



# STAFF *GUIDE*

Missouri  
State.

RESIDENCE LIFE,  
HOUSING AND  
DINING SERVICES

# Student Staff Guide — Contents

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# Dictionary

**Community-builder** = smaller, more social event designed to increase interaction among residents of a floor.

**Consequence** = something a resident is supposed to do in order to reflect and/or give back to the community as a result of being found responsible for a violation of residence hall or University policy.

**Dining Center** = not a cafeteria.

**Door dec** = door decoration for a resident or suite of residents.

**Floor funds** = A portion of the \$24.00 Activity Fee for use by the floor. \$2.35 per resident is allocated to each floor to be used for creative activities and events.

**Hall Council** = The governing body of the residence hall, comprised of floor presidents residence hall representatives.

**Incident Report** = A form which notifies a Hall Director and others of a policy violation or concern.

**LLC** = Living-learning community.

**MACURH** = Midwest Affiliate of College and University Residence Halls. A multi-state organization that provides leadership and service opportunities for on-campus students at colleges and universities in the Midwest region. MACURH hosts a leadership conference in the fall semester

**NACURH** = National Association of College and University Residence Halls. An international organization that provides leadership and service opportunities for on-campus students at colleges and universities across the United States and beyond. NACURH is the largest student-run organization in the world! NACURH hosts a leadership conference in the summer.

**NOD** = Notification of Documentation.

**NRHH** = National Residence Hall Honorary. A nationally recognized leadership-based honorary that focuses on service and recognition for individuals currently living on or who have previously lived on campus.

**On-Call** = the time when a RA is in their residence hall available by phone and accessible to residents.

**OTM** = Of The Month awards, nominated at the Hall Council meeting. Awards are given for residents, advisors, experiences, and RAs/CAs.

**Purchase Order (PO)** = A promissory note from the University agreeing to pay for merchandise. Itemized receipts must accompany each PO when turned in to your supervisor. These are typically used during breaks when the dining center is closed for RAs to purchase food or used to purchase food for experiences.

**RHA** = Residence Hall Association. The umbrella organization for on-campus leadership at Missouri State.

**SAC** = Student Activities Council. The organization responsible for many campus activities such as Comedy Night, Rock and Bowl, May Day, and movies.

Student Staff = Resident Assistants (RAs) and Community Assistants (CAs)

# Questions Most Asked by Residents

## 1. How do I add/drop a class?

Changes may be made online by going to the “Add or Drop Classes” link under the “Academics” tab in My Missouri State. If it is during the first week of classes, the student may go to the Registration Office (3rd floor Carrington) or to the department of the student’s major and drop or add the desired class — provided that it is open. After the first week of classes, adds and initial registration for a class that has already begun must be completed in person at the Office of the Registrar. If adding a full-semester or first-block course, the student must first obtain department approval (stamp and signature on the Registration/Change of Schedule Form).

## 2. How do I change my meal plan?

Meal plan changes may be made under the “Profile” tab, “Housing” channel in My Missouri State. Click on the appropriate link under “Assigned Information.”

## 3. How do I declare a major?

If currently undeclared, the student will need to pick up their advising folder from the Advisement Center in University College Hall. Go to the department in which the desired major is located and follow the instructions.

## 4. Where can I get tutoring?

Bear CLAW — Meyer 112, 836-6398.

## 5. How do I get an email account?

Log in to My Missouri State and click “Get an Account.” New live.missouristate.edu accounts may also be created by visiting a Computer Services Open Lab in Cheek, Glass, or Strong Halls.

## 7. How do I request a room/roommate change?

Room change requests are not available during the first two weeks of the fall and spring semesters, and there must be space available to allow a room change.

For residents looking to move onto an LLC floor, room change requests can be made online, but students must meet with a Student Success Initiatives staff member. Students should contact the Student Success Initiatives Office at 417-836-3234 to schedule an appointment to discuss room change requests.

For room changes not involving an LLC, requests may be made in My Missouri State under the “Profile” tab, “Housing” channel. Click on the appropriate link under “Assignment Information.”

## 8. Where do I get a telephone in my room, and is long distance included?

The University will provide local telephone service upon request; contact Residence Life to arrange for installation. There will be a one-time charge of \$50, plus a monthly \$20 charge, and the student must provide the telephone. Long-distance service is available through the Telecommunication Services Office in Blair-Shannon.

## 9. How do I get additional cable service?

Cable is handled through Mediacom of Springfield. They may be reached at 417-875-5500 and <http://www.mediacomcable.com/>.

## 10. Where can I find out about jobs?

Search and apply for part-time, summer, and work study jobs at <http://jobs.missouristate.edu/>.

# Resident Assistant Job Description

## POSITION IDENTIFICATION

TITLE	Resident Assistant
CLASS	Undergraduate
IMMEDIATE SUPERVISOR	Residence Hall Director and/or Assistant Hall Director

## GENERAL FUNCTION

The Resident Assistant (RA) facilitates the social, academic, and personal adjustment of students to the residence hall and University. The RA develops a sense of community among residents as members of a floor, residents of a hall, and active participants in the residence life system. The RA serves as a positive role model to residents and peer staff members. The RA enforces the rules and policies of Residence Life, Housing and Dining Services and the University. The RA acts as a liaison between residents and the University administration.

## MINIMUM ACCEPTABLE QUALIFICATIONS

### Academic:

At the time of application, the candidate must have a minimum of 12 completed semester hours at Missouri State and a Missouri State cumulative 2.75 GPA. Prior to participation in the Resident Assistant Program, the newly hired staff member must have a minimum of 24 completed semester hours at Missouri State and a Missouri State cumulative 2.75 GPA. During participation in the Resident Assistant Program, RAs must earn 12-16 credit hours per semester unless prior approval to do otherwise is obtained from the Associate Director of Residence Life. RAs must also maintain a semester and cumulative 2.75 GPA. All hours and GPAs are calculated using coursework earned only at Missouri State.

Special Note: Applicants with a Missouri State cumulative GPA of at least 2.5, but less than 2.75, may request permission to apply through the Associate Director of Residence Life. These applicants will not be considered during the initial hiring process, but may remain in the candidate pool for future consideration, providing all requirements stated above are met.

### University Residence Life Experience:

Prior to application, the applicant must have lived in any university housing for a minimum of one semester. Prior to participation in the Resident Assistant Program, an applicant must have lived in any university housing for a minimum of two semesters.

### Knowledge, Skills, and Abilities:

Applicants must demonstrate knowledge of the University and the residence hall system, University and Residence Life policies and procedures, and the hall council and its functions. Applicants must also have the following abilities: communicate well in group and individual situations, establish rapport with a wide variety of people, design and implement events and/or activities to meet specific established goals, and quickly evaluate crisis situations and respond appropriately.

## REQUIRED DUTIES AND RESPONSIBILITIES

### General:

1. Attend and participate in weekly staff meetings - every Wednesday from 4:00-6:00 pm
2. Assist in the supervision of the residence hall, responding to all requests and emergencies during on-call hours. On-call days are scheduled on a rotating basis.
3. Attend and participate in staff training sessions held prior to the beginning of each semester and throughout the year.
4. Contact the appropriate Residence Life administrator on behalf of the residents regarding issues of concern to the residents.
5. Be available to residents on a daily basis.
6. Attend all scheduled in-services offered during non-meeting times.
7. Attend scheduled one-on-one meetings with the Hall Director and/or Assistant Hall Director.
8. Perform other tasks as required.

### Community and Student Development:

1. Counsel residents regarding personal and academic concerns.
2. Assist residents in their adjustment to roommate and community living.
3. Design and implement events and/or activities for floor members that enhance the social, educational, community, and personal development of residents and connect them to the floor, living-learning community (if applicable), building, and University community.
4. Actively encourage and promote involvement in hall council and Residence Hall Association programs and activities.
5. Work with the residence hall floor president in the performance of duties, if applicable.
6. Design and construct door decorations and residence hall decorations that coordinate with the selected residence hall theme prior to the beginning of each semester.
7. Conduct periodic floor meetings for the purpose of planning events and/or activities, disseminating information, and explaining residence hall policies and procedures.
8. Relate well to individuals of all cultures, identities, and backgrounds, encouraging better understanding of cultural diversity and individual differences on the floor and in the residence hall.
9. Mediate student conflicts at the request of supervisors.
10. Respond to all witnessed violations of Residence Life and University policies occurring within any Missouri State residence hall. Prepare and submit the appropriate report within 24 hours.
11. Attend and participate in University hearings when necessary.
12. Demonstrate commitment to development of living-learning communities through building positive relationships with campus partners, creating and implementing events and/or activities that support the theme of the community, and inspiring residents to be active participants, if applicable.

### Administrative:

1. Actively inform residents of pertinent academic and University information.
2. Assist, as requested, in the handling of all emergency situations (e.g., fire, health, safety).

3. Assist in the opening and closing of the residence halls, requiring time prior to the beginning of semester courses and time following the completion of these courses.
4. Receive and promptly process requests for maintenance repairs and custodial needs received from residents.
5. Assess the physical condition of rooms before and after occupancy, preparing and filing the appropriate form with the immediate supervisor in a timely fashion.
6. Interpret and disseminate to the residents information/directives from Residence Life, Housing and Dining Services.
7. Assist in special events where Residence Life, Housing and Dining Services plays an important role (e.g., Welcome Weekend events, Showcase, Homecoming, RA Carousel, etc.).

If any of the above expectations are not met, the Resident Assistant/Community Assistant may be placed in a probationary status. During that probationary period, the RA/CA will have to make performance adjustments to meet those expectations or the staff member may be released from the position.

### **ON-CALL**

RAs/CAs respond to lockouts, emergency situations, and policy violations. RAs/CAs also monitor residence hall conditions, and complete maintenance and custodial orders as necessary. Being on-call is an ideal time to be visible throughout the residence hall. It provides time to visit with residents and socialize with other staff members.

### **OUTSIDE INVOLVEMENT**

In addition to the RA/CA position, RAs/CAs in their first semester may be employed or involved up to ten hours per week outside of Missouri State. Returning RAs/CAs may be employed or involved up to 15 hours per week outside of Missouri State. Outside employment must be approved by the supervisor before the RA/CA can begin working. The RA should discuss the possibility of outside employment before applying for the opportunity, preferably at least one semester prior to beginning the experience. RAs/CAs who are on academic or performance probation cannot seek outside employment in addition to the RA/CA role. If an RA/CA is unable to balance outside employment and uphold expected performance as an RA/CA, progressive disciplinary action may be taken.

RAs/CAs may not assume any role of leadership or service that might prevent them from being adequately available to residents and perform RA/CA duties. All extracurricular activities are subject to the approval of the supervisor prior to participation. An RA/CA who would like to hold an executive position within an organization must first consult with their supervisor.

RAs/CAs must receive approval from the Associate Director to participate in a practicum or internship experience. Experiences that take RAs/CAs from the floor for a significant period of time may not be approved, including experiences which are required for academic programs.

RAs/CAs may not participate in varsity athletics, marching band, or student teaching.

## **RESIDENCE LIFE IDS 275 CLASS**

All incoming RAs/CAs will be expected to enroll in and pay for a credit hour course (IDS 275), which will be reimbursed at a later date. The objective of this class is to aid in the education of the new Residence Life staff member. Class sections will be arranged and announced at a later date. RAs/CAs must pass the class with a C grade or better in order to retain their position.

## **REMUNERATION FOR RAs**

Room and meals (19 per week) at a University food service facility as per contract. Annual stipend of \$1,900. BoomerMeals value of \$170. Local phone service, a refrigerator, a microwave, and a computer/tablet are provided during the period of employment. A bookstore voucher for \$325 to be used for educational needs at the Missouri State University Bookstore is distributed to each RA at the beginning of each semester. Resident Assistants must sign a housing contract and pay the required security deposit, and assume responsibility for all long-distance telephone bills.

## **FINANCIAL ASSISTANCE AGREEMENTS MAY AFFECT FINANCIAL AID AWARD**

The federal government requires the University to monitor all the resources available to a student who receives federal financial aid. If RA/CA applicants applied for or are receiving a Perkins Student Loan, Missouri Grant, Supplemental Grant, Work-Study job, or a Stafford Loan, those sources of aid may be affected if the applicant becomes an RA/CA. RA/CA applicants should check with the Financial Aid Office before accepting a Graduate Assistantship, Resident Assistant position, Cooperative Education position, or any other part-time job to determine what financial aid adjustment, if any, might be necessary.

## **ROOMMATES**

The Residence Life, Housing and Dining Services Department, as stated in the Resident Assistant Financial Assistance Agreement, will provide the RA with residence hall room (private room as space allows). The possibility exists that a roommate may be placed with the RA for any amount of time.

## **EVALUATION**

The Resident Assistant/Community Assistant is evaluated by their supervisor. The evaluations will be conducted in the fall semester and throughout the year.

## **RELEASE OF RESIDENT ASSISTANTS**

Any RA/CA who, following conferences with the Hall Director/Coordinator of Apartment Living; the Assistant Director, Education and Development, and the Associate Director, is unable to meet the expectations of the program will generally be removed from the program.



# Expectations

RAs/CAs must perform a variety of roles. These roles come with many different expectations. The responsibilities are summarized briefly here, but are discussed in detail throughout this [Guide](#).

## General Expectations:

1. Know that others see you as a role model.
2. Demonstrate good judgment, make reasoned choices and sound decisions.
3. Develop a community — on your floor, in your residence hall, with your staff.
4. Communicate: consistently, clearly, openly, and honestly.
5. Be alert to your environment.
6. Set goals, aim high, strive for excellence.
7. Practice good organizational and time-management techniques.
8. Value diversity. Respect everyone as individuals.
9. Be a team player.
10. Remember that residents are the reason you are receiving financial assistance. Behave toward them, your colleagues, and supervisors, as they want to be approached.
11. Because of the time requirements of the RA/CA program, it is expected that the program will take priority over all other areas with the single exception of the RA's/CA's academic program.

## You are NOT expected to:

1. Make decisions for your residents.
2. Take responsibility for your residents' problems.
3. Be the floor psychologist. (You do not have that kind of training.)
4. Handle situations alone — keep your supervisor informed.

## However, you can help build community by:

1. Building problem-solving skills in your residents.
2. Identifying problems your residents may have as they develop.
3. Being a resource person for your residents — have information such as offices/departments, phone numbers, and people to contact who are professionals in particular areas.
4. Being an effective listener and communicator.
5. Knowing when and how to refer a resident for further assistance.
6. Knowing your own biases and limitations that could affect a helping encounter.
7. Taking care of your own mental health (nutrition, sleep, time management, etc.) in order to be a good role model.
8. Realizing that you are not responsible for having a floor of residents who are positively coping.
9. Asking for help when you need it!
10. Demonstrating a good ear, caring, understanding, empathy, and support.
11. Having an “open door” policy with your residents.

## Availability:

1. Spend as much time as possible on the floor. RAs/CAs cannot be effective if they are not there.
2. Get to know everyone on the floor and do it within the shortest time possible. Hearing RAs/CAs use first names can be both surprising and greatly appreciated by residents.
3. Actively assess the needs of residents — who needs someone to go to dinner with that person, who would like to get involved but does not know how, etc.

4. Know Departmental and University policies, consistently enforce policies. A resident should never be able to get the RA/CA into a compromising position.
5. While the residence hall is closed (during training, etc.), the residence hall is not open to anyone but staff members. RAs/CAs are not to have guests, friends, or family in the residence hall.
6. During the academic year, guests of RAs/CAs are welcome to visit and stay with the RA/CA in accordance with the visitation policy of the specific residence hall.
7. While on-call, RAs/CAs should not have guests as it interferes with on-call responsibilities, and it would conflict with the escort policy.
8. Because of the confidential records and information that RAs/CAs have in their rooms, it is expected that RAs/CAs demonstrate good judgment about their guests and guests' use of the RA's/CA's room.
9. Remember, RAs/CAs have needs, too. It is important to get away and spend time alone.
10. Post a note pad or memo board outside the door that invites messages from those who cannot reach the RA/CA. Get back to residents as soon as possible.
11. RAs/CAs are provided with voicemail. RAs/CAs are expected to check their phones daily and answer all calls that are directed to their room if they are there. Voicemail messages should be professional and not too long in length.

## **Commitment and Professionalism**

A Resident Assistant/Community Assistant is looked upon as a resource person by the entire University. Departments such as the Counseling Center, academic departments, New Student and Family Programs, and Computer Services all recommend or refer residents to the RA/CA for information or instruction. Professionalism is required in the RA/CA program, just as it is required for any job.

RAs/CAs have an obligation to their residents, their staff members, and themselves to be committed and professional at all times.

1. Please keep in mind at all times that you are a role model, both on and off campus. The RA/CA is in the public eye 24 hours a day and should be an appropriate, ethical role model.
2. Never do anything that makes the rest of the RAs/CAs look unprofessional.
3. Take the opportunity to learn and grow from and contribute to the program. Be open and willing to learn.
4. Keep track of and live up to commitments to others. This includes deadlines, meetings, reports, serving on call, etc.
5. Get to know other RAs/CAs as soon as possible, both on a professional and a personal level.
6. Be supportive of one another, no matter what. If you disagree with another RA/CA, never let the residents see it. Take up the disagreement with one another behind closed doors.
7. Agree to offer feedback to each other, both positive and negative. Constructive feedback is better than hurt feelings due to rumors.
8. Stop any unfounded rumors at once.
9. When behind the desk, on call or not, you are expected to be dressed appropriately and to be wearing shoes — you never know who will walk in the front doors or when the fire alarm will sound.
10. The RA/CA is expected to maintain a high level of professionalism both on and off call. Keep in mind, when RAs/CAs are on call, EVERYTHING they do is visible to someone else! We all live in a fish bowl — please act accordingly.

## Motivation

### The Leader Looks at Motivation

*Some Useful Guidelines:*

1. Understanding one's own motivation helps one to understand another person. It does so not through "doing unto others," but by reducing blocks which prevent one from listening to, and thus understanding, the other person.
2. Motivation, like growth, is inherent within people. The task of the leader is not so much that of "motivating others" as it is of "unleashing" and helping to harness the motivation which is already there.
3. We all respond to a situation as we see it. One way to influence another person's behavior is to help that individual obtain a more accurate view of the situation. This means listening to and responding to questions the other person raises and creating an environment in which the student feels free to raise questions. Issues on which people typically need information include:
  - a. objectives toward which their efforts are to be directed,
  - b. limits within which they must make their own decisions, and
  - c. what others involved are going to do.
4. The more we can help other people feel comfortable in examining their own points of view and how they arrived at them, the more we can help them to behave rationally, flexibly, and creatively. Sources of threat are:
  - a. destructive criticism by others,
  - b. lack of confidence in the leader,
  - c. lack of feedback from the leader,
  - d. unclear intended goals, and
  - e. too much input that cannot be used or applied.
5. We should not judge what people can do simply on the basis of what they are now doing. We need to recognize the influence of group norms and standards, the consequences of the structure within which the person works, the effects of past learning, and the potential of future learning.
6. We can increase a person's motivation in three general ways:
  - a. by increasing the rewards the person anticipates receiving,
  - b. by reducing the costs the person anticipates incurring, and
  - c. by both of the above.

## Confidentiality

The RA/CA program places you in a respected and trustworthy position. You may be in a situation to learn information that others might find interesting at the gossip level, but as a Resident Assistant/Community Assistant, this information should only be discussed with your supervisor. Students will talk to you in confidence, and others will relay confidential information to you. It is very important that information you receive from staff or residents remain confidential. The residents on your floor will soon discover whether or not you can be trusted with confidential information and will decide how much or how little they want to share with you as a result.

Generally, your talks with residents should be held in confidence. However, you are obligated to make the resident aware that not all things can or should be kept in absolute confidence. Keep in mind that Resident Assistants/Community Assistants do not have legal confidentiality. It is sometimes difficult to determine when and which kinds of information need to be relayed to your supervisor.

The following are examples of situations in which communication with your supervisor is necessary: personal problems of a resident that you think may be a potential danger to themselves or to those around them, access to information which leads you to believe that a resident needs assistance to the point that professional help is needed, a feeling that you need help in assisting a resident, information regarding a serious problem of student

conduct, information concerning activities regarding vandalism, or activities which may endanger the lives of others.

## **Ethics**

### **Defining the Terms**

**ETHICS** — The study of right and wrong, usually including the determining and encouraging of what is right.

**VALUE** — A tightly-held belief upon which a person acts by choice; an enduring belief that one way of behaving is personally or socially preferable to an opposing way of behaving.

**ETHICAL BEHAVIOR** — Acting responsibly in difficult and/or complex situations; with quality character and judgment.

**ETHICAL DILEMMA** — A situation in which there is a conflict in the minds of people between values, or a conflict between what is right and what is wrong. You have to make a choice.

### **There Is No Right Way to Do a Wrong Thing**

The “Ethics Check” Questions

- Is it legal?
- Will I be violating either civil law or University policy?
- Is it balanced?
- Is it fair to all concerned in the short term as well as the long term?
- Does it promote win-win relationships?
- How will it make me feel about myself?
- Will it make me proud?
- Would my supervisor or staff team feel proud of me?
- Would it feel good if my decision was published in the newspaper?
- Would I feel good if my family knew about it?

### **Criteria for Personal Ethical Choices**

- Are you being responsible/making a responsible choice?
- What are the probable consequences of your choice?
- If you were on the receiving end, would these consequences be acceptable?
- Is this a special situation or are you pretending it is?
- Can you discuss the problem with the affected parties before you make your decision?
- Would you want your employees to make the same decision?
- Would your family approve?
- Would you be proud of a family member making the same choice?
- Would you have difficulty explaining it to a news reporter?
- Would it be okay if others did the same to you?
- Did you do what you said you would do?
- Are you being honest with yourself about the real issue?

### **What Is an Ethical Decision?**

- One that is not self-serving.
- One that is made in the clear and is consistent with full disclosure.
- One that is more right than wrong, even though there is no correct answer.
- One that is honest and based on facts, but is consistent with University standards.
- One that will be the best in both the long and the short term for the organization.
- One that can be defended and supported by one’s peers and superiors.

- One that is made in good faith.
- One that demonstrates integrity.

### **Ethical Issues for Consideration**

- Dating other staff members.
- Dating residents in the residence hall.
- Enforcing policies with a friend.
- Time requirements — balancing life and position.
- Enforcing policies in which one does not believe.
- Dealing with own behavior (such as alcohol).
- Using classes or job as a reason not to fulfill responsibilities.
- Dealing with an ethical problem involving a staff member.
- Confidentiality.
- Responding to violations when not on call or in another residence hall.
- Knowing limits of one's ability.
- Not following through on Incident Reports.
- Supporting other staff members.
- Academic dishonesty or not attending classes regularly.
- Following policies yourself.
- Posting information on social media sites.

## **Communication**

Effective communication skills are among the most important tools of the RA/CA program. One cannot “not communicate.” Messages, feelings, and attitudes are revealed through both verbal and nonverbal communication. The RA/CA must be aware of this when working with residents, staff members, etc.

1. Know and use correct Residence Life language. (See *Dictionary*, p. 2)
2. It is very important that RAs/CAs maintain a good line of communication. It is important to have daily contact with each other, as well as with the supervisors.
3. RAs/CAs have a mailbox at the reception desk. Check it twice daily!
4. All written materials (Incident Reports, etc.) should be neat and grammatically correct. All Incident Reports should be typed in the third person and submitted by 8:00 a.m., sometimes sooner.
5. Be sensitive to methods of communication with others. This includes dress, language, verbal and non-verbal communication, and written notes.
6. As a Resident Assistant/Community Assistant, you often have access to confidential information. This information should not be shared with others. This includes discussing Incident Reports with other RAs/CAs as well, unless deemed necessary by the supervisor.
7. Be courteous at all times with custodial, maintenance, and food service employees, Receptionists, Night Hosts, desk workers, and all other University employees and students.
8. Keep posting areas up to date and clean at all times.
9. Inform supervisors and area coverage about emergencies or any other critical situations at once. Emergencies are to be taken care of in-house first, if at all possible. After 4:30 p.m., call the Area Coverage person.

### **Communication with your supervisors**

An important part of your job is your commitment to and communication with your supervisor. The Hall Director/Apartment Coordinator is responsible for the total operation of the residence hall and depends on your communication for feedback regarding the

residents on your floor. This includes the existence of emotional or academic problems, unusual behavior, or facility concerns. You should also recognize that your Hall Director/Apartment Coordinator is a major source of information for the Assistant Director, and you are encouraged to quickly develop an honest and open relationship with your supervisor.

## Listening Skills

An effective interaction with someone in need of help requires more than simple attentive behaviors on behalf of the listener. It is also necessary to respond to and interact with the resident. Several effective listening skills are provided below:

**Open-ended questions** – Ask open-ended questions to help the resident disclose more detailed information.

Examples: “How do you feel about it?” “Try describing your feelings to me.”

**Paraphrasing** – Paraphrase in your own words what the resident has expressed to you.

Examples: “What I hear you saying is ...” “You seem to be feeling that ...”

**Understanding** – Do not let the resident continue until you have a clear understanding of what has been said.

Examples: “I’m sorry. I don’t understand what you mean by ... Can you help me with that again?” “I’m a little confused. When you said ..., what exactly did you mean?”

**Clarify and Focus** – Clarify and focus the problem to discourage the resident from wandering from the subject.

Examples: “Is this what you meant to say ...?” “This is what I heard.” “This is what it seems you want some assistance with ... Am I correct?”

**Silence** – Silence can be one of the most effective indicators of trust and encouragement to talk. If suggestions or ideas come to mind, put them on hold while you truly listen and encourage the resident to go on.

**Validating** – Validate and acknowledge feelings to help the resident feel more comfortable discussing their emotions.

Examples: “I can understand that.” “It sounds like it must be difficult for you to be at school here.”

**Empathy not Sympathy** – Use empathy, not sympathy, by finding another time when you have experienced the same feelings, without making it about you.

Examples: “I know what you mean, I’ve felt loneliness myself.” “That’s really tough. I’ve felt confused about my major, too.”

**Appropriate Self-Disclosure** – Appropriate self-disclosure helps to establish trust and encourages the resident to confide in you.

Examples: “I’ve been in a similar situation myself.”

**Assessment** – At some point during your interaction, you need to assess whether you should continue talking or if the resident should be referred.

Examples: Ask yourself: What does the resident need? Am I comfortable with this issue? Should the resident be referred?

**Developing Options** – Ask the resident’s opinion to help deal with the situation directly. This will also help you avoid giving advice.

Examples: “What do you think you should do?” “What do you want to do?”

**Checking** – Checking at the end of a conversation can help you determine whether the resident is satisfied.

Examples: “Do you feel comfortable with what we’ve discussed?” “Do you want to talk some more?” “Do you want to talk with someone who may be more helpful to you?”

**DO:**

- Be careful about agreeing with a negative appraisal of the other individual. Be objective.
- Support residents in establishing a more positive adult-to-adult relationship with parents.
- Determine resident's expectations for the ideal and realistic resolution to the problem.
- Respond specifically to what the resident is saying, rather than speaking vaguely or in generalities.

**DON'T:**

- Tell a person how they should feel.
- Turn the conversation back to your experience.
- Give advice.
- Ask "why" questions; this puts people on the defensive. Instead ask, "What was going on that made you feel like that?"
- Be judgmental.
- Solve the problem for the resident; let the resident solve it.
- Even if you are busy, do not act like you are.
- Sit on your bed when a resident is standing and trying to talk to you.
- Make your resident feel trapped. If the resident feels uncomfortable talking in your room, find another room.

**Blocks to Listening**

The following are ways that your mind works against active listening:

1. Comparing: You try to assess who is smarter, more competent, more emotional, etc., instead of listening.
2. Mind Reading: You try to figure out what is behind the speaker's words, what is the person really thinking. (All you need to do is ask instead of assume.)
3. Rehearsing: Instead of listening, you are preparing your next comment.
4. Filtering: You listen to some things, but not others — enough to discover what the general idea or mood is.
5. Judging: You judge the importance of what they are saying and their problem. If not important to you, you do not listen.
6. Dreaming: Speaker says something that triggers a chain of your own thoughts.
7. Identifying: Instead of listening, you are too busy telling your personal experiences that relate to what they are saying.
8. Advising: You listen to only a few sentences and you think you have a solution, yet the person might not have even gotten to the real problem.
9. Sparring: You argue and debate with the other person. The person will not feel listened to because you are so quick to dispute.
10. Derailing: When you get bored with a subject, you suddenly change it, such as responding to what is being said with a joke to avoid the discomfort you are anticipating with the subject at hand.
11. Placating: "Right" ... "Sure" ... "Yeah" ... "I know." You agree with everything. Listening enough to get a drift, but not really involved with the conversation.

## Counseling and Intervention

An RA/CA is not a counselor or a psychologist. RAs/CAs can be good listeners, liaisons between residents and counselors, mediators among residents, or a shoulder on which to cry. An RA/CA is not responsible for the mental well-being of their floor. It is important to recognize one's limitations and to make use of the referral process.

## Conflict Resolution

### Why Do Conflicts Happen?

1. Value differences
2. Background differences
3. Expectation differences

### Steps

#### *First Intervention:*

- Approach each resident individually.
- Do not get caught up in the “first story” heard; listen to both parties before making any decisions or judgments.
- Define the problem in behavioral terms.
- Encourage residents to attempt a compromise on their own. If unsuccessful, proceed as facilitator.

#### *Setting the Stage:*

- Ascertain a commitment to compromise and work through the conflict.
- Schedule a meeting with both residents as soon as possible, in a neutral setting.
- Arrange seating so that they are both at the same height and facing each other. You will sit nearby and somewhat in the middle of them.

#### *Setting the Tone:*

- Introduce the meeting, explain your role as facilitator (not judge or decision-maker).
- Outline the Fair Fight Steps (see below).
- Emphasize the positive aspect of the meeting. They came to you because something was wrong; after the meeting, it will be resolved.
- Keep the residents talking to each other and looking at each other. They will tend to talk to you. Remind them of your role and that their conflict is with each other.
- Keep the meeting brief — less than one hour.
- After the Fair Fight Steps have been followed, put the compromise in writing with both parties signing it.
- Set up a meeting time to get back together in about one week.

#### *Follow Up:*

- Give each resident a copy of the written compromise the following day.
- A week later, meet with both of them to review their behavior and to make any changes. Initial any modifications and distribute copies the next day.

#### *Disclaimer:*

- Not all conflicts can be mediated. Do not feel responsible for an unsuccessful mediation.
- Refer the situation to your supervisor immediately.

### Fair Fight Steps

1. The Parties get the opportunity to tell each other, in behavioral terms (see below), what they feel is the issue (they may mention a few). Be sure they define each problem clearly and completely. They need to be talking about the same thing. Speak up as a facilitator if you think that they are not communicating well.
2. Party One presents their side. Party Two must then summarize what Party One said. This is done successfully when Party One feels heard accurately.



3. The roles are reversed and the process is repeated.
4. Once major issues have been determined and discussed, the facilitator helps the two parties develop a list of compromises. They will sign and adhere to the behaviors for a set amount of time.
5. At the end of that time, the two parties and the facilitator will get back together to review and revise the list of compromises. Unless another revision is needed, this will be the final list in effect until otherwise noted.

NOTE: If a list is not developed, the facilitator will refer the resident to their supervisor immediately.

**Behavioral Terms** are ways of speaking about objective, observable behaviors. They are not personal opinions of the other person or a subjective explanation of their behaviors.

Example: "You do laundry once a month. Between those times, the room begins to smell."

NOT: "You are a slob! You probably don't even use soap when you wash your clothes!"

*Tips:*

- Never take sides.
- Help both parties save face.
- Do not involve more people than are needed.

## Stages of a Helping Encounter

### Goal

To help the residents make positive self-directed choices about their own lives that aid the residents' development and help them have a positive college experience.

1. Establishing yourself with residents and gaining their trust
  - a. Be available.
  - b. Be approachable.
  - c. Remember confidentiality.
  - d. Respect a resident's rights and individuality.
2. Preparing yourself to help
  - a. Know your responsibility (role model, training).
  - b. Have confidence in your responsibility.
  - c. There is not much you could say that would do irreparable harm. Most of what you will encounter will be within your frame of reference.
  - d. Know your biases, motivation for helping, and limitations.
  - e. Take care of your needs.

### 3. Steps

#### A. Pre-counseling

This is the time when you have either heard about or observed a resident who has some sort of difficulty, or may have just come to you, upset about something. You may need to initiate the encounter: "Your roommate told me that you and your significant other broke up. How are you feeling about that?" or "I've noticed that you have not been joining us for dinner like you usually do. Is anything bothering you?" Make your room inviting and comfortable. Disinterest is shown by:

- a. Placing a physical barrier between you and the resident.
- b. Not establishing and maintaining eye contact.
- c. Taking too long with a phone call or someone at the door.
- d. Leaving a radio or TV on.

- e. Working on something in your room.
- f. Not providing a space where the person can sit down.

## B. Listening

There is an emotional catharsis that takes place just by being listened to and being understood.

## C. Problem Identification and Analysis

- a. Define what it is that your resident wants you to do. Come right out and ask, "How can I help you?"
- b. Define the resident's problem.

*Restate the problem in your own words as you understand it.* Get confirmation from your resident that you are correct. Body language will show if you are correct as well. Get the following information:

- The cause of the problem. – The resident's perception of the problem. – How the resident is currently coping with the problem?

*Check out the accuracy of the resident's perceptions.* Example: A resident becomes distressed over a poor grade in a literature class. The resident's perception is that the professor hates them and is out to fail them, when they actually did not study or read any of the assignments.

*Help your resident develop options for resolution.* Ask the following questions:

- Does the resident have control over the situation? – Is any action by the resident necessary? Then follow problem-solving steps to come up with options, resources, and alternatives.

*Resolution and Referral.* This is the stage where a decision is made about which alternative is the best one to follow, a commitment is made, and then it is put into action. The referral is a three-part process:

*Part 1: Recognize the signs that a resident needs referral.*

- Poor emotional control. – Excessive moodiness or worry. – Change in routine things such as eating and sleeping habits. – Unnatural preoccupation with personal health. – Expression of universal mistrust or paranoia. – Persistent and continued depression. – Talking openly about suicide.

*Part 2: Help the resident accept professional counseling.*

- Bring your supervisor in to help you. – Help the resident understand that going to a counselor is taking a positive step to improve their situation. – Help the resident accept that counseling is needed. – Explain that it is out of your expertise, yet you want to help and the student would not have come to you in the first place.

*Part 3: Make the referral.*

- Know who and where to refer the resident. – Offer to go with the resident. – Leave the responsibility up to the resident. Try not to be a parental figure, but do get a verbal commitment of the resident's plan of action and when the resident will complete it. This makes the next step easier for you.

*A good referral is the sign of a successful helping encounter.*

*Follow up.* This may include simply asking how your resident is doing, finding out if your resident has talked with a counselor, or if the resident needs to develop an alternate plan because the first one is not working to their satisfaction.

**TAKE CARE OF YOU!** This is when you have to watch to see if your needs are being met. Do you need to talk with a counselor, are you eating correctly,

sleeping enough, etc.? If you do not take care of yourself, you will either burn out or have nothing inside to help others, in your job and in your personal relationships. You have the support from your supervisor as well as other RAs/CAs on campus. Realize when you need to be “selfish” and take care of you! Remember, you need to take care of yourself before you can help others.

### *Helping Encounter Tips*

Watch the physiological symptoms of your residents. If one comes to you depressed, find out if the resident is sleeping and eating correctly and exercising. If not, that could be the reason for their depression. That would be the first thing to point out. Depression could also stem from excessive drug use.

- Set goals and objectives shortly after you first sit down with a resident. These goals should be realistic. Remember to follow up on these goals.
- Learn to listen to what is not being said by your residents.
- Repeat and clarify what has been said before making any statements.
- Acknowledge responses that the resident makes (e.g., crying) and accept them by telling the resident that feelings are normal.
- Help explore their alternatives without pushing your solutions.
- Act in the appropriate role at the appropriate time (leader, disciplinarian, clarifier, etc.).
- Know your boundaries, resources, and when to refer someone.
- Do not act shocked or upset.
- Make the resident feel comfortable—what the resident is saying is probably uncomfortable enough.
- Seek and accept help from others. Your supervisor should be notified soon after your encounter.
- Do not create a crisis when one does not exist, yet try not to belittle the resident’s problem. In other words, help them put their difficulty into perspective.
- Care about the person with whom you are talking.
- Evaluate the situation frequently.
- Never take notes.
- Be authentic and sincere in your encounter.
- Be confident in your ability.
- Do not tell war stories.

... Reference “The Resident Assistant”

Blimling and Miltenberger

## **Crisis Intervention**

**DEFINITION OF CRISIS:** A situation that is temporary, is unanticipated, and for which a person is unprepared.

It is important to remember these qualities when dealing with a crisis.

### **Types of Crisis:**

Developmental: Leaving home, changing jobs or career paths, retirement.

Situational: Death or divorce in the family, sudden illness, unplanned pregnancy.

A crisis disrupts the individual’s equilibrium. Acting abnormally in response to a crisis is normal. Emotional responses to a crisis could be anxiety, anger, withdrawal, apathy, guilt, confusion, or extreme depression.

**YOUR GOAL** is to help the person in the crisis return to a state of equilibrium.

## Stages

1. **Immediate** – Help the person vent feelings. This will help to get the resident out of the sense of immediate danger.
2. **Short term** – A crisis disrupts the person's external/social life and emotions. Assist the person with the outward adjustment with the floor mates that are close to the person or were involved in the situation.
3. **Long term** – Emotional adjustment should be left to professional counselors.

## What Can You Do?

1. Provide support.
2. Reduce tension by allowing the student to "vent."
3. Use good listening/communication skills to identify the problem and assess the situation. Remember to paraphrase the person's message back to that person until you have repeated it correctly.
4. Help the person explore possible plans of action (not your suggestions, but the person's suggestions).
5. Use people or agencies who could lend support and/or help. Suggest them to the resident.

## Suggestions:

- Check to see if there are any medical/physical problems.
- Find out what the person has done or tried before talking to you. Is the person a danger to self (suicide) or others (physical aggression, rape)? Ask these questions directly. If the person has not had these ideas up until this point, your questions will not trigger them.
- Find out who the person's support is and if they are accessible (roommate, significant other, relative living in town). Ask the student to share with them what is happening.
- Have a definite plan of action communicated with the person, which will probably include a trip to the Counseling Center or taking the person your supervisor for further assistance.
- Follow up with the person.

## Do

- Remain calm and stable. If you have the opportunity, prepare yourself psychologically for the turbulence of emotion which will flow from the resident and yourself.
- Allow the person full opportunity to speak. Ask questions to identify the type of crisis, its precipitating forces, and its severity. Interject only when it is for your resident's benefit, not to relieve yourself of distressing feelings from listening to their problem.
- Ask questions that do not relay judgment or opinion. Talking with the resident should have a calming effect. If that does not happen, take a look at your emotional level and at what you are saying. Are your questions and comments aimed at their ego or judgment?
- Know your limitations! Anything that you consider a crisis, you should not be dealing with alone.
- TAKE CARE OF YOU! Once your resident is out of the crisis period, or is referred, take time to process what happened with a hall staff member, a counselor, or even a good friend.

## **Don't**

- Try to cheer up your resident or tell the resident the problem is not as bad as it seems. By saying that, you are telling that person you do not think this problem is worth worrying about and you do not respect the resident's feelings.
- Try to solve the underlying personality problem. Your job is to administer the first aid in a crisis situation, not to perform psychotherapy. Leave that to the professional counselors.

# **Student Conduct**

The student conduct philosophy at Missouri State holds the student accountable for their actions and the consequences of these actions. This allows the student to gain a better understanding of the more responsible alternatives available. Student conduct is approached from a developmental perspective. This means that people need to learn from their mistakes. RAs/CAs need to remember that some residents need to be taught to be responsible for their actions. If their behavior gets them into trouble, they must learn to deal with the consequences. It is of the utmost importance that RAs/CAs are fair and consistent with themselves, residents, and the other staff members, when confronting. They are expected to trust and support all conduct decisions made by the supervisors or Student Conduct Office. They are expected to appear before the University hearing panel as directed.

## **Policy Violation Expectations**

It is expected that Residence Life staff members, including Hall Directors, Apartment Coordinator, Graduate Students, Community Assistants, Resident Assistants, Desk Workers, and full-time Receptionists and Night Hosts will immediately confront violations of policy when such actions are observed in any residence life facility. It is recognized that Resident Assistants/Community Assistants are the primary policy-enforcers due to their proximity to the residents, the amount of time they spend on the floors, and the structure of their rounds. However, professional staff members are expected to serve in this role when necessary.

Apartment Coordinators, Hall Directors, Graduate Students, and Resident Assistants/Community Assistants have authority to confront policy violations in all facilities operated by the Department of Residence Life, Housing and Dining Services. Consistency in policy enforcement and confrontation is essential if the resident conduct system is to remain a credible and effective means of addressing inappropriate behavior.

When confronting a violation of University policy on campus, but not in a Residence Life facility, the RA/CA is expected to take some action with regard to the violation. If the individual is not comfortable, for whatever reason, personally confronting the violation, the RA/CA should immediately contact Public Safety and report the behavior cited. Be prepared to describe the situation and provide a detailed description of all individuals involved. Night Hosts, student desk workers, and other such employees may request assistance from a Hall Staff member or Resident Assistant/Community Assistant in the confrontation of a policy violation. However, if the violation presents a threat to the community or involves the possession of contraband (drugs, alcohol, etc.), the employee is expected to confront the behavior at least to the point of removing it from the residence hall or contacting a Resident Assistant/Community Assistants. RAs/CAs should remember to identify themselves by name and title each time they confront a policy violation.

## Confrontational Issues

Some thoughts on handling confrontation situations:

- Outline regulations and expectations early. Some ideas include: having meetings, talking to the appropriate people, using bulletin boards, having small meetings in the rooms of residents, and role-playing. Let them know that warnings are not prerequisites to consequences for a violation.
- At your first floor meeting, let your residents know how you will react to situations. Do not make “threats” that cannot be carried out. An example of an unenforceable “threat” is to tell someone their actions will get thrown out of the residence hall for a major alcohol violation. This does not always happen. A threat like that will only damage your ability to enforce the rules.
- Assess the situation before reacting—do not assume—check it out.
- The resident is responsible for the incident and the disruptiveness, not you.
- Be assertive, not aggressive or passive. Ask for what you want in a non-threatening way.
- Keep your cool. Even if the resident is emotional, you should remain rational. Do not allow a resident to “push your buttons.” If a resident is angry, do not react defensively. This reaction usually escalates the conflict and clouds the issue. For example, do not yell back at someone, causing them to become physical.
- When practical, listen as the resident vents anger, affirm that you have listened and then assertively express what you would like to have happen.
- Make sure that your tone of voice, body language, and physical distance from the resident are consistent with the verbal message you are communicating.
- Treat the resident as an adult, avoid parent/child confrontation. Residents seldom, if ever, react well to “you are a bad person and I am going to have to punish you” treatment.
- Remain unbiased. Treat people as individuals who deserve respect.
- If you need help, get assistance. Do not be afraid they will get away if you call for assistance. Wait to deal with it when back-up arrives.
- Give the person a graceful way out.
- When dealing with a suspected offense, do not sound accusing.
- Think of both sides. Be objective.
- Be realistic about the situation.
- What is the state of mind of the person(s) you have contacted? If a person is incoherent or not in complete presence of mind, it may be better to wait to deal with the violation later.
- Keep the confrontation as quiet as possible. Take it to a room or an office, and close the door.
- If at all possible, if it doesn’t compromise safety, get the names of the people with whom you are dealing.
- Consult your supervisor as soon as possible to determine which follow-up action is necessary.
- When following up after a warning, let the resident know where rules come from and why they are in place.
- If you write an Incident Report, make sure the student knows that the student will be notified of further action.
- Have a positive contact with each resident as soon as possible after a disciplinary contact, especially your key people.
- Be aware that testing of the rules by your residents will occur right away.
- Sit down with friends and make sure that they understand there is no partial treatment.
- Do not be afraid to discipline “good” residents and active participants. True friends will not be lost.

## Tips on Handling an Intoxicated Person

- If the drunk individual has lost any bodily fluids or cannot walk unsupported, call area coverage.
- Do not attempt to argue or reason with a drunk person.
- Do not become upset or angry by what someone says to you. Remember, it is the alcohol talking. Letting yourself be provoked will only intensify the situation.
- Do attempt to find a sober friend of the intoxicated person who can help you with the situation.
- Do not offer coffee or soft drinks, as the caffeine in both will result in a wide-awake drunk, not a sober person. Cold showers are not recommended either and may shock the system. Only time will eliminate the alcohol, at the rate of one hour for each drink consumed.
- Do demonstrate concern for the person's welfare. Talk in a calm, non-judgmental voice in order to reassure the person.
- Do encourage the intoxicated person to lie down and sleep, making sure to lie them on their side. This prevents accidental death by choking, should they begin to vomit.
- Do call for help if the person becomes uncontrollable or if you sense an impending medical emergency.

## On-Call

On-call RAs/CAs respond to lock-outs, emergency situations, and policy violations. They also monitor residence hall conditions, and fill out maintenance and custodial orders as necessary. Being on call is an ideal time to be visible throughout the residence hall. It provides time to socialize with other RAs/CAs and visit with residents.

1. RAs/CAs are required to do three sets of rounds Sunday–Thursday. Four sets are required Friday and Saturday nights.
2. RAs/CAs are on call and in the residence hall from 6:00 p.m.– 8:00 a.m. each week night, going to the front desk at 6:00 p.m. for lock-outs. RAs/CAs are required to be in the building at 6:00 p.m. (dining centers do not count as in the building).
  - Check with the front desk at 6:00 p.m. for lock-outs.
  - First set of rounds should begin no later than 8:00 p.m.
  - Complete rounds once every one and one-half to two hours, for a total of three sets of rounds per night (e.g., 7:30 p.m., 10:00 p.m. and midnight). Vary the times each evening.
  - All RAs not on weeknight on-call rotation must spend the night in their residence hall, unless an exception has been requested and approved by the Residence Hall Director 48 hours in advance.
3. On-call change requests should be made in advance to the HD/Apartment Coordinator. All approved changes will be made on the office copy of the on-call schedule, and ONLY the HD/Apartment Coordinator will list changes on the schedule.
4. There will be no “covering” for on-call RAs/CAs. If RAs/CAs are on call, they are on for the whole evening.
5. When they are on call, RAs/CAs need to let the front desk know where they can be reached at all times. On-call RAs should always be in the building and available by phone.
6. Do not leave the residence hall for any other reason while on call. Eat before 6:00 p.m. rounds on weekends.
7. No drinking is allowed before or when on call.
8. While on call at any time, RAs/CAs must wear their name tags.

## Accountability

It will be up to each hall to come up with a method to hold RAs/CAs responsible for completing rounds. This may be accomplished through the use of a logbook, a sign-up sheet, or rounds worksheets.

## Area Coverage

Every night, a Hall Director or Graduate Assistant is on call for the North and South sides of campus. The person on Area Coverage takes care of any major situations that may arise.

The following are some examples of when to call Area Coverage:

- Whenever a police officer or fire marshall enters the residence hall.
- Whenever a staff member suspects drug use by residents in the building.
- Helping encounters such as sexual assault or suicide gestures.
- To report emergency maintenance or custodial concerns after 4:30 p.m.
- To report lost keys.
- To report and dispose of kegs.
- To report medical emergencies.
- Whenever the residence hall has a power failure.
- Whenever the residence hall receives a bomb threat.
- If a resident has a weapon.
- To report any situations with broken glass.
- To call for assistance when cleaning up bodily fluids.
- To report hazardous waste spills.
- Whenever a staff member feels like the resident may cause bodily harm to oneself, the staff member, or another person.
- When in doubt, please call. A Resident Assistant/Community Assistant is trained to deal with some serious situations. However, it is very important to call for assistance when needed!

# Residence Hall Issues

## Front Desk and Offices

- All office supplies and equipment must remain in the office at all times.
- Please keep the front desk area clear of personal clutter. Pick up after yourself.
- Do not let residents borrow any office equipment or supplies.
- Remember that the front desk area is small and the staff member working has a job to do. Try not to congregate behind it.
- RAs/CAs are to use the Surfaces provided. They are not permitted to use the computer at the reception desk. Hall Director or Assistant Hall Director Surfaces/work stations are not to be used by any student or RAs, unless the RA has a roommate.
- Do not help the Receptionist with the mail unless asked. Such assistance is appreciated, but can often cause much confusion when not coordinated by the Receptionist.
- Remember, students' mail is confidential and personal. Staff should not read or borrow magazines or newspapers — even if they know the resident.
- Only on-call Hall Staff, RAs/CAs, Receptionists, and Hall Council members are allowed behind the front desk. Guests are not allowed.



- Checking out equipment at the front desk is a service and a privilege. RAs/CAs are expected to check out all equipment in the proper manner, as specified for all residents. This is to ensure that the location of all items available for check-out is known and recorded.

## Keys

RAs/CAs have access to every room in the residence hall. This is a tremendous responsibility. For everyone's security, they need to be careful when they are carrying the master key. Never take master keys outside the residence hall. (RAs in Hutchens and Scholars and CAs have to take their trap key sets outside to complete their job.)

Remember, RAs can only open a room for the resident who lives there. If they do not know the resident, check their BearPass ID. No door should be opened until a Lock-Out Form has been filled out in the WebDesk system at the front desk.

Keys are not be used to facilitate pranks or other such behavior with staff or students.

## Room Entry

### Procedures for Keying into a Student Room

Per the *Code of Student Rights and Responsibilities of Missouri State University*, "students have limited rights of privacy, which extend to living quarters in residence halls. The following activities shall not be considered to impinge upon such rights of privacy: the entry of a room to provide maintenance inspections or repair services; entry when there is reasonable cause to believe that university regulations or laws are being violated; entry of a room when a student permanently vacates the room; entry of a room when a student vacates a room for a break period; the search of student rooms by civil authorities in accordance with local, state, or federal laws; the removal of substances or property in violation of University policy or law during a routine health or safety inspection; the removal of substances or property in violation of University policy or law when in plain view; and the removal of substances or property in violation of University policy or law during a situation when a University Official, in the course of duties, believes an emergency situation exists which poses threat of harm to a member of the campus community or to University property; or when a room needs to be checked to ensure the status of the space is ready for a new resident. Students should not expect these limited rights of privacy to extend to computer accounts and electronic mail. The University reserves the right to access student files and accounts as a part of normal routine tasks and for the purposes of investigating alleged wrongdoing." (see *section 1.14*) In addition, it is written in the *Student Housing Contract* that "Missouri State officials may enter a room or apartment to investigate a potential violation of rules or regulations, when reasonably necessary in accordance with Missouri State Policies." (*Housing Contract, para. 8*)

Therefore, when staff members have reason to believe there is a health or safety issue that warrants investigation or a violation of the University's policy regarding drug use, staff members may key into a residence hall room. Before entering, the staff members must make efforts to knock, announce their presence, and advise/announce that they will key into the room if the door is not opened.

Absent exceptional circumstances, staff members should never enter a room alone, and RAs/CAs should seek assistance from Area Coverage before keying into a room. Once the staff members have addressed the situation, an Incident Report should be written and submitted. This documentation will include justification for entering the room and will provide information for the Hall Director/Apartment Coordinator so follow-up conversations can take place.

The following procedures should be followed when entering a resident room:

1. RAs/CAs must knock prior to entering a resident room, allowing a sufficient time lapse for voluntary response. If no response is received after knocking twice, the room may be entered under certain conditions.
2. RAs/CAs must verbally identify themselves before entering a room with the use of a master key.
3. Upon entering a room, RAs/CAs are not permitted to conduct a search. They may, however, confiscate any illegal items that are in “plain sight.” They may not open drawers, closets, trunks, or refrigerators without the permission of the resident. It is preferable in situations involving suspected hidden contraband to ask the resident to open suspect containers, such as refrigerators or closets.
4. RAs/CAs must give written notification for any illegal items confiscated and/or discarded, such as alcohol, alcohol containers, etc. The yellow copy of the *Notification of Documentation (NOD)* form can be used for this purpose.

### *Entering and Searching Rooms*

There is a difference between room entry and a room search. RAs/CAs may enter a room for specified reasons, but they are not permitted to conduct a room search. Room searches are only to be conducted by the Springfield Police Department.

Illegal or inappropriate entry into a room or obtaining items as a result of such an entry violates a resident’s due process rights. Therefore, residents involved in a policy violation that is discovered as a result of inappropriate behavior on the part of staff or others will not be charged with a violation. The Apartment Coordinator, Hall Director, or Graduate Assistant is expected to contact the resident, discuss the policy violation, and explain the reason the charges were dropped.

## **Inventory**

Missouri State University is directed by state law as it relates to property and fixed assets by individual item. The Department of Residence Life, Housing and Dining Services maintains one of the largest “accounts” of non-expendable property at the University.

**Each item obtained by purchase, donation, or other means must be accounted for.**

Tracking of Departmental property includes proof of purchase, budget assignment, and location of each item when it arrives or is installed. A print-out is generated by each residence hall or budget and must be verified on an annual basis.

**Under no circumstances should Departmental property be moved from its original assigned location without prior approval from the Associate Director of Facilities and Operations. A “MOVE SHEET” must be completed in order to continually track the item.**

Residence hall staff must report, in writing, when Departmental property is affected by theft, vandalism, or unauthorized use or movement. Residence hall staff, including RAs/CAs, will be held accountable for the inventory assigned to their floor such as computers, appliances, lounge furniture, and resident room furniture.

## **Diversity and Inclusion**

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, national origin (including ancestry, or any other

subcategory of national origin recognized by applicable law), religion, sex (including marital status, family status, pregnancy, sexual orientation, gender identity, gender expression, or any other subcategory of sex recognized by applicable law), age, disability, veteran status, genetic information, or any other basis protected by applicable law in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972.

Diversity simply means variety — a variety of thoughts, visions, and people. It is not limited to one identity. Diversity can mean large city vs. small town or country music vs. rock. It is important to remember this diversity when working with any kind of situation. Keep in mind personal biases and recognize these limitations.

## **The “Ism’s”**

“Ism’s,” as they are used below, are beliefs in the superiority of one group over another group, and the policies and practices which serve to elevate one group and subordinate another group.

### **Hypothetical Situations**

#### *Racism*

- A white student asks a Black/Asian/Hispanic student why they all “stick together.”
- A white student tells a Puerto Rican student on the floor that she is “not like other Puerto Ricans”; insulted, the Puerto Rican student storms away and is now labeled by whites as having “an attitude problem.”
- A Hispanic Hall Director is accused of catering to the needs of “minority students.”

#### *Sexism*

- A man makes comments on an all-male floor that are suggestive, degrading, and objectifying to women.
- A female student applies for a job as a night-time security guard. Although she has one year’s experience as a security guard, she is not considered for the position, and a male student, with no security experience, is hired.

#### *Ableism*

- A student on your floor has one arm. The student is invisible, ignored, and avoided because people are uncomfortable and are afraid they will say or do something inappropriate (fear of helping when help is not wanted, not knowing how to shake hands; not wanting to get involved).
- Able-bodied/minded students imitate someone with a limp or who has a speech impediment in order to get laughs or as a put-down.
- Able-bodied student asks to borrow the cane you used when you sprained your ankle so they can go to the Halloween party as a person who is blind.
- A student with a learning disability is nicknamed “retard” by a couple of students.

#### *Heterosexism*

- Your campus does not allow a gay/lesbian group to reserve rooms for a general meeting. Every time a request for a meeting place is made, all available rooms are booked.

- Someone on your floor either comes out or is found out and harassment begins — notes, graffiti, name-calling, practical jokes, etc.
- Any posters advertising meetings of the local campus chapter of a gay/lesbian group are torn to shreds and left on your hallway.
- A female student on your floor mentions her significant other and pronouns you automatically refer to that person using him/his.

### **Important Points to Remember About Diversity**

- Race, religion, gender, sexual orientation, etc. are real differences, but not the basis on which to determine behavior and feelings toward other individuals.
- Efforts to help students of minority identities “assimilate” into the campus culture is objectionable because it requires the student to relinquish one’s identity or ethnic values, attitudes, and behaviors in favor of those of the dominant majority culture.
- None of us can fully understand everyone else’s personal and cultural experience.
- All people belonging to a specific racial, religious, ethnic, or cultural group are not alike in their attitudes and behavior.
- You can help all members of your floor feel included by identifying your own prejudices and being open to learning more about all identities and cultures.
- You can model acceptance and appreciation of individual differences by spending individual time with all members of your floor community, confronting residents engaging in prejudiced and/or harassing communication or behavior, and planning experiences and activities which appeal to the variety of students represented on your floor.
- It takes intentional planning and individual commitment to reduce the prejudices and implicit biases everyone brings with them to the University community.
- Discussions about racial, ethnic, and cultural differences can be a means for building positive rapport and supportive relationships among members of different groups.
- We communicate an attitude of acceptance when we admit we do not understand something about members of other groups and ask questions.
- Individuals who are targets of prejudice and discrimination typically feel isolated and unwelcome in the community.
- The dynamics of prejudice and alienation on a floor community may be observed through increased floor damage, low attendance at activities, and frequent conflict.
- Ethnic or sexist jokes only see stereotypes, not an appreciation of a difference. There is NO place in the residence halls for these types of jokes.

## **Experiences and Leadership**

It is through intentionally designed, creative experiences and involvement that RAs/CAs build community on a floor and within a residence hall. Community should serve to connect residents with each other and to the University as a whole. These connections will help residents develop and grow in ways that will assist them academically and personally.

### **Philosophy and Expectations for Experiences**

- Experiences should be inclusive, not excluding any individual because of demographics or identity.

- In planning experiences, recognize that individuals and groups have different needs. Attempts should be made to address a variety of interests and needs with experiences geared to address specific, identified needs/interests of floor members.
- Activities are designed to provide involvement and interaction among floor members, contributing to the sense of community on the floor. Activities also provide an opportunity to expose residents to hall council and University events, thus further identifying residents with the University.
- Strong floor experiences provide RAs/CAs with an opportunity to build leaders on the floor. Delegation, floor committees, and other methods of involving residents in the planning and implementation of experiences are highly encouraged.
- Experiences should result in increased identification with the floor, pride in "membership" as a floor member, and respect for the physical facility that "belongs" to the group.
- Experiences efforts in the residence halls should serve to connect residents to the residence system and the University as a whole. Thus, regular efforts are to be made to encourage residents to attend RHA events and events sponsored by other University organizations and/or departments.
- Extensive efforts must occur during the first three weeks of a semester to establish an acceptance of experiences efforts and an identity for the group. RAs/CAs are expected to plan experiences as needed, perhaps in excess of the required experiences/activities, to develop and maintain a good community.
- Good citizenship comes in many forms and can be defined in many ways. RAs/CAs are highly encouraged to address this part of each of our lives through community-based experiences, exposing residents to volunteerism and/or the larger community of which they are a part.

## **Signs of a Community**

### *Evidence of Community on a Floor*

- Attractive door decorations that are left up by the residents.
- Attractive bulletin boards and posting areas with up-to-date information.
- People in hallways, going from room to room talking, visiting (during appropriate times).
- RA/CA knows first names of people on the floor and something about each person within the first three weeks of the semester. Other floor members know one another's first names.
- RA/CA and floor members communicate both on and off the floor (saying hello on campus).
- Resident involvement — able to field teams for events, participate in hall council and RHA events, attendance at hall council meetings.
- Quality of experiences and attendance by floor members.
- Attitude, level of excitement, and enthusiasm of residents and RA/CA.
- Respect for property and policies (e.g., lack of vandalism, few thefts, observance of quiet hours).
- Quick response by RAs/CAs on situations and work orders.
- Floor shirts/hats, etc., some outward sign of membership.

### *Evidence of Community Among RA/CA Staff Members*

- Staff is well-informed of events, policies, and current happenings.
- Staff development is encouraged and well-attended by staff members. There is a positive attitude toward spending some amount of time on these types of activities.

- Support fellow staff members, system-wide, in front of residents.
- Keep complaints in-house. Do not complain about the system on campus, in classes, etc.
- Understand and operate under the guideline that agreement with a housing policy is not required, but support and enforcement of those policies is expected.
- Can give positive and constructive feedback to one another. Can discuss problems and situations, confront behavior, share honestly.
- Demonstrate an ability to be RAs for the system, not just for a particular floor or hall.
- Hall Staff and RAs/CAs attend hall council and RHA events.
- Staff interacts outside the residence hall, saying hello on campus, etc.
- Hall Staff know all names, something about each RA/CA, and can talk about current developments, postings, and appearance of each floor. RAs/CAs know similar information about one another.
- Hall Staff and RAs/CAs support and assist the support staff in the performance of their duties. Provide positive reinforcement and include these individuals as part of the residence hall team.

#### *Evidence of Community in a Residence Hall*

- Attendance by residents at hall council and RHA events.
- Lack of vandalism. Pride in “home away from home.” People come forward when problems occur.
- Cleanliness of residence hall.
- Floor president attendance is good for scheduled meetings. Efforts of hall council are appreciated by the staff and one another.
- Decorations are displayed in an attractive and timely fashion. The residence hall is a place to celebrate all holidays, and enjoy the seasons and special times.
- The front desk is organized, free of clutter, and neat, but also friendly and welcoming with appropriate decorations and postings.
- Residence hall memorabilia offered to or purchased by residents to indicate membership.
- Members display desire to make changes for the better, and use appropriate means and channels to accomplish their goals.
- Members/residents display pride in their GPA and academics. They assist one another in their efforts to attain good grades.

## **Resident Assistant Experiential Model**

### **Purpose**

The purpose of the Experiential Model in Residence Life at Missouri State University is to provide experiences that cultivate the holistic growth of students who live in our residence halls. Residence Life, Housing and Dining Services values experiences that create a sense of belonging, empowerment, and an appreciation of learning within our communities.

As a Department, we also value...

- Individual connections
- Identifying and targeting individual and community needs
- Connecting students with campus and community resources
- Diversity, inclusion and social justice
- Sustainability
- Athletics and campus traditions
- Faculty collaboration
- Experiences that focus on critical issues including alcohol and sexual assault awareness

## Resident Assistant Expectations

As a Department, we value clear consistent community building expectations and responsibilities for RAs. The Experiential Model is designed to create consistency amongst all RAs. While we recognize that each community is different and may have different needs from time to time, we also recognize, to be fair and equitable to our staff, we must start from a common core of expectations. Below you will find information about the components of our Experiential Model and Resident Assistant expectations and responsibilities.

## Living-Learning Communities

As an RA on a living-learning community, you will follow the Department Experiential Model. Your role as an LLC RA will be no harder as a result of working with a living-learning community. In fact, you will have extra staff members and LLC partners planning intentional events for your residents. Your specific LLC will have student learning outcomes that, as the LLC RA, you will utilize when assessing the needs of your residents and planning events or activities.

## Definitions of Experiential Model Components

- Community Development - Experiences that RAs plan to develop their floor communities. Community development experiences are made up of spontaneous, piggyback, and planned experiences. The different types of experiences plus the number of required experiences ebbs and flows with the time of the academic year.
  - Spontaneous Experiences
    - Events or activities that occur without prior advertisement to residents. These experiences may be planned or may form naturally without prior planning on the part of the RA.
      - Floor dinner
      - Study session
      - TV night
  - Support Experiences
    - Events or activities that are planned and put on by a campus organization or department that the RA attends with their residents in order to show support for other groups on campus.
      - Playfair
      - Fan Fest
      - Bear Bash
  - Piggyback Experiences
    - Events or activities planned by an individual or organization other than the RA, which are attended to enhance the community. RAs are responsible for creating additional advertisements for these experiences on their floor and for organizing residents to attend.
      - RHA Casino Night
      - SAC movie
      - Foster Rec Center fitness classes
  - Planned Experiences
    - Events or activities that are developed by RAs and advertised to residents well in advance. Planned experiences may focus on community development or community enrichment.
      - Intramural team
      - Nutrition and healthy cooking demonstration
      - Resume writing workshop

- Community Enrichment - Experiences that RAs plan to enrich their communities. Community enrichment experiences include floor, building-wide, Public Affairs, and Project D.I.G. events or activities. There are a few requirements that fall under the different community enrichment experiences.
  - o Need-based/Resource examples could include:
    - Managing conflict (Center for Dispute Resolution)
    - Healthy coping skills (Counseling Center)
    - LGBTQ awareness (Safe Zone Training)
    - Bystander intervention (Green Dot)
  - o Building-wide events or activities offer community enrichment to all residents within the building. There is a requirement for one of these experiences per semester per RA per semester.
    - Building-wide Experiences
      - Events or activities marketed to and aimed at attracting all members of a residence hall. RAs must make an intentional effort to include the entire building community. Experiences planned by a couple/few RAs and marketed toward only their floors do not count as building-wide experiences.
        - o Opening week events
        - o Building traditions
        - o Homecoming events
        - o Study Day Eve events
    - o Public Affairs experiences are events or activities, which can be a planned, piggyback, or passive engagement campaign (with three forms of passive engagement). There is a maximum of 2-3 RAs per experience.
      - piggyback experience for Public Affairs Conference session or Public Affairs Week event
      - planned experience focusing on one of the Public Affairs pillars – campus leaders explain what ethical leadership means to them and how they role model
      - passive engagement highlighting cultural competence 1) bulletin board, 2) button campaign, and 3) newsletter
    - o Project D.I.G. events or activities must address diversity, inclusion, or social justice topic areas.
      - piggyback experience offered on campus related to diversity, inclusion, or social justice
      - appropriate language and context of colloquial phrases
      - local and/or national ballot options related to social justice initiatives, etc.
  - Two topic areas that must be addressed as experiences throughout the year are (one, but not both, could be a passive engagement experience):
    - o Alcohol
      - alcohol alternative experience
      - piggyback; faculty
      - resource
      - needs-based
      - passive engagement campaign
    - o Sexual Assault
      - piggyback; faculty
      - resource
      - needs-based
      - passive engagement campaign



- Sustainability is another topic that must be addressed as an experience throughout the year. This experience can take any form (active, passive, piggyback, etc.).
- Faculty Collaboration Experiences
  - o Events or activities including a Missouri State University professor, associate professor, assistant professor, or instructor whose primary role on campus is in-class instruction.
  - o At least one experience (enrichment or development) must be done in collaboration with a faculty member each year.
- All piggyback, planned, and Community Enrichment experiences require two forms of publicity posted one week in advance. Spontaneous programs do not require advanced publicity.
- Individual Experiences
  - o Experiences that RAs create on a one-on-one basis with their residents. These individual experiences include resident names test, sociogram, success chats, and resident feedback.
    - Names Tests will take place during week three of the fall semester. RAs will be expected to know residents' names (first and last), residents' room numbers, and relevant information learned through interactions with the residents. Community building begins with knowing the individual members on your floor, and this information will serve as the basis for all future community building efforts.
      - Any RA failing to achieve 80% or more, or who require more than two attempts to achieve 95% accuracy will be required to complete a floor sociogram, and will continue to take the names test until 95% accuracy is achieved.
      - Sociogram will be created by RAs to serve as a visual representation of their community, which will help RAs develop insights about dynamics and relationships. The sociogram will be a tool RAs use during one-on-ones with their supervisor that should include conversations about experience opportunities the RA can create.
    - Success Chats will be conversations RAs have with residents one-on-one at different points throughout the semester. These conversations will be intentional in timing and topics covered in order to help residents succeed at Missouri State University. The Department will predetermine a few questions the RAs should cover in conversations with residents. The success chats will be a tool RAs can discuss in one-on-ones with their supervisor that should include conversations about experience opportunities the RA can create.

## Funding

Funding for experiences comes from the mandatory \$24 Residence Hall Association Activity Fee approved by the Board of Governors. This fee is distributed, in part, in the following fashion:

Each floor receives \$2.35 per resident per semester for use in providing floor activities to build better community. Both a floor representative and the floor RA/CA must agree to any expenditure of floor funds.

## Accessing Funds

In order to access these funds, a *Request for Experience Funds* form must be completed and submitted to the supervisor. The supervisor will then complete the proper paperwork. Funds can be requested from the Bookstore, Dining Services, Internural/Recreation/FRC transfers, open POs or other sources.

When using a PO, after a purchase has been completed, all paperwork (PO, all receipts, any miscellaneous receipts or verification of the purchase) MUST be submitted to the supervisor WITHIN 24 HOURS. If ALL paperwork is not submitted or not submitted in a timely fashion, the RA/CA will be held financially responsible for payment of the invoice directly to the vendor. Payment for lost or out-of-date paperwork must be made in person and the receipt submitted to the supervisor.

## Experience Procedures

RAs/CAs are required to enter all experiences they present throughout the year into the Experience Database.

For spontaneous and support community development experiences, simply complete the required steps in the Experience Database.

For all other events, the staff member must submit all experiences information and receive approval from their respective supervisor. After the experiences occurs, the RA/CA must complete the final steps in the Experience Database.

When Experience Model expectations are not met, the RA/CA may be placed on probation. During the probationary period, the RA/CA must make adjustments in their performance in order to meet expectations or the RA/CA may be removed from the program. (See *Progressive Disciplinary Action for Resident Assistants*)

# Leadership Opportunities

## Residence Hall Association

The Residence Hall Association (RHA) is one of the largest student organizations at Missouri State University, with a constituency comprised of all the residents living in the residence halls.

RHA acts as a liaison between residents and the University, dealing with issues and concerns of residence hall life and promoting positive change in the living-learning environment. RHA's primary goals are to assist the residence life staff in providing a quality of living conducive to the needs and desires of residents, contribute to individual personal growth, and promote programming designed to enhance the community in which we live.

### *RHA General Assembly*

RHA's General Assembly is comprised of representatives from each residence hall and the apartment communities. RHA meetings are open to all residents, with hall representatives serving as the official voting delegates in all legislative matters. RHA meets every week on Mondays at 4:00 p.m. Representation is based on the number of residents living in the residence hall, one representative per 50 residents.

### *RHA Office*

The Residence Hall Association Office is located in Hutchens House. The RHA website is at <http://rha.missouristate.edu/>. All residents are welcome to drop by or call the office at 417-836-6880. Voice mail is in operation when the office is not staffed. You may leave a message and an executive board member will return your call as soon as possible.

## **Hall Council**

### *Purpose*

Hall Councils will function in the following manner:

- The Hall Council will provide social opportunities for residents which will promote social interaction and hall community. They will develop entertainment opportunities for residence hall students.
- The Hall Council may provide educational opportunities for the residents of the residence hall while promoting individual and group awareness of issues relevant to citizens of both the global and University communities.
- The Hall Council will serve as an additional means of communication between residence hall students and RHA. The Hall Council will provide RHA with feedback and input on RHA and Residence Life decisions.

### *Organization*

Hall Council executive boards shall consist of a minimum of 4 and a maximum of 10 members from the residence hall. Membership shall include a Chairperson, Administrative Aide, General Assembly Liaison, other Hall Council Executive Board members, other General Assembly Building Representatives and the residents at large.

Chairperson, Administrative Aides, and General Assembly Liaisons will be selected. Floor Presidents will be elected from each floor. Hall Council Representatives will be chosen by the Hall Council Advisor based on a submitted application. Hall Councils are given a budget of \$2.50 per resident each semester.

### *Floor President*

Each RA has the opportunity to advise a Floor President and other possible floor representatives. The Floor President is elected at the beginning of the fall semester and should be utilized by the RA for many tasks on the floor. For example, include the Floor President in brainstorming experiences, motivating residents to attend events, helping present experiences, publicizing events for the floor and campus, etc. Floor Presidents should be included in any spending decision using the floor funds. Floor Presidents act as the student voice on the floor. They will serve on the hall council and are required to attend the bi-monthly hall council meeting.

It is entirely up to the RA/CA and floor to decide how many floor representatives are elected. Only one Floor President should be elected, but the RA/CA may elect other representatives such as a Events Chairperson, Birthday Chairperson, Intramural Chairperson, Floor Historian, Decorating Chairperson, etc. Be creative! Empowering residents helps them feel like an important part of the community. When more people are involved in floor representation, community flourishes and grows throughout the year!

### *Expectations*

RAs/CAs are expected to promote all hall council activities. They are also expected to attend one of the two monthly hall council meetings.

# Progressive Disciplinary Action for Resident Assistants and Similar Student Staff Members (“Student Staff”)

1. The Assistant Hall Director and/or Hall Director (and other Residence Life, Housing and Dining Services staff as appropriate) will work with Student Staff to ensure that each Student Staff member is aware of problems or concerns that arise during the course of the academic year.
2. When there is a documented or perceived violation of policy by Student Staff, the Assistant Hall Director and/or Hall Director will meet with the Student Staff member at issue within a reasonable time (typically within five working days of becoming aware of the alleged violation).
3. Examples of a “documented violation” are:
  - a. Missing serving on call
  - b. Missing a staff meeting
  - c. Failure to turn in reports in a timely fashion
  - d. Failure to complete or follow terms of performance probation
4. A “perceived violation” may include allegations regarding the Student Staff member’s behavior such as drinking with residents, possessing alcohol in the residence halls, etc.
5. During the conversation between the Assistant Hall Director and/or Hall Director and the Student Staff member, the Assistant Hall Director and/or Hall Director will explore the following (along with other relevant topics):
  - a. “I have information that you (give alleged violation) on (date, time) at (place). Is this accurate information? If it is, can you help me understand why you would engage in this behavior? How do you think this affects the other student staff members?”
  - b. “There is a perception that you are (explain behavior). I am not saying this is accurate; however, can you help me understand why someone might have this perception? How might this perception affect other student staff members?”
6. Following the conversation, the Assistant Hall Director and/or Hall Director may:
  - a. Decide no further action will be taken.
  - b. Make a note of the incident and place it in the Student Staff member’s file with a copy going to the Student Staff member.
  - c. Discuss the situation with the Assistant Director, Education and Development, to determine the appropriate course of action. Appropriate courses of action may include either “a” or “b” listed above or probation.
    - i. Probation is defined as a specified time period in which the Student Staff member must comply with requirements established by the Hall Director, in addition to one’s regularly assigned duties. Examples of such requirements may include completing a service project, performing community service, participating in an event related to the violation, and/or other requirements established at the discretion of the Hall Director. The Hall Director and/or Assistant Director will provide the Student Staff member with information about the probationary requirements in a letter.
  - d. The Hall Director and/or Assistant Director will meet with the Student Staff member to explain the decision.
  - e. Remove the Student Staff member from the program (as outlined in number 7)

7. If the inappropriate behavior of the Student Staff member continues after discussion(s) with the Hall Director and/or the Assistant Director, Education and Development, or if the violation is serious enough to warrant removal from the program, a recommendation may be made to the Associate Director of Residence Life, Housing and Dining Services that a “performance inquiry” be held.
  - a. The Associate Director of Residence Life, Housing and Dining Services will serve as the “moderator” of the inquiry and will schedule an inquiry meeting, usually within five working days.
  - b. The Student Staff member, the direct supervisor, and the Assistant Director will be advised of the purpose, date, time, and location of the meeting, and they typically will be allowed to be present at the meeting.
  - c. Prior to the meeting, the Student Staff member, the Assistant Hall Director and/or Hall Director, and the Assistant Director must submit to the Associate Director all relevant documentation that they would like the Associate Director to consider.
  - d. The Associate Director will review the documentation submitted and will invite others to attend the meeting as witnesses (as deemed appropriate in the Associate Director’s discretion).
  - e. During or after the meeting, and after considering all relevant information submitted, the Associate Director will determine whether it is more likely than not the violation took place. The Associate Director will communicate their determination to the Student Staff member, the Hall Director, and the Assistant Director. If the Associate Director decides to remove the Student Staff member from the program, the Associate Director will also advise the Student Staff member when that person must move out of the residence hall. Upon removal from the program, the prorated Bookstore voucher the Student Staff member received will be charged to their account, and all terms of the *Student Housing Contract* and the *Financial Assistance Agreement* will control.
  - f. This performance inquiry is not a conduct hearing, but a program matter that will be confidential, and results of the discussion will not be shared with other Student Staff members except those included in the meeting. To the extent permitted by law, the University reserves the right to abbreviate and/or bypass this process, in whole or in part, if and when it determines that such is necessary or appropriate under the circumstances.
8. After the Associate Director has reached a decision as set forth in number 7 above, if the accused Student Staff member is dissatisfied with the decision, the Student Staff member can appeal to the Director of Residence Life, Housing and Dining Services.
  - a. Unless the Director decides to the contrary, the Student Staff member will be suspended without pay from their duties and relocated from their current building to a different living environment while their appeal is pending. The Student Staff member must comply with the Associate Director regarding moving out of the residence hall and other matters.
  - b. To appeal, the Student Staff member must submit a letter to the Director within five (5) working days of receiving the Associate Director’s decision. The letter must include reasons why the Student Staff member believes dismissal is unwarranted. New information not submitted to the Associate Director before or during the inquiry meeting may not typically be introduced on appeal absent extraordinary circumstances.
  - c. The Associate Director will provide the Director with all relevant information gathered at or before the inquiry meeting conducted by the Associate Director.

- d. The Director will set a time to meet with the appealing Student Staff member. At their discretion, the Director may invite others to attend.
  - e. During or after the meeting, the Director will make a decision on the appeal. The Director may decide to uphold the Associate Director's decision, reverse the Associate Director's decision, or remand the situation to the Associate Director for additional proceedings (with or without instructions regarding what should occur at the additional proceedings). The Director will notify the Student Staff member in writing of their decision. The decision of the Director is final.
9. If the Hall Director, Assistant Director, Associate Director, or Director of Residence Life, Housing and Dining Services are absent from campus, are otherwise indisposed, or are otherwise the inappropriate person(s) to take the actions outlined herein for any reason, the immediate supervisor of the indisposed individual may designate a substitute to take the actions outlined above in place of the indisposed individual.