowthMemo12-11-17.pdf>
6. <https://ccf.georgetown.edu/2017/08/03/what-every-policy-maker-needs-to-know-about-the-childrens-health-insurance-program-chip-a-refresher/> ; <https://www.medicaid.gov/chip/downloads/fy-2016-childrens-enrollment-report.pdf>;
7. National Association of Community Health Centers, <http://www.nachc.org/about-our-health-centers/find-a-health-center/>
8. Julia Paradise et al, *Community Health Centers: Recent Growth and the Role of the ACA* (18 January 2017),

9. National Association of Community Health Centers, <http://www.nachc.org/wp-content/uploads/2016/02/NACHC-2017-Policy-Paper-Funding.pdf>.

10. National Association of Community Health Centers, The Health Center Funding Cliff and its Impact, September 2017; Peter Shin et al, What are the Possible Effects of Failing to Extend the Community Health Center Fund?, RCHN Community Health Foundation Research Collaborative

Policy Research Brief # 49 (21 September 2017), [https://publichealth.gwu.edu/sites/default/files/images/GG%20Health%20Center%20Fund%20Brief\\_9.18\\_Final.pdf](https://publichealth.gwu.edu/sites/default/files/images/GG%20Health%20Center%20Fund%20Brief_9.18_Final.pdf)

11. In a written submission received by the Special Rapporteur from researchers at the Princeton University Center for Information Technology Policy, they write: "The concept of AI has been proven to be notoriously difficult to define. A basic though popular definition of AI refers to "intelligence exhibited by machines" or "the science and engineering of making intelligent machines." These definitions assume that 'intelligence' is clearly defined itself, though it, too, is ambiguous. No commonly agreed upon definition of artificial intelligence currently exists." Available here: <http://www.ohchr.org/EN/Issues/Poverty/Pages/Callforinput.aspx>

12. Executive Office of the President National Science and Technology Council Committee on Technology', 'Preparing for the Future of Artificial Intelligence', October 2016, p.1.

13. Cathy O'Neil, 'The Ivory Tower Can't Keep Ignoring Tech', 14 November 2017, available from: <https://www.nytimes.com/2017/11/14/opinion/academia-tech-algorithms.html>

14. One important exception is an excellent book that will be published in January: Virginia Eubanks, Automating Inequality: Automating Inequality How High-Tech Tools Profile, Police, and Punish the Poor (Forthcoming, 2018)

15. <https://www.lamayor.org/comprehensive-homelessness-strategy>

16. <https://www.hudexchange.info/resources/documents/2004HUDDataandTechnicalStandards.pdf>

17. The Criminal Justice Policy Program (CJPP) at Harvard Law School, 'Moving Beyond Money: A Primer on Bail Reform', October 2016, p. 18.

18. Sandra G. Mayson, 'Bail Reform and Restraint for Dangerousness: Are Defendants a Special Case?' Public Law Research Paper No. 16-30 Yale Law Journal (Forthcoming DO NOT CITE WITHOUT AUTHOR'S PERMISSION), p.1, available from: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2826600](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2826600); Human Rights Watch, 'Not in it for Justice: How California's Pretrial Detention and Bail System Unfairly Punishes Poor People', April 2017, p. 87-88.

19. Human Rights Watch, 'Not in it for Justice: How California's Pretrial Detention and Bail System Unfairly Punishes Poor People', April 2017, p. 88.

20. Written submission from the AI Now Institute: <http://www.ohchr.org/EN/Issues/Poverty/Pages/Callforinput.aspx>

21. Written submission from Access Now: <http://www.ohchr.org/EN/Issues/Poverty/Pages/Callforinput.aspx>

22. West Virginia Center on Budget and Policy & American Friends Service Committee, '2016 State of Working West Virginia: Why is West Virginia so Poor?', p. 55.

**NUB MODULE 5: HOMEWORK**  
**JACKSON KATZ VIDEO AND JOURNAL**

**Violence Against Women — It’s a Men’s Issue**

**Required Assignment:** Watch the TED Talk by Jackson Katz entitled *Violence Against Women: It’s a Men’s Issue*. The video is on the NUB web page, or you can find it at <https://www.youtube.com/watch?v=KTvSfeCRxe8>. We will discuss the video in class.

**Optional Assignment:** Jot down some of your thoughts/responses to the video and topic.

- 1. Before you watch the video ... what comes to mind when you here “violence against women?” There is no right or wrong answer. This is just to get you thinking about your understanding of the issue before you learn more.

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- 2. Watch the video and jot down your thoughts. There is space below and on the back of this page. Some questions you might address include:
  - a. What surprised you?
  - b. Did anything seem inaccurate to you?
  - c. Did Mr. Katz present a full picture of violence against women?
  - d. Did Mr. Katz fairly present the issue?
  - e. What are your thoughts about Mr. Katz’s assertions?
  - f. Has your understanding of the issue of violence against women changed? If yes, how?
  - g. Does this TED Talk make you want to change anything or do something differently in your own life or in society?
  - h. Is there anything else you would have like to seen addressed in this TED Talk?

216

By Amy Morin, Contributor

Amy Morin is a psychotherapist and the author of *13 Things Mentally Strong People Don't Do*.

It's that time of year where many people begin thinking about everything they have to be thankful for. Although it's nice to count your blessings on Thanksgiving, being thankful throughout the year could have tremendous benefits on your quality of life.

In fact, gratitude may be one of the most overlooked tools that we all have access to every day. Cultivating gratitude doesn't cost any money and it certainly doesn't take much time, but the benefits are enormous. Research reveals gratitude can have these seven benefits:

**1. Gratitude opens the door to more relationships.** Not only does saying “thank you” constitute good manners, but showing appreciation can help you win new friends, according to a 2014 study published in *Emotion*. The study found that thanking a new acquaintance makes them more likely to seek an ongoing relationship. So whether you thank a stranger for holding the door or you send a quick thank-you note to that co-worker who helped you with a project, acknowledging other people’s contributions can lead to new opportunities.

**2. Gratitude improves physical health.** Grateful people experience fewer aches and pains and they report feeling healthier than other people, according to a 2012 study published in *Personality and Individual Differences*. Not surprisingly, grateful people are also more likely to take care of their health. They exercise more often and are more likely to attend regular check-ups with their doctors, which is likely to contribute to further longevity.

### 3. Gratitude improves psychological health.

Gratitude reduces a multitude of toxic emotions, ranging from envy and resentment to frustration and regret. Robert A. Emmons, Ph.D., a leading gratitude researcher, has conducted multiple studies on the link between gratitude and well-being. His research confirms that gratitude effectively increases happiness and reduces depression.

**4. Gratitude enhances empathy and reduces aggression.** Grateful people are more likely to behave in a prosocial manner, even when others behave less kind, according to a 2012 study by the University of Kentucky. Study participants who ranked higher on gratitude scales were less likely to retaliate against others, even when given negative feedback. They experienced more sensitivity and empathy toward other people and a decreased desire to seek revenge.

**5. Grateful people sleep better.** Writing in a gratitude journal improves sleep, according to a 2011 study published in *Applied Psychology: Health and Well-Being*. Spend just 15 minutes jotting down a few grateful sentiments before bed, and you may sleep better and longer.

**6. Gratitude improves self-esteem.** A 2014 study published in the *Journal of Applied Sport Psychology* found that gratitude increased athlete's self-esteem, which is an essential component to optimal performance. Other studies have shown that gratitude reduces social comparisons. Rather than becoming resentful toward people who have more money or better jobs—which is a major factor in reduced self-esteem—grateful people are able to appreciate other people's accomplishments.

**7. Gratitude increases mental strength.** For years, research has shown gratitude not only reduces stress, but it may also play a major role in overcoming trauma. A 2006 study published in *Behavior Research and Therapy* found that Vietnam War veterans with higher levels of gratitude experienced lower rates of Post-Traumatic Stress Disorder. A 2003 study published in the *Journal of Personality and Social Psychology* found that gratitude was a major contributor to resilience following the terrorist attacks on September 11. Recognizing all you have to be thankful for — even during the worst times of your life — fosters resilience.

We all have the ability and opportunity to cultivate gratitude. Simply take a few moments to focus on all that you have – rather than complain about all the things you think you deserve. Developing an “attitude of gratitude” is one of the simplest ways to improve your satisfaction with life.

## GRATITUDE JOURNAL

Please think of five things you are grateful for, and write one or two sentences about each thing below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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## CAMPUS AND COMMUNITY RESOURCES

Niagara University Counseling Center  
716.286.8536  
(Confidential)

**Niagara University Campus Safety**  
**716.286.8111**

**Niagara University Associate Director for Equity and Inclusion**  
Ryan Thompson  
716.286.8324  
[www.niagara.edu/oei](http://www.niagara.edu/oei)  
(Confidential)

**YWCA of Niagara County**  
(24 hours a day 7 days/week)  
716.433.6716 or text 716.870.9726  
(Confidential)

**Niagara County Crisis Services**  
716.285.3515  
(Confidential)