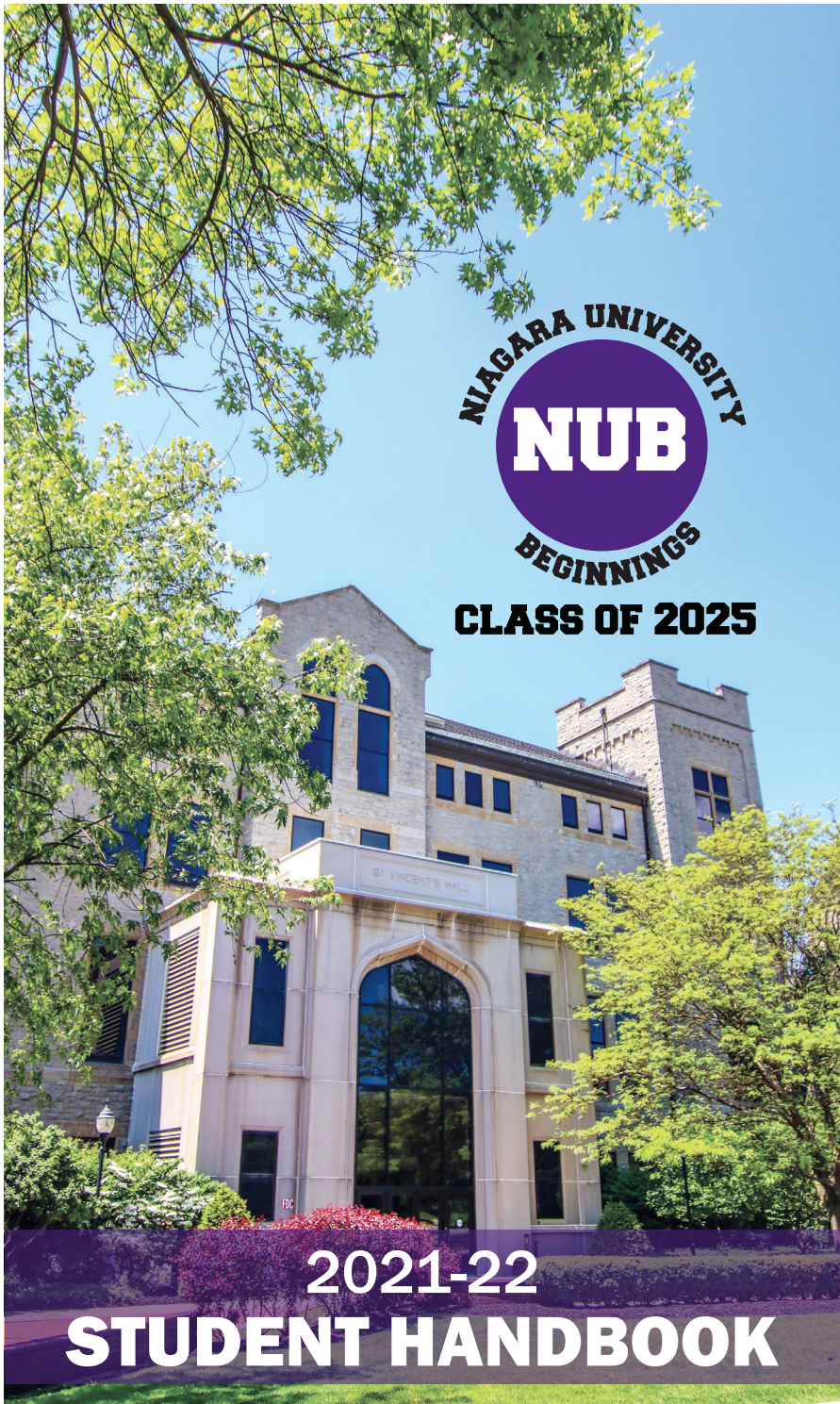




CLASS OF 2025



**2021-22
STUDENT HANDBOOK**

HOURS OF OPERATION

(Subject to change)

The Russell J. Salvatore Dining Commons: is the main dining location on campus. Go to www.metzniagara.com for more information on campus dining.

Monday–Thursday — 7:30 a.m.–10:30 p.m.

Friday: 7:30 a.m.-8 p.m.

Saturday: 9:30 a.m.-8 p.m.

Sunday: 9:30 a.m.-10:30 p.m.

Gallagher Center (“Gally”) Food Court: offers several specialty stations and a convenience store. Go to www.metzniagara.com for more information.

Monday–Friday — 8 a.m.-midnight

Saturday: 8 a.m.-8 p.m.

Sunday: 10 a.m.-8 p.m.

TABLE OF CONTENTS

CLASS SCHEDULE.....	5
ACADEMIC CALENDAR.....	6
THINGS TO DO ON CAMPUS.....	7
MONTH-AT-A-GLANCE CALENDARS	8-18
WHAT'S UP WITH THIS PLACE?	19-38
Niagara University Mission and Enabling Goals	21
Understanding the Mission	22
NU's Vincentian Heritage.....	23
How Can You Make an IMPACT at Niagara University?	26
Niagara University Additional Resources.....	28
Sustainability.....	33
Sustainable Living, Sustainable World	35
Get Out and Vote.....	37
SUPERSIZE YOUR MIND.....	39-50
Analytical Thinking.....	41
Analytical Listening.....	44
Analytical Reading.....	48
THE DOS AND DON'TS OF BEING A PURPLE EAGLE.....	51-72
Important Policies.....	52
Paying Attention to Drop/Add Policies.....	56
Introduction to Documenting.....	57
Etiquette	59
Affirmative Consent in New York State	64
Sexual Violence Resource & Reporting Options	66
Rape Culture Triangle	67
Power and Control Wheel	68
Relationship Check.....	69
Some Common Microaggressions.....	70
GETTING OTHER PEOPLE TO PLAN THINGS FOR YOU	73-82
NU Clubs and Organizations.....	74
Club Sports.....	79
Faith-Based Organizations	80
HOW TO WORK LIKE A BOSS.....	83-92
Time Management.....	84
Learning and Technology.....	88
Helpful Hints from the Library.....	89
Twenty Tips for Feeling Good About Yourself and Your Work.....	90

HACKING SCHOOL AND LIFE.....	93–112
Nutrition	94
Exercise Tips.....	95
Sleep	96
Stress.....	97
Mindfulness Practices	98
Seven Scientifically Proven Benefits of Gratitude	100
The Holmes and Rahe Stress Scale	102
Mental Health.....	104
Alcohol and You.....	105
What Every College Student Should Know About Money and Finances	107
How to Register for Courses: WebAdvisor Instructions.....	109
NUB ASSIGNMENTS	113–168
NUB Learning Guidelines	114
Freshman Year to Graduation: Planning Your NU Years Wisely	115
NUB Module 1	
Homework: Get Organized! The Syllabus Assignment.....	116
Homework: Engagement Assignment: Get Involved in Our Campus	118
Homework: QPR for Suicide Prevention: Online Training	119
Classwork: Liberal Arts Education: What, Why, and How?	120
Classwork: NU’s Liberal Arts Curriculum.....	122
NUB Module 2	
Homework: Links for Online Assignments	128
NUB Module 3	
Classwork: Vera Myers Journal.....	129
Homework: Group Presentation	130
Classwork: Academic Integrity Case Study.....	136
Classwork: Spotting Reliable Information	137
NUB Module 4	
Classwork: Intersectionality Journal	138
Homework: Critical Thinking Assignment	140
Homework: Critical Thinking Article	142
NUB Module 5	
Homework: Jackson Katz Video and Journal	164
NUB Module 6	
Homework: Link for Online Assignment.....	166
NUB Module 7	
Homework: Freshmen 5: Time and Stress Management Assignment	167
CAMPUS AND COMMUNITY RESOURCES	169

CLASS SCHEDULE

NIAGARA UNIVERSITY _____

SCHEDULE WORKSHEET

Name _____

Semester _____

FIRST CHOICE SECTION	Day, Time Location, Note	SECOND CHOICE SECTION	Day, Time Location, Note	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:55 a.m.	9:00-10:20 a.m.	9:00-9:55 a.m.	9:00-10:20 a.m.	9:00-9:55 a.m.
10:05-11:00 a.m.	10:30-11:50 a.m.	10:05-11:00 a.m.	10:30-11:50 a.m.	10:05-11:00 a.m.
11:10 a.m.-12:05 p.m.		11:10 a.m.-12:05 p.m.		11:10 a.m.-12:05 p.m.
12:15-1:10 p.m.	12:00-1:20 p.m.	12:15-1:10 p.m.	12:00-1:20 p.m.	12:15-1:10 p.m.
1:20-2:15 p.m.	1:30-2:50 p.m.	1:20-2:15 p.m.	1:30-2:50 p.m.	1:20-2:15 p.m.
1:30-2:50 p.m.		1:30-2:50 p.m.		
3:00-4:20 p.m.	3:00-4:20 p.m.	3:00-4:20 p.m.	3:00-4:20 p.m.	
4:30-5:50 p.m.	4:30-5:50 p.m.	4:30-5:50 p.m.	4:30-5:50 p.m.	
6:00-7:20 p.m.		6:00-7:20 p.m.		
7:30-8:50 p.m.		7:30-8:50 p.m.		



NIAGARA UNIVERSITY

FALL 2021 SEMESTER	
August 28 Saturday	MBA & Graduate 1st Saturday Session Begins
August 30 Monday	Undergraduate and Graduate Classes Begin
September 06 Monday	Labor Day Holiday
September 07 Tuesday	Restricted Drop Add Begins
September 10 Friday	Restricted Drop Add Ends/Last Day to Drop without a W
September 25 Saturday	MBA & Graduate 1st Saturday Session Ends
October 02 Saturday	MBA & Graduate 2nd Saturday Session Begins
Oct 11-12 Mon-Tues	Indigenous People's Day/Fall Break
October 15 Friday	Mid-Term ends
October 30 Saturday	MBA & Graduate 2nd Saturday Session Ends
November 06 Saturday	MBA & Graduate 3rd Saturday Session Begins
November 12 Friday	Last Day to Drop with a "W", after must be passing.
Nov 15-18 Mon-Thurs	Spring 2022 Registration Week
Nov 24-28 Wed-Sun	Thanksgiving Break
December 09 Thursday	Reading Day/Last Day to Drop a class
December 10 Friday	Exam Week Begins
December 11 Saturday	MBA & Graduate 3rd Saturday Session Ends
December 16 Thursday	Last day of the Fall Semester
December 21 Tuesday	Final Grades Due

SPRING 2022 SEMESTER	
January 18 Tuesday	Undergraduate and Graduate Classes Begin
January 22 Saturday	MBA & Graduate 1st Saturday Session Begins
January 25 Tuesday	Restricted Drop Add Begins
January 28 Friday	Restricted Drop Add Ends/Last Day to Drop without a W
February 19 Saturday	MBA & Graduate 1st Saturday Session Ends
February 26 Saturday	MBA & Graduate 2nd Saturday Session Begins
March 04 Friday	Mid-Term ends
Mar 14-18 Mon-Fri	Spring Break
March 19 Friday	MBA & Graduate Saturday session classes meet
March 25 Friday	Last Day to Drop with a "W", after must be passing.
March 26 Saturday	MBA & Graduate 2nd Saturday Session Ends
April 02 Saturday	MBA & Graduate 3rd Saturday Session Begins
Apr 4-7 Mon-Thurs	Summer/Fall 2022 Registration Week
Apr 14-18 Thurs-Mon	Easter Recess
May 03 Tuesday	Reading Day/Last Day to Drop a class
May 04 Wednesday	Exam Week Begins
May 07 Saturday	MBA & Graduate 3rd Saturday Session Ends
May 10 Tuesday	Last day of the Spring Semester
May 12 Thursday	Graduate Commencement TENTATIVE
May 13 Friday	Final Grades Due
May 14 Saturday	Undergraduate Commencement TENTATIVE

*Please see full withdrawal and add-drop refund schedule at <https://www.niagara.edu/add-drop-policy/>
Refund is for full-semester courses. Contact Student Accounts for information on other courses.

The Board of Trustees, Administration, and the Registrar's Office reserve the right to alter or amend this calendar as deemed necessary. Up to date versions available at www.niagara.edu/academic-calendars/.

THINGS TO DO ON CAMPUS

Campus Activities — www.niagara.edu/cao

Career Services — www.niagara.edu/career-services-calendar-of-events

Castellani Art Museum — www.castellaniartmuseum.org

NU Athletics — <https://purpleeagles.com/index.aspx>

NU Theatre — <https://theatre.niagara.edu>

College of Business Administration webinars —
<https://mba.niagara.edu/contact/speaker-series>

Peggy and John Day University Honors Lectures —
www.niagara.edu/dayhonorslecture

October Speaker Series — To be announced

Social Justice Speaker Series — To be announced

Office of Multicultural Affairs: www.niagara.edu/ma

AUGUST 2021

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 2021

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

OCTOBER 2021

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 Indigenous People's Day Canadian Thanksgiving	19	20	21	22 Mid-term Ends	23
24	25	26	27	28	29	30
Halloween	31					

NOVEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 Election Day	10	11	12	13
Daylight Saving	15	16	17	18 Veterans Day	19 Last day to drop with a "W". must be passing	20
21	22 Spring 2022 Registration Week	23	24	25	26	27
28	29	30 Last day of classes	No classes	Thanksgiving Day No classes	No classes	

DECEMBER 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2		3	4
5	6	7	8	9	10	11
12	13	14	15	16 Reading Day	17 Exam week begins	18
19	20	21	22	23 Last day of Fall Semester	24	25
26	27	28	29	30	31 Christmas Eve	Christmas
					New Year's Eve	

FEBRUARY 2022

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

MARCH 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 Midterm Ends	12
13	14	15	16	17	18	19
Daylight Saving	Spring Break begins			St. Patrick's Day		
20	21	22	23	24	25	26
27	28	29	30	31	Last day to drop with a "W". must be passing	

APRIL 2022

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
				Easter Recess	Good Friday	
Easter	Easter Monday	26	27	28	29	30
24	25	26	27	Earth Day		

MAY 2022

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

What's Up With This Place?

MISSION AND MORE



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.

For more information, go to:

<https://mission.niagara.edu/about/mission-statement>

mission.niagara.edu/about

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.¹

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. For more information, <https://mission.niagara.edu/catholic>.

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

NU'S VINCENTIAN HERITAGE

Hiring managers' perspectives: very important skills for recent college graduates

90%

Effective oral communication

78%

Effective written communication

84%

Critical thinking/analytical reasoning

87%

Ethical judgment and decision making

87%

Able to work effectively in teams

85%

Able to work independently

*from www.aacu.org/research/2018-future-of-work, taken from Hart Research Associates. (2018). Fulfilling the American Dream: Liberal Education and the Future of Work. Selected Findings from Online Surveys of Business Executives and Hiring Managers Conducted on Behalf of the Association of American Colleges and Universities.

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?

The IMPACT model provides Niagara University students with career preparation through service. It is a project-based learning model. Students will use their knowledge and skills to develop a project to address an identified community need. They will then collect and analyze data to determine the IMPACT that their project made. The IMPACT model also promotes collective impact, encouraging students, faculty, community members and others work as an interdisciplinary team to tackle an issue in the community. See the image below to see what IMPACT involves!

“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: Freshman year is about discovery

- What is the IMPACT program and how can it support you during your time at Niagara University?
- 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?

PLANNING: Sophomore year is about planning

- Identify your area of interest that you learned from the DISCOVERY phase.
- 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: Junior year is about 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.

IMPACT: Senior year is when students determine the IMPACT their projects made

- Collect and analyze data to determine if project outcomes were reached.
- Report the identified community need the project tackled.
- Reflect on the IMPACT that the project made on the community and themselves.

COMMITMENT: is the ultimate goal of the IMPACT model!

- As alumni, students maintain their connection with Niagara University.
- Alumni will foster a lifelong commitment to service in their communities.

Want more information? Contact us!

impact@niagara.edu

716.286.8750

Academic Complex, Room 125

www.niagara.edu/impact

NIAGARA UNIVERSITY ADDITIONAL RESOURCES

Academic Success Center

Seton Hall, First Floor • 716.286.8072 • www.niagara.edu/asc

Our Mission: The Academic Success Center (ASC) contributes to students' academic achievement and fosters their independence as learners through teaching, tutoring, and academic mentoring. Students can request and access a variety of services and programs through the ASC, both in-person and online. Below is a sample of what we offer.

Tutoring: Students can request peer tutoring, at no charge, for many 100- and some 200-level courses. Tutors may help students clarify textbook material, discuss ideas, go over practice problems, provide study techniques, and/or review test-taking strategies. Groups consist of 1-5 students and meet for one hour sessions, twice weekly. Students can complete the tutor request form on our website or in our office, located on the first floor of Seton Hall. Drop-in math tutoring, no appointment needed, is also offered for a variety of 100 and 200 level math courses. For more information, please visit www.niagara.edu/tutoring.

Writing Center: Professional and peer tutors are available to assist students in two locations: the Academic Success Center, Seton Hall, first floor, and the library, first floor. Sessions last up to 30 minutes, and tutors are trained to help with any aspect of the writing process, from brainstorming, to outlining, to drafting. There is no proofreading! Students can sign up for an appointment in three ways: on myNU under the "Resources" tab, by calling 716.286.8073, or by stopping by our office. For more information, please visit www.niagara.edu/writing-center.

Accessibility Services: Accessibility Services is committed to creating equal access for all Niagara University students with disabilities. Our mission is to provide accommodations and support to students with documented disabilities who are registered with our office that will enable them to fully participate in programs and services available at Niagara University. Students can request academic and non-academic accommodations, such as testing, note taking, alternate format, housing accommodations, etc. Students can request accommodations any time, but the earlier in the semester, the better! Additional information is at www.niagara.edu/accessibility-services.

Academic Coaching: ASC's Academic Coaches assist students in managing their academic transition to college, developing study skills/behaviors, and utilizing a variety of university resources, as needed, to maximize their academic success. We meet students regularly during their first semester to help them: understand their learning style; practice effective learning strategies including note taking and textbook reading strategies, study skills

specific to course type, and/or test taking strategies; develop practical time management and organization skills; track their academic progress and use this information to make decisions about what they can do to improve their academic performance, if needed; and become knowledgeable about university resources, policies, and procedures that they can use to successfully navigate their first semester at Niagara.

Academic Strategies/Resources & Study Skills: Members of the ASC staff are trained to assist students with study skills, reading strategies, and other needs ranging from managing time to taking lecture notes to studying for exams. Students can meet with ASC staff by appointment for assistance or access this type of information in a variety of ways:

- **Academic Support Services Canvas Page:** We collaborated with the Library to go beyond our physical buildings to seamlessly integrate our support services and resources right into the Canvas dashboard and your course site. You'll find helpful links to a number of our services and workshops here including citations, research guides, tips for success, how to videos, and workshops.
- **YouTube:** Access our videos at any time at the Niagara University Academic Success Center's YouTube Channel: www.youtube.com/channel/UCPPbMe_ozPpHdbjyu7Arsapg/videos.
- **Printed material:** www.niagara.edu/asc-study-reading-strategies

Connect with ASC!

Facebook: Academic Success Center at Niagara University

Instagram: [nu_academicssuccess](https://www.instagram.com/nu_academicssuccess)

Twitter: [@NiagaraASC](https://twitter.com/NiagaraASC)

For the fall semester, ASC staff can meet with students either in-person or online. Note that some tutoring and some Writing Center hours will continue to be available online this fall as well. Please call ASC or check our website for the most up to date information on our programs and services.

Career Services

www.niagara.edu/career

Career Services is here to help you, from your freshman year all the way through your senior campaign. We want to make sure you get hired, and we have everything you need to get your career on track. And, unlike many other schools, we are here to support you even after you graduate!

Career Services provides a wide range of services for students and alumni, including resume critiques, practice interviews, career counseling, and more.

Information Technology

www.niagara.edu/it

The Office of Information Technology serves the Niagara University community's technology needs with an emphasis on innovation and customer service. We hope our website will educate you on the wide variety of services we offer to students, faculty, staff and the entire NU community.

1. The Office of Information Technology serves the Niagara University community's technology needs with an emphasis on innovation and customer service.
2. We hope our website will educate you on the wide variety of services we offer to students, faculty, staff and the entire NU community.

International Relations/Brennan Center

www.niagara.edu/international

Our mission is to engage the world with Niagara University's rich heritage, centered on the philosophical, moral and practical implications of the dignity of the individual, as well as promoting social justice through education and services. Whether you're coming to Niagara as an international student or are thinking about studying abroad, we're here for you.

Niagara University Opportunities Program (NUOP)

www.niagara.edu/nuop

The Niagara University Opportunity Program is a comprehensive program designed for students who have the potential for and interest in furthering their education but are not admissible under Niagara University's regular admissions criteria. The ultimate goal of the program is to make higher education possible for students who are both academically underprepared and economically disadvantaged. The Niagara University Opportunity Program is funded jointly by the University and the New York State Education Department.

Office for Equity and Inclusion

www.niagara.edu/oei

Mission: To foster an environment at Niagara University where teaching and learning occur in a respectful, welcoming community...To ensure that issues of harassment, discrimination and sexual misconduct are addressed in a timely and effective manner that does not tolerate retaliation. To assist the University in its commitment to foster and sustain a working and learning environment where each member of the community can succeed.

Office of Multicultural Affairs

www.niagara.edu/ma

Niagara University's Office of Multicultural Affairs, also known as OMA, is firmly committed to creating a diverse culture for our students. A culture that respects and embraces diversity and inclusion, regardless of your race, color, sexual orientation or gender. We aim to help students maximize their college experience and empower them to achieve success both academically and personally.

Residence Life

www.niagara.edu/about-residence-life

Mission: The Office of Residence Life is committed to creating an inclusive, safe and engaging residential environment that supports the academic, social, personal and spiritual growth of all resident students. We provide opportunities for students to take ownership of their communities and to develop abilities in the areas of service, civic responsibility, inclusiveness, personal responsibility, and respect for self and others. We strive to create and assess student focused initiatives that provide opportunities for growth and learning with a special focus on Niagara University's core values of spirituality, knowledge, creativity, integrity and compassion.

Student Affairs

www.niagara.edu/student-affairs

Main page for many student-centered departments on campus.

Student Records and Financial Services

www.niagara.edu/student-records-and-financial-services

The Office of Student Records and Financial Services is designed to be a "one-stop" resource for information relating to academic records and registration, financial aid and student accounts. Our knowledgeable and professional staff is available to assist students and parents. The office is located on the northeast section of campus in the Butler Building, which also houses Health Services and the Campus Store.

University Bookstore

<https://niagara.bncollege.com/shop/niagara/home>

Veterans' Office

www.niagara.edu/veterans

Niagara University has a long history of honoring and supporting students who, like you, served all of us through service in our nation's armed forces. Since its earliest days, countless numbers of soldiers and veterans have attended Niagara, enriching the campus and transforming the lives of others. Included among those veterans are two Medal of Honor recipients, General William Donovan and Lieutenant John Bobo, and a humanitarian nominated for sainthood, Fr. Nelson Baker. They, along with thousands of notable alumni, have made a difference in the world. Since World War II, Niagara has welcomed many veterans who came back to school, either to begin or resume their education. In that same welcoming spirit, we welcome you to our campus and thank you for your service.

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). 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?

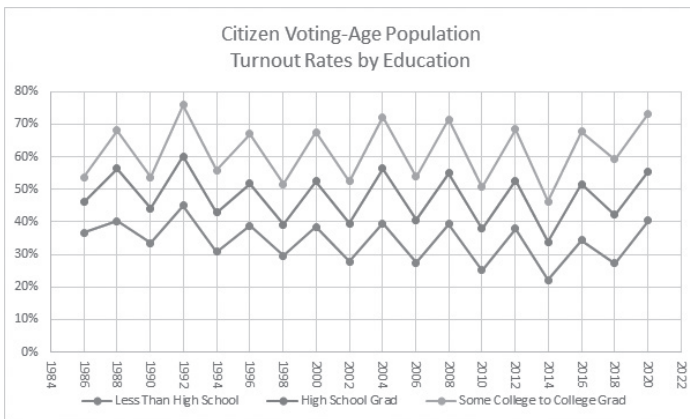
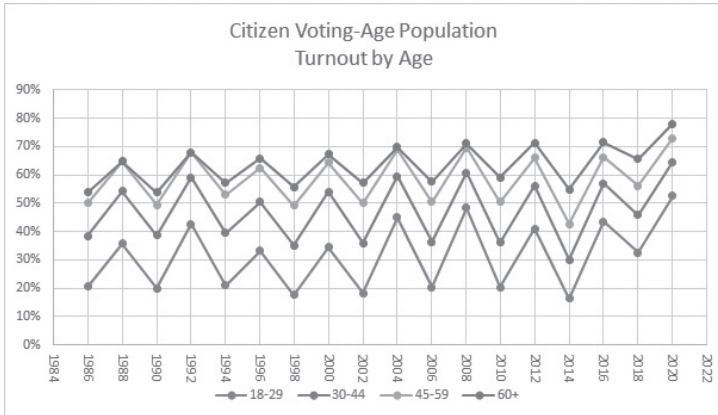
- Reducing resource utilization
- Increasing research in sustainability issues
- Working with the local community
- Assisting in international efforts related to sustainable living

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!

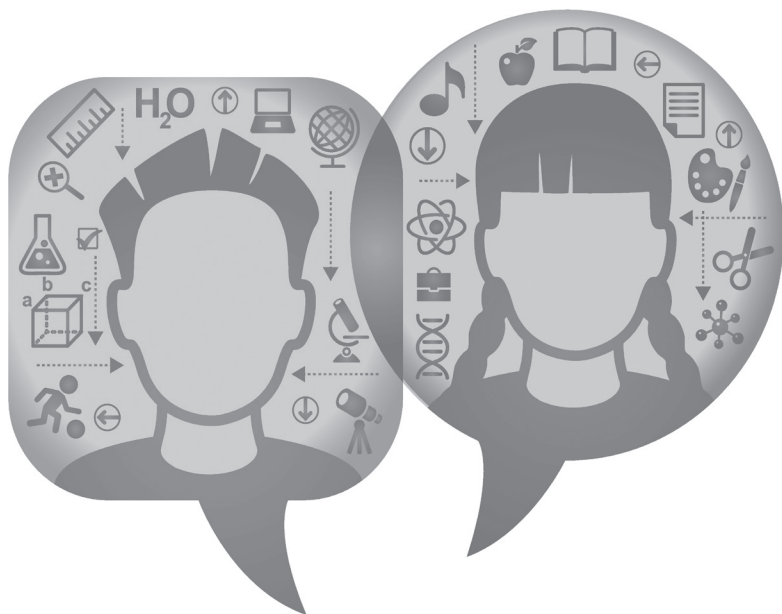


Adapted from US Census data by electproject.org.

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

Supersize Your Mind

ANALYTICAL THINKING FOR COLLEGE AND BEYOND



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:

- o Conceptualize material fully by asking questions frequently and finding answers.
- o Evaluate your reaction to material by asking whether you agree or disagree with it and why.
- o Analyze material by being critical of all perspectives and by asking what is missing.
- o Synthesize material to make connections and examine the big picture.
- o 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!

Live Your Best Purple Pride

IMPORTANT POLICIES
AND CONCEPTS



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/.

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

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 SOURCE MATERIAL

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 (CMOS) is another common style that is frequently used in history courses.

All citation styles have a few things in common. First, they seek to give credit to the original author(s). This requires a specific and consistent format, so that all researchers and readers will easily be able to recognize citations and identify important information that will help them to track down the original source. Since readers and researchers in a given field will typically work with one citation style—APA for psychology, MLA for humanities courses—consistency in terms of formatting is essential. If you approach citations in your own writing with this in mind, it becomes a bit easier.

If you need help with citations, documenting sources, or just getting started on your research paper, we encourage you to visit the Writing Center on campus. Niagara University’s Writing Center can also help you with any other step of the writing process. Tutors can help you brainstorm topics, locate research articles, outline your essay, and develop or review a draft. There are two locations for Niagara’s Writing Center: one in the library 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.

There are also a number of excellent citation and documentation resources that are available for free online. One of the most popular is the Online Writing Lab at Purdue, which is available to the public and can answer many of your questions. It can be found at <https://owl.purdue.edu/>. MLA, APA, and CMOS (Chicago) also each offer online style guides and citation help at their official websites.

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 of MLA and APA. 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 of 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 has composed a guide to help you with how to document and reference materials that 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 others. 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. 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 to support your professional image. 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.

- University students and employees should use their university email account. Cutesy, offensive, or childish email addresses are inappropriate in professional interactions. 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. If you also use a secondary email account, it should have an appropriate address. 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. Be thoughtful about your professor’s time. Professors, like students, are incredibly busy, and teaching is not the only part of their job. Be sure the information is not already available. Also, give your professor a day or so to reply to your email. 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.
- 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. 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. If you have special needs or a disability that requires accommodation, work with the Academic Success Center to implement any accommodations.
- 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. 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. 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:

- 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 still need to use professional communication. 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.
- Be careful not to share inappropriate personal details in an email. Detailed information on your love life, health issues, home life, or family situation may not be 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 could be considered 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 would like students 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>

Video Conference Etiquette

- Be sure to dress appropriately for class. You should wear the same attire you would wear to an in-person class.
- Make sure your background does not distract from class. If you do not have access to a dedicated and professional-looking work area then consider using a virtual background.
- Mute your microphone to eliminate noise and provide better audio. If you want to speak you can use the raised hand icon and wait to be called on.
- Keep in mind the chat features are recorded in transcripts. Be professional. While not being in a classroom may make it hard, be present and attentive in class.

Adapted from: education.depaul.edu/covid-19-resources/pages/zoom-etiquette-for-students.aspx

AFFIRMATIVE CONSENT IN NEW YORK STATE

Together we have the POWER: The POWER of YOU

“Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.”

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

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.

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.

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.

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 a party consented to physical intimacy one time, it does not mean the parties have consent the next time.

Consent must be granted each time.

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

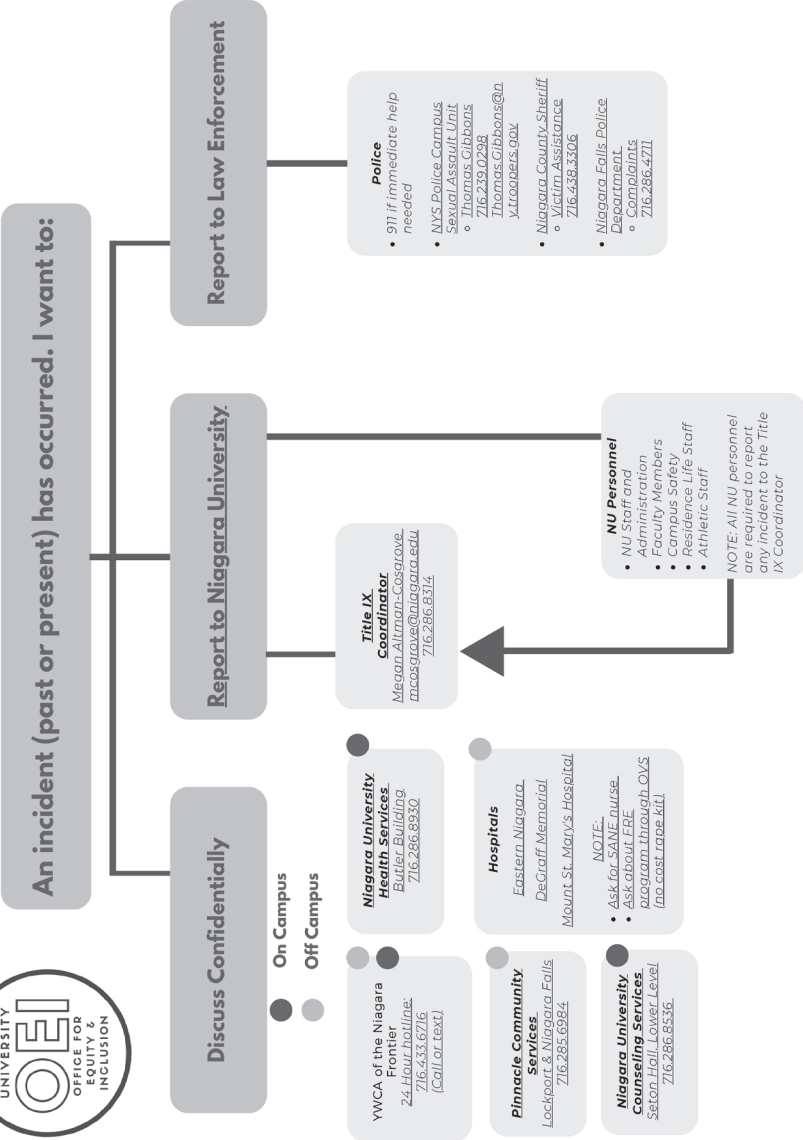
Megan Altman-Cosgrove
Title IX Coordinator
Office for Equity & Inclusion
O'Shea Hall B27
716.286.8314
www.niagara.edu/oei

Confidential:
Niagara University
Counseling Center
Seton Hall, Lower Level
716.286.8536

Niagara University Campus Safety
716.286.8111

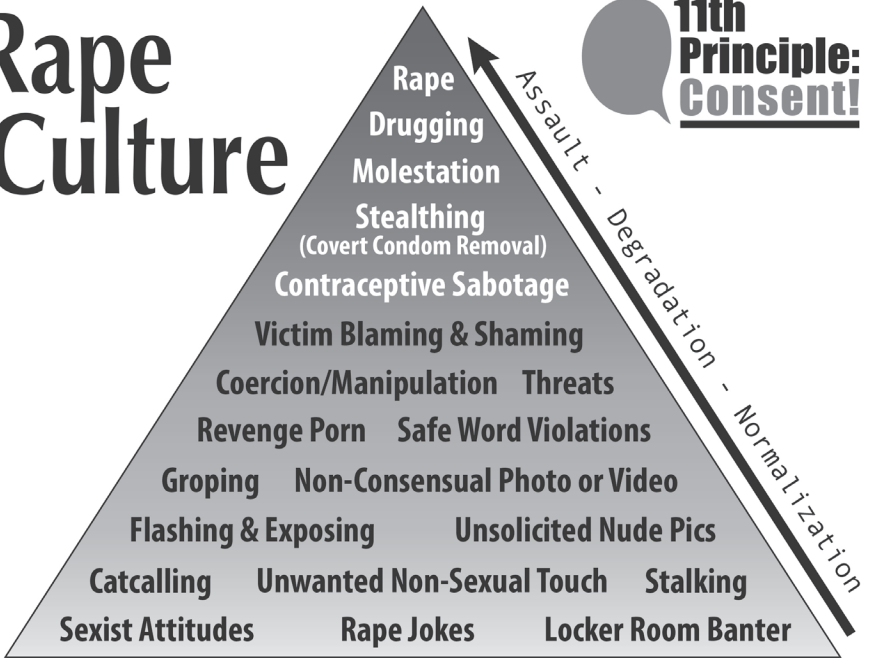
Confidential (Off Campus):
YWCA of the Niagara Frontier
(24 hours a day/7 days a week)
716.433.6716 call or text
[https://ywcaniagarafrontier.org/
services/crisis-services/](https://ywcaniagarafrontier.org/services/crisis-services/)

SEXUAL VIOLENCE RESOURCE & REPORTING OPTIONS



RAPE CULTURE TRIANGLE

Rape Culture



Tolerance of the behaviors at the bottom supports or excuses those higher up. To change outcomes, we must change the culture.

If you see something, say something!
Start the conversation today.

www.11thPrincipleConsent.org

POWER AND CONTROL WHEEL



DOMESTIC ABUSE INTERVENTION PROGRAMS

202 East Superior Street
Duluth, Minnesota 55802
218-722-2781

www.theduluthmodel.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:

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

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

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

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)

This project was supported by Grant No. 2009-WA-AX-0020 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

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!”

TYPES OF



1 GENDER

Whistling as a woman walks by. **Message:** You are a sex object. That is, women's appearance is for the enjoyment of men. (Source: *Derald Wing Sue*)



5 IMITATING ACCENTS

Mimicking foreign accents reinforces stereotypes & often mocks groups for struggling with English.



6 ASCRIPTION OF INTELLIGENCE

Assigning smarts based on race or gender. "How'd YOU get into that school?" (Source: *Gwen Miller*)

2 MICROASSAULT

"Explicit racial derogations" meant to hurt, such as calling somebody "colored" or "Oriental." (Source: *Visions, Inc.*)



3 MICRO-INVALIDATION

Negating the thoughts, feelings, or experiences of a person of color. Ex: "Don't be so sensitive." (Source: *Visions, Inc.*)

BRAIN BLAST



MICROAGGRESSIONS



EXAMPLES

7 MICROAGGRESSION STATEMENTS

- "You don't sound like a black person."
 - "So, like, what are you?"
 - "You're really cute for a brown-skinned girl."
 - "Why do you sound white?"
 - "You're smart for a girl."
- (Source: Buzzfeed)

4 AVOID SAYING...

- A) "Where are you from?"
Message: You're not American.
- B) "You're so articulate."
Message: Your group isn't usually as intelligent as Whites.
- C) "I'm not racist; I have several black friends."
Message: I'm immune to racism because I have friends of color.
- D) Saying to an Asian person: "Speak up more. You're so quiet."
Message: Assimilate to the dominant culture.
- E) "You people..." **Message:** You don't belong. You are lesser. (Source: *Wing, et. al., 2007 via U. of Minnesota*)



TODD-FINLEY.COM

Getting Other People to Plan Things for You

CLUBS AND ORGANIZATIONS



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. You can find more information on NU Clubs and Organizations at www.niagara.edu/clubs.

Academic Organizations

Accounting Society

Active Minds

American Chemical Society (ACS)

American Sign Language (ASL)

Biology Club

Club Managers Association of America (CMAA)

Criminal Justice Association

Cybersecurity

Future Teacher's Association (NUFTA)

History Forum

Hospitality and Tourism Association (HTA)

Marketing Association (NUMA)

Model UN

NU Finance

Philosophy Club

Prelaw Student Association

Psychology Club

Social Work Student Association

Society for Human Resources Management

Sport Management Association

Student Nurses Association

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

African Caribbean Student Alliance (ACSA): to create a safe space for all African and Caribbean students, to become a community where students can come together and share their ideas. To introduce African & Caribbean culture to Niagara University. And a safe space for students who are not African or Caribbean who are interested to learn the culture.

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.

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.

Dungeons & Dragons Club: to teach members how to play Dungeons and Dragons and to organize games for members to participate in. This club shall also explore how game mechanics and collective storytelling influence the formation of a narrative.

Environmental Club: make others conscious of our very own human impacts on our planet. Provide fun, engaging ways to reduce harmful human activity through prevention and awareness. Direct our focus on the human aspect since we are the largest contributors.

Fantasy Sports Club: bringing together a community of sports fans here at Niagara University. With this club, we hope to make a long-lasting bond with our members by going to live sporting events, on and off campus, and creating fantasy leagues for professional sports. We plan to create a powerful student section for all athletic events here at Niagara University.

Fight for Life Club: fostering respect and acknowledgment for the dignity and sanctity of human life from conception to natural death. Demonstrating a pro-life presence on campus and elsewhere through events and activities. Providing

service, materials, and support to the pro-life cause in our communities. Educating students on the pro-life position, and informing them of life-affirming options for pregnancy that promote respect and love for the child. Connecting students with tools and resources near them that encourage and support life.

Latinos Unidos: serves as not only a resource and safe space to our fellow Latino students on campus but also as an educational resource for students, faculty and staff while establishing connections with the Niagara Falls and Buffalo communities. We are united in the mission to continue to educate our community on and off campus on what it is to be Latino, what a Latino looks and does not look like, stereotypes, true identity and Latino culture. We as Latinos Unidos, have an open-door policy to students of all majors, whether they are Spanish speakers or not, in an effort to unite Latinos and allies to continue to promote cultural diversity on campus and serve the greater community in accordance with the Vincentian tradition.

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 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.

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.

Students Aligned to Stop Sexism (SASS): a club to educate all students on the current status and misrepresentation of women in America. By shedding light on important issues and engaging in activism, we hope to empower women and create change within the community and on campus.

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

(Subject to change. Check the website noted below for the most current information.)

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 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.

Sport

Baseball	Lacrosse, Women's
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 (ACHA Division 1)	Soccer, Women's
Hockey, Men's (ACHA Division 3)	Volleyball, Men's

Kiernan Center Hours (subject to change):

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 (subject to change):

Monday and Wednesday: 12:30–2 p.m., 6–9 p.m.

Tuesday: 6–9 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.

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.
- **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.

Please see www.niagara.edu/ministry for more information.

The Niagara University Community invites you to celebrate Vincentian Heritage Week with us. Please see more information at <https://mission.niagara.edu/vincentian/heritage-week>.

Held to coincide with the Feast day of St. Vincent de Paul on Sept. 27, Vincentian Heritage Week is a Niagara University tradition that educates and celebrates all that makes our university Vincentian. During this week we hold our annual opening mass for the entire university community. We also offer a variety of ways to integrate education and service to the poor throughout the week.

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 or entering them in a calendar 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.

LEARNING AND TECHNOLOGY

Canvas is Niagara University's official "learning management platform," which means it's where your professors will provide information for your courses, make announcements, could hold virtual classes or meetings with you, and/or have you engage in group discussions (for example). It's also an excellent way to stay organized because your various assignments can be added and will appear as reminders in your calendar, you can monitor your grades, and communicate with your faculty. Because different professors might have their own way of using Canvas, and the pandemic brings some uncertainty with it, it's very important for students to be very familiar with the many features of Canvas.

Here is a web link that has terrific resources for students to learn about Canvas:
community.canvaslms.com/ts/student-guide/tkb-p/student

Here is a link where you can access information about online learning:
<https://sites.niagara.edu/other/nub/it-tips>

Here are links where you can learn about video conferencing:

Zoom: support.zoom.us/hc/en-us

Google Meet: support.google.com/meet/?h1=en#topic=7306097

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!

- o Find out when the library is open.
 - See: <http://library.niagara.edu>
- o 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: <https://tinyurl.com/2wjvf2e5>
- o 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.
- o 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/>
- o Make an appointment with a Writing Center tutor.
 - There are two locations available for your convenience: Seton Hall and the library.
- o Reserve a group study room in the library to work with your classmates on your upcoming project. Reserve online today!
<https://niagara.libcal.com/spaces?lid=787dgid=1354>
- o Have a question about a library service or resource? Click the "Ask Us" button on the library website to chat with a librarian online!
- o Avoid plagiarism! Get started with:
 - NoodleTools (scroll down and click on the link at: <http://library.niagara.edu>)
 - OWL Purdue: <https://owl.english.purdue.edu/>

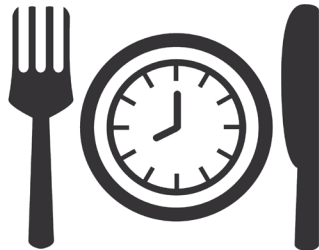
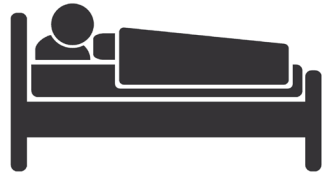
TWENTY TIPS FOR FEELING GOOD ABOUT YOURSELF AND YOUR WORK

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.

Hacking School and Life

TIPS FOR LIVING BETTER



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 and remember, there are great tips in this handbook in the "Time Management" section that starts on page 78.

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!

SEVEN SCIENTIFICALLY PROVEN BENEFITS OF GRATITUDE THAT WILL MOTIVATE YOU TO GIVE THANKS YEAR-ROUND

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.

Here is some space where you can write five things you are grateful for. Consider creating your own journal and making this a daily practice.

Source: <http://www.forbes.com/sites/amymorin/2014/11/23/7-scientifically-proven-benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/#5a07d60e6800>

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)	o	o
Divorce (73)	o	o
Marital separation (65)	o	o
Jail term (63)	o	o
Death of close family member (63)	o	o
Personal injury or illness (53)	o	o
Marriage (50)	o	o
Fired at work (47)	o	o
Marital reconciliation (45)	o	o
Retirement (45)	o	o
Change in health of family member (44)	o	o
Pregnancy (40)	o	o
Sex difficulties (39)	o	o
Gain of new family member (39)	o	o
Business readjustment (39)	o	o
Change in financial state (38)	o	o
Death of close friend (37)	o	o
Change to a different line of work (36)	o	o
Change in number of arguments with spouse (35)	o	o
A large mortgage or loan (31)	o	o
Foreclosure of mortgage or loan (30)	o	o
Change in responsibilities at work (29)	o	o

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

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), 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

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. This zero-tolerance rule means that, if you are under 21 and have any alcohol in your blood, you will face serious consequences. See www.mto.gov.on.ca/english/safety/impaired-driving.shtml.

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 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 and 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.)

CLASS SCHEDULE

NIAGARA UNIVERSITY _____

SCHEDULE WORKSHEET

Name _____

Semester _____

FIRST CHOICE SECTION	Day, Time Location, Note	SECOND CHOICE SECTION	Day, Time Location, Note	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:55 a.m.	9:00-10:20 a.m.	9:00-9:55 a.m.	9:00-10:20 a.m.	9:00-9:55 a.m.
10:05-11:00 a.m.	10:30-11:50 a.m.	10:05-11:00 a.m.	10:30-11:50 a.m.	10:05-11:00 a.m.
11:10 a.m.-12:05 p.m.		11:10 a.m.-12:05 p.m.		11:10 a.m.-12:05 p.m.
12:15-1:10 p.m.	12:00-1:20 p.m.	12:15-1:10 p.m.	12:00-1:20 p.m.	12:15-1:10 p.m.
1:20-2:15 p.m.	1:30-2:50 p.m.	1:20-2:15 p.m.	1:30-2:50 p.m.	1:20-2:15 p.m.
1:30-2:50 p.m.		1:30-2:50 p.m.		
3:00-4:20 p.m.	3:00-4:20 p.m.	3:00-4:20 p.m.	3:00-4:20 p.m.	
4:30-5:50 p.m.	4:30-5:50 p.m.	4:30-5:50 p.m.	4:30-5:50 p.m.	
6:00-7:20 p.m.		6:00-7:20 p.m.		
7:30-8:50 p.m.		7:30-8:50 p.m.		

NUB

Assignments

FUN THINGS TO DO
FOR GRADES



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.

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 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! Take each syllabus you have and:

- In your NUB Handbook— the Class Schedule page — write down the location and name of each class in the appropriate time slot.
- Write down your major assignments and tests on the monthly pages in your NUB Handbook. Mark due dates for every assignment and test that appear on your syllabi in your personal calendar, either paper or electronic. 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, home-work, etc).
- 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 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 three events of various types on campus or held virtually by campus organizations. One event must be part of Vincentian Heritage week and include a short reflection. For one of the other events share a selfie of you at the event with your NUB instructor and for the other write a short review of the event.

Assignment 1: Reflection of Vincentian Heritage week event: Write a short 150-200 word reflection on the event. What did the event mean to you and what did you learn about our mission? Did the event inspire you add to your understanding of something? It should be typed and turned into the instructor within one week of the event.

Vincentian Heritage week is around the last week in September. The website where you can find more information is: <https://mission.niagara.edu/vincentian/heritage-week>.

Assignment 2: 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.

Assignment 3: 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.

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
- 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: HOMEWORK

QPR FOR SUICIDE PREVENTION: ONLINE TRAINING

Goal: To provide the opportunity to learn about Question. Persuade. Refer (QPR). QPR is not a form of counseling or treatment, rather it is intended to offer hope through positive action. By learning QPR students will come to recognize the warning signs, clues and suicidal communications of people in trouble and gain skills to act vigorously to prevent a possible tragedy.

Instructions: Here are instructions for trainees to access the course. Students must use their Niagara email address:

1. Navigate to: qprtraining.com/setup
2. Enter the organization code NIAGARA
3. Select Create Account
4. Complete and submit student registration form
5. QPR will display and email the newly created Username and Password.
6. Student can log in to begin training at qprtraining.com

When you have completed the training you will receive a certificate. Either save the certificate as a pdf, take a photo, or print it. The certificate will need to be handed into the instructor or submitted on Canvas.

In addition, please answer the following questions and be prepared to discuss:

1. What did you become aware of during the course of this training?

2. Did some of the training make you uncomfortable? If so, what do you think was the source of this discomfort?

3. What are some ways that you feel you can learn from this experience?

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:

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

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: HOMEWORK LINK FOR ONLINE ASSIGNMENTS

Module 2 Homework includes one assignment 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 website:

Plagiarism/Academic Integrity:

Log on to MyNU to access the link: <https://niagara.libwizard.com/f/plagarism>

NUB MODULE 3: CLASSWORK

VERNA MYERS JOURNAL

1. Who is your default?

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

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

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?

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 with your questions, then make an appointment 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:

<p>For group projects, agree ahead of time:</p> <ul style="list-style-type: none">• Who will present each section of the presentation.• Who will prepare the slides for the section.• Everyone should proofread the slides for accuracy, presentation quality (see below for details), and academic integrity.	
<p>Did you practice and time your presentation? Make sure that you can deliver your presentation without reading directly off of the PowerPoint slides.</p>	
<p>Did you write or print up notecards or a copy of your slides to refer to during your presentation? 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.</p>	
<p>Did you back up a copy of your presentation and plan for technology failures? 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.</p>	
<p>Did you view your presentation from the perspective of your audience? Is it visually appealing or distracting? Check font size, color schemes, title case, slide formatting, image resolution, etc.</p>	
<p>Do you include too much text? 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.</p>	
<p>Does your PowerPoint include ALL of the information you plan to present? 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.</p>	
<p>Did you submit a copy to your instructor?</p>	

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)

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

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?

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 instructors 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).

NUB MODULE 4: HOMEWORK

CRITICAL THINKING ARTICLE

United Nations

A/HRC/38/33/Add.1



General Assembly

Distr.: General
4 May 2018

Original: English

Human Rights Council

Thirty-eighth session

18 June–6 July 2018

Agenda item 3

Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United States of America

Note by the Secretariat

The Secretariat has the honour to transmit to the Human Rights Council the report of the Special Rapporteur on extreme poverty and human rights, Philip Alston, on his mission to the United States of America from 1 to 15 December 2017. The purpose of the visit was to evaluate, and report to the Human Rights Council on, the extent to which the Government's policies and programmes aimed at addressing extreme poverty are consistent with its human rights obligations and to offer constructive recommendations to the Government and other stakeholders.

I. Introduction

1. The Special Rapporteur on extreme poverty and human rights visited the United States of America from 1 to 15 December 2017, in accordance with Human Rights Council resolution 35/19. The purpose of the visit was to report to the Council on the extent to which the Government's policies and programmes relating to extreme poverty are consistent with its human rights obligations and to offer constructive recommendations to the Government and other stakeholders. The Special Rapporteur is grateful to the Government for inviting him, for facilitating his visit and for continuing its cooperation with the Council's accountability mechanisms that apply to all States.¹

2. During his visit, the Special Rapporteur met with government officials at the federal, state, county and city levels, members of Congress, representatives of civil society, academics and people living in poverty. He also received more than 40 detailed written submissions in advance of his visit.² He visited California (Los Angeles and San Francisco), Alabama (Lowndes County and Montgomery),

Georgia (Atlanta), Puerto Rico (San Juan, Guayama and Salinas), West Virginia (Charleston) and Washington, D.C. He is deeply grateful to all those who organized community consultations for him in these locations, and to the US Human Rights Network, which devoted a full day of its 2017 national convening in Atlanta to his country visit.

3. The strict word limit for this report makes it impossible to delve deeply into even the key issues. Fortunately, there is already much excellent scholarship and many civil society analyses of the challenges of poverty in the United States.³ In the present report, the Special Rapporteur aims to bring together some of those analyses, identify the key poverty-related problems and explain the relevance of the international human rights obligations of the United States in this context. As with all such country visits, the consideration of the report by the Human Rights Council will enable other States to examine the extent to which the United States is living up to its international obligations.

II. Overview

4. The United States is a land of stark contrasts. It is one of the world's wealthiest societies, a global leader in many areas, and a land of unsurpassed technological and other forms of innovation. Its corporations are global trendsetters, its civil society is vibrant and sophisticated and its higher education system leads the world. But its immense wealth and expertise stand in shocking contrast with the conditions in which vast numbers of its citizens live. About 40 million live in poverty, 18.5 million in extreme poverty, and 5.3 million live in Third World conditions of absolute poverty.⁴ It has the highest youth poverty rate in the Organization for Economic Cooperation and Development (OECD), and the highest infant mortality rates among comparable OECD States. Its citizens live shorter and sicker lives compared to those living in all other rich democracies, eradicable tropical diseases are increasingly prevalent, and it has the world's highest incarceration rate, one of the lowest levels of voter registrations in among OECD countries and the highest obesity levels in the developed world.

5. The United States has the highest rate of income inequality among Western countries.⁵ The \$1.5 trillion in tax cuts in December 2017 overwhelmingly benefited the wealthy and worsened inequality. The consequences of neglecting poverty and promoting inequality are clear. The United States has one of the highest poverty and inequality levels among the OECD countries, and the Stanford Center on Inequality and Poverty ranks it 18th out of 21 wealthy countries in terms of labour markets, poverty rates, safety nets, wealth inequality and economic mobility. But in 2018 the United States had over 25 per cent of the world's 2,208 billionaires.⁶ There is thus a dramatic contrast between the immense wealth of the few and the squalor and deprivation in which vast numbers of Americans exist. For almost five decades the overall policy response has been neglectful at best, but the policies pursued over the past year seem deliberately designed to remove basic protections from the poorest, punish those who are not in employment and make even basic health care into a privilege to be earned rather than a right of citizenship.

6. The visit of the Special Rapporteur coincided with the dramatic change of direction in relevant United States policies. The new policies: (a) provide unprecedentedly high tax breaks and financial windfalls to the very wealthy and the largest corporations; (b) pay for these partly by reducing welfare benefits for the poor; (c) undertake a radical programme of financial, environmental, health and safety deregulation that eliminates protections mainly benefiting the middle classes and the poor; (d) seek to add over 20 million poor and middle class persons to the ranks of those without health insurance; (e) restrict eligibility for many welfare benefits while increasing the obstacles required to be overcome by those eligible; (f) dramatically increase spending on defence, while rejecting requested improvements in key veterans' benefits; (g) do not provide adequate additional funding to address an opioid crisis that is decimating parts of the country; and (h) make no effort to tackle the structural racism that keeps a large percentage of non-Whites⁷ in poverty and near poverty.

7. In a 2017 report, the International Monetary Fund (IMF) captured the situation even before the impact of these aggressively regressive redistributive policies had been felt, stating that the United States economy “is delivering better living standards for only the few”, and that “household incomes are stagnating for a large share of the population, job opportunities are deteriorating, prospects for upward mobility are waning, and economic gains are increasingly accruing to those that are already wealthy”.⁸

8. The share of the top 1 per cent of the population in the United States has grown steadily in recent years. In 2016 they owned 38.6 per cent of total wealth. In relation to both wealth and income the share of the bottom 90 per cent has fallen in most of the past 25 years.⁹ The tax reform will worsen this situation and ensure that the United States remains the most unequal society in the developed world. The planned dramatic cuts in welfare will essentially shred crucial dimensions of a safety net that is already full of holes. Since economic and political power reinforce one another, the political system will be even more vulnerable to capture by wealthy elites.

9. This situation bodes ill not only for the poor and middle class in America, but for society as a whole, with high poverty levels “creating disparities in the education system, hampering human capital formation and eating into future productivity”.¹⁰ There are also global consequences. The tax cuts will fuel a global race to the bottom, thus further reducing the revenues needed by Governments to ensure basic social protection and meet their human rights obligations. And the United States remains a model whose policies other countries seek to emulate.

10. Defenders of the status quo point to the United States as the land of opportunity and the place where the American dream can come true because the poorest can aspire to the ranks of the richest. But today's reality is very different. The United States now has one of the lowest rates of intergenerational

social mobility of any of the rich countries.¹¹ Zip codes, which are usually reliable proxies for race and wealth, are tragically reliable predictors of a child's future employment and income prospects. High child and youth poverty rates perpetuate the intergenerational transmission of poverty very effectively, and ensure that the American dream is rapidly becoming the American illusion. The equality of opportunity, which is so prized in theory, is in practice a myth, especially for minorities and women, but also for many middle-class White workers.

11. New technologies now play a central role in either exacerbating or reducing poverty levels in the United States. Some commentators are singularly optimistic in this regard and highlight the many potential benefits of new technologies, including those based on artificial intelligence, for poverty reduction efforts in fields as diverse as health care, transportation, the environment, criminal justice, and economic inclusion.¹² Others acknowledge the downsides, and especially the potential negative effects of automation and robotization on future employment levels and job security.¹³ But remarkably little attention has been given to the specific impact of these new technologies on the lives of the poor in American society today.¹⁴ Such inquiries have significance well beyond that pertaining to the poor, since experience shows that those in poverty are often a testing ground for practices and policies subsequently applied more broadly. In the present report, the Special Rapporteur seeks to stimulate deeper reflection on the impact of new technologies on the human rights of the poorest.

III. Human rights dimension

12. Successive administrations, including the current 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 United States has ratified, such as the Convention on the Elimination of All Forms of Racial Discrimination, but also in the Universal Declaration of Human Rights, which the United States 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 health care, 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 health care or growing up in a context of total deprivation. Since the United States has refused to accord domestic recognition to the economic and social rights agreed by most other States in the International Covenant on Economic, Social and Cultural Rights and other treaties,¹⁵ except for the recognition of some social rights, and especially the right to education, in state constitutions, the primary focus of the present report is on those civil and political rights reflected in the United States Bill of Rights and in the International Covenant on Civil and Political Rights, which the United States has ratified.

IV. Who are “the poor”?

13. In thinking about poverty, it is striking how much weight is given to caricatured narratives about the purported innate differences between rich and poor that are consistently peddled by some politicians and media. 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. If the poor really want to make it in the United States, they can easily do so: they really can achieve the American dream if only they work hard enough. The reality, however, is very different. Many of the wealthiest citizens do not pay taxes at the rates that others do, hoard much of their wealth offshore and often make their profits purely from speculation rather than contributing to the overall wealth of the American community.

14. In imagining the poor, racist stereotypes are usually not far beneath the surface. The poor are overwhelmingly assumed to be people of colour, whether African Americans or Hispanic “immigrants”. The reality is that there are 8 million more poor Whites than there are poor Blacks.¹⁶ The face of poverty in America is not only Black or Hispanic, but also White, Asian and many other backgrounds.

15. Similarly, large numbers of welfare recipients are assumed to be living high on “the dole”. Some politicians and political appointees with whom the Special Rapporteur spoke were completely sold on the narrative of such scammers sitting on comfortable sofas, watching cable television or spending their days on their smartphones, all paid for by welfare. The Special Rapporteur wonders how many of those politicians have ever visited poor areas, let alone spoken to those who dwell there. There are anecdotes aplenty, but little evidence. In every society, there are those who abuse the system, as much in the upper income levels as in the lower. But in reality, the poor are overwhelmingly those born into poverty, or those thrust there by circumstances largely beyond their control, such as physical or mental disabilities, divorce, family breakdown, illness, old age, unliveable wages or discrimination in the job market.

V. Current extent of poverty in the United States of America

16. There is considerable debate over the extent of poverty in the United States, but the present report relies principally upon official government statistics, especially from the United States Census Bureau. It defines and quantifies poverty in America based on “poverty thresholds” or official poverty measures, updated each year. These thresholds have been used since President Lyndon B. Johnson’s war on poverty in the 1960s and use a set of dollar value thresholds that vary by family size and composition to determine who is in poverty.¹⁷ Following much criticism of the official poverty measures, the Census Bureau developed a supplemental poverty measure, which is preferred by many experts.¹⁸ According to the official poverty measures, in 2016, 12.7 per cent of Americans were living in poverty;¹⁹ according to the supplemental poverty measure, the figure was 14 per cent.²⁰

VI. Problems with existing governmental policies

17. There is no magic recipe for eliminating extreme poverty, and each level of government must make its own good-faith decisions. At the end of the day, however, particularly in a rich country like the United States, the persistence of extreme poverty is a political choice made by those in power. With political will, it could readily be eliminated. What is known, from long experience and in the 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, respect for human dignity, responsible fiscal policies and environmental justice. As shown below, the United States falls well short on each of these measures.

A. Undermining of democracy

18. The cornerstone of American society is democracy, but it is being steadily undermined, and with it the human right to political participation protected in article 25 of the International Covenant on Civil and Political Rights. The principle of one person, one vote applies in theory, but is increasingly far from the reality.

19. 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. However, in the United States there is overt disenfranchisement of more than 6 million felons and ex-felons,²¹ which predominantly affects Black citizens since they are the ones whose conduct is often specifically targeted for criminalization. In addition, nine states currently condition the restoration of the right to vote after prison on the payment of outstanding fines and fees. A typical outcome is that seen in Alabama, where a majority of all ex-felons cannot vote.²²

20. 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 identification requirements, the blatant manipulation of polling station locations, the relocation of Departments of Motor Vehicles' offices to make it more difficult for certain groups to obtain identification, and the general ramping up of obstacles to voting, especially for those without resources. The net result is that people living in poverty, minorities and other disfavoured groups are being systematically deprived of their right to vote.

21. It is thus unsurprising that the United States has one of the lowest turnout rates in elections among developed countries, with only 55.7 per cent of the voting-age population casting ballots in the 2016 presidential election.²³ Registered voters represent a much smaller share of potential voters in the United States than in just about any other OECD country. Only about 64 per cent of the United States voting-age population was registered in 2016, compared with 91 per cent in Canada and the United Kingdom of Great Britain and Northern Ireland, 96 per cent in Sweden and nearly 99 per cent in Japan. Low turnouts are also explained

by the perception that election outcomes will have no impact on the lives of poor people. One politician remarked to the Special Rapporteur on how few campaign appearances most politicians bother to make in overwhelmingly poor districts, which reflects the broader absence of party representation for low-income and working-class voters.²⁴

22. The link between poverty and the absence of political rights is perfectly illustrated by Puerto Rico. If it were a state, it would be the poorest in the Union. But it is not a state, it is a mere “territory”. Puerto Ricans who live on the island have no representative with full voting rights in Congress and cannot vote in presidential elections, although they can vote in Presidential primaries. 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 real power in their own capital.

23. Puerto Rico has a fiscal deficit and a political rights deficit, and the two are not easily disentangled. The Special Rapporteur met with the Executive Director of the Financial Oversight and Management Board that was imposed by Congress in 2016 on Puerto Rico as part of the Puerto Rico Oversight, Management, and Economic Stability Act. There is little indication that social protection concerns feature in a meaningful 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 fiscal adjustment (i.e., austerity), the Board should take account of human rights and social protection concerns as it contemplates far-reaching decisions on welfare reform, minimum wage and labour market deregulation.

24. It is not for the Special Rapporteur to suggest any resolution to the hotly contested issue of the constitutional status of Puerto Rico. Many interlocutors, however, made clear the widespread feeling that Puerto Ricans consider their territory to be colonized and that the United States Congress is happy to leave them in a limbo in which they have neither meaningful Congressional representation nor the ability to govern themselves. In the light of recent Supreme Court jurisprudence and Congress’s adoption of the Puerto Rico Oversight, Management, and Economic Stability Act there seems to be good reason for the Special Political and Decolonization Committee of the United Nations to conclude that the island is no longer a self-governing territory.

B. Shortcomings in basic social protection

25. It is sometimes argued that President Johnson’s war on poverty has failed miserably because, despite the “trillions of taxpayer dollars” spent on welfare programmes over the past five decades, the official poverty rate has remained largely unchanged.²⁵ The proposed solution then is to downsize the safety net by making it more “efficient”, “targeted” and “evidence-based”, while underlining the need to move “from welfare to work”.²⁶

26. These ideas underpin both Speaker Paul Ryan’s blueprint for welfare reform²⁷ and the budget proposed by President Donald Trump for the fiscal year

2019, which decries “stubbornly high” enrolment in welfare programmes, and describes millions of Americans as being “in a tragic state of dependency on a welfare system that does not reward work, and in many cases, pays people not to work”.²⁸

27. The available evidence, however, points in a very different direction. A 2014 White House report concluded that the war on poverty had been highly successful.²⁹ Based on the supplemental poverty measure, poverty rates in the United States fell from 26 per cent in 1967 to 16 per cent in 2012 — a decline of nearly 40 per cent.³⁰ The Census Bureau calculates that programmes such as Social Security, refundable tax credits (earned income tax credit), the Supplemental Nutrition Assistance Program, the Supplemental Security Income programme and housing subsidies collectively prevented about 44 million Americans from falling into poverty in 2016.³¹

28. The following sections address shortcomings in both the existing social protection system for the poorest Americans and in the assumptions underlying the administration’s policy responses.

An illusory emphasis on employment

29. Proposals to slash the meagre welfare arrangements that currently exist are now sought to be justified primarily on the basis that the poor need to leave welfare and go to work. The assumption, especially in a thriving economy, is that there are a great many jobs out there waiting to be filled by individuals with low educational qualifications, often with disabilities of one kind or another, sometimes burdened with a criminal record (often poverty related), without meaningful access to health care, and with no training or effective assistance to obtain employment. It also assumes that the jobs they could get will make them independent of state assistance.

30. In reality, the job market for such people is extraordinarily limited, and even more so for those without basic forms of social protection and support. The case of Walmart, the largest employer in the United States, is instructive. Many of its workers cannot survive on a full-time wage in the absence of food stamps. This fits in a broader trend: the share of households that, while having earnings, also receive nutrition assistance rose from 19.6 per cent in 1989 to 31.8 per cent in 2015.³² Up to \$6 billion annually goes from the Supplemental Nutrition Assistance Program and other public assistance programmes to support workers in firms like Walmart, providing a huge indirect subsidy to the relevant corporations.³³ Walmart lobbied heavily for tax reform,³⁴ from which it will save billions, and then announced it would spend an additional \$700 million in increasing employee wages and benefits for its workers.³⁵ But the resulting rise in the debt of the United States, due in part to the tax reform,³⁶ has then been used to justify a proposed 30 per cent cut in Supplemental Nutrition Assistance Program funding over a decade.³⁷

31. In terms of job availability, the reality is very different from that portrayed by the welfare-to-work proponents. Despite the strong economy, there has been

a long-term decline in employment rates; by 2017, only 89 per cent of males aged 25 to 54 were employed.³⁸ While “supply” factors such as growing rates of disability, increasing geographic immobility and higher incarceration rates are relevant, a 2016 White House report concluded that reductions in labour supply were far less important than reductions in labour demand in accounting for the long-run trend.³⁹ In the future, new technologies, such as self-driving cars, 3D printers and robot-staffed factories and warehouses, may lead to a continuing decline in demand for low-skilled labour. Leading poverty experts have concluded that, because of this rising joblessness, the poverty population in the United States “is becoming a more deprived and destitute class, one that’s disconnected from the economy and unable to meet basic needs”.⁴⁰

32. Earlier experiments with welfare reform, particularly the Clinton-era replacement of Aid to Families with Dependent Children with the Temporary Assistance for Needy Families programme, should caution present-day proponents of “welfare to work”. The impact of the 1996 welfare reform on poor, single mothers has been especially dramatic. Many took low-wage jobs after the reform and “the increase in their earnings was often cancelled out by their loss of welfare benefits, leaving their overall income relatively unchanged”.⁴¹ The situation of single mothers who could not find work deteriorated.⁴² As a result, there was a 748 (!) per cent increase in the number of children of single-mother families experiencing annual \$2-a-day poverty between 1995 and 2012.⁴³

Use of fraud as a smokescreen

33. Calls for welfare reform take place against a constant drumbeat of allegations of widespread fraud in the system. Government officials warned the Special Rapporteur that individuals are constantly coming up with new schemes to live high on the welfare hog, and that individual states are gaming the welfare system to cheat the federal Government. The contrast with tax reform is instructive. In the tax context, immense faith is placed in the goodwill and altruism of the corporate beneficiaries, while with welfare reform the opposite assumptions apply. 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 Internal Revenue Service to audit wealthy taxpayers has been reduced, efforts to identify welfare fraud are being greatly intensified.⁴⁴ 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. But revelations of food stamps being used for purposes other than staying alive draw howls of outrage from government officials and their media supporters.

34. Yet, despite repeated requests to officials for statistics on welfare fraud, the Special Rapporteur has received little convincing evidence. The Government collects data on “improper payments” made by federal departments and agencies, but this is a much broader concept than fraud. A 2016 Government Accountability Office report showed an error rate in 2015 of 3.66 per cent for

the Supplemental Nutrition Assistance Program and 4.01 per cent for public housing and rental assistance. By contrast, the error rate for travel pay by the Department of Defense was 8 per cent.⁴⁵

35. The percentage of Supplemental Nutrition Assistance Program benefit dollars issued to ineligible households or to eligible households in excessive amounts was as low as 2.96 per cent in 2014.⁴⁶ According to the Center on Budget and Policy Priorities, the overwhelming majority of those errors result from mistakes by different parties, rather than from dishonesty or fraud by recipients.⁴⁷ Almost 60 per cent of the dollar value of overpayments by states resulted from mistakes by the government, rather than recipients.⁴⁸ In 2015, 55 per cent of 723,111 investigations found no fraud.⁴⁹

36. Fraud rhetoric is commonly used against persons with disabilities, large numbers of whom allegedly receive disability allowances when they could actually be working full time. When the Special Rapporteur probed into the reasons for the very high rates of persons with disabilities in West Virginia receiving benefits, government officials explained that most recipients had attained low levels of education, worked in demanding manual labour jobs and were often exposed to risks that employers were not required to guard against.

Social protection for children

37. Appropriate cognitive and socio-emotional stimulation, adequate nutrition and health care, and stable and secure environments early in life are all essential ingredients in maximizing children's potential and achieving optimal life outcomes. Empirical evidence suggests strong correlations between early childhood poverty and adverse life outcomes, particularly those related to achievement skills and cognitive development.

38. From this perspective, the shockingly high number of children living in poverty in the United States demands urgent attention. In 2016, 18 per cent of children (13.3 million) were living in poverty, and children comprised 32.6 per cent of all people in poverty.⁵⁰ About 20 per cent of children live in relative income poverty, compared to the OECD average of 13 per cent.⁵¹ Contrary to stereotypical assumptions, 31 per cent of poor children are White, 24 per cent are Black, 36 per cent are Hispanic and 1 per cent are indigenous.⁵² This is consistent with the fact that the United States ranks 25th out of 29 industrialized nations in investing in early childhood education.⁵³

39. Poor children are also significantly affected by the country's crises regarding affordable and adequate housing. On a given night in 2017, about 21 per cent (or 114,829) of homeless individuals were children.⁵⁴ But this official figure may be a severe underestimate, since homeless children temporarily staying with friends, family or in motels are excluded from the point-in-time count.⁵⁵ According to the Department of Education, the number of homeless students identified as experiencing homelessness at some point during the 2015/16 school year was 1,304,803.⁵⁶

40. The infant mortality rate, at 5.8 deaths per 1,000 live births, is almost 50 per cent higher than the OECD average of 3.9.⁵⁷ On a positive note, the United States has increased health insurance coverage for children through the expansion of Medicaid and the Children's Health Insurance Program, bringing child health insurance rates to a historic high of 95 per cent.⁵⁸ These achievements are, however, under threat, as discussed below.

41. In addition, the Supplemental Nutrition Assistance Program kept 3.8 million children out of poverty in 2015,⁵⁹ and in 2016, the earned income tax credit and the child tax credit lifted a further 4.7 million children out of poverty.⁶⁰ By contrast, the reach and impact of the Temporary Assistance for Needy Families programme has been very limited. In 2016, only 23 per cent of families in poverty received cash assistance from that programme, and the figure is less than 10 per cent in a growing number of states.⁶¹

Adult dental care

42. The Affordable Care Act greatly expanded the availability of dental care to children, but not for adults. Some 49 million Americans live in federally designated "dental professional shortage areas" and Medicare (the programme for the aged and those with disabilities) does not cover routine dental care.⁶² The only access to dental care for the uninsured is through the emergency room, where excruciating pain can lead to an extraction. Even for those with coverage, access is not guaranteed, as only a minority of dentists see Medicaid patients.⁶³ Poor oral hygiene and disfiguring dental profiles lead to unemployability in many jobs, being shunned in the community and being left unable to function effectively. Yet there is no universal programme to address those issues, which fundamentally affect the human dignity and ultimately the civil rights of the persons concerned.

C. Reliance on criminalization to conceal the underlying poverty problem

Criminalization of the homeless

43. The official point-in-time estimates of homelessness in 2017 show a nationwide figure of 553,742, including 76,501 in New York, 55,188 in Los Angeles and 6,858 in San Francisco.⁶⁴ There is ample evidence that these figures significantly underestimate the actual scale of the problem.

44. 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 and myriad other offences have been devised to attack the "blight" of homelessness. The criminalization of homeless individuals in cities that provide almost zero public toilets seems particularly callous. In June 2017, it was reported that the approximately 1,800 homeless individuals on Skid Row in Los Angeles had access to only nine public toilets.⁶⁵ Los Angeles failed to meet even the minimum standards the United Nations High Commissioner for Refugees sets for refugee camps in the Syrian Arab Republic and other emergency situations.⁶⁶

45. Ever more demanding and intrusive regulations lead to infraction notices for the homeless, which rapidly turn into misdemeanours, leading to warrants, incarceration, 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 such as Los Angeles and San Francisco often encourage this vicious circle. On Skid Row in Los Angeles, 14,000 homeless persons were arrested in 2016 alone, an increase of 31 per cent over 2011, while overall arrests in the city decreased by 15 per cent.⁶⁷ Citizens and local authorities, rather than treating homeless persons as affronts to their sensibilities and neighbourhoods, should see in their presence a tragic indictment of community and government policies. Homelessness on this scale is far from inevitable and reflects political choices to see the solution as law enforcement rather than adequate and accessible low-cost housing, medical treatment, psychological counselling and job training.⁶⁸ The Right to Rest Act introduced in California, Colorado and Oregon is an example of the type of legislative approach needed to shift from the criminal justice response to a human rights-centred response to homelessness.

46. As the Special Rapporteur explained in more detail in his 15 December 2017 statement,⁶⁹ coordinated entry systems to match housing supply for the homeless to demand have been introduced in Los Angeles, San Francisco and elsewhere. These are premised partly on the idea that homelessness is a data problem and that new information technologies are key to solving it.⁷⁰ But despite the good intentions behind them, including the reduction of duplication and fragmentation in service delivery, coordinated entry systems simply replicate many problems associated with existing policy responses. They contribute to the process of criminalization by requiring the homeless to take part in an intrusive survey that makes many feel they “are giving up their human right to privacy in return for their human right to housing”.⁷¹ Many participants fear that police forces have access to data collected from the homeless; it could be concluded from conversations between the Special Rapporteur and officials and experts that this fear may well be justified. The introduction of coordinated entry systems has also been criticized for being costly and diverting resources and attention away from the key problem, which is the lack of available housing for those in need.⁷² New information technology-based solutions, such as coordinated entry systems, might bring improved reliability and objectivity, but the vulnerability scores they produce have been challenged for their randomness.⁷³

Treatment of the poor in the criminal justice system

47. 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 many other programmes. The use of the legal system to raise revenue, not to promote justice, as was documented so powerfully in a 2015 report on Ferguson, Missouri by the Department of Justice,⁷⁴ is pervasive around the country.

48. 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. Driving licences are also commonly suspended for a wide range of non-driving related offences, such as a failure to pay fines.⁷⁵ This is a perfect way to ensure that the poor, living in communities that have steadfastly refused to invest in serious public transport systems, are unable to earn a living that might have helped to pay the outstanding debt. Two paths are open: penury, or driving illegally, thus risking even more serious and counterproductive criminalization.

49. Another practice that 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 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 bail amounts, which means that wealthy defendants can secure their freedom while poor defendants are likely to stay in jail, with severe consequences such as loss of jobs, disruption of childcare, inability to pay rent and deeper destitution.

50. A major movement to eliminate bail bonds is gathering steam across the United States, and needs to be embraced by anyone concerned about the utterly disproportionate negative impact of the justice system upon the poor. The purpose of the reform is to link pretrial detention to risk rather than wealth. A growing number of jurisdictions are adopting risk assessment tools to assist in pretrial release and custody decisions. This is a positive development, but the widespread use of risk assessment tools also raises human rights concerns.

51. The fear is that highly political questions about the level of risk that society considers acceptable are hidden behind the veneer of technical design choices, that obscure algorithms disproportionately identify poor defendants as “high risk” by replicating the biased assumptions of previous human decision makers,⁷⁶ and that private contractors who develop risk assessment tools will refuse to divulge their content on the grounds that the information is proprietary, which leads to serious due process concerns affecting the civil rights of the poor in the criminal justice system.⁷⁷

52. Solutions to major social challenges in the United States are increasingly seen to lie with privatization, especially in the criminal justice system. 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 lobby for the maintenance of a system that by definition penalizes the middle class and the poor.⁷⁸

53. In some states, minor offences are routinely punished by placing the offender on probation, overseen by a for-profit corporation, entirely at the expense of the usually poor offender. Those who cannot pay are subject to additional fees, supervision and testing.⁷⁹ Similarly, in 26 states judges issue

arrest warrants for alleged debtors at the request of private debt collectors, thus violating the law and human rights standards. The practice affects primarily the poor by subjecting them to court appearances, arrest warrants that appear on background checks, and jail time, which interfere with their wages, their jobs, their ability to find housing and more.⁸⁰

D. Persistent discrimination and poverty

Race

54. The United States remains a chronically segregated society. Blacks are 2.5 times more likely than Whites to be living in poverty, their infant mortality rate is 2.3 times that of Whites, their unemployment rate is more than double that for Whites, they typically earn only 82.5 cents for every dollar earned by a White counterpart, their household earnings are on average well under two thirds of those of their White equivalents, and their incarceration rates are 6.4 times higher than those of Whites.⁸¹ These shameful statistics can only be explained by long-standing structural discrimination on the basis of race, reflecting the enduring legacy of slavery.⁸²

55. Ironically, politicians and mainstream media portrayals distort this situation in order to suggest that poverty in America is overwhelmingly Black, thereby triggering a range of racist responses and encouraging Whites to see poverty as a question of race. Too often the loaded and inaccurate message that parts of the media want to convey is “lazy Blacks sponge off hard-working Whites”.

Gender

56. Women often experience the burdens of poverty in particularly harsh ways. Poor pregnant women who seek Medicaid prenatal care are subjected to interrogations of a highly sensitive and personal nature, effectively surrendering their privacy rights.⁸³ Low-income women who would like to exercise their constitutional, privacy-derived right to access abortion services face legal and practical obstacles, such as mandatory waiting periods and long driving distances to clinics. This lack of access to abortion services traps many women in cycles of poverty.⁸⁴ When a child is born to a woman living in poverty, that woman is more likely to be investigated by the child welfare system and have her child taken away from her.⁸⁵ Poverty is frequently treated as a form of “child neglect” and thus as cause to remove a child from the home,⁸⁶ a risk exacerbated by the fact that some states do not provide legal aid in child welfare proceedings.⁸⁷

57. Racial discrimination makes matters even worse for many poor women. Black women with cervical cancer — a disease that can easily be prevented or cured — have lower survival rates than White women, due to later diagnosis and treatment differences,⁸⁸ owing to a lack of health insurance and regular access to health care. The United States has the highest maternal mortality ratio among wealthy countries, and black women are three to four times more likely to die than White women. In one city, the rate for Blacks was 12 times higher than that for Whites.⁸⁹

58. In rural areas, women face significantly higher poverty rates, as well as related child poverty.⁹⁰ In economically depressed areas of the Midwest, rural Appalachia and the deep south unemployment is high and essential services, such as childcare, health care and grocery stores, are unavailable or difficult to access.⁹¹ A lack of adequate public transport means that families are unable to access decent supermarkets and instead rely predominantly on expensive and poorly stocked local stores. In general, poor women and their children are more likely to be obese and suffer serious health issues and non-communicable diseases that hinder them for the rest of their lives.⁹²

59. Female immigrants, who often suffer racial discrimination from employers and find it more difficult to get jobs, experience higher poverty rates and have much less access to social protection benefits than other women.⁹³ Undocumented women live a kind of half-life, in which they experience exploitation, abuse and wage theft, and are refused access to utilities such as water, but are unable to seek assistance or protection for fear of deportation.⁹⁴ While their undocumented status raises difficult legal and policy questions, their shadow existence as mothers of United States citizens and as domestic, sex or other workers undermines their ability to live a life in dignity. Even many permanent residents who have lived in the United States for less than five years are excluded from coverage under the Affordable Care Act⁹⁵ and assistance such as the Supplemental Nutrition Assistance Program, the Temporary Assistance for Needy Families programme and housing benefits.⁹⁶

60. Lack of Internet connectivity in rural impoverished communities negatively affects access to social protection benefits, other government services and even employment.⁹⁷ In West Virginia, where an estimated 30 per cent of the population lack access to high speed broadband (compared to 10 per cent nationally) and 48 per cent of rural West Virginians lack such access (compared to 39 per cent of the rural population nationally),⁹⁸ the government has no serious plans to improve access.

Indigenous peoples

61. The Special Rapporteur heard testimonies from Chiefs and representatives of federally recognized and non-recognized tribes on widespread extreme poverty in their communities. Indigenous peoples, as a group, suffer disproportionately from multidimensional poverty and social exclusion. The 2016 poverty rate among American Indian and Alaska Native peoples was 26.2 per cent, the highest among all ethnic groups.⁹⁹ Indigenous peoples also have the highest unemployment rate of any ethnic group: 12 per cent in 2016, compared to the national average of 5.8 per cent.¹⁰⁰ One in four indigenous young people aged 16 to 24 are neither enrolled in school nor working.¹⁰¹

62. Disparities between indigenous and non-indigenous health status have long been recognized but not effectively addressed. American Indians and Alaska Natives face almost a 50 per cent higher death rate than do non-Hispanic White people, due to illnesses such as heart disease, cancer, chronic liver disease and

diabetes.¹⁰² Poverty, unemployment, social exclusion and loss of cultural identity also have significant mental health ramifications and often lead to a higher prevalence of substance abuse, domestic violence and alarmingly high suicide rates in indigenous communities, particularly among young people. Suicide is the second leading cause of death among American Indians and Alaska Natives aged between 10 and 34.¹⁰³

63. In entering a “trust relationship” with the recognized tribes, the Government assumed duties to provide for economic and social programmes to ensure the welfare of the relevant indigenous groups.¹⁰⁴ But their very high poverty rates attest to the Government’s failure in this respect. Chronic underfunding of the relevant federal government departments is a significant part of the problem.¹⁰⁵ The situation has also been compounded by paternalistic attitudes,¹⁰⁶ which run directly counter to the approach reflected in international human rights law and standards, particularly the United Nations Declaration on the Rights of Indigenous Peoples, which the Government endorsed in 2010.

64. The situation of non-federally recognized tribes is even more desperate, for they are not eligible to benefit from federally funded programmes. While 567 tribes are federally recognized, some 400 are not.¹⁰⁷ The latter exist in a context in which their way of life is not legally sanctioned, they are disempowered and their culture is threatened. Failure to collect disaggregated data for those tribes also hinders the development of evidence-based policies to address their situation.

E. Confused and counterproductive drug policies

65. The opioid crisis has devastated many communities, and the addiction to pain-control opioids often leads to heroin, methamphetamine and other substance abuse. Instead of responding with increased funding and improved access to vital care and support, the federal Government and many state governments have instead mounted concerted campaigns to reduce and restrict access to health care by the poorer members of the population.¹⁰⁸

66. In terms of welfare, the main responses have been punitive. States increasingly seek to impose drug tests on recipients of welfare benefits, with programmes that lead to expulsion from the programme for repeat offenders. Others have introduced severe punishments for pregnant women who abuse drugs. Medical professionals recognize that such policies are counterproductive, highly intrusive and misplaced. The urge to punish rather than assist the poor often also has racial undertones, as in the contrast between the huge sentences handed down to those using drugs such as crack cocaine (predominantly Black) and those using opioids (overwhelmingly White).

F. Environmental pollution

67. Poor rural communities throughout the United States are often located close to polluting industries that pose an imminent and persistent threat to their human right to health.¹⁰⁹ At the same time, poor communities benefit very little

from these industries, which they effectively subsidize because of the low tax rates offered by local governments to the relevant corporations.

68. Poor communities suffer especially from the effects of exposure to coal ash, which is the toxic remains of coal burned in power plants. It contains chemicals that cause cancer, developmental disorders and reproductive problems,¹¹⁰ and is reportedly dumped in about 1,400 sites around the United States – 70 per cent of which are situated in low-income communities.¹¹¹ In Puerto Rico, the Special Rapporteur visited Guayama, where poor communities live close to a plant owned by Applied Energy Systems (AES) that produces coal ash. Community members noted severe negative impacts on their health and economic activities; neither federal nor local authorities had taken action. In March 2018 the Environmental Protection Agency proposed a new rule that would significantly undermine existing inadequate protections against coal ash disposal.

69. In Alabama and West Virginia, a high proportion of the population is not served by public sewerage and water supply services. Contrary to the assumption in most developed countries that such services should be extended by the government systematically and eventually comprehensively to all areas, neither state was able to provide figures as to the magnitude of the challenge or details of any planned government response.

VII. Conclusions and recommendations

70. The following analysis focuses primarily on the federal level. It is nonetheless ironic 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. Decriminalize being poor

71. Punishing and imprisoning the poor is the distinctively American response to poverty in the twenty-first century. Workers who cannot pay their debts, those who cannot afford private probation services, minorities targeted for traffic infractions, the homeless, the mentally ill, fathers who cannot pay child support and many others are all locked up. Mass incarceration is used to make social problems temporarily invisible and to create the mirage of something having been done.

72. It is difficult to imagine a more self-defeating strategy. Federal, state, county and city governments incur vast costs in running jails and prisons. Sometimes these costs are “recovered” from the prisoners, thus fuelling the latter’s cycle of poverty and desperation. The criminal records attached to the poor through imprisonment make it even harder for them to find jobs, housing, stability and self-sufficiency. Families are destroyed, children are left parentless and the burden on governments mounts. But because little is done to address the underlying causes of the original problem, it continues to fester. Even when imprisonment is not the preferred option, the standard response to those facing

economic hardship is to adopt policies explicitly designed to make access to health care, sick leave and welfare and child benefits more difficult to access and the receipt of benefits more stigmatizing.

73. A cheaper and more humane option is to provide proper social protection and facilitate the return to the workforce of those who are able. In the United States, it is poverty that needs to be arrested, not the poor simply for being poor.

2. Acknowledge the plight of the middle class

74. Only 36 per cent of Republican voters consider that the federal Government should do more to help poor people, and 33 per cent believe that it already does too much.¹¹² The paradox is that the proposed slashing of social protection benefits will affect the middle classes every bit as much as the poor. Almost a quarter of full-time workers, and three quarters of part-time workers, receive no paid sick leave. Absence from work due to illness thus poses a risk of economic disaster. About 44 per cent of adults either could not cover an emergency expense costing \$400 or would need to sell something or borrow money to do it. Over a quarter of all adults are classified as having no access or inadequate access to banking facilities.¹¹³ The impacts of automation, artificial intelligence and the increasing fluidity of work arrangements mean that employer-provided social protection will likely disappear for the middle classes in the years ahead. If this coincides with dramatic cutbacks in government benefits, the middle classes will suffer an ever more precarious economic existence, with major negative implications for the economy as a whole, for levels of popular discontent and for political stability.

3. Acknowledge the damaging consequences of extreme inequality

75. The United States already leads the developed world in income and wealth inequality, and it is now moving full steam ahead to make itself even more unequal. But this is a race that no one else would want to win, since almost all other nations, and all the major international institutions, such as OECD, the World Bank and IMF, have recognized that extreme inequalities are economically inefficient and socially damaging. The trajectory of the United States since 1980 is shocking. In both Europe and the United States, the richest 1 per cent earned around 10 per cent of national income in 1980. By 2017 that had risen slightly in Europe to 12 per cent, but massively in the United States, to 20 per cent. Since 1980 annual income earnings for the top 1 per cent in the United States have risen 205 per cent, while for the top 0.001 per cent the figure is 636 per cent. By comparison, the average annual wage of the bottom 50 per cent has stagnated since 1980.¹¹⁴

76. The problem is that “inequality” lacks salience with the general public, who have long been encouraged to admire the conspicuous, and often obscene, consumption of billionaires and celebrities. What extreme inequality actually signifies is the transfer of economic and political power to a handful of elites who inevitably use it to further their own self-interest, as demonstrated by the situation in various countries around the world. While the poor suffer, so too

do the middle class, and so does the economy as a whole. High inequality undermines sustained economic growth. It manifests itself in poor education levels, inadequate health care and the absence of social protection for the middle class and the poor, which in turn limits their economic opportunities and inhibits overall growth.

77. Extreme inequality often leads to the capture of the powers of the State by a small group of economic elites. The combined wealth of the United States Cabinet is around \$4.3 billion. As noted by Forbes: “America’s first billionaire president has remained devoted to the goal of placing his wealthy friends in his Cabinet, a top campaign promise.”¹¹⁵ And many regulatory agencies are now staffed by “political appointees with deep industry ties and potential conflicts”.¹¹⁶ Extreme inequality thus poses a threat not just to economic efficiency but to the well-being of American democracy.

4. Recognize a right to health care

78. Health care is, in fact, a human right. The civil and political rights of the middle class and the poor are fundamentally undermined if they are unable to function effectively, which includes working, because of a lack of the access to health care that every human being needs. The Affordable Care Act was a good start, although it was limited and flawed from the outset. Undermining it by stealth is not just inhumane and a violation of human rights, but an economically and socially destructive policy aimed at the poor and the middle class.

5. Get real about taxes

79. At the state level, the demonizing of taxation means that legislatures 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 get to pay low taxes, while the politically marginalized poor bear the burden but can do nothing about it. There is a real need for the realization to sink in among the majority of the American population that taxes are not only in their interest, but also perfectly reconcilable with a growth agenda. A much-cited IMF paper concluded that redistribution could be good for growth, stating: “The combined direct and indirect effects of redistribution — including the growth effects of the resulting lower inequality — are on average pro-growth.”¹¹⁷

Notes

1. The Special Rapporteur is grateful for the superb research and analysis undertaken by Christiaan van Veen, Anna Bulman, Ria Singh Sawhney and staff of the United Nations Office of the High Commissioner for Human Rights.

2. Submissions available at www.ohchr.org/EN/Issues/Poverty/Pages/Callforinput.aspx.

3. See, for example: Kathryn J. Edin and H. Luke Shaefer, *\$2.00 a Day: Living on Almost Nothing in America* (New York, Mariner Books, 2016); Matthew Desmond, *Evicted: Poverty and Profit in the American City* (New York, Crown Publishers, 2016); Sasha Abramsky, *The American Way of Poverty: How the Other Half Still Lives* (New York, Nation Books, 2013); and Peter Edelman, *Not a Crime to Be Poor: The Criminalization of Poverty in America* (The New Press, New York, 2017).

4. Jessica L. Semega, Kayla R. Fontenot and Melissa A. Kollar, *Income and Poverty in the United States: 2016 – Current Population Reports* (United States Census Bureau, September 2017), pp. 12 and 17. Available at www.census.gov/content/dam/Census/library/publications/2017/demo/P60-259.pdf. See also Angus Deaton, “The U.S. can no longer hide from its deep poverty problem”, *New York Times*, 24 January 2018.

5. World Income Inequality Database, available at www.wider.unu.edu/project/wiid-world-income-inequality-database.

6. See www.forbes.com/sites/forbespr/2018/03/06/forbes-32nd-annual-worlds-billionaires-issue/#43e9e95a10e0.
7. In the present report, references to race or ethnicity include the following classifications used by the United States Census Bureau: American Indian or Alaska Native, Asian, Black and White (see www.census.gov/topics/population/race/about.html).
8. IMF, "United States: staff report for the 2017 Article IV Consultation", para. 14.
9. Jesse Bricker and others, "Changes in U.S. family finances from 2013 to 2016: evidence from the Survey of Consumer Finances", Federal Reserve Bulletin (September 2017), vol. 103, No. 3, p. 10.
10. IMF, "United States: staff report", para. 18.
11. Raj Chetty and others, "The fading American dream: trends in absolute income mobility since 1940", National Bureau of Economic Research Working Paper 22910 (December 2016), p. 2. See also Jonathan Davis and Bhashkar Mazumder, "The decline in intergenerational mobility after 1980", Opportunity & Inclusive Growth Institute working paper (29 March 2017), available at www.minneapolisfed.org/institute/working-papers/17-21.pdf.
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. See also Elisabeth A. Mason, "A.I. and big data could power a new war on poverty", New York Times, 1 January 2018.
13. Charles Varner, Marybeth Mattingly and David Grusky, "The facts behind the visions", Pathways (Spring 2017), p. 4.
14. Cathy O'Neil, "The ivory tower can't keep ignoring tech", New York Times, 14 November 2017.
15. The United States is the only country in the world that has not ratified the Convention on the Rights of the Child, which protects the economic and social rights of children.
16. Semega, Fontenot and Kollar, Income and Poverty, p. 12.
17. *Ibid.*, p. 43.
18. Written submission by the Georgetown Center on Poverty and Inequality, 4 October 2017, p. 2.
19. Semega, Fontenot and Kollar, Income and Poverty, p. 12.
20. Liana Fox, "The supplemental poverty measure" (September 2017), p. 1. Available at www.census.gov/content/dam/Census/library/publications/2017/demo/p60-261.pdf.
21. The Sentencing Project, "6 million lost voters: state-level estimates of felony disenfranchisement, 2016".
22. Marc Meredith and Michael Morse, "Discretionary disenfranchisement: the case of legal financial obligations" (January 2017). Available at www.sas.upenn.edu/~marcmere/workingpapers/DiscretionaryLFOs.pdf.
23. Pew Research Center, "U.S. trails most developed countries in voter turnout" (15 May 2017).
24. See also Karen Long Jusko, *Who Speaks for the Poor? Electoral Geography, Party Entry, and Representation* (Cambridge University Press, 2017).
25. See, for example, Task Force on Poverty, Opportunity, and Upward Mobility, *A Better Way: Our Vision for a Confident America* (June, 2016).
26. *Ibid.*
27. David Morgan, "Speaker Ryan pledges to work with Trump on bold agenda", Reuters, 9 November 2016.
28. Office of Management and Budget, *Efficient, Effective, Accountable: An American Budget* (2018), p. 3.
29. Council of Economic Advisors, *The War on Poverty 50 Years Later: A Progress Report* (2014), p. 45.
30. Christopher T. Wimer and others, "Trends in poverty with an anchored supplemental poverty measure", Columbia Population Research Center working paper (2013).
31. Fox, "The Supplemental Poverty Measure", p. 10.
32. See www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=82672.
33. Clare O'Connor, "Report: Walmart workers cost taxpayers \$6.2 billion in public assistance", Forbes, 15 April 2014.
34. Center for Responsive Politics, reporting on lobbying activity on tax issues in 2017. Available at www.opensecrets.org/lobby/issuenum.php?id=TAX&year=2017.
35. Michael Corkery, "Walmart's bumpy day: from wage increase to store closings", New York Times, 11 January 2018.
36. "Growing the deficit: the Senate passes a tax bill", Economist, 2 December 2017.
37. Julie Hirschfeld Davis, "White House proposes \$4.4 trillion budget that adds \$7 trillion to deficits," New York Times, 12 February 2018.
38. Varner, Mattingly and Grusky, "The facts", p. 4.
39. Council of Economic Advisers, "The long-term decline in prime-age male labor force participation" (2016).
40. Varner, Mattingly and Grusky, "The facts", p. 4.
41. Robert A. Moffitt and Stephanie Garlow, "Did welfare reform increase employment and reduce poverty?" Pathways (Winter, 2018), p. 19.
42. *Ibid.*
43. H. Luke Shaefer and Kathryn Edin, "Welfare reform and the families it left behind", Pathways (Winter, 2018), p. 24.
44. Arthur Delaney, "Rich fraud, poor fraud: the GOP's double standard on tax mistakes", Huffington Post, 14 December 2017.
45. United States Government Accountability Office, report to Congressional committees on improper payments (June 2016), appendix III.
46. See <https://fns-prod.azureedge.net/sites/default/files/snap/2014-rates.pdf>. See also Center on Budget and Policy Priorities, "SNAP: combating fraud and improving program integrity without weakening success", 9 June 2016, p. 10. Available at www.cbpp.org/sites/default/files/atoms/files/6-9-16fa-testimony.pdf.
47. Center on Budget and Policy Priorities, "SNAP: combating fraud", p. 11.

48. Ibid.
49. See <https://fns-prod.azureedge.net/sites/default/files/snap/2015-State-Activity-Report.pdf>.
50. Semega, Fontenot and Kollar, *Income and Poverty*, p. 14.
51. OECD, "How does United States compare on child well-being?" (November 2017).
52. Heather Koball and Yang Jiang, "Basic facts about low-income children: children under 18 years, 2016" (National Center for Children in Poverty, January 2018).
53. Robert Wood Johnston Foundation, "Can early childhood interventions improve health and well-being?" (March 2016).
54. United States, Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress, Part 1: Point-in-time estimates of Homelessness*, p. 8.
55. Madeline Daniels, "Housing Department's count of homeless children and youth problematic", 19 November 2015. Available from <https://campaignforchildren.org/news/press-release/housing-departth-problematic/>.
56. National Center for Homeless Education, *Federal Data Summary: School Years 2013–14 to 2015–16*, p. iii.
57. OECD, "How does United States compare?"
58. Joan Alker and Alisa Chester, "Children's health coverage rate now at historic high of 95 percent" (Georgetown University Health Policy Institute, October 2016).
59. Center on Budget and Policy Priorities, "Policy basics: the Supplemental Nutrition Assistance Program (SNAP)" (February 2018).
60. Center on Budget and Policy Priorities, "Policy basics: the child tax credit" (October 2017).
61. Center on Budget and Policy Priorities, "TANF reaching few poor families" (December 2017).
62. Mary Otto, *Teeth: The Story of Beauty, Inequality, and the Struggle for Oral Health in America* (New York, The New Press, 2017), p. vii.
63. Ibid., pp. 37, 120 and 171.
64. United States, Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report*.
65. Alastair Gee, "At night on Skid Row, nearly 2,000 homeless people share just nine toilets", *The Guardian*, 30 June 2017.
66. See <https://emergency.unhcr.org/entry/33015/emergency-sanitation-standard>.
67. Gale Holland and Christine Zhang, "Huge increase in arrests of homeless in L.A. – but mostly for minor offenses", *Los Angeles Times*, 4 February 2018.
68. See, for example, Gary Blasi and Phillip Mangano, "Stop punishing and start helping L.A.'s homeless", *Los Angeles Times*, 30 June 2015.
69. See paras. 54–61. Available at www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22533&LangID=E.
70. See, for example, City of Los Angeles, *Comprehensive Homeless Strategy* (2016), p. 49.
71. Statement made during a civil society consultation, San Francisco, 6 December 2017.
72. A recent publication estimated that in Los Angeles alone the coordinated entry system had cost about \$11 million since its introduction, including only the cost of technical resources, software and extra personnel, not the cost of providing actual housing or services. (Virginia Eubanks, *Automating Inequality* (New York, St. Martin's Press, 2018), p. 113.
73. Ibid., chap. 3.
74. See www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf.
75. See, for example, Lawyers' Committee for Civil Rights of the San Francisco Bay Area and others, "Not just a Ferguson problem: how traffic courts drive inequality in California" (2015).
76. Written submission to the Special Rapporteur from Edward W. Felten and Bendert Zevenbergen, Princeton University.
77. AI Now, "AI Now 2017 report".
78. See, for example, www.hrw.org/report/2018/02/20/set-fail/impact-offender-funded-private-probation-poor.
79. Human Rights Watch, "Set up to Fail": *The Impact of Offender-Funded Private Probation on the Poor* (2018).
80. American Civil Liberties Union, "First-ever national report on widespread court practices that coerce payments from people in debt without due process", February 2018. See also American Civil Liberties Union, *A Pound of Flesh: The Criminalization of Private Debt* (2018).
81. Economic Policy Institute, "50 years after the Kerner Commission" (26 February 2018). See also Fred Harris and Alan Curtis (eds.), *Healing Our Divided Society* (Temple University Press, 2018).
82. Center for American Progress, "Systematic inequality: how America's structural racism helped create the black-white wealth gap" (2018). See also Tommie Shelby, *Dark Ghettos: Injustice, Dissent and Reform* (Belknap Press, 2016).
83. Khicara M. Bridges, *The Poverty of Privacy Rights* (Stanford University Press, 2017).
84. Diana Greene Foster and others, "Socioeconomic outcomes of women who receive and women who are denied wanted abortions in the United States", *American Journal of Public Health*, vol. 108, No. 3 (March 2018), p. 407.
85. Written submissions to the Special Rapporteur from National Advocates for Pregnant Women and the Center for Reproductive Rights.
86. Maren K. Dale, "Addressing the underlying issue of poverty in child-neglect cases" (10 April 2014). Available at www.americanbar.org/aba.html.
87. Written submission to the Special Rapporteur from National Advocates for Pregnant Women.
88. Wonsuk Yoo and others, "Recent trends in racial and regional disparities in cervical cancer incidence and mortality in United States", *PLOS ONE*, vol. 12, No. 2 (February 2017).
89. New York City Department of Health and Mental Hygiene, *Pregnancy-Associated Mortality: New York City, 2006–2010*. Available from www1.nyc.gov/assets/doh/downloads/pdf/ms/pregnancy-associated-mortality-report.pdf.

90. See, for example, Southern Rural Black Women's Initiative for Economic and Social Justice, *Unequal Lives: The State of Black Women and Families in the Rural South*, p. 6.
91. Lisa R. Pruitt and Janet L. Wallace, "Judging parents, judging place: poverty, rurality and termination of parental rights", *Missouri Law Review*, vol. 77 (2011), p. 117.
92. See, for example, Southern Rural Black Women's Initiative for Economic and Social Justice, *Unequal Lives*.
93. See www.migrationpolicy.org/article/immigrant-women-united-states#Poverty.
94. Written submission to the Special Rapporteur from the Miami Workers Center and others on the feminization of poverty in Miami; Azadeh Shahshahani and Kathryn Madison, "No papers? You can't have water: a critique of localities' denial of utilities to undocumented immigrants", *Emory International Law Review*, vol. 31, No. 4 (2017).
95. Samantha Artiga and Anthony Damico, *Health Coverage and Care for Immigrants*, issue brief (The Henry J. Kaiser Family Foundation, 2017).
96. See, for example, the submission from the Miami Workers Center and others, and Shahshahani and Madison, "No papers?".
97. See, for example, the written submission to the Special Rapporteur from Access Now. Broadband access is also seriously lacking in the South (Southern Rural Black Women's Initiative for Economic and Social Justice, *Unequal Lives*, p. 16).
98. West Virginia Center on Budget and Policy and American Friends Service Committee, *2016 State of Working West Virginia: Why is West Virginia so Poor?*, p. 55.
99. United States Census Bureau, "American Indian and Alaska Native Heritage — Month: November 2017". Available at www.census.gov/content/dam/Census/newsroom/facts-for-features/2017/cb17-ff20.pdf.
100. The Aspen Institute, *2017 State of Native Youth Report: Our Identities as Civic Power*, p. 33.
101. *Ibid.*, p. 37.
102. David Espey and others, "Leading causes of death and all-cause mortality in American Indians and Alaska Natives", *American Journal of Public Health* (June 2014), vol. 104, No. S3.
103. Centers for Disease Control and Prevention, *Leading Causes of Death Reports, 1981–2016*.
104. See www.acf.hhs.gov/ana/resource/american-indians-and-alaska-natives-the-trust-responsibility.
105. See, for example, United States Government Accountability Office, *Progress on Many High-Risk Areas, While Substantial Efforts Needed on Others*, report to congressional committees (February 2017). Available at <https://www.gao.gov/assets/690/682765.pdf>.
106. See A/HRC/21/47/Add.1, para. 15.
107. United States Government Accountability Office, *Federal Funding for Non-Federally Recognized Tribes* (April 2012). Available at www.gao.gov/assets/600/590102.pdf.
108. See, for example, Debra E. Houry, Tamara M. Haegerich and Alana Vivolo-Kantor, "Opportunities for prevention and intervention of opioid overdose in the emergency department", *Annals of Emergency Medicine* (2018).
109. Bill Chameides, "A look at environmental justice in the United States today," *Huffington Post Blog*, 20 January 2014. Available at www.huffingtonpost.com/bill-chameides/a-look-at-environmental-justice_b_4633223.html.
110. Earthjustice, "Fighting for protections from coal ash". Available at https://earthjustice.org/our_work/cases/2012/legal-fight-for-long-overdue-coal-ash-protections.
111. Oliver Milman, "A civil rights 'emergency': justice, clean air and water in the age of Trump", *The Guardian*, 20 November 2017.
112. Pew Research Center, "Majorities say Government does too little for older people, the poor and the middle class" (2018). Available at <http://assets.pewresearch.org/wp-content/uploads/sites/5/2018/01/30104502/01-30-18-groups-release.pdf>.
113. Board of Governors of the Federal Reserve System, *Report on the Economic Well-Being of U.S. Households in 2016* (May 2017).
114. Facundo Alvaredo and others, coordinators, *World Inequality Report 2018*, (World Inequality Lab).
115. Chase Peterson-Withorn, "The \$4.3 billion Cabinet: see what each top Trump advisor is worth," *Forbes*, 5 July 2017.
116. D. Ivory and R. Faturechi, "The deep industry ties of Trump's deregulation teams", *New York Times*, 11 July 2017.
117. Jonathan Ostry, Andrew Berg and Charalambos G. Tsangarides, *Redistribution, Inequality, and Growth*, IMF Staff Discussion Note (IMF, 2014), p. 4.

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 www.youtube.com/watch?v=KTvSfeCRxe8. We will discuss the video in class.

Due Week 6: Jot down some of your thoughts/responses to the video and topic.

1. Before you watch the video ... what comes to mind when you hear “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.

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?

NUB MODULE 6: HOMEWORK LINK FOR ONLINE ASSIGNMENT

Module 6 Homework includes one assignment that you will view online in preparation for class discussion.

Due Week 7: You may access the video using this link:

www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

NUB MODULE 7: CLASSWORK

FRESHMEN 5: TIME AND STRESS MANAGEMENT

Instructions: The first part of this activity you'll complete on your own. For 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.

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.

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.

Part Two:

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. _____

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

Megan Altman-Cosgrove

716.286.8314

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)

Pinnacle Community Services

Lockport and Niagara Falls

716.285.6984

(Confidential)

IMPORTANT CAMPUS OFFICES AND PERSONNEL

(For a full list of campus resources, visit <http://mynu.niagara.edu/services>.)

Academic Success Center: www.niagara.edu/asc, first floor, Seton Hall, 716.286.8073: Provides students with the support and tools they need for academic success and academic accommodations for students with disabilities.

Campus Activities: www.niagara.edu/cao, lower level Gallagher Center, 716.286.8510: Student organizations, honor societies, student government, multicultural and commuter programs, and NU Express shopping shuttle.

Campus Ministry: www.niagara.edu/ministry, lower level Gallagher Center, 716.286.8400: Assists all students as they grow in their own faith.

Campus Safety: safety@niagara.edu, Campus Safety building, 716.286.8111. Enforces university policies, regulates traffic, controls parking, and provides general information and safety assistance to the campus community.

Career Services: www.niagara.edu/career, Bailo Hall Center for Career and Service Learning, 716.286.8500, careers@niagara.edu. Work-study positions, part-and full-time jobs, internships, and career and graduate school exploration.

Counseling Services: www.niagara.edu/counseling, lower level Seton Hall, 716.286.8536: Supports those dealing with difficult situations.

Dean of Students: Students who need help in resolving personal or academic issues and matters that may violate university policy should contact Jason Jakubowski, first floor O'Shea Hall, 716.286.8566.

Office for Equity and Inclusion: www.niagara.edu/oei. Students who need help with Title IX issues (sexual assault, discrimination, harassment, etc.), should contact Ryan Thompson, Esq., O'Shea Hall B27, 716.286.8324.

Health Services: www.niagara.edu/healthcenter, Butler Building, 716.286.8390: Promotes the overall health and productivity of students.

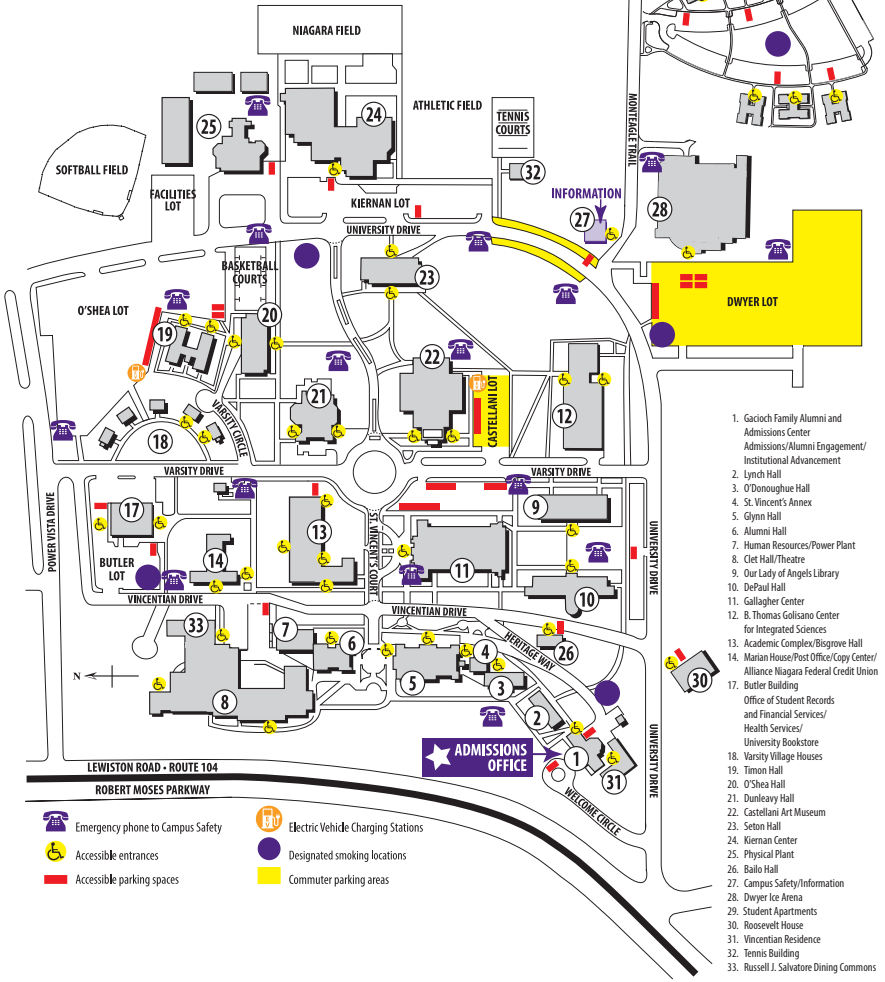
Information Technology: www.niagara.edu/it, first floor library, 716.286.8040: Services technology needs, including user accounts, ID cards, online systems, wireless networks, email, and discounted software and hardware.

Multicultural Affairs: www.niagara.edu/ma/, lower level Gallagher Center, 716.286.8406. Sponsors events and programming to highlight and celebrate diversity, multiculturalism, and inclusion.

Residence Life: www.niagara.edu/residence-life, O'Shea Hall, 716.286.8100: Oversees housing or policy questions or concerns, roommate issues, room damage or facility issues, and residence life staff and programs.



NIAGARA UNIVERSITY



Campus emergency, call 716.286.8111.

For all NUB assignments, updates, and other info please go to:
<http://sites.niagara.edu/nub>