Appendix A

DEPARTMENT OF RESIDENTIAL LIFE

Residential Life Staff Manual.
Residential Life Program Listing
Department of Residential Life Mission:
To create educational environments emphasizing learning and development.

Service        Education        Leadership
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Position Descriptions

“The far away the best prize that life offers is the chance to work hard at work worth doing.”
~Theodore Roosevelt

The following position descriptions reflect only the general obligations for each residential life staff member. Each staff member is expected to be familiar with the duties and expectations outlined position description, staff manual and those expectations established by his or her supervisor.

Resident Assistant
The Resident Assistant (RA) is an integral position in the Residential Life program. S/he is responsible for the successful provision of programs and services that contribute to student academic, personal and professional success. S/he encourages student involvement and leadership in an assigned floor/house community in support of the university's academic mission. The Residential Life Department encourages all qualified residents to apply. The invitation to apply is inclusive and is not limited by ethnicity, age, gender, religious preference, sexual orientation, or physical ability.

Prerequisites
1. Achieved sophomore status, or the equivalence of two semesters of academic work.
2. Have a cumulative GPA of 2.40, which must be maintained while employed as an RA.
3. Lived in a residence hall for a minimum of two semesters, including current semester.
4. All RAs must complete a housing agreement prior to accepting the RA position.

Qualifications
These qualifications delineate the skills which the department sees as desirable in staff members who hold this position.
1. A cumulative GPA of 2.75 or higher is preferred.
2. Preference will be given to those candidates who hold a higher GPA and demonstrate exemplary skills and desire to assume this position.

Job Expectations
The following job expectations are outlined to assist both RAs and residents in their endeavors to be academically, personally, and professionally successful.

Academic Support
PARA PROFESSIONAL STAFF ROLE

- Encourage an academic environment in the residence halls.
- Model and lead a healthy lifestyle.
- Provide at least three programs per semester that contribute to student academic, personal, and professional success.
- Provide and maintain resource information on bulletin boards and other media which contribute to student academic, personal, and professional success.
- Serve as a source of information and resource for students who require assistance from university support services.
- Document and refer violations of student code of conduct to the Resident Director.
- Help individuals understand the impact of inappropriate behavior on community development, academic, personal, and professional success.

Student Involvement and Responsibility

- Encourage and support residents with their involvement in hall government, programming, and campus activities.
- Work collaboratively with floor/house Governor and Lt. Governor(s) to ensure successful community development.
- Assist residents in organizing a variety of activities that will foster a sense of community and unity:
  1. Help residents adjust to roommates, floor mates, the residence hall, and the university.
  2. Establish, develop, and maintain an open relationship with each member of your community.
  3. Work cooperatively with residents to maintain the rights and privacy of all residents.
  4. Assist residents with their personal and group concerns.
  5. Maintain confidentiality except when doing so may endanger the well-being of an individual and/or the floor/house community.
  6. Carry out department guidelines for helping residents and dealing with emergencies.

Administrative Support

- Perform the following administrative processes accurately by given deadlines:
  1. Complete room inventories, damage reports, occupancy reports, work orders, and other reports as assigned.
  2. Inform residents of procedures (e.g. work orders, maintenance, lock outs, etc.).
  3. Submit a weekly and monthly report.
  4. Function as a member of the staff team.
  5. Conduct tours in the complexes.
  6. Submit written reports as required by the RD or department.
  7. Perform duties as assigned by the RD or department.

- Active involvement is required in the following:
  1. Fall and Winter Training Workshops, weekly staff meetings, in-service meetings, and other meetings as identified by the RD or department.
  2. Duty as scheduled by the RD or department.
  3. Reapplication

Commitment

Upon accepting the position, the RA agrees to serve as an academic role model for students and accepts the conditions of employment outlined in the department manual and position description. The RA position is a one-year commitment. This commitment begins in early August 2004 with fall training workshop and concludes 48 hours after the closing of the halls in May 2005. A commitment of 15-30 hours a week is required depending on the time of year and the goals of the department.

RA’s are expected to fulfill their academic commitments as his or her first priority, with the RA position being primary above all other UMR activities, except academics. Due to the time commitment this position demands, RA’s are not allowed to accept any other paid employment. RAs are not permitted to assume executive roles of leadership within TJHA, QHA, and RHA. Any additional commitments (non-academic) that may interfere with the RA’s job performance must be approved by the Director of Residential Life prior to accepting the job.
Remuneration
The position provides a significant learning experience for students. RA's also receive a $75.00 stipend at the end of each semester, pending satisfactory completion of job requirements (programming, bulletin board(s), reports), a full board plan, and either a single room or a room with a roommate (upon the discretion of the department) and a fee reduction commensurate with the difference between costs of a single and double room.

For More Information
Interested persons should contact the Residential Life Department, 107 Norwood Hall, 341-4218 for more information. RAs do not qualify for any other discounts or incentive programs offered to residents who are paying full room and board rates.

Senior Resident Assistant
The Senior Resident Assistant (Sr. RA) is an integral position in the Residential Life program. S/he is responsible for the successful provision of programs and services that contribute to student academic, personal and professional success. S/he encourages student involvement and leadership in an assigned community in support of the university's academic mission. The Residential Life Department encourages all qualified residents to apply. The invitation to apply is inclusive and is not limited to ethnicity, age, gender, religious preference, sexual/affectational orientation, or physical ability.

Prerequisites
1. Achieved Junior Status, or the equivalence of four semesters of academic work.
2. Minimum of one year resident assistant experience.
3. A cumulative GPA of 2.40 or higher must be maintained while employed as the Sr. RA.
4. Residential Life staff is required to complete a housing application prior to accepting the Sr. RA positions.

Qualifications
These qualifications delineate the skills that the department sees as desirable in staff members who hold this position:
1. A cumulative GPA of 2.75 or higher.
2. Preference will be given to those staff who hold a higher GPA and demonstrate exemplary skills, experience, and desire to assume this position.

Job Expectations
The following job expectations are outlined to assist both RAs and residents in their endeavors to be academically, personally and professionally successful.

Academic Support
- Encourage an academic environment in the residence hall complex.
- Model behavior that emulates an exemplary UMR student lifestyle.
- Provide at least three programs which contribute to student academic, personal, and professional success, one of which should be a mentor group program.
- Plan at least one monthly program involving faculty or alumni.
- Provide and maintain resource information on bulletin boards and using other resources which contribute to student academic, personal, and professional success.
- Serve as a source of information and resource for students who require assistance from university support services.
- Document and refer violations of university and Residential Life policies to the Resident Director.
- Help individuals understand the impact which inappropriate behavior may have on a community and their academic, personal, and professional success.
**Student Involvement and Responsibility**

- Encourage and support residents with their involvement in hall government, programming, and campus activities.
- Work collaboratively with floor/house Governor and Lt. Governor(s) to ensure successful community development.
- Assist residents in organizing a variety of activities that will foster a sense of community and unity:
- Help residents adjust to roommates, floor mates, the residence hall, and the university.
- Establish, develop, and maintain an open relationship with each member of your community.
- Work cooperatively with residents to maintain the rights and privacy of all residents.
- Assist residents with their personal and group concerns.
- Maintain confidentiality except when doing so may endanger the well-being of an individual and/or the community.
- Carry out department guidelines for helping residents and dealing with emergencies.
- Promote and Support the activities and events of Hall Government.

**Administrative Support**

- Perform the following administrative processes accurately by given deadlines:
  1. Complete room inventories, damage reports, occupancy reports, work orders, and other reports as assigned.
  2. Assist and serve on committees for the design and implementation of fall and winter workshops.
  3. Complete selected staff in services as required by the RD and/or HR.
  4. Inform residents of procedures (e.g. work orders, maintenance, lock outs, etc.).
  5. Submit written reports as required by the RD or department.
  6. Perform duties as assigned by the RD or department.
  7. Function as a member of the staff team.
  8. Conduct tours in the complexes.

- Active involvement is required in the following:
  1. Fall and Winter Training Workshops, weekly staff meetings, in-service meetings, and other meetings as identified by the RD or department.
  2. Duty as scheduled by the RD or department.
  3. Reapplication

**Staff Mentor**

- Serve as a mentor to a group of first year RAs, meeting a minimum of one time every month during the fall and spring semesters to provide assistance and guidance.
- Develop and implement staff morale-enhancement programs and activities.
- Complete one program with your mentor group by a date to be determined by the Head Resident, emphasizing your role as a teacher and adviser.

**Commitment**

Upon accepting the position, the Sr. RA agrees to serve as an academic role model for students and accepts the conditions of employment outlined in the department manual and position description. These responsibilities also entail the planning and preparation of Fall Training, which begins in the Spring shortly after accepting the position. The Sr. RA position is a one-year commitment. This commitment begins in early August with fall training workshop and concludes 24 hours after the closing of the halls in May. A commitment of 15-30 hours a week is required depending on the time of year and the goals of the department.

Sr. RAs are expected to fulfill their academic commitments as their first priority with the Sr. RA position as primary to all other UMR activities. Due to the time commitment this position demands, Sr. RAs are not allowed to accept any other paid employment. Sr. RAs are not permitted to assume executive roles of leadership within TJHA, QHA, or RHA. The Director of Residential Life must approve any additional commitments (non-academic) that could interfere with the Sr. RA’s job performance.
PARAPROFESSIONAL STAFF ROLE

Remuneration
The position provides a significant learning experience for students. Sr. RAs also receive a $150.00 stipend at the end of each semester, pending completion of position responsibilities, a full board plan, and either a single room or a room with a roommate (upon the discretion of the department) and a fee reduction commensurate with the difference between costs of a single and double room.

For More Information
Interested persons should contact the Residential Life Department, 107 Norwood Hall, 341-4218 for more information. RAs do not qualify for any other discounts or incentive programs offered to residents who are paying full room and board rates.

Head Resident
The Head Resident (HR) is an integral position in the Residential Life program. S/he serves as the primary assistant to the Resident Director in attending to the daily operations of the residence hall and assisting with administrative needs. S/he is also responsible for the successful provision of assigned administrative and programmatic tasks associated with services, education and paraprofessional staff within a residence hall living environment. S/he is seen as the academic role model to whom all residents should aspire. S/he works toward the goals and objectives set forth by the Residential Life department. The Residential Life Department encourages all qualified residents to apply. The invitation to apply is inclusive and is not limited to ethnicity, age, gender, religious preference, sexual/affectational orientation, or physical ability.

Prerequisites
1. Achieved Junior Status, or the equivalence of four semesters of academic work.
2. Minimum of one year resident assistant experience.
3. A cumulative GPA of 2.40 or higher that must be maintained while employed as the HR.
4. Residential Life staff is required to complete a housing application prior to accepting the HR positions.

Qualifications
These qualifications delineate the skills which the department sees as desirable in staff members who hold this position:
1. A cumulative GPA of 2.75 or higher.
2. Exemplary programming skills and experience in coordinating residence hall/campus-wide programs.
3. Previous Sr. Staff experience is preferred.

Job Expectations
Administrative Support
- Residence Hall Complex duties assigned may include the following:
  - Oversee the provision of desk services.
  - Oversee the provision of computer lab services.
  - Coordinate daily review of common and house/floor areas.
  - Review and coordinate maintenance and custodial requests.
  - Review with Resident Director and respond to referred incident reports on a daily basis.
  - Coordinate and review with Resident Director room inventories, damage reports, occupancy reports, work orders, and other reports as assigned.
  - Document and refer violations of university and Residential Life policies to the Resident Director.
  - Inform residents of procedures (e.g. work orders, maintenance, lock outs, etc.).
  - Submit written reports as required by the RD or department.
  - Submit a weekly report.
  - Perform duties as assigned by the RD or department.
PARAPROFESSIONAL STAFF ROLE

- Assist with and lead programs during Fall and Winter Training Workshops, weekly staff meetings, Senior Staff meetings, and other meetings as identified by the RD or department.
- Duty as scheduled by the RD or department.
- Weekly Central Staff meetings

Staff Selection
- Coordinate the review and revision of past carousel selection processes (CSP).
- Coordinate the recruitment of volunteers for CSP.
- Work with Sr. Staff in the recruitment of new RA applicants.
- Assist with RA Carousel Selection Process.

Academic Support
- Encourage an academic environment in the residence halls.
- Model behavior that emulates an exemplary UMR student lifestyle.
- Encourage and promote staff and student involvement in programs and activities that enhance academic success.
- Assist with the provision of Residential Education and co-curricular experiences to residents.
- Assist with the recruitment of faculty who participate in residential programs.
- Provide and maintain resource information on common area bulletin boards and other medium which contribute to student academic, personal, and professional success.
- Serve as a source of information and resource for students who require assistance from university support services.
- Help individuals understand the impact of inappropriate behavior on community development, academic, personal, and professional success.

Staff Support
- Maintain programming/mentor group summaries to be distributed to RA and Sr. RA on a regular basis and prepare summaries at midterm and semester breaks.
- Promote/coordinate provision of staff development opportunities.
- Complete one social program per semester for Resident Assistants.

Student Involvement and Responsibility
- Encourage and support residents with their involvement in hall government, programming, and campus activities.
- Assist residents in organizing a variety of activities that will foster a sense of community and unity:
  - Help residents adjust to roommates, floor mates, the residence hall, and the university.
  - Work cooperatively with residents to maintain the rights and privacy of all residents.
  - Assist residents with their personal and group concerns.
  - Maintain confidentiality except when doing so may endanger the well-being of an individual and/or the floor/house community.
  - Carry out department guidelines for helping residents and dealing with emergencies.

Commitment
Upon accepting the position, the HR agrees to fulfill these job expectations. The HR position is a one-year commitment. HRs are expected to return two weeks prior to the beginning of fall workshop and 48 hours prior to the beginning of winter workshop for planning and preparation. This position ends 48 hours after the closing of residence halls in the winter semester. The HR requires a commitment of 20-30 hours a week depending on the time of year and the goals of the department. While HRs are expected to fulfill their academic commitments as their first priority, the HRA is expected to view the HR position as primary above all other activities. Due to the time commitment this position demands, HRs are not permitted to assume executive roles of leadership within TJHA, QHA, or RHA. HRs are not permitted to accept any other paid employment. Further, the Director of Residential Life must approve any commitments that could interfere with their job performance.
Remuneration
The position provides a significant learning experience for students. The HR receives a furnished suite, local telephone, a board plan, and a $450.00/semester stipend, pending successful completion of job duties, at the discretion of the department.

For More Information
Interested staff members should contact the Residential Life Department, 107 Norwood Hall, 341-4218 for more information. HRs do not qualify for any other discounts or incentive programs offered to residents who are paying full room and board rates.
Philosophical Position Description

In addition to understanding the basic duties of the RA position, it is often beneficial to understand the reasoning behind these expectations and assignments. The following is a more detailed version of the position description, often referred to as a philosophical position description.

Paraprofessional Staff Expectations and Responsibilities

The Resident Assistant (RA) position is one of the most responsible student jobs on our campus. RAs serve to facilitate a cooperative, considerate group living environment and to promote learning in the hall community. They help residents with personal and academic concerns, and help resolve any group conflicts that may arise. They promote and enforce standards for appropriate behavior in individuals and their communities. RAs are expected to develop a sense of community by initiating and implementing social and educational activities and programs. They serve as information resources about residence hall and campus life. Resident Assistants are vital members of the Residential Life team, working with other hall staff members, Resident Directors, maintenance and custodial staff, support staff, and management staff to serve our residents’ needs. Most of all, RAs are expected to be people who respect and care about the rights and dignity of all people, who challenge and support growth in themselves and others, and who strive to create a welcoming, positive living and learning environment for all residents.

Successful Resident Assistants demonstrate personal warmth, social and emotional maturity, the ability to develop meaningful relationships, openness to new experiences, and flexibility and capacity to deal with change. Resident Assistants should also have patience, a sense of humor, the ability to communicate without showing favoritism or prejudice, and a belief in the value of every person. The RA position requires a significant commitment of time, talent and effort. Therefore, Resident Assistants should truly believe in the value of what they are doing, believe in the ability of people to change, and ultimately, believe in their own ability to make a difference.

The responsibilities of a Resident Assistant are numerous. The following is a representative, but certainly not an all-inclusive, description of responsibilities intended to supplement the general position description.

Community Development: This critical aspect of the job includes establishing a credible, visible presence in the community, developing and enforcing standards for behavior, and encouraging self-governance.

Community Development: Student retention data suggests that one of the most influential factors in a student’s persistence in college is a sense that he or she belongs. The RA is responsible for promoting a sense of belonging by establishing community foundations. The RA encourages residents to participate in their own community, to respect the rights of all members, and to help residents feel at home.

Responsibilities

- Create and display door decorations at hall openings and as assigned throughout the year.
- Plan and conduct a community meeting immediately after opening to communicate your expectations for your community. Conduct regular meeting throughout the year as necessary and as directed by your supervisor.
- Facilitate conflict mediation as necessary between roommates and suitemates.
- Develop and maintain on-going relationships with residents. Minimally, know every resident’s full name and where he or she lives in your area within the first few weeks of the semester.
- Report any unexplained, prolonged resident absence to your supervisor.

Availability/Approachability: In the eyes of residents, the most important criteria in evaluating their RA is the RA’s availability and as a result, the Resident Assistant position is one that deserves a great deal of time and effort. To effectively demonstrate this, staff will need to spend a significant amount of time during normal waking hours visiting residents, maintaining an open door policy, etc.
Responsibilities

- Professional staff members acknowledge the need for a closed door for privacy, study, and sleep. However, with these exceptions, it is expected that staff will maintain an open door policy.
- In order to promote a positive community atmosphere, the weekend prior to the first day of class and the weekend prior to final exams have been designated as “closed” weekends for staff. It is expected that all staff members be present and available during this time, unless arrangement have been made with a Resident Director.
- Time off/night out of the building are expected to be approved at the discretion of the Hall Director.
- Outside employment commitments must be approved by the Director of Residential Life. Staff members who wish to pursue outside employment must:
  - Submit a memo outlining their interests to the Director of Residential Life.
  - Upon receiving confirmation that the request has been received, schedule an appointment to meet with the Director of Residential Life to discuss time commitments.
  - Refrain from accepting additional employment until notified about the decision of the Director of Residential Life.
- Early arrival is expected for pre-semester training as well as active participation in hall openings. Likewise, you will be required to stay until the halls close as outlined in your position description, and all closing tasks have been completed and approved by the Resident Director.

Policy Enforcement: Residence halls and college campuses are microcosms of society, and as such, establish and enforce standards for appropriate behavior. RAs are expected to behave as role models of those standards. They also serve as peer educators, helping resident understand the rationale for policies, respect the rights of others, and to be accountable for their own behavior. To a certain degree, RAs lose their anonymity in this position, and personal conduct reflects and communicates respect for themselves and for the RA position.

Responsibilities

- Support and obey all department and college as published in the Residence Hall Review, staff manual, this job description and the UMR Student Code of Conduct.
- Support and obey all municipal, state and federal laws.
- Acquire working knowledge of department and university policies prior to fall opening.
- Discuss and explain department and college rules and policies to residents via floor meetings, individual contacts, and programming.
- Encourage residents to hold each other accountable for their behavior.
- Confront, and document when necessary, any inappropriate resident behavior. Report such incidents in accordance with department protocol in a prompt and concise manner.
- Confront individuals with respect, consistency and fairness.
- Conduct community meetings as needed to redirect anonymous inappropriate behavior (vandalism, messes, etc.)

Programming: Educational and social programming are primary aspects of the RA position that support and enhance the academic mission of the university. They are a significant part of what differentiates residence hall living from “dorms.” Our goal is to help residents learn life management skills—specifically to help them feel a sense of belonging, to have confidence in their intellectual capacities, to clarify their attitudes and values, and ultimately, to assume responsibility for themselves as adults.

Responsibilities

- Regularly assess the needs of your residents by talking with them individually and in groups, responding to current issues in their lives, reflecting on the calendar and academic cycle, conducting surveys, recognizing unaddressed needs, etc.
- Plan and conduct programs based on identified student needs and as directed by the RD.
- Encourage resident involvement and attendance at hall and campus activities by posting advertisements, organizing groups to attend, and positively communicating about such programs.
**PARAPROFESSIONAL STAFF ROLE**

**Individual Resident Relations:** As peers, RAs possess the ability to influence residents, and provide them with positive support and challenge. This is accomplished by demonstrating respect for the dignity of all individuals, providing peer advisement, and serving as a referral to appropriate resources.

**Peer Advising:** Students come to college with an array of academic, personal, social, emotional and family issues. The role of the RA is to be a listener, helping students identify issues for themselves, and then supporting them with appropriate resources. When issues exist between two or more residents, the RA serves as a mediator, encouraging residents to resolve problems themselves.

**Responsibilities**
- Role model healthy personal behavior—i.e. sleep, balance between job, academic, and social life, class attendance and study, stress management, time management, etc.
- Demonstrate active listening when responding to resident issues.
- Initiate conversation with residents who appear to be experiencing problems and offer assistance.
- Encourage residents to talk to each other when they experience conflicts with each other. Utilize resources to mediate between residents when they are unable to resolve their conflicts.
- Defend and support the rights and dignity of every individual resident.
- RAs may be faced with many resident concerns and issues. Staff members have been trained to be referral agents for our department, not trained experts. Recognize personal limitations and refer residents when unable to effectively handle the situation.

**Information Resource/Referral Agent:** RAs are one of the residents’ first links to the college, and are expected to be interested, aware and informed. Residents expect RAs to answer questions about residence hall living, classes and tutors, majors, procedures, recreational opportunities and more.

**Responsibilities**
- Acquire working knowledge of student services.
- Know and practice procedures for essential college functions such as academic advising, course registration, etc. Assist residents with such functions as necessary.
- Make referrals to appropriate resources and services for residents.
- Routinely post all information, flyers and publicity provided in a visible location in your living area.

**Administration:** RAs are important partners with other department personnel in the daily administration of a residence hall, which includes ensuring the safety and security of residents, assignments and occupancy reporting, hall opening and closing, and facility maintenance.

**Duty:** Resident Assistants share responsibility for being “on duty” while the residence halls are open. It is an essential function for the safety and security of our residents and buildings, and provides opportunities for RAs to build relationships with residents in the entire community.

**Responsibilities**
- Be on duty, accessible by telephone or pager as scheduled. Remain within the residence halls throughout the duty shift.
- Conduct building rounds with the duty partner as directed by supervisors.
- Report maintenance issues as necessary.
- Greet residents during duty, utilizing the opportunity to establish visibility beyond your own area.
- Acquire working knowledge of hall emergency procedures.
- Confront and document inappropriate behavior as observed while on rounds.
- Assist the desk staff with resolution of an incident when appropriate or when needed.
**Paraprofessional Staff Role**

**Routine Task and Function:** The efforts of many are required for proper functioning of the hall, the RA staff and the Department. Communication, cooperation, accuracy and timeliness in performance of administrative tasks are essential to best serve our residents.

**Responsibilities**
- Participate in weekly staff meetings and regular one-on-one meetings with supervisors.
- Complete tasks assigned by the RD or central staff members in a thorough and timely manner.
- Accurately perform all assignment/occupancy-related tasks including inventories, check-ins, check-outs, head counts, surveys, etc. to maintain accountability for residents.
- Use and secure all keys issued in accordance with department policies.
- Participate in hall closings as directed.

**Relations with Support Staff:** Maintenance, custodial, and support staff are critical members of the building staff team. Regular communication and mutual respect between these staff members and RAs facilitate a safe, clean, comfortable living environment for residents and creates a pleasant working environment for staff.

**Responsibilities**
- Positively promote the role of support staff to residents.
- Encourage respect for facilities in resident behavior.
- Assist with clean-up and investigation of messes, vandalism, and accidents as appropriate.
- Communicate regularly with custodians and maintenance staff.

**Staff Support/Development:** Attention to group dynamics and development promotes positive, productive working relationships between RAs and Resident Directors. Relationship building between staff members and supervisors is strongly encouraged. Likewise, each member of the staff team has an obligation to cooperate for the benefit of the group, and to perform his or her job to the best of his/her abilities for the benefit of the entire staff.

**Relation with fellow staff members:** Because of the distinct nature of the RA position, it can both reduce one’s anonymity and increase one’s sense of isolation at the same time. Relationships with fellow staff members provide significant support, empathy, and friendship. Your other team members also deserve respect for the position and all it stands for.

**Responsibilities**
- Personal relationships should not interfere with your ability or willingness to perform your job.
- Respect your peers. Strive for fairness and flexibility in sharing responsibility for time off, etc.
- Support each other publicly. If necessary, confront disagreements privately.
- Confront the individual(s) with whom you have a problem rather than complaining. Do not complain about staff issues to residents or address concerns with a staff member in the presence of residents.
- Support the staff by attending other staff programs when possible.
- Recognize that residents/students identify you as a RA outside of your hall—in other halls, on campus, in the community, at events, etc.

**Relationship with the Resident Director:** The relationship with the RD is one of greatest learning opportunities for a RA. Among the most important of the many roles of the Resident Director is encouragement and support of personal and professional development of individual RAs.

**Responsibilities**
- Respect Resident Directors as individuals with personal needs.
- Recognize that the Resident Director’s role as supervisor supersedes the role of friend.
- Develop and maintain an effective working relationship with the RD, including regular, open communication through weekly reports and one-on-one meetings.
- Support the RD publicly. If necessary, discuss disagreements with supervisors in private.
Professional Behavior: Professionalism encompasses not only how one dresses, speaks, or behaves, but also an inherent understanding and acceptance of universally recognized ethical principles. Within the professional world in general, and the field of student affairs and residence life specifically, there are particular expectations and principles that RAs must respect and practice.

Commitment to the RA position and learning: Resident Assistants must be healthy individuals, competent employees, and effective students in order to be credible role models to their peers.

Responsibilities
- RAs must maintain a minimum cumulative 2.4 GPA. If a staff member’s cumulative or semester GPA drops .75 or more during a semester or below 2.4, the RA will be placed on departmental probation.
- Staff are expected to maintain at 12 undergraduate or 9 graduate credit hours per semester. In the event that a staff member falls below this mark, s/he will be placed on probation. Staff members intending to drop a course must first review their academic situation with the RD.
- Staff members placed on probation will be required to demonstrate improvement and return to minimum requirements within one semester. Staff members placed on probation will be required to meet regularly with the Director of Residential Life to review academic performance.
- In the event that a staff member’s cumulative GPA drops below 2.20 and/or the RA drops more than 3 credit hours below the required course load, they will be dismissed from their position with the opportunity to reapply for employment one full semester later.
- Staff are required to participate in and contribute to all departmental training, including, but not limited to, pre-semester training, in-services, and staff retreats.

Ethical Behavior: Certain behaviors, especially those not consistent with standards and norms recognized as professional or ethical, devalue, undermine and diminish all those who observe or experience those actions. On the contrary, RAs are expected to display behavior that universally values, supports, and enriches those who observe or experience their actions.

Responsibilities
- Respect the confidentiality of all residents. This includes information about residents and/or any other information you have been privileged to know because of your position.
- When in disagreement with a department policy, directive, or decision, express that opinion privately, without accusation or defensiveness, and with the understanding that you will still follow through on the direction that your have received.
- Refrain from insubordinate behavior.
- Remain alcohol free for the duration of all department-sponsored events (i.e. pre-semester training, conferences, retreats, in-services, socials) regardless of legal age.
- Recognize that your role as a campus leader is not limited to the residence halls. Participation in illegal behavior (i.e. possession/use of false identification or controlled substances, minor in possession, drunk driving, etc.) may result in employment discipline (including termination), even if such behavior occurs off campus.

Conclusion: Obviously, the Resident Assistant position demands an uncommon level of commitment. As noted in the introduction, however, this job description cannot possibly reflect every potential responsibility or task that will be expected of the RA. Therefore, it is also important for RAs to read and interpret this document with the “spirit” of the job description in mind rather than reading it for the “letter” of the description. It is the hope of the Department of Housing & Residential Life that every person who makes the commitment to the Resident Assistant position feels that the benefits and gains outweigh the sacrifices made.

Performance Expectations
“Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.” ~Booker T. Washington
By accepting the RA position, staff members are to learn and have a clear understanding of their position, the University’s policies and procedures, and the department’s expectations. The following parameters have been provided to staff so that they might develop a clear understanding of the duties required by their position as well as their ethical responsibilities as a student leader. These guidelines should be considered in conjunctions with the full position description and performance expectations provided by supervisors.

**Basic Expectations**

**Time Commitments**

RAs are students first. Staff should consider the time commitment of the position when scheduling their activities outside of the class. Staff members are expected to attend regularly scheduled staff meetings, in-services, and participate in department projects. The average time commitment of a staff member should expect to work is 15-30 hours a week depending on the time of the year. In preparing for the challenges related to time commitments staff should prepare to refrain from active involvement in other employment or activities that might interfere with their ability to perform adequately in their RA position.

**Outside Employment**

With the exception of academic commitments, it is expected that staff members will make the RA position their primary responsibility. Staff members wishing to be employed outside of Residential Life must follow this procedure:

1. Submit a memo outlining their interests to the Director of Residential Life.
2. They will receive written confirmation that the request has been received. However, they should not accept the position until the request is approved.
3. The Central Staff will meet and discuss the request.
4. The staff member will be sent notification stating whether or not the request has been accepted.

**Training & Development**

In the beginning of both the Fall and Winter semesters, the department holds staff training sessions to train and prepare Resident Assistants and Hall Government Officers for the upcoming term. Training sessions focus on providing the skills and information necessary to be a successful hall leader. **All training sessions are mandatory for each RA.** Staff in-service training is also provided to give timely information about a variety of subjects related to the RA experience. Staff members are required to attend seminar and in-services as outlined by the RD or Director of Residential Life.

**Staff Meetings**

Once a week, each complex will have a staff meeting. This is a chance for all of the staff to gather information about upcoming events, and to share resident concerns. Upcoming RA responsibilities will usually be discussed in staff meetings. These meetings are mandatory, unless excused by the Resident Director prior to the meetings. The RD will determine the date, time, and location of these meetings. These staff meetings take priority over other extracurricular affairs. Please be prepared and on time to all meetings.
**Mandatory Meetings & Other Requirements**

- Fall Training
- Fall Fest Events
- Staff Meetings
- Staff In-Service Meetings
- Duty
- Winter Training
- Carousel (Spring Semester)
- Re-application for housing (Spring Semester)
- St. Pat’s
- Dead Weeks
- Finals Weeks

**Academic Requirements**

In recognizing that the primary reason staff members are at UMR is academics, the Residential Life Department has put forth academic requirements for RAs. It is expected that staff members will be familiar with and maintain the Department’s requirements in this area.

1. Any RA who is intending to drop course work must first review their academic situation with the RD.
2. If an RA drops below the 2.40 cumulative GPA or if the RA’s GPA drops .75 or more during a semester the RA will be placed on department probation.
3. If the RA drops below 12 undergraduate or 9 graduate hours, the RA will be placed on departmental probation.
4. Probation will require the RA to demonstrate improvement and return to minimum requirements within the semester.
5. If placed on probation, the RA will be required to meet regularly with the Director of Residential Life to review academic performance.
6. If at any time a staff member’s cumulative GPA drops below 2.20 and/or the RA drops more than 3 credit hours below the undergraduate/graduate requirement, they will be dismissed from their position with the opportunity to reapply for employment one full semester later.

**Staff Evaluation Process**

Staff will be evaluated each semester by their RD and HR. In this evaluation, the RD and Head Resident will determine the degree to which the RA has been successful in all relevant areas of the position. This information will be used in determining qualification for the semester stipend and during selection of Sr. Staff and HR for the next academic year. Please note that your time as an RA is an ongoing informal evaluation, through one-on-one meetings with your HR and RD, weekly and monthly reports, etc.

**Staff Success**

The RA position provides one of the most substantive professional development opportunities to students. These terms reflect what would be typical employment terms with employers in your future profession. They are provided as a guide to help the RA become aware of what is actually expected. The Residential Life Department is committed to your success as a staff member. If for any reason you are unsure of the intent of the requirements for this position of have a concern you are encouraged to consult with a department professional. We are here to help you become successful in your academic endeavors and your position.

**Staff Advancement**

Successful candidates who seek to be rehired with the department will be able to accomplish several things. The candidate will be able to demonstrate success in academic pursuits while excelling as a staff member. In particular, successful candidates will be those who have demonstrated an impact on students that will be measured by how involved and invested the staff member’s residents become. The simple analogy is you may measure your success not by how much you have been able to accomplish, but rather by how much you have been able to get others to accomplish.

**Failure to Meet Job Expectations**
**Paraprofessional Staff Role**

To remain in good standing with the department and ensure department support in future employment references, staff members are expected to abide by the following staff guidelines.

The department reserves the right to withhold a staff member's semester stipend in the event the staff member fails to fulfill the expectations of his/her position. The staff member will be notified by the Residence Hall Director if the decision has been made to withhold the stipend.

The department also reserves the right to terminate a staff member’s employment in the event the staff member fails to fulfill the expectations or duties of his/her position. In the event that a staff concern arises, the staff member will be given a formal notice of concern in writing from either the RD or the Director of Residential Life. Staff will be provided a period of time, equal to no less than two weeks, to demonstrate improvement of their performance before being notified of termination. In the event a staff member is terminated they will receive forty-eight hours to vacate their room and be provided with the option to assume housing outside of the Residence Hall complex to which they were assigned as an RA.

In the event a staff member should determine that they no longer wish to serve out their employment with the department the staff member should provide at least two weeks notice of resignation to be submitted to the Director of Residential Life. A staff grievance concerning any operation or personnel issue related to the department may be addressed to any member of the Central Staff. Staff members are encouraged to seek out the guidance of the Director of Residential Life prior to their resignation.

**Dates of Employment**

In addition to mandatory dates on campus (i.e. opening week, dead week, etc.) outlined by your supervisor, the following list of dates have been included to assist you in making vacation plans, etc.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, August 1</td>
<td>HR training begins</td>
</tr>
<tr>
<td>Thursday, August 4</td>
<td>SRA training begins at noon</td>
</tr>
<tr>
<td>Saturday, August 6</td>
<td>All RA and Hall Government training begins at 8:00 a.m.</td>
</tr>
<tr>
<td>Monday, September 5</td>
<td>Labor Day (1/2 staff required)</td>
</tr>
<tr>
<td>Friday, October 7</td>
<td>Student Council Free Day (1/2 staff required)</td>
</tr>
<tr>
<td>November 23-25</td>
<td>Thanksgiving Vacation (not required to stay)</td>
</tr>
<tr>
<td>Saturday, December 17</td>
<td>Winter Break begins for First Year RAs at 6 p.m.</td>
</tr>
<tr>
<td>Sunday, December 18</td>
<td>Winter Break begins for Sr. Staff at 6:00 p.m.</td>
</tr>
<tr>
<td>Monday, December 19</td>
<td>Winter Break begins for HRs at 6:00 p.m.</td>
</tr>
<tr>
<td>Tuesday, January 3</td>
<td>Central Staff Orientation/HRs return</td>
</tr>
<tr>
<td>Wednesday, January 4</td>
<td>Sr. Staff returns for Staff Orientation</td>
</tr>
<tr>
<td>Thursday, January 5</td>
<td>Winter Workshop begins for RAs</td>
</tr>
<tr>
<td>Monday, January 9</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Monday, January 16</td>
<td>Martin Luther King, Jr. Day (1/2 staff required)</td>
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<tr>
<td>February/March</td>
<td>RA Selection Period</td>
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<td>March</td>
<td>Re-application</td>
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<tr>
<td>March 15-19</td>
<td>St. Pat's/Spring Recess (required to stay)</td>
</tr>
<tr>
<td>March 27-31</td>
<td>Spring Break (not required to stay)</td>
</tr>
<tr>
<td>Saturday, May 13</td>
<td>First Year RA Employment Ends at 6:00 p.m.</td>
</tr>
<tr>
<td>Sunday, May 14</td>
<td>Sr. Staff Employment Ends at 6:00 p.m.</td>
</tr>
<tr>
<td>Monday, May 15</td>
<td>HR Employment Ends at 6:00 p.m.</td>
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</table>
Statement Concerning the Use of Alcohol & Other Controlled Substances by Residents Assistants

Underage alcohol consumption and the use of controlled substances are issues all Resident Assistants must face, whether in terms of choices residents will make or in terms of the personal choices RAs will make. Given the frequency, complexity, and controversy surrounding use of substance abuse on college campuses, alcohol and other controlled substance violations are particularly difficult issues for Residential Life staff members to confront. It is also a topic about which many Residents Assistants have strong personal opinions. Thus it is important that a set of guidelines be established so Resident Assistants know the consequences that violating state and federal laws and/or the University policy may have on their Residential Life position.

The purpose of this statement is to create an environment where Resident Assistants are consistent in the enforcement of and adherence to the alcohol and controlled substance policies. The credibility of all staff members is compromised when one of us is seen in public violating state/federal laws or UMR policies. This, in turn, makes campus policies even more difficult to enforce. This statement serves to both inform staff of expectations and consequences regarding alcohol use and to provide a framework from which all violations can be handled fairly and consistently.

Although each situation is unique and will be viewed as such, the following defines the standard disciplinary action which may be taken in the event that a Resident Assistant violates the controlled substance, alcohol policy or participates in underage drinking activities.

- As the department is not in a position to grant staff members permission to break the law, staff under the age of 21 should not consume alcohol. Under age staff members consuming alcohol may be terminated.

- Any staff member, regardless of age, who chooses to consume alcohol in the residence halls will have their employment immediately terminated. Additionally, any staff member who chooses to use and/or abuse controlled substances will have their employment terminated immediately.

- It is important to remember that all Resident Assistants are role models; thus, they should not be publicly intoxicated, especially within the resident halls. Residents Assistants who are 21 and older do legally have the right to consume alcohol. However, if a staff member uses alcohol irresponsibly and/or becomes publicly intoxicated, s/he may place his/her employment at risk.

- Resident Assistants should not encourage drinking in any manner. Therefore, Resident Assistants are prohibited from purchasing alcohol for underage residents. Should a Resident Assistant purchase alcohol for underage persons, s/he may be terminated.

Resident Assistants, whether on or off campus, are role models for the UMR community. Staff members should consider how their behavior promotes a safe environment and contributes to the perceived social norms on campus. We expect that Residential Life staff will work to uphold a positive image of our campus community. It is strongly recommended that personal integrity and credibility be considered when making decisions that have the potential to be incongruent with the ideals of a prominent student leadership position.

If any Resident Assistant has specific questions about this policy, please feel free to contact any professional staff member for clarification.
PARAPROFESSIONAL STAFF ROLE

ACUHO-I Standards
“The real secret to success is enthusiasm.”  ~Walter Chrystler

Staff involvement in educational opportunities ensures that learning experiences are oriented toward promoting civility, respect and maturity among our residents. It is important that staff members act appropriately with student development principles in mind. As such, the American College and University Housing Organization—International (ACUHO-I) has developed the following guidelines.

Staff members shall:

1. Introduce and orient residents to services, facilities, staff members and staff functions.
2. Provide information on safety, security and emergency procedures.
3. Encourage an atmosphere conducive to academic pursuits and provide academic information.
4. Provide written institutional policies and rationale for policies, procedures and expectations which affect residents including the potential consequences for violations.
5. Promote and demonstrate responsible social behavior.
6. Make appropriate referrals when necessary.
7. Provide individual advising support.
8. Treat confidential information appropriately.
9. Assist African American, Asian American, Hispanic American, Native American and other students of color to personally identify, prioritize, and achieve educational goals and developmental needs.
10. Provide educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices and desirable behavior changes.
11. Assist minority students in understanding their culture and its impact on diversity issues.
12. Promote majority students’ understanding of unique cultures and heritage.
13. Involve residents in programming and policy development.
14. Encourage residents to exercise responsibility for their community through:
   a. Confrontation of inappropriate behavior
   b. Participation in mediating conflict within the community
   c. Participation in evaluating Residence Life programs
15. Ensure that the safety and security of residence halls students and their property is taken into consideration as policies are developed.
16. Ensure that data regarding security incidents are reviewed to determine the need for corrective action.
17. Encourage residents to learn and exercise their rights as tenants and customers.
18. Provide educational experiences in leadership development and decision making.
Ethics

“Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives.” ~Ayn Rand

As a staff member, you will be required to make many decisions that affect not only yourself, but other staff members, the residents in your community, and other students living on campus. Each person makes decisions based on their own set of values and ethics along with any training and guidelines set before him or her. Housing staff members should be aware of how their decisions and choices impact those around them. The following pages have been provided to help you understand the basis of ethical decision-making.

Five Ethical Principles:
Respect Autonomy
It is assumed that individuals have the right to decide how they live their lives, as long as their actions do not interfere with the welfare of others. One therefore has the right to act as a free agent, and has freedom of thought and choice.

Do No Harm To Others
The obligation to avoid inflicting either physical or psychological harm on others and to avoid the risk of harm to others may be a primary ethical principle.

Benefit Others
There is an obligation to improve and enhance the welfare of others, even where such enhancements may inconvenience or limit the freedom of the person offering assistance.

Be Just
To be just in dealing with others assumes equal treatment of all, to afford each individual their due portion, and in general, to observe the Golden Rule.

Be Faithful
One should keep promises, tell the truth, be loyal and maintain respect and civility in human discourse. Only in so far as we sustain faithfulness can we expect to be seen as being trustworthy.

Decision Making

“A moral being is one who is capable of comparing his past and future actions or motives and of approving or disapproving of them.” ~Charles Darwin

Residential Life staff members are frequently faced with a number of challenging decisions on a daily basis. These decisions often impact the safety and wellness of residents, unity among various team members and ultimately, credibility within the housing staff position. The following external forces can contribute in both a positive and negative way to the choices that you will make. These should be recognized as you work toward making ethical decisions that are in your best interest and the interest of the students who you serve.

External Forces Affecting Decision Making

What most influences unethical behavior:

1. Behavior of superiors
2. Behavior of one’s organizational peers
3. Ethical practices of one’s industry/profession
4. Society’s moral climate
5. Formal or organizational policy (or lack thereof)

Factors that may impact decision-making for student affairs/housing

1. Institutional policies
2. “Orders from the top”
3. Budgetary limitations
4. Time constraints
5. Campus/Community/Media
6. Trust in staff, student leaders, and/or administration

Reasons why people make unethical decisions

1. A belief that the activity is within reasonable ethical or legal limits—that is, that it is not “really” illegal or immoral
2. A belief that the activity is in the individual’s or the organization’s best interest—that the individual would somehow be expected to undertake the activity
3. A belief that the activity is “safe” because it will never be found out or publicized, the classic crime-and-punishment issue of discovery
4. A belief that because the activity helps the organization, the organization will condone it and even protect the person who engages in it
Philosophy of Community Development

“We were born to unite with our fellow man, and to join in community with the human race. ~Cicero

The process of development for college students can be viewed as a time of growth. As residential life staff, it is our responsibility to facilitate this within an environment that is supportive of the continued growth of college students. Our mission is:

To create educational environments emphasizing learning and development.

Guiding Tenants of Our Mission

The following guiding tenants are responsible for the success of students engaged in UMR’s Residential Life program.

Service

- In order to promote an environment conducive to student learning, the Residential Life Department assumes responsibility for providing a comfortable living atmosphere for students. We strive to maintain reasonable standards for cleanliness, security and maintenance.

- The Residential Life Department maintains programs and services that stay current with the needs of residents. Regular input from students and staff regarding the quality of programs and services is an important element in helping maintain these standards.

- As a self-supporting department, Residential Life is cognizant of its responsibility to be a responsible custodian of resources. We are committed to exploring ways to maintain a reasonable cost of living on campus without sacrificing the quality of services. In addition, the Residential Life Department supports UMR’s obligation as a land grant institution to provide community outreach services through its summer camps and conferences.

Education

- Residential Life facilities, policies and programming initiatives are intentionally designed to support the historical land-grant mission of UMR.

- UMR residence halls are not just places to live, but also places to learn. Each of our living and learning communities strives to provide opportunities for active learning outside of the classroom. Educational opportunities are provided through formal and informal presentations, interactions among students, staff and faculty, and participation in residence hall governing bodies.
COMMUNITY DEVELOPMENT

- The residential life experience is intended to develop students personally and professionally. Living on campus provides students with opportunities to experience living independently, to interact with a peer group, and to develop necessary skills to be an industry and community leader.

Leadership

- The Residential Life Department recognizes that the process of leadership is practiced and learned through a number of experiential activities and roles—employment, service, student organizations, etc.—that all contribute to knowledge and understanding of leadership.

- The Residential Life Department promotes the philosophy that leaders are made, not born. As such, departmental resources are allocated annually to develop student leaders within the residence halls, in addition to supporting regional and national leadership opportunities for students.

- Through the leadership initiatives supported by the Residential Life Department, the desired outcome is for students to become more effective in solving problems and to develop self-awareness as a member of a greater community. Students are encouraged to contribute to their campus community and engage fully as citizens after graduating from UMR.

Understanding the Staff Role in Achieving the Mission

Community development is a verb that reflects a dynamic, on-going process that is used to achieve the Residential Life Mission. It requires the continual evaluation of the needs of students, both individually and collectively, and the thoughtful assessment of outcomes for measuring success. For students, it provides a chance to learn more about themselves, each other, their mutual environment and the skills necessary to be effective in that environment and beyond.

Community development has long been a substantial and important aspect of the Resident Assistant position. At UMR, a large part of the RA’s job is to guide his or her community through the development process described below. However, it is important to remember that a true community places responsibility for community development where it belongs—on all residents of the community.

Community Development vs. Individual Development

Prior to considering community development, it is important to note the following points:

- Within a group or a community an individual exists
- Community development and individual development are interactive
- An individual changes depending on the group or community he/she is associated with.

Stages of Community Development

Stage 1: Pseudo community

Group members try to be an instant community by being extremely nice and pleasant with each other. They sometimes make huge concessions to avoid any disagreement with each other. Group members often do not show their true feelings and opinions for fear that others disagree or be offended.

Stage 2: Chaos

Group differences are out in the open. However, group members attempt to obliterate these differences by “converting” everyone to the same way of thinking. They attempt to establish a community norm where everyone has the same opinion.

Stage 3: Openness/Emptiness

Openness is a bridge between chaos and community. Differences can no longer be ignored. Openness requires extensive communication between members of the community. Barriers may include
COMMUNITY DEVELOPMENT
expectations; prejudices; ideology; theology; solutions; the need to heal, convert, fix, or solve; the need to be themselves.

Stage 4: Closed Community
Openness requires true communication in the community. If barriers to communication does not allow authentic communication a closed community develops that reverts back between chaos and pseudo community.

Healthy community
As the group emerges from the openness/emptiness stage it may enter community. With free and open communication, members freely express their ideas and opinions. They speak for themselves and no one attempts to respond, fix or control them. The community is a safe place for members to be themselves.


Characteristics of a True Community
Open and Just—Members value the uniqueness of each individual. In a just community, the rights of the individual are respected and an appreciation of diversity is valued.

Disciplined—Community members hold each other accountable to community standards. They approach each other with concerns about standard violations. Each individual is responsible for abiding by community standards and accepting responsibility for his or her behavior.

Empowering—Community members take advantage of opportunities to contribute to the community and to receive from it. They realize that they are ultimately responsible for community development.

A Safe Place—Community members feel safe and supported. They are free to express who they are and without fear of consequences and peer pressure. Community members accept each other.

Adapted from “Community in Motion,” An ACPA Presentation, March 1996, By Dawn M. Thompson, Association Director for the Offices of Residential Life and Judicial Affairs, Ithaca College. Also From “Community Standards Institute,” June 1996, By Terry D. Piper, Ph.D. et al., Associate Vice President for Student Life, University of Nevada Las Vegas.

When you look at these characteristics of a true community, it is easy to see why community development is important. People who live in a true community feel supported and find many opportunities to learn. They learn about the differences between themselves and others and grow to appreciate those differences. They feel safe taking risks and sharing their opinions. Community members learn how to work with others toward common goals. They are able to look at their skills realistically and take advantage of opportunities to use their skills for the community.

In a TRUE COMMUNITY

- Leaders feel free NOT to lead
- Customarily shy and reserved people feel free to step forth with their latent gifts of leadership
- Everyone is encouraged to give input into community operations
- The group is an ideal decision-making body
- The group temporarily allows itself to be lead by traditional hierarchy

Building the True Community from Chaos
Goals
- Increase resident involvement in their community and in hall government
COMMUNITY DEVELOPMENT

- Promote resident responsibility for floor/house community involvement
- Increased sense of ownership in community actions and traditions
- Foster a sense of pride and belonging in the community
- Create an inclusive atmosphere that respects diversity
- Build meaningful relationships between residents in the community
- Provide increased opportunity for student evaluation of the community
- Provide increased opportunity for student input into community development
- Encourage an academic environment and collaboration in the community
- Utilize community leaders (Governor, Lt. Governor) and involve them in community success

Stage One: Creating an Environment for Success
The first stage in developing a healthy, vital community is to create an environment where people feel safe and secure. This need must be met before people will feel comfortable enough to contribute to the group's success. At this stage, each individual must feel connected to the group.

Stage Two: Personal and Community Development
In stage two, each individual has found his or her niche in the group. At this point individuals feel free to contribute to the community's success. They also begin to see the contributions others make. This stage is characterized by a celebration and valuing of the group's diversity, an openness to dialogue about differing points of view, supports for others and their goals, open and flexible communication, negotiations of important issues, and working together.

Stage Three: Fostering Leadership
In order for a community to be successful, it must be self-perpetuating. Stage three focuses primarily on outreach and fostering leadership in others. The development process should be a journey of realizations that look something like this:

I have something to contribute (stage 1)
Other people have skills I don't (stage 2)
The group needs the skills that . . . has (stage 3)

In this final stage, members are aware of themselves as members of the group as individuals within the group. They begin to put aside their personal goals and aspiration in order to focus on the group’s success.
ACUHO-I Statement of Resident’s Rights & Responsibilities

Residents possess specific individual and group rights while engaged in activities that are part of college life. With these rights, there is a reciprocal responsibility to ensure these same rights for others. Staff should educate residents regarding these rights and responsibilities that are associated with community living and use them as a guide in making decisions concerning welfare and behavior. The following statements define minimal expectations.

Residents have the right…

- To have reasonable access to their living accommodations based on a published schedule of occupancy.
- To live in a clean and secure environment.
- To facilities and programs that support the pursuit of academic success.
- To expect a regionally competitive price on housing accommodations and/or food service.
- To have access to written copies of university housing rules and regulations, or individual building policies that govern individual and group behavior.
- To the respect and safety of personal property.
- To study without interruption or interference.
- To be free from unreasonable noise.
- To be free of intimidation or harassment.
- To express themselves freely within established guidelines.
- To expect enforcement of housing agreement/contract.
- To have direct access to staff who provide assistance, guidance and support as needed.
- To host guests, within established guidelines.
- To receive equitable treatment when behavior is in question.
- To enjoy individual freedoms regardless of race, ethnicity, sex, national origin, disability, age, religion, sexual orientation, or political affiliation.
- To participate in resident governmental bodies and housing departmental committees.
- To have access to individual and group social, educational and developmental opportunities in their living community.

Residents have the responsibility…

- To adhere to rules and regulations.
- To comply with reasonable requests made by staff, or university officials, or fellow residents.
- To meet payment schedules for room, board and other required housing fees.
- To monitor and accept responsibility for behavior of guests.
- To report violations of rules and regulations to appropriate staff.
- To respect the rights of others, as stated above.
- To respect the diverse backgrounds and interests of those others who are different from them.
- To treat others in a civil manner and manage conflict in a mature manner.
- To be serious in their academic pursuits.
- To participate actively in self-governance.
- To participate in housing departmental committees as requested.
- To express themselves individually or by association with groups.
- To participate in judicial proceedings to determine appropriate standards of behavior.
- To contribute positively to the community by participating in educational and developmental activities.

Characteristics of a Positive Community

“There is more than a verbal tie between the words common, community and communication…try the experiment of communicating, with fullness and accuracy, some experience to another, especially if it be somewhat complicated, and you will find your own attitude toward your experience changing.” ~John Dewey

Once the year has started, our busy schedules sometimes cause us to put the concept of community in the back of our minds. Characteristics of a positive community can be defined by some of the measurements below. Use these points as a guide and check off your accomplishments as you go. It will help to keep you on the right track!

AS AN RA, HOW DO YOU KNOW WHEN COMMUNITY EXISTS?

- **EXPECTATIONS** are clearly defined and residents are held accountable for these expectations.
- There is a general air of **RESPECT** for property and for individuals within the community.
- Doors are **OPEN**.
- Members share each other’s things; they borrow and lend with **RESPECT** for other’s property.
- The physical environment is **CLEAN** and there are few, if any, signs of vandalism.
- Members **KNOW** and **ABIDE** by campus rules and regulations.
- Members are able to **CONFRONT** inappropriate behaviors of other members.
- **RECOGNITION** is given to members’ accomplishments.
- Residents **SOCIALIZE** together.
- Residents **EAT** together in the cafeteria.
- Students **CARE** about each other.
- Residents can **STUDY**.
- Residents feel **VALUED** and **DIVERSITY** is encouraged.
- Programs and activities are a **SUCCESS**.
- Students learn from **POSITIVE COMMUNITY** living experiences.
- Members **CONTRIBUTE** to their experience and gain life skills.
- Freedom is measured by **MUTUAL CONSENT**.
14 Easy Steps for Community Building

“The challenge of social justice is to evoke a sense of community that we need to make our nation a better place, just as we make it a safer place.” ~Margaret Mead

A healthy community is one that is educationally purposeful, open, caring, just, disciplined, and celebrative. Follow these fourteen steps in order to begin building a positive community among the students assigned to your living area.

1. Make a welcoming, informational bulletin board.

2. Make a door decoration for each resident.

3. Try to be present when each resident arrives. Go around and meet residents individually.

4. Keep your door open to present a welcoming attitude.

5. Encourage residents to attend community and campus orientation activities.

6. Have a floor meeting early in the week. Do an “ice breaker.”

7. Organize informal social activities outside of Fall Fest activities that have been planned.

8. Remember names, not just faces.

9. Enjoy yourself! Communicate enthusiasm about what you are doing!

10. Spend as much time as possible in the community the first week; go around and meet residents individually.

11. Greet students anywhere you might see them (in the cafeteria, on campus, in the laundry room, etc.)

12. Take your students to as many Fall Fest activities as possible—get them enthused about becoming involved in the campus community.

13. Take individual time with residents to get to know them.

14. Refer to the Rhythm of the Year Calendar in your manual—plan activities and events relevant to student needs.

Working With Residents
COMMUNITY DEVELOPMENT

“We talk about the quality of product and service. What about the quality of our relationships and the quality of our communications and the quality of our promises to one another?”

~Max De Pree

As you become aware of some of the challenges that your residents may face, the following information has been provided to help you build a strong, cohesive community. Remember that community doesn’t form overnight—practice patience and persistence for success!

In The Beginning
- Notify your residents when meetings will occur. Personal invitations are the best way to get residents to come to your meetings.
- At the meeting give an interest survey to see what kind of activities your residents like.
- Encourage residents to make suggestions about activities and programs.
- For those that volunteer make them feel needed and ask them for input.
- Set achievable goals for your community and set deadlines that will help you reach your goals.

During the Second Stage
- Try to create a program with the interest of your residents in mind.
- Identify and recognize who your leaders will be for the year.
- Encourage your leaders to involve other residents in programming.
- Encourage residents to put on programs themselves.

In the Final Stage
- Delegate responsibility; this allows more residents to get involved.
- Distributes the workload so you don’t have to do it all—this makes your house/floor run more smoothly while empowering your residents.

Getting the Respect of Residents
Respect is not necessarily guaranteed, it is something that is earned. One key to gaining respect lies in taking a personal interest in and actively getting to know your residents. Another is giving each person on your floor the respect they deserve as a person, and that you would like to receive from them. Being fair, consistent, and avoiding favoritism with your residents will give you credibility. Also important is the type of role model you are. Obviously, taking a “do as I say, not as I do” attitude will not be to your benefit.

A final and very important aspect of gaining respect is the way in which you treat others. If you have an air of superiority or a self-righteous attitude, it is bound to create ill-feelings. No one likes being told what he or she “should” or “shouldn’t” think, do or feel. Messages of this nature can result in responses that are directly opposite of those desired.

By maintaining an open door policy and showing genuine interest in students, it is more likely that your residents will reflect this back to you. Remember—respect must be earned by all staff members!
Safety in On-Campus Living

“We now have unshakable conviction that accident causes are manmade and that a manmade problem can be solved by men and women.” ~W.H. Cameron

Safety and security on campus is everyone’s responsibility and is integral to a strong community. As a staff member, it is your duty to encourage a safe, secure environment for your residents. A college campus is a great place to learn and grow. But like any other community, has its share of accidents, crimes and injuries. Staff and residents working together can improve safety and security on campus to avoid situations such as the following:

“I only went down the hall to use the vending machines!”
“We never lock our door—we know everyone on the floor!”
“My roommate was inside, asleep!”

Encourage your residents to:

- Lock their door, even if they leave for “just a minute.” It only takes about 8 seconds for a thief to remove a small, unsecured object from a room
- Lock their door when their roommates are asleep
- Keep possession of their keys
- Not allow overnight guests that they do not know to stay in their room
- Not loan out keys, ID cards, driver’s licenses, etc., to anyone!
- Not keep large sums of money in their room
- Tell a friend when they’re going out and when they’ll be back
- Not leave clothing in the laundry room. Remove clothes from the washer and dryer as soon as they are finished
- Never encourage thieves by leaving small items such as a purse, wallet, jewelry or money out in the open
- Report any thefts to UMR PD—4300
- Notify a staff member if they see a suspicious person or if someone knocks on their door soliciting
Closure and Saying Goodbye

“Don’t want to leave, but we both know sometimes its better to go. Somehow I know we’ll meet again. Not sure quite where and just when. You’re in my heart so until then... wanna smile, wanna cry, saying goodbye.”

~from Muppets Take Manhattan

Bringing closure to your community is just as important as beginning one. Be sure to help your residents celebrate the friendships and experiences that they had while living together. Consider the following ways to say goodbye to your residents as well as how to help your residents say goodbye to one another.

1. Designate a candid camera day. Take roommate, floor or suite pictures.
2. Create an address book. Give every resident the opportunity to write in it. Copy and distribute.
3. Have a goofy awards banquet.
4. Write farewell notes/cards to each other.
5. Designate April as “Thank You Month.”
6. Create graffiti boards where residents can leave summer addresses. Pose a question such as “What I will miss most about Kelly Hall is…”
7. Create certificate books for residents.
8. Have a “good-bye” theme movie night.
9. Create bulletin boards with farewell messages, sayings, or poems to encourage residents to begin thinking about their feelings.
10. Create “good-bye” theme door decorations.
11. Have a t-shirt signing party.
12. Make certificates of completion.
13. Do a food and clothing drive and donate un-needed articles to a local charity.
14. Write thank you letters to housing staff, desk staff, custodians, each other, etc.
15. Have a hall/floor/suite slide show.
16. Have a photo exhibit. Collect photos from all residents and put them on display.
17. Evaluate the year with your residents.
18. Plan a reunion in the fall.
19. Create a time capsule with contributions from all.
20. Make “mail bags” for each door where notes can be left for each other.
21. Make a video.
22. Truth time—share one embarrassing moment from the year.
23. Wish gifts—“If I could leave you anything, I’d give you this for your journey in life…”
24. Make a CD of favorite songs that remind you of the past year.
25. Write down three things that you will miss about everyone in your community.
26. Have a scavenger hunt where participants need to collect things from the year (a poster or ticket from a dance, something from Homecoming, etc.)
Programming & Publicity

“In the planning and designing of new communities...planners need to give explicit consideration to the kind of world that is being created for the children who will be growing up in these settings. Particular attention should be given to the opportunities which the environment presents or precludes for involvement.”

~Urie Bronfenbrenner

PROGRAMMING & STUDENT SUCCESS

A Definition of Residential Education
Residential Education is an approach to provide intentional learning opportunities outside of the classroom. These opportunities, based in residence hall communities, enhance learning and promote academic, personal, and professional success.

What is the Co-Curricular Experience of Residents?
The co-curricular experience consists of programs and activities, which contribute to learning outside of the classroom. Co-curricular experience falls into three categories:

Learning Communities – These are community-based programs and services, which contribute to and promote learning. They may include discussions of UMR history and traditions, Academic Enhancement programs, opportunities to interact with faculty outside of the classroom, and strategies to assist students with college-related transitions.

Professional Development – These opportunities represent the Residential Life Department’s efforts in implementing the UMR Professional Development Plan. Program topics in this area may include interpersonal and group communication, leadership, career development, healthy lifestyles, and personal and ethical development.

Community Involvement and Leadership Development – In their first year, residents have opportunities to participate in programs, which contribute to their personal and professional development. As they continue in their residential experiences, they should become increasingly involved in their communities. They should seek opportunities to plan programs and activities. These experienced leaders should also encourage new community members to get involved and to take leadership roles.
Programming and Residential Education—Why We Program

Programs are more than just study breaks or opportunities to socialize. Programming opportunities should contribute to community development and to the learning and personal development of community members.

Community Development – Programming is an important aspect of community development. Initially, it provides opportunities for community members to get to know each other. As the community progresses, programming provides leadership opportunities for all of its members. Programming can also highlight the individual differences and talents of the community. These opportunities allow members to contribute to the community and to truly be a part of it.

Learning – Learning extends beyond a traditional classroom. Programming is a way to facilitate learning opportunities outside the classroom. By attending, people may develop new skills or learn more about academic, social, cultural, professional, or personal issues. Programming also provides a practical learning environment. Community members who plan programs have the opportunity to enhance their organizational, communication, and leadership skills.

Goals of Programming
When designing a program or activity for students, it is important to understand the purpose of programming—or, in other words, what we want our students to learn. The four primary goals of programming are:

1. To integrate inside the classroom learning experiences with practical knowledge
2. To provide learning opportunities outside of the classroom
3. To provide leadership opportunities
4. To build community

Departmental Programming Expectations
Every RA is expected to provide a minimum of three programs for their community each semester. One of these programs should take place with your mentor group. Through the mentor group program and guidance from Senior Staff, RAs will learn how to program as well as how to work together as a group. Remaining programs should contribute to the students' academic, professional, and personal success and can be social in nature.

Within the traditional programming guidelines, Senior Resident Assistants are expected to complete a minimum of one program per semester involving faculty.

It is a general understanding that RAs will want to collaborate and combine efforts on programs. All collaborative efforts must demonstrate that the combined work justifies full programming credit for all staff members involved.

It is also important to consider the specific needs of each living area. The unique structure of each community may call for specific programming expectations from the supervisor. Such expectations will be outlined during staff training.

Exceptional programming efforts are recognized at the Annual Residential Life Appreciation Banquet where the most skilled programmers have the opportunity to be inducted into the Residential Life Programming Hall of Fame.
LIFE SKILLS PROGRAMMING AREAS
The following life skills programming areas have been identified to help you more easily articulate your programming goals. Consider the following when completing a programming proposal:

<table>
<thead>
<tr>
<th>Life Skills Programming Area</th>
<th>Programs included in area:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Recreational</strong></td>
<td>Sports, drama, hobbies, music, massage, caving, horseback riding, astronomy, scavenger hunts, card tournaments, dances, camping/hiking, and pool parties.</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
<td>Résumé writing, interviewing, job searches, personal finances, and co-op opportunities.</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td>Leadership, interpersonal and organizational communication, and ethics.</td>
</tr>
<tr>
<td><strong>Informational</strong></td>
<td>Tours of campus, facilities, or the Rolla community, explanation of campus facilities and services, and information on campus activities.</td>
</tr>
<tr>
<td><strong>Academic Enhancement</strong></td>
<td>Selecting a major, test taking skills, study skills, time management, information about LEAD, and note taking strategies.</td>
</tr>
<tr>
<td><strong>Health and Safety</strong></td>
<td>AIDS, diet, STDs, birth control, family planning, exercise, first aid, CPR, and fire safety.</td>
</tr>
<tr>
<td><strong>Healthy Lifestyles</strong></td>
<td>Stress management, time management, self-motivation, self-protection, self-esteem, dealing with failure, alcohol and drug awareness, and emotional and psychological issues.</td>
</tr>
<tr>
<td><strong>Personal Growth Experiences</strong></td>
<td>Conflict management, effective leadership, delegation skills, communication skills, and family and romantic relationships.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Gender issues, racial issues, religion, ethics, disabilities, sexuality, lifestyles, cultural issues, and stereotypes.</td>
</tr>
</tbody>
</table>
Programming Guidelines

“You’ve got to be careful if you don’t know where you’re going, because you might get there.”

~Yogi Berra

Programming doesn’t have to be complicated and difficult. In fact, if you follow these guidelines, it can be simple and fun for you and your residents. In addition to the guidelines for programming listed below, you will receive supplemental information about how to program during Fall Workshop. Use these resources as a guide for successful programming and be sure to refer to your Senior Staff Mentor or Head Resident with any questions.

Identify your idea

- Are you interested in a community development program? Have you identified an academic need in your living area? Are your residents showing a particular interest in a given topic?

Build a program out of it

- Consider the size of the program that you want.
- Think about the target audience (floor program, building program, campus program, men, women, co-ed, etc.); what do you want students to learn?

Plan, plan, plan

- Develop a timeline.
- Where will your program be?
- When will it be held? When do you need to make a room reservation? Remember that reservations need to be confirmed prior to putting up advertising—to reserve a room in the residence halls, contact the appropriate front desk. To reserve a room elsewhere on campus, contact Student Life.
- What supplies are needed and when should they be ordered?
- How will you advertise? When should advertising be completed?

Get help

- Talk to your Resident Director or Head Resident.
- Consider co-sponsoring with another staff member, your hall government, or with RHA.

Follow through

- Make a checklist of tasks that need to be completed and stick with it.
- If you are co-sponsoring, hold one another accountable for responsibilities assigned.
- Have fun with the program!
The Morning After…
programming does not end the night of your actual event. Don’t forget these important steps to complete the process!

Write thank-you notes or e-mails to recognize any residents or staff who helped you with your event. You may even consider writing a thank you note to all of those students who attended in order to draw them back to another program.

Make sure that any items that were borrowed (cooking utensils, decorations, etc.) have been cleaned and returned to the appropriate owner. Just leaving them in the Housing Office to be picked up is NOT acceptable. Be sure that the area used for the program was cleaned up, including if the event was held outdoors.

Evaluate your program:

- What did you like? What didn’t you like?
- What could be done better next time?
- What did those who attended think?

Complete any remaining programming paperwork and submit to your supervisor on time. You put the effort into the event—you deserve the credit!

Tips For Effective Publicity

“Have a plan. Follow the plan and you’ll be surprised how successful you can be. Most people don’t have a plan. That’s why it’s easy to beat most folks.” — Paul Bryant

It is not always effective or wise to rely solely on word of mouth advertising. If you master the art of creative publicity, you are more likely to draw students to participate in your programming efforts.

- Advertise early! The earlier you post an advertisement, the more people will be informed about an event.
- Make your presentations attractive. Develop an eye-catching theme and maintain any worn out publicity!
- Give only enough information to spark interest. The element of the unknown will attract many!
- Talk it up! Word of mouth advertising is invaluable, but only if reinforced by a visual display.
- Use a variety of different objects for inspiration—think beyond the flier!
- Change it! Make residents wonder what is different today.

Adapted from the University of Wisconsin, River Falls

Publicity Pointers
PROGRAMMING & PUBLICITY

Identify your audience—Remember who you are trying to reach. If you are planning a program on homesickness, freshmen may be your target audience. If arranging a program on career planning, upperclassmen may be your target.

Determine the type of publicity and deadlines for posting—Signs, posters, banners, table tents, newsletter personals, floor meetings, invitations, word of mouth, incentives, coupons, doorknob hangers, balloons, etc. Be creative!

Position of publicity—Put advertisements in high traffic areas. Posters should be placed at an average eye level. For special programs, put publicity up high or down low for added effect. Use colors to help make your posters stand out. Use odd-shaped posters to create a more eye-catching effect.

Who, what, when, where, and how much?—Always include the basics in your publicity. One exception are “teasers.” However, remember that teasers need to be followed by publicity that provides the basic information. Always review the poster after it is done to double check the following: date, time, location, title of the program, presenter, cost, and name of the sponsoring group or floor.

Publicity Pitfalls
Insufficient publicity—not enough, not visible enough, information not correct, and residents won’t attend. Enough said!

Dull…dull…dull—Unimaginative posters! If you took the time to plan an event or program, invest enough time in publicizing it as well!

Not enough advance notice—People value their time and plan their evenings and weekends. If you plan a program, make sure that people know about it far enough in advance in order to plan as well!

Sign-blindness—Be sure to take down old publicity so that students recognize something new.

Other Publicity Considerations
Color is important in any publicity campaign. According to experts, the following color combinations are listed in order from the most readable to least.

Purple on yellow
Black on yellow
Yellow on black
Purple on white
White on purple
White on green
Green on white
Red on white

Adapted from “Plug Into Successful Programming” presented by Shannon Horn, Eastern Illinois University
Working With Hall Government

“The aim of the college for the individual student, is to eliminate the need in his life for the college; the task is to help him become a self-educating man.”

~George Horace Lorimore

What is the purpose of residence hall government?

Hall government provides an outlet for students to impact change and develop leadership skills in the halls. Hall governing bodies are an outlet for resident issues and the primary programming bodies in each area. Issues addressed have included room and board rates, meal plans, smoking policies, and hall renovations. Traditional programs include Luau on the Lawn, Casino night, and the annual Snowball formal dance. Hall governments have access to programming resources, which are also available to Resident Assistants. The following is a detailed list of Residence Hall governing organizations.

Residence Hall Association (RHA)
218 Havener Center
(573) 341-7870
rha@umr.edu
http://campus.umr.edu/~rha

RHA is the governing body for all campus housing and provides a forum for policy and programming discussions concerning all five complexes. RHA is networked with other universities within the region to provide a source of information to students. The committees include Social, Activities, Diversity and Community Service.

Quadrangle Hall Association (QHA)
124 Kelly
(573) 341-9275
qha@umr.edu
http://campus.umr.edu/~qha

QHA serves as the representative government for the residents of the Quadrangle complex. Voting membership includes a Governor and Lt. Governor from each house and as many non-voting Lt. Governors as desired. Committees in QHA include Special Events, Indoor/Outdoor Recreation, Quad HIRC and Food.

Thomas Jefferson Hall Association (TJHA)
G10 TJ
202 West 18th Street
(573) 341-4896
tjha@umr.edu
http://campus.umr.edu/~tjha

The TJHA Board of Governors serves as the hall council for Thomas Jefferson Residence Hall (TJ). Each community of TJ elects 2 voting members, a Governor and a Lt. Governor, to represent the community in TJHA. TJHA committees include TJ HIRC, Intramural Sports, Programming, St. Pats/Homecoming, Kitchen and Food.

Residential College Association (RCA)
700 University Drive
(573) 202-____
rca@umr.edu
http://web.umr.edu/~resca/

RCA is the governing body for the Residential College Association. Voting members include elected Governors and Lt. Governors from each community as well as elected representatives from each learning community. Committees include HIRC, Programming/Special Events, Community Service and Food.
**Student Judicial Board**

Judicial Board is an extension of RHA and provides a student voice in the enforcement of residence hall policy. Students hear judicial cases referred from Resident Directors and is advised by a professional staff member. Membership is limited to no more than one member from each floor community.

**Hall Government Officers and Responsibilities**

**President/RHA Co-Chair**—presides over meetings and carry out the objectives of their organizations. They are representatives for their organizations in campus-wide events. The presidents of TJHA and QHA represent their organizations in RHA as well.

**RHA Vice-Chair**—chairs the fundraising efforts such as welcome and finals kits. The Vice-Chair also coordinates special action groups and the committees in RHA.

**Regional Communications Coordinator (RCC)**—serves on the executive board for the MACURH region and coordinates communication between schools and NCCs. The Missouri RCC is responsible for the Missouri sub-region and provides information about conferences and regional activities.

**National Communications Coordinators (NCC)**—NCCs represent UMR at state, regional, and national business meetings, provide resources and information about programs, organize conference delegations, and serve as the RHA parliamentarian.

**Vice-Presidents**—coordinate programs and activities, follow the progress of committees, represent their complex at RHA meetings, and serve as parliamentarians for their organization.

**Treasurers**—responsible for the financial transactions for the organization; keep complete, updated, and accurate records of all money spent, collected, and budgeted; prepare the annual budget for their organizations; and prepare a financial report for all meetings.

**Secretaries**—distribute minutes and agendas, keep records of all business meetings, take attendance, and maintain organizational files. The RHA Secretary maintains contact with other campus organizations such as Student Council and relays all concerns of importance between the body of RHA and campus.

**Members at Large (MAL)**—voting members of RHA who represent residents from their respective complexes. MALs are elected at the beginning of the year as outlined in each area’s constitution.

**Governors**—voting members who represent their community at hall government meetings, report to residents the events taking place in the halls, help the RA with house/floor meetings, provide social programming opportunities for residents, and encourage residents to become involved in their communities. They must participate in at least one committee within their respective complex.

**Lieutenant Governors**—voting members, who represent their community at hall government meetings, serve in the role of Governor if the current Governor is unable to fulfill the duties of the position, and serve on at least one committee from their respective complex.

**Nonvoting Lieutenant Governors**—non voting members who represent their community at hall government meetings.
Working with Hall Government

Advisors - the role of each advisor varies annually based on the needs of the organization. Advisors offer suggestions and inform students of department and university policies.

Leadership Alphabet Soup (Hall Government Acronyms)

- ACUHO-I: Association of College and University Housing Officers—International – National organization of professional housing officers that works closely with NACURH
- UMR-ACUHO: Upper Midwest Region of ACUHO-I – Regional organization of ACUHO-I organization
- NACURH: National Association of College and University Residence Halls – National organization for students living in the residence halls. UMR takes a delegation to the NACURH conference in the early summer each year
- MACURH: Midwest Affiliate of College and University Residence Halls – Regional organization of NACURH. A delegation of residence hall students attends the MACURH conference each fall.
- HIRC: Hall Improvements and Retention Committee – Represents student interests in improving the physical conditions of the residence halls. E-mail hirc@umr.edu with your suggestions.
- RFI: Resource File Index – Library of programming resources that are available for RAs or any Hall Leader to reference. Contact an NCC for more information.
- NIC: National Information Center – Office of NACURH which stores RFI and other materials to foster communication amongst different schools.
- OTM: Of The Month award – Award chosen by NRHH recognizing excellence in the Residence Halls. Contact an NRHH member or visit http://campus.umr.edu/~nrhh to submit your OTM.

Hall Government & RA Collaboration

RAs are often a resource to hall government, even if you as a staff member has little experience with hall government. This is an ideal opportunity to support other members of your community as well as find an outlet for potential leaders on your floor. The following is a list of suggestions for supporting hall government leaders in your area:

1. Post hall government agendas and minutes.
2. Go to the meetings and sit with your community.
3. Talk to your residents about meeting events and what is coming up in the next meeting.
4. Use your floor listserv to talk about current hall government events.
5. Suggest residents engage hall government when they have complaints and concerns.
6. Recruit your residents to take an active role in RHA to promote your community.
7. Take on hall government projects as a part of your own programming efforts.
8. Help and support residents who are involved in hall government.

RAs are encouraged to attend hall government meetings with their floor representatives. As an advisor to your community, your availability is important as questions arise. For staff new to hall government themselves, consider sitting near a Senior Staff member who will be able to assist if necessary.

In addition to providing an outlet for leaders in your community, hall government organizations also offer opportunities for RAs to become involved as well. Watch for many leadership and programming opportunities to help enhance and challenge staff as well as residents.

Recognizing Student Leaders and Community Volunteers

Recognizing the accomplishments of people who participate and assist you is one way to develop loyalty within your community. To understand why recognition is important, one must understand what
recognition is and the different ways to recognize others.

**Why do people volunteer?**

- To make a lasting contribution
- To participate in special events
- For recognition by peers

- To make new friends
- To belong to a group
- Feeling of value by self/society

- To showcase talents
- To make contacts

**Why is it important to recognize?**

- To say “Thank You” and give credit
- To keep volunteers motivated

- To highlight accomplishments
- To build self-confidence

- Feeling of value by self/society

**Way to Recognize**

- Verbal Praise: “You did a great job!”
- Thank You notes
- Pencils
- Cards
- Gadgets
- Certificates

**Recognition through NRHH**

Each month NRHH recognizes one educational, one social, one community service, and one diversity program as the outstanding programs of the month (OTM). NRHH announces these winners throughout the residence halls, and writes descriptions of these programs for consideration of an OTM award at the regional level. Here, the programs are reviewed and those deemed best receive regional recognition. Programs receiving regional recognition are then sent to the national level for review. Anyone can nominate a program for an OTM by submitting a nomination online at http://campus.umr.edu/~nrhh.

**OTM Categories**

- **Student**
  - Any student living in the residence halls who has made a contribution
  - Resident Assistant
  - Any Resident Assistant
  - NCC/Executive Board
  - Any National Communications Coordinator or member of any “Nationally Recognized” executive board (RHA or NRHH only)
  - Advisor
  - Anyone who advises another student organization, including students or professional staff

- **Community**
  - Highlights the contributions of a community each month
  - NRHH Chapter
  - National Residence Hall Honorary Chapter
  - Educational Program
  - Any educational program sponsored by the residence halls
  - Social Program
  - Any social program sponsored by the residence halls
  - Community Service Program
  - Any community service program sponsored by the residence halls

- **Diversity Program**
  - Any diversity program sponsored by the residence halls

- **Spotlight**
  - Anyone or anything that deserves special recognition

- **Faculty/Staff**
  - Any faculty or staff member that does not fit into the above categories, but has done something to benefit the halls. (Local award only)

- **Pat on the Back**
  - Given for any “job well done” (Local award only)
Academic Reference Guide

“The aim of the college for the individual student, is to eliminate the need in his life for the college; the task is to help him become a self-educating man.”

~George Horace Lorimore

Academic success for all students is a priority for Residential Life. Our department has an obligation to UMR to support the academic mission of the institution and Resident Assistants play a crucial role in this support. It is important that all staff members understand their role as a peer advisor and that their actions and reactions may affect the students they advise.

Essential Learning Resources

Residential Life Department
107 Norwood Hall

Student Activities Office
218 Havener Center

Academic Support Programs
204 Norwood Hall
- Student Learning Center, 204 Norwood Hall
- Residential Learning Center - Thomas Jefferson Hall G-7
- LEAD-Learning Enhancement Across Disciplines
- Course Specific Learning Centers
- Peer Tutoring, 204 Norwood Hall

For Schedules:
http://campus.umr.edu/~tutors

Math Help Program

Career Opportunities Center
304 Norwood Hall

Counseling Center
204 Norwood Hall

Computing Services
114 Computer Science

Curtis Wilson Laws Library

Freshman Engineering
107 Basic Engineering

http://www.umr.edu/~mathstat/help
http://campus.umr.edu/~career
http://campus.umr.edu/~counsel
http://campus.umr.edu/~cis
http://campus.umr.edu/library/
http://campus.umr.edu/basicengineering/
http://campus.umr.edu/reslife
http://campus.umr.edu/studentlife/
http://campus.umr.edu/~learn
http://campus.umr.edu/~tutors
PROMOTING ACADEMIC SUCCESS

Academic Support Programs
The Academic Support Programs office is located in 204 Norwood Hall and is home of the Student Learning Center and a Computer Learning Center. The area can be used for individual or group study.

Academic Support Programs provides a range of resources for student success. These include learning consultation, test and course review materials, learning style inventories, study skill enhancement workshops, and organization of study groups. The Academic Support Programs has a comprehensive resource web site (http://campus.umr.edu/~learn), including links to faculty support websites, Library Electronic Reserves and virtual learning resources.

The Student Learning Center is a place where students can study with others, access the Math Help Program, check out self-help resources, use the LEAD Peer Tutoring program, and gain access to on-line files, email, class assignments and more.

Academic Support Programs also houses Disability Support Services, an office that provides academic accommodations to students with learning and physical disabilities. Such accommodations allow students equal access to information and an opportunity to demonstrate what they have learned. Students may call 341-4222 for more information.

For further information about academic assistance, contact Academic Support Programs, 204 Norwood Hall, 341-6655, http://campus.umr.edu/~learn.

LEAD “Learning Enhancement Across Disciplines”
The Learning Enhancement Across Disciplines (LEAD) program offers learning forums for students who wish to improve their understanding of concepts and their mastery of skills in a wide variety of introductory courses to achieve their full potential.

Learning Centers
The LEAD program sponsors open-environment Learning Centers for several large-enrollment introductory courses. Discipline-based faculty and undergraduate peer instructors staff the centers during fixed hours each week. Students are encouraged to work in interactive groups to solve problems and to develop strategies, guided and validated by the experts on duty. The centers are designed not only to help students with course content, but to also help them gain professional skills in communication, problem solving and teamwork.

Peer Tutoring
Scheduled drop-in tutoring is available at fixed locations for a large number of introductory and foundational courses. It focuses on individual and small-group interactive assistance. The undergraduate peer tutors are accomplished in the course material, trained by professional LEAD staff and communicate with LEAD faculty mentors in the associated disciplines. For further information about LEAD or the current semester schedule of academic assistance, call 341-7070 or check the website at http://campus.umr.edu/~tutors/.

Other Sources of Academic Assistance at UMR
There are several other sources of academic assistance at UMR that students can access to improve their understanding of and proficiency with course material and learning process.

Math Help Program, Mathematics & Statistics Department
Offers assistance in 9 courses
http://www.umr.edu/~mathstat/help
341-4641

Computer Science Help Program, Comp. Science Dept.
Offers hands-on help for 3 courses
http://www.cs.umr.edu/
341-4491
**PROMOTING ACADEMIC SUCCESS**
Writing Center, 113 Campus Support Facility  
http://www.umr.edu/~wac/  
New facility with state-of-the-art computers, updated software, and a staff of highly trained peer writing tutors.  
341-4436

Counseling Center, 207 Norwood Hall  
http://www.umr.edu/~counsel/  
Study skill reference material available  
341-4211

Library  
http://campus.umr.edu/library/  
341-4227

**Academic Advisors as a Resource**

When admitted to UMR, students are assigned a faculty advisor. The following suggestions will enhance interactions with advisors:

**Students should:**
- Contact and keep in touch with their advisor
- Make and keep appointments or call if it is necessary to change or cancel appointments
- Prepare specific questions in advance and come with necessary materials (proper forms, pencil, etc.)
- Ask about other sources of information
- Be open concerning schoolwork, study habits, academic progress, etc.

**Advisors should:**
- Post office hours
- Make and keep appointments or call if it is necessary to change or cancel an appointment
- Provide accurate and specific information and have resource materials on hand (catalog, advisor's handbook, etc.)
- Suggest other sources of information
- Listen and help you solve problems
- Check student schedules for appropriate course selection
- Suggest options concerning careers, choice of majors, and selection of courses

**Students Should See Their Advisor:**
- To discuss any problems which affect your academic performance
- To select courses for the upcoming semester (during registration)
- To add or drop courses (during registration)
- To discuss academic progress
- To declare a major
- To discuss career considerations

**Other Suggestions for Students:**
- Become familiar with the advisor's office hours/schedule
- Whenever possible, call to make appointments rather than drop in
- If it is necessary to drop in without an appointment, try to go at a time when the advisor has office hours, avoid the busiest time of day (10:00 AM to 2:00 PM), and allow time for waiting
- Because the first and last two weeks of each semester are the busiest for advisors, schedule longer conferences (to discuss issues like possible major) during the middle part of the semester

Adapted from *How You and Your Advisor Will Work Together* by the Undergraduate Advising Center at the University of Iowa, 1981. Essential Learning Resources
Faculty in the Residence Halls
As part of the co-curricular experience, increased emphasis has been placed on opportunities for faculty involvement in residence halls. The goal of the program is to facilitate increased student/faculty contact outside the classroom. These opportunities can take a number of forms and benefit students in a variety of ways.

Benefits of Faculty Involvement
Interaction with faculty outside of the classroom may contribute to student success in a number of ways:

- Students tend to be more comfortable approaching faculty members who they interact with outside of the classroom. This contributes to academic success.
- Mentoring relationships may develop between faculty and students as a result of informal interactions.
- Through informal programs, faculty members are able to provide students with information relevant to trends in their fields and professional success.
- Opportunities to talk with faculty members outside of the classroom help students to feel more connected to the university.

Opportunities for Faculty Involvement
Faculty involvement programs in the residence halls may or may not involve academic topics. It’s entirely up to your community and the faculty member. Programs on non-academic issues are just as likely to contribute to student success as academic programs. The opportunity to interact with faculty members outside of the classroom is the most important factor of this program. Some opportunities include:

- Faculty seminars – These may be on academic or non-academic topics. Professors may present their research, trends in their fields, or their special interests or hobbies. Special interests or hobbies may include a particular sport, a particular movie, a current issue, etc.
- House/Floor activities – Invite a faculty member to an activity like a movie or game night or sports event.
- Meals/Snacks – Plan a program or activity with a faculty member and invite him or her to eat with you and other community members before the program. Or have snacks available after the program, so that people will stay around and talk.
Creating an Inclusive Community

“We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” ~Jimmy Carter

Random House defines ‘Diversity’ as “varied; or a different kind.” Our campus populations are becoming increasingly varied in areas of race, religion, sexual orientation, ability, national origin, and age. As leaders, role models, and community builders it is crucial that we are able to effectively identify and address diversity issues in our living environments. We must also be able to provide support and resources for all of our residents, regardless of their cultural background.

The Importance of Language & Unbiased Terminology

**Prejudice**: opinion or learning adverse to anything without just grounds or before sufficient knowledge: an irrational attitude of hostility directed towards an individual, a group, a race or their supposed characteristics. Prejudice can be an unfounded belief for or against an individual, group or race.

**Discrimination**: differential treatment that favors one individual, group, or race over another. The source of discrimination is prejudice and the actions are not systematized.

**Oppression**: the systematic exploitation of one group by another for its own benefit. This phenomenon involves institutional control, ideological dominations, and the forced implementation of the dominant group’s culture on the oppressed group.

**Racism**: racial prejudice and discrimination, supported by institutional power and authority, used to the advantage of one race and the disadvantage of another race(s). Racism uses institutional power and authority to support prejudices and enforce discriminatory behaviors in systematic ways and far-reaching outcomes and effects.

**Sexism**: attitudes, actions, or institutional practices that subordinate people because of their gender.

**Classism**: attitudes, actions, or institutional practices that subordinate people because of their economic condition.

**Heterosexism**: attitudes, actions, or institutional practices that subordinate people because of their homosexual or bisexual orientation.

**Coming Out**: the process of a gay man, lesbian, or bisexual becoming aware of his/her sexual orientation and of letting other people know. Gay men, lesbians, and bisexuals are often “out” to some people (friends, family) and not “out” to others (a boss, colleagues at work).
**Creating an Inclusive Community**

**Homophobia:** the fears and myths we've all been taught about gay men, lesbians, and our own deep fears of loving those of our own sex.

**Anti-Semitism:** attitudes, actions, or institutional practices that subordinate Jews.

**Able-Bodyism:** attitudes, actions, or institutional practices that subordinate people because of a disability.

**People of Color:** a term of solidarity referring to Blacks, Asians, Latinos, Native Americans, and Pacific Islanders. This term is preferred to such terms as Minority and Nonwhite. Although people of color are a minority in the United States, they are overwhelming majority of the world’s population. Use of the term ‘Minority’ obscures this global reality and reinforces racist assumptions. The term ‘Nonwhite’ uses the White race as the standard against which all other races are described.

**African American:** people of African descent who were born in the United States.

**Black:** an inclusive term referring to people of African descent who may be from, or in any part, of the world.

**Asian American:** people of Asian descent living in the United States, including people of Chinese, Japanese, Korean, Vietnamese, and Cambodian heritage. The word Oriental is not an appropriate term to refer to people of Asian descent.

**Pacific Islanders:** people from the islands of the Pacific such as the Philippines, Tahiti, and Indonesia. Native Hawaiian Islanders are Pacific Islanders as well as US citizens.

**Latinos:** people from Mexico, Central American, and the Spanish speaking Caribbean. Though Mexico is included in the countries mentioned above, the people of Mexico may prefer the term “Chicano” or “Chicana.”

**Multiculturalism:** a state (of being) in which an individual has embraced the desire, mastered the knowledge, and developed the skills to feel comfortable and to communicate effectively with people of different cultures encountered and in any situation involving a group of people with diverse cultural backgrounds. From this state of being, individuals will have the ability and the desire to acknowledge each person’s cultural differences and to celebrate how those differences enrich and strengthen the community in which they both live.
Confronting Culturally Insensitive Statements

One of the most effective ways you can promote cultural understanding as a staff member is to confront intolerant statements when you hear them in your community. This requires that you:

- Examine your own views on “ethnic jokes” and other racial statements;
- Understand your role as an student leader and employee of UMR; and
- Use tact and appropriate language in confronting the situation.

The following can be helpful in confronting racial statements. It is also helpful to discuss these situations with your professional staff since they have had experience handling these types of matters.

**Incident:** Humor that emphasizes differences in a negative way.

**Personal Reaction**
- Is this funny? Why? Why not?
- What is my past experience with this?
- What is my gut reaction?
- What am I thinking?
- What are my own biases?

**Professional Reaction**
- What is my role?
- What are my expectations of me by my supervisor and the organization and institution?
- I’m a member of?

**Do I confront?**
- Yes
- Is the timing right?
- Is it appropriate to confront now or later?
- What do I want to have happen?

**How Do I confront?**
- Be specific
- Show respect to the person
- Be attentive to non-verbals
- Use “I” statements
- Be aware of your emotions
- Maintain open communication
- Follow up the next day to reinforce your relationships

**Disability Awareness**

“The sharing of joy, whether physical, emotional, psychic, or intellectual, forms a bridge...”
CREATING AN INCLUSIVE COMMUNITY

between the sharers which can be the basis for understanding much of what is not shared between them, and lessens the threat of their difference.”

~Adure Lord

One of the largest barriers to individuals who are disabled and leading fulfilling and productive lives is not their personal restrictions, but a lack of understanding by the larger “normal” public. Most people have little understanding of the population that is disabled, and therefore will often exhibit impatience, fear, disgust, or simply avoidance.

Developing A Common Vocabulary

Many people use the words disability and handicap interchangeably, yet there is a fundamental difference between them. A **disability** is an inability to do something. A **handicap** is a disadvantage imposed upon someone. This distinction is important because both disabilities and handicaps are specific to certain areas of individual’s lives. For example, a person with a perception learning disability will likely have some limitations in reading and writing. Yet this same person may be a quarterback for the New York Jets. On the other hand, a person that is paraplegic is handicapped with the loss of their legs when walking or running is required. Yet this person may be a Nobel Prize winner in physics.

Often, the population at large does not recognize that a disability or handicap will not affect every facet of life. Making this mistake, people often baby, patronize, discredit, or misunderstand what people that are disabled are capable of doing. (Note: though there are differences between a disability and handicap, we will use the term disability for the remainder, since most handicaps cause some form of disability).

Six Major Types of Disabilities

<table>
<thead>
<tr>
<th>Physical Handicaps</th>
<th>Mental Retardation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disorders</td>
<td>Hearing Impairments</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorders</td>
<td>Visual Impairments</td>
</tr>
</tbody>
</table>

**Physical Handicaps** are defined as those whose non-sensory physical limitations or health problems interfere with school attendance, learning, or employment such that special services, training, equipment, materials, or facilities are required. Some examples are:

- Neurological impairements
- Seizures (Epilepsy)
- Traumatic head injuries
- Congenital Malformations

**Mental Retardations** is defined by poor intellectual and adaptive behavior. Some common causes of mental retardation include infectious diseases (e.g. meningitis, encephalitis, rubella, pediatric AIDS), environmental hazards (e.g. poisons, cocaine, alcohol), and/or premature births.

**Emotional/Behavioral Disorders** are defined as disorders involving inappropriate social interactions between the child and their social environment. Several types of E/BD include:

- Schizophrenia
- Withdrawal
- Psychosis
- Motor Excess

- Cerebral Palsy
- Spina Bifida
- Muscular Dystrophy
- Accidents

- Autism
- Social maladjustment
- Aggression
Learning Disabilities are found in people, who, in spite of normal or near-normal IQ’s have a puzzling array of learning problems. Some common difficulties include:
- Perceptual skills
- Motor skills
- Memory deficits
- Metacognition problems
- Socialization problems
- Other scholastic difficulties

Hearing Impairments are defined by the extent to which hearing loss affects the ability to speak and understand spoken language. These are categorized as either:
- Deafness- (person not able to hear sounds at or above a certain intensity level)
- Hearing loss- (person having limited ability to hear sounds at various intensity levels)

Visual Impairments are defined by the measurement of visual acuity and field of vision. They are categorized as either:
- Blindness- (person with visual acuity of or below with correction in their better eye, or person having a very low field of vision)
- Low vision- (person with visual impairments not categorized as blindness)
Suggestions for Working With People Who Have A Disability

“We seek the comfort of another. Someone to share and share the life we choose. Someone to help us through the never-ending attempt to understand ourselves. And in the end, someone to comfort us along the way.”

~Marlin Lupus

Use the appropriate language. Recognize terms that carry negative connotations and purposefully using correct terms can be a first step in developing appropriate attitudes. Terminology that focuses on the person and not on limitations is appropriate. Some examples include:

<table>
<thead>
<tr>
<th>Instead of saying...</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind Person</td>
<td>Person with visual impairment</td>
</tr>
<tr>
<td>Victim of Cancer</td>
<td>Cancer survivor</td>
</tr>
<tr>
<td>Confined to a wheelchair</td>
<td>Person who uses a wheelchair</td>
</tr>
<tr>
<td>Crippled</td>
<td>Person with a physical disability</td>
</tr>
</tbody>
</table>

It is entirely appropriate to use everyday phrases such as “see you later” to a person with vision impairments or “run over and pick this up” to a wheelchair user. These common phrases, if studiously avoided, only draw attention to the disability.

Utilize disability etiquette. In many situations, common rules of courtesy will be the best guide to providing assistance to a disabled person. Matters may also be clarified by simply asking the question, “May I help?” This question places control of the situation to the person with a disability and allows them to decide the extent of assistance desired.

Follow the lead of the person with a disability when greeting. In general, follow the lead of the person with the disability. If they extend a hand or prosthesis for a handshake, return the gesture. For a person with a hearing impairment, it is acceptable to tap the person on the shoulder to gain their attention. When greeting a person that uses a wheelchair, standing is appropriate, however, if a longer conversation is planned, find seating so the participants can speak at eye level without the need for bending or stooping.

Offer to help but wait until it is accepted before giving it. Offering assistance to someone is only polite behavior. Giving help before it is accepted is rude. It can sometimes be unsafe, as when you grab at the arm of someone using a crutch and the person loses his or her balance.

Talk directly to a person with a disability, not to someone accompanying them. To ignore a person’s existence in a group is very insensitive and it is always rude for two people to discuss a third party who is also present.

Treat a person with a disability as a healthy person. Because an individual has a functional limitation does not mean the individual is sick. Some disabilities have no accompanying health problems.
Bias-Free Communication

“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, a kind compliment, or the smallest act of caring, all of which have the potential to turn a life around.”

~Dr. Leo Buscaglia

A bias free environment allows each of us to learn, work and grow, free from limiting stereotypes and expectations. Such an environment ensures that the rights mandated by human decency and required by law are protected. Language and actions reflect attitude and values. Responsible communicators make every effort to end the biases that often invade written, visual and face-to-face exchanges.

There are many ways we can begin to eliminate bias in our communication with others. When in doubt, substitute your own name or the name of a friend in your sentence. Ask yourself if you are limiting or stereotyping. Calling a woman over the age of eighteen a “girl” or a mail carrier a “mailman,” or suggesting that all administrators are majority males, influences the thoughts of others. Notice words, images and situations that reinforce stereotypes. Ask individuals or groups what they prefer to be called. Before using labels, think about how you would feel if those labels were applied to you. The key to effective bias-free communication is treating all people with respect and consideration regardless of age, gender, race, religion, sexual orientation, ethnicity, physical characteristics or political preference.

Eliminating specific biases requires knowledge of ourselves and how communication patterns may affect other individuals. The following are some suggestions for bias-free communication.

**Handicap**
- Recognize that a handicap is a disability only when it severely precludes a specific task. A disability is a legal disqualification; an irrelevant or insubstantial handicap is not, e.g., people who use wheelchairs are not disabled unless their handicap is relevant to job performance and makes them noncompetitive.
- Concentrate on performance rather than a handicapper characteristic, e.g., the “blind operator” should be “the operator.” A first step in concentrating on ability is to recognize that handicappers are not disabled individuals.

**Gender and Sexual Orientation**
- Use gender-neutral words/phrases in your language, e.g., journalist, fire fighter, chairperson. Avoid the use of “man” or “woman” in job titles.
- Address both female and male perspectives with phrases like “employees and their partners.” Use parallel words when specifying gender like “he/she” or “women/men.”
- Be sure your pronouns include both sexes instead of only male.
- Respect both women and men – don’t stereotype by gender.
- Avoid describing men by professional and women by physical attributes.
- Don’t assume everyone is heterosexual or that all partnerships involve two people of different gender.
- If you specify or pay attention to someone’s gender or sexual orientation, be certain it is relevant. It rarely is.
CREATING AN INCLUSIVE COMMUNITY

Race and Ethnicity

- Avoid qualifiers that imply that all members of ethnic groups or races are the same.
- If you specify race or ethnic origin, be certain it is relevant. It rarely is.
- Avoid language that has questionable race or ethnic connotations.
- Avoid stereotyping or patronizing racial or ethnic groups with tokenism in news stories, activities, or programming.
- Review your publicity to be sure all groups in your community are adequately and honestly represented and that all material is bias-free.

Age

- Mention age only when it is relevant.
- Avoid clichés. Use words that actually describe rather than stereotype.
- Remember that children and older people are individuals. Let them speak for themselves rather than assuming you know what they want.
- Remember that you may underestimate a child’s or older person’s capability or energy.
- To freely pat and touch children and older people (or anyone else) simply because of their age is presumptuous and biased.

Universities should set standards and teach people to live and work without discrimination or being subject to discrimination. To give all students and employees an equal opportunity, communications must be bias-free – in the classroom, in meetings, in informal communications, in written and media communications.

- Textbooks and other communications should be reviewed for bias. Biased materials should not be used; when it is unavoidable, it should be pointed out and discussed.
- All members of the community should be judged only by ability.
- Assignment of tasks should be made on the basis of ability rather than gender, race, handicapping conditions or other irrelevant characteristics.
- Diversity of leaders and speakers is important in demonstrating bias-free communication.
- Meeting places should be barrier-free and accommodating so handicappers are not at a disadvantage. Every person at a meeting should be given equal opportunity to participate.

Ending bias takes diligence and education. Many of our biased statements seem so natural we are not aware of the bias. Notice your communications at home, at work and in social situations; become conscious of the words you use and what they imply. An end to discrimination and bias is every individual’s right and everyone’s responsibility.
Counseling & Interventions

“Some people think only intellect counts: knowing how to solve problems, how to get by, knowing how to identify an advantage and seize it. But the functions of intellect are insufficient without courage, love, friendship, compassion and empathy.”
~Dean Koontz

Behaviors that indicate a health or life-threatening situation to self or others require immediate aid. These include incidents of alcohol poisoning, drug overdose and psychological emergencies that may include hallucinations, chronic disorientation resulting from substance abuse. Remember the basic rule of thumb as a staff member—anything involving lights, sirens or badges should be reported immediately to a professional staff member. If you Resident Director is unavailable, contact the professional staff duty pager.

Common Student Challenges

In order to be an effective Resident Assistant one must understand the resident and what s/he would be facing at particular points in time throughout the school year. The following is a list of difficulties that residents could face. Use it as a guide in your approach in addressing your own situations.

August/September
- Homesickness: Especially for freshmen
- Values crises: Students are confronted with questions of conscience or values, conflicts in the areas of race drugs and alcohol, sexual morals, religion and social expectations.
- Feelings of inadequacy and inferiority may develop because of the discrepancy between high school status and grades and initial college performance.
- “In Loco Parentis Blues”: Some students become bothered by real or perceived restrictive policies and regulations of the college.
- International students may sense confusion, vulnerability, or lack of support.

October
- Freshmen begin to realize that college life is not as perfect as they were led to believe. Old problems seem to continue, and new ones are added. Their external reality they had put their hopes in has failed them.
- Grief develops because of inadequate skills for finding a group or not being selected by one.
- Mid-term workload pressures may be followed by feelings of failure and loss of self-esteem.
- Conflict and confusion may result when confronting different sexual standards including homosexuality.
- Non-dating students sense a loss of esteem because so much value is placed upon dates. For those who do date, the pressure to perform sexually may increase feelings of rejection, loneliness, and guilt. Job panic may begin for mid-year graduates.

November
COUNSELING & INTERVENTIONS

- Academic pressure is beginning to mount because of procrastination, difficulty of work, and lack of ability.
- Depression and anxiety increase because of feelings that one should have adjusted to the college environment by now.
- Economic anxiety: funds from parents and summer earnings begin to run out; loans become due.
- Some students cease to make attempts at establishing new friendships.

December

- Extracurricular time strain – seasonal parties, shopping, community service projects, religious activities drain student energies.
- Anxiety, fear, and guilt increase as final examinations approach and projects and papers are due.
- Pre-holiday depression, especially for those who have no home to visit, or those who prefer not to go home because of family conflicts.
- Financial strain of holiday gifts and travel costs.

January

- Post-holiday depression.
- Cold weather tends to confine activity to the indoors for those who do not share the love and excitement of winter weather.
- New roommates or floor mates may bring an unsettled feeling to tight communities.
- Academic probation/dismissal notices cause stress.

February

- Many students experience optimism because second semester is perceived as going "down hill."
- Vocational choice or indecision may cause anxiety or depression.
- Couples begin to establish stronger ties (engagements) or experience weakening of established ones.
- Depression increases for those students who have failed to establish social relationships.
- Midterms may bring anxiety.
- As the newness of the environment wears off, boredom may be experienced.

March

- Pressure to use and the use of drugs and alcohol increase.
- Depression may begin or increase due to anticipation of separation from friends and loved ones at college.
- Academic pressures increase, including stress caused from St. Pat's, Spring Break, and academic scheduling.

April/May

- Frustration and confusion may develop due to decisions necessary for pre-registration.
- Summer job pressures
- Papers and exams are piling up.
- The mounting academic pressures force some students to temporarily give up.
- Social pressures: everybody is bidding for your participation; trips, parties, banquets, and picnics.
- Anxiety develops because of the realization that the year is ending and that a deficiency exists in a number of academic areas (or other areas). Senior panic about jobs (or lack of jobs) and ability to finance oneself until the first paycheck.
- Depression over leaving friends and perhaps facing conflict at home.
Suggestions for Facilitating Counseling Center Referrals

Some situations do not need to immediately involve your Resident Director and may best be resolved by referring a student to the Counseling Center. This can be intimidating for a staff member, so the following six suggestions have been provided to assist in this process.

These suggestions are ranked according to the degree of involvement you may have to take in effecting the referral and the student actually getting to the Counseling Center. Taking Step One may do the job or you may have to go through all six steps to get the student to the Center. Regardless, it is important to communicate with your supervisor about any students who you are concerned with so that they are aware of what is happening in your community and able to assist in ways that you are not.

1. Supply student with Counseling Center phone number (x4211) and location (Room 204 in Norwood)
2. Provide the student with the name of a counselor. This creates
3. Give the student a brief description of counselor and center.
4. Phone the center yourself for the student’s initial appointment. This demonstrates your concern and models taking action.
5. Accompany the student to the Counseling Center. It’s all right to do a little hand-holding—you may be asked to sit-in on initial stage of 1st session.
6. Arrange initial meeting with a counselor outside of the Counseling Center.

Active Listening Techniques

SKILL 1: Attending Behavior

The most basic skill of helping is listening to those whom you would help. We use the term “attention behavior” to make listening specific and observable. Attending behavior is a basic, rather simple skill but with many, profound implications. Three key dimensions comprise attending behavior:

1. Eye Contact—If you are going to talk to someone, look at them. No need to stare, just be aware that you are talking to another person.
2. Attentive Body Language—It has been estimated that 85% of our communication is nonverbal. You body communicates that it is listening. The basic attentive listening posture in our culture is a slight forward trunk lean with a relaxed easy posture. But find your own style—being yourself is most important.
3. Verbal Following—Direct whatever you may say to what the student has just said or said earlier in your conversation. The helper never needs to introduce a new topic…simply stay with whatever has already been said. In summary, don’t topic jump.

There is no need to talk about yourself or give answers when you attend to someone else. Your main responsibility as a helper is to assist student in finding their own answers.

SKILL 2: Open Invitation To Talk
COUNSELING & INTERVENTIONS
The initial task is to stay out of the student’s way in order to find out how he/she sees the situation. Most useful in determining this is by providing limited structure through the use of an open invitation to talk.

Open: Could you tell me a little bit about your situation? How did you feel about that?
Closed: How many times has this happened before? Do you get along with your roommate?

An open comment allows the student an opportunity to explore himself/herself with the support of the listener. A closed invitation to talk often emphasizes factual content as opposed to feelings. Closed questions can usually be answered in a few words or with yes or no.

SKILL 3: Reflecting/Paraphrasing
Reflecting, or paraphrasing, is a method of restating to the person you’re communicating with their basic message in similar, but usually fewer words. The purpose of reflecting is to check your understanding of what the person said. You are also communicating an understanding of the basic message.

When you are reflecting, try to reflect the essence of what was said, putting it into more simple, precise and relevant wording. Try to avoid adding your own ideas.

Here are some examples of reflecting which pick up on the content of the message.
X: I don’t know about him. One moment he’s as nice as can be, and the next he’s a jerk.
Y: He’s pretty inconsistent, then.

X: I don’t know why I spent four years here…four years and I can’t even get a job at McDonald’s.
Y: It makes you mad to think of all the time you’ve spent and still can’t get a job.

The Purpose of Discipline

“Life is a continuous exercise in creative problem solving.” ~Michael Gelb

The purpose of on-campus discipline is one of education. It focuses on the development of the student’s potential while living with others. Whenever a group of people live together, it is necessary to formulate guidelines and expectations for behavior. Students living on-campus are guaranteed certain individual rights and are responsible to the community for their behavior. In a disciplinary situation, emphasis is placed on due process with effort made to insure a fair hearing. All factors and information given is considered when reviewing a disciplinary situation.

To start the year off right with regard to conduct and discipline, it is imperative as a student staff member that you are familiar with the conditions of the Housing Agreement, Residence Hall Review, and Student Code. All staff are obligated to uphold these policies. You cannot afford to ignore a discipline problem. By not acting, residents lose respect for other staff members who do meet expectations regarding discipline. When handling conflict and discipline situations, be consistent and fair. If you find yourself “in over your head,” do not hesitate to seek assistance or backup from other staff members.

Tips

Many students will want to tell you something if you promise not to tell anyone else. This type of confidentiality can put you in an awkward position. Withholding information could make you party to the violation if one has occurred. You must tell the student that you cannot promise confidentiality and that you will have to decide what you are obligated to pass on after hearing the information.

- Know the Housing Agreement, Residence Hall Review, and Student Code and more importantly, understand the rationale for these policies.
- Never publicly discuss your disagreement with policies or procedures. You must enforce them; similarly, hold yourself to high standards. If your residents see you violating policy, you have destroyed your own credibility as well as the credibility of the entire staff.
- Inform the professional staff of information relating to residents and incidents.
- From the start, define acceptable and unacceptable behavior. Enforce policies consistently and fairly all year.
- Remember that the goal of confrontation is to end the violation.
- Keep a log on students who you encounter continually and seem to have minor behavioral issues not warranting an incident report. This record allows you to discuss the behavior with the resident and shows a developing pattern.
- Leave your ego out of the incident and the outcome of the disciplinary conference. An incident report is not a win/lose situation. It is not a contest between you and the resident; that he or she has been found in violation. Your job is to bring the incident to the attention of the professional staff and provide accurate and complete information so that the situation may be resolved.

Adapted from Eastern Michigan University Student Staff Manual
**DISCIPLINE & CONFRONTATION**

**Guidelines for Confrontations**

"Nothing strengthens the judgment and quickens the conscious like individual responsibility." ~Elizabeth Cady Stanton.

**Preliminary Considerations**
- Assess your own feelings.
- Gather all necessary facts and information about the situation.
- Obtain assistance from another staff member if necessary.
- Know what behavior you wish to modify.
- Decide whether to confront behavior immediately.

**Procedure**
- Identify yourself as a staff member and approach in a way that it is as non-threatening as possible. Be sincere in what you are saying and avoid accusation or inflammatory remarks; do not threaten the individual. Elicit the student’s feeling that he/she is cooperating.
- Remove the person/persons from peers, if possible.
- Know the basic facts of the situation that you are confronting but do not try to come across as an expert. Do not strike “a deal” with the student.
- Confront observed behaviors—explain what is wrong with the situation and the rules violated.
- Ask for names and ID of all involved.
- Avoid identifying a resulting sanction—this is determined by a professional staff member.
- Inform the residents that the incident is being documented and that they will be hearing from a professional staff member within two days.
- Attempt to remain objective. Confront the behavior and not the person. Do not lose your temper, even if a resident is using profane language. Communicate clearly without lecturing.
- Never become physical; if the person chooses to escalate the situation by refusing to cooperate or by threatening you, obtain additional help.
- Ask if there are any questions.
- Document the situation immediately.
  - Separate fact from assumptions.
  - Label personal opinions clearly.
  - Remember that your documentation may be used by the Dean of Students, Security, or other college officials. Be professional.
- It is better to offer too much documentation than not enough; nothing should be left out.
- Acknowledge the person the next chance available. Treat the person separate from his or her behavior and make an honest effort to rebuild rapport.
- Remember that it is always your goal to get the person to change the behavior that is causing a disruption.

**The Five “C’s” of Confrontation**

*Credibility* You are a trained staff person and the professional staff support your efforts.
*Credibility* You are a representative of UMR, performing a professional responsibility.
*Calmness* Avoid becoming part of the problem; your job is to de-escalate the situation.
*Consistency* Your responsibility is to confront your friends in the same manner that you would treat any other resident.
*Confidentiality* You must maintain integrity at all times.

**Confronting Other Staff Members**
- Exercise responsibility through confrontation of disruptive behavior.
- Avoid damage to staff morale and promote respect among peers.
DISCIPLINE & CONFRONTATION

- Save coworkers the embarrassment of being confronted by the professional staff.

Recognizing Your Limits

- You have not been hired to control students; your job is to provide an atmosphere where learning can take place.
- Trust your professional staff—Judicial Hearing Officers are not likely to tell you the outcome of a discipline hearing. Students may be embarrassed and will often say that “nothing happened,” however, trust that the situation has been dealt with appropriately.

Components of Assertive Behavior

- Eye contact—look at the person to whom you direct your comments.
- Body posture—attentive, yet relaxed.
- Distance—not too far, not too close.
- Facial expressions—face should reflect the point that you are trying to make.
- Voice tone—be aware of inflection and volume.
- Fluency—be fluent; try not to stammer or pause too long.
- Timing—act as soon as appropriate.
- Listening—active listening is essential for mutual agreement.
- Content—be honest, courteous, and genuine. Explain what is happening as well as what will happen.

Adapted from Eastern Michigan University Student Staff Manual

Typically Documented Situations

Harassment—The Residence Hall Review clearly states that any form of harassment is strictly prohibited in the residence halls. This includes continuous harassing phone calls, verbal or physical threats, group harassment of an individual in the cafeteria, their room, or any common areas, insisting of contact with a person against their desires, harassing notes (or memo board messages) regarding a person’s race, gender, ethnicity, disability, or sexual orientation. No matter what the source of harassment, an incident report should be filed with the Resident Director. In addition, you may want to advise the harassed student to file a report with the University Police.

Theft—If a resident thinks that some of this or her property has been stolen, contact your Resident Director and the University Police. If the student suspects another floor member, or his or her roommate, pass this information on to the RD. Even if the student gives back the merchandise and apologizes for their actions be sure to fill out an incident report, this will give the RD a record in case a similar incident involving this resident occurs at a later date.

Noise—Noise is often a problem in the residence halls due to the nature of community living. The problem generally arises when noise levels rise to a point where they disturb a student who is studying or sleeping. Document noise violations and explain to residents that their actions were disturbing others.

Pranks—Residents are notorious for pulling pranks, both among themselves and on Residential Life staff members. Most pranks are fun and as staff we want to encourage fun within the community. But often times, residents do not look at the potential hazards or dangers. Talk to your residents about using their heads when it comes to this type of behavior; explain how the common area damage billing works. If you know the main pranksters on your floor, talk to them personally about the situation. Another way to reduce the pranks on your floor is to channel their creativity and energy into some productive activities like IM sports, or floor program planning.

Alcohol—Confront all situations involving alcohol and document the situation accordingly. If the student is unresponsive or uncooperative, call for assistance from another staff person, HR, RD or UPD.
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When discussing the alcohol policy with your residents, explain the reason for these policies.
- To comply with the state drinking age law of 21 years old.
- To promote a responsible positive atmosphere in the residence halls.
- To promote individual and community rights.

Writing An Incident Report

When should the report be filled out?
Immediately—Report all incidents as soon as possible. This enables the Resident Director to respond to the incident quickly. If you need to find out more information to accurately complete the report, contact the Resident Director and explain the situation.

What if the situation involves a non-resident?
Get the name of the person they were visiting. If necessary, escort the non-resident from the building.

If there is one incident involving five people, how many incident reports should be completed?
Five—you will always fill out one report for each student. Incident reports are filed in the Judicial Database under each student’s name. Looking for a shortcut? Instead of filing five separate reports, file one report in the Judicial Database and associate the other four persons. Each time you associate an incident with another student, the database files the incident as a new report with a unique id for each individual, including the same incident summary as the first documentation.

What kinds of things should be included in the description of the incident?
- Note the exact date and time of the incident. Be sure to note a.m. or p.m., especially after midnight.
- Note the names of all individuals present, including other staff members, students, and UMR PD. Make sure that all names are spelled correctly and that student ID numbers, addresses, and phone numbers are correct.
- Include a detailed description referring to all parties in the third person. Before entering the incident report in the database, type it in Word and check for any spelling and/or typing mistakes. Cut and paste into the database.
- Use direct and exact quotes and label them as such. Do not label a paraphrase as a quote.
- Only provide relevant data. Do not include extraneous information such as “watching the game with residents,” but be specific and include pertinent facts.
- Do not report assumptions such as “person was drunk.” Report observations like “person smelled strongly of alcohol, talked with slurred speech, was staggering in the hallway and fell down,” etc.
- Avoid assumptions. For example, use “She yelled” rather than “she was angry.” Unless she told you she was angry it would be an assumption. Remember in most cases, the resident will get a copy of the report and you do not want to accuse them falsely.

Should I express my opinions on the situation in the report?
Discuss opinions with the Resident Director separate from the report. You may also paper clip a sheet of paper with your opinions to the incident report. Either of these methods is acceptable procedure.

What forms should I complete when I document a situation?
Each time you document a situation you must complete an incident report and a resolution summary.

When should I use the paper incident form instead of the database?
All incidents should be put directly into the database. The only time documentations should be reported on a paper form is if the database is unavailable.

When do I fill out the resolution summary?
You fill out a resolution summary anytime you make a database entry concerning policy violations. Even if you just want to give a person a warning, use the resolution form. There are even spaces on the form where you are able to give a student a formal warning from you. The purpose of the form is to let students know they have been documented.
Responses to Escalating Levels of Confrontation

When one person confronts another, the reaction of the confronted person is somewhat unpredictable due to all of the factors influencing behavior. What is predictable are the levels that a confrontation will progress through as the confronted individual becomes more distressed. Staff members need to recognize how distressed a person is, and then implement an appropriate response. The progression of a confrontation and the appropriate staff responses are as follows:

1. The person confronted has great anxiety about the situation. They begin to question why they are being confronted. Their purpose in asking questions is to gather information about the staff member’s motives, gain control of the conversation and draw the staff member’s attention away from the issue.

   **Staff Response:** If the question is legitimate, the staff member should answer it. If the question diverts attention away from the main issue, it should be ignored or redirected back to the main issue.

2. The person confronted does not feel he or she has received satisfactory answers to his or her questions and becomes defensive. The student begins to refuse to comply with any requests.

   **Staff Response:** The staff member should offer choices or options for complying, and also explain the consequences of not complying. The person should be given some time to comply with the request. In essence, limits are being set.

3. The person being confronted continues refusing to comply with the staff member’s request and begins to exhibit abusive behavior by yelling, name calling and making threats. The person may resort to taking physical action.

   **Staff Response:** The staff member should try to talk to the person between verbal outbursts. Threats should be taken seriously and if aggressive behavior is displayed, the staff member should leave the situation in order to contact Security or Professional Staff.

4. The confrontation ends, the person regains composure and there is a need for tension reduction in order to re-establish a positive relationship.

   **Staff Response:** The staff member should sit down with the student the following day to discuss what happened, why it happened, and what type of follow up is needed to address the problem. Rebuilding a relationship after a confrontation is at times difficult, but staff should strive to keep lines of communication open by consistently having follow-up discussions.

Mediating Conflict

“The easiest, the most tempting and the least creative response to conflict within an organization is to pretend that it does not exist.” ~Lyle E. Schaller

Staff members are frequently called on to help settle disputes between individuals or groups. Conflicts come about when two or more individuals disagree about something that significantly affects their lives. Although each situation is different, the following guidelines will assist you.
**DISCIPLINE & CONFRONTATION**

**Establish ground rules**—these boundaries will help everyone involved resolve the situation at hand in a more effective manner.

**Listen to both parties**—you must establish yourself as a person who understands both sides; the best way to do that is by good active listening and good summaries.

**Do not take sides**—do not be seduced into expressing your opinions too early in the conversation. Be non-judgmental, non-evaluative and as objective as possible.

**Define the problem**—after you have heard both sides, help them define the problem. Try to uncover the basis for the surface problem as well as the “real” problem that may be hidden.

**Keep the parties talking to one another**—students may attempt to talk to you rather than to one another. Try to encourage communication away from you and toward one another.

**Keep control of the situation**—you must establish a good mediating climate, which means resolving the conflict according to your rules.

**Spell out alternatives**—When the parties have aired their thoughts, you should spell out possible solutions. Let the parties explore the pros and cons of each possible situation.

**Let the students solve their own conflicts**—stress that you only want to get involved if there is an impasse and that you do not wish to impose a solution except as a last resort.

**Recognize your limitations**—some students will not resolve their differences regardless of your good efforts. If they cannot agree to a solution and will not accept your suggestions for resolving the conflict, you should refer the situation to professional staff for further action.

Handling A Crisis Situation

“Our character is what we do when no one is looking.” ~H. Jackson Browne

Nothing can fully prepare you for every crisis situation, but here are a few common steps to help work things out.

Stay Calm
Your reaction lets people know you’re in charge and helps others to stay calm.

Get Help
Contact UMR PD, the front desk, Professional Staff, etc. as soon as possible.

Trust Your Instincts
There isn’t always time to think things through slowly. Trust your training and instincts to make necessary decisions to help the situation.

Take Charge
- Tell people what you want them to do assertively; ie “Call an ambulance,” “Get a Professional Staff Member,” “Clear the area,” “Call UMRPD,” etc.
- Remove all unnecessary people from the area.

Assist Students with Special Needs
In emergencies, it is necessary to ensure the safety and well being of all our residents. Your professional staff will provide you with a list of students who may require additional assistance. In case of an emergency, we are collectively responsible to check and assist the following students as soon as possible. This is true even if the emergency has been resolved.

Emergency Procedures

Fire Alarms
When a fire alarm sounds:
- Make sure everyone evacuates.
- Check pull stations on your floor to make sure they were not pulled.
- Proceed to Quadrangle Front Desk, Residential College Front Desk or TJ Fire Room.

The first person on the scene should serve as the coordinating staff member. This person is responsible for:
- Contacting the Campus Police, RD and/or Beeper Professional, and Head Resident
- Checking the alarm panel to identify the location of the alarm.

The first available RA(s) should investigate, identify the problem if possible, and report to the rest of the staff. Remaining staff members should follow the instructions of the coordinating staff member.

After the alarms are reset:
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- Assist the residents in returning to the building. This includes holding the doors and making sure the elevators are not overloaded.
- The first RA on the scene should then immediately write an incident report.

If you suspect a fire:
- Check for signs of smoke and feel doors with the back of your hands to see if they are hot. If ANY signs of a fire are evident, pull the nearest fire alarm, and proceed with the above evacuation procedure. Do not attempt to put out the fire.
- Report the location of the smoke or fire to your Resident Director or University Police. They will notify the Fire Department.

Medical Emergencies
- Report the emergency to your Resident Director or the University Police at 4300.
- Have someone stationed in the lobby or main doorway to direct the officers to the emergency location.

Psychological Emergencies
- Determine that the situation involves, note the location
- Contact the Resident Director or Beeper Professional IMMEDIATELY.

Weather Emergencies

Tornadoes
- Evacuate all residents to the basement if possible. Otherwise the hallways of the bottom three floors at TJ. No one is to be in the lobby area. At the Quad and Residential College, evacuate as many residents to the ground floor or basement as possible. Close all room doors at the complexes.
- Keep everyone away from windows and doors.
- Keep a flashlight handy in case of power failure.
- Take a battery-powered radio and listen to local radio stations for further developments, if possible.
- DO NOT use the fire alarms as a tornado warning system
- Stay in the basement until the “all clear” signal has been given by your Resident Director
- Alarms are tested on the first Wednesday of every month.

Earthquakes
- Get under a desk, table, or stand in the doorway. (bathrooms/stairwell are OK)
- Stay clear of bookcases, windows, and wardrobes. DO NOT move to another floor and do not use elevators.
- Do not evacuate the building if a fire alarm or sprinkler activates during the earthquake.
- Do not move anyone seriously injured unless they are in immediate danger of further injury. Cover the injured person(s) with blankets to keep them warm.
- Do not touch downed lines or broken appliances.
- Turn on a battery powered radio for damage reports and information, if possible.
- Do not use any vehicles unless there is an emergency.
Administrative Procedures

“The secret of joy in work is contained in one word—excellence. To know how to do something well is to enjoy it.” ~Pearl S. Buck

Duty Policies and Procedures

- Duty starts 7:00 p.m. Friday evening and ends 7:00 p.m. Sunday night. You are expected to remain in Rolla during this time.
- During the evening there are generally four rounds performed between 9:00 p.m. and 2:30 a.m. The first round should begin around 9:00 p.m. and the last round should begin around 2:00 a.m. Duty RAs are to remain in the same location in their respective complexes after 7 p.m. and should report their location to the complex front desk.
- The duty team will remain together starting at 7pm and between rounds, until after the completion of the final duty round. See your RD for complete information.

When Doing Duty Rounds

- Fill out the duty log after each round.
- Check the following areas while on duty:
  - Trash rooms, bathrooms (includes shower areas), TV and study lounges, broom closets, stairwells, laundry rooms, computer rooms, and game rooms, courtyard/pool areas
- Be sure to make necessary notes in the log after each round
- Perform all rounds as specified.
- Document all incidents and follow up on policy violations. All incident reports should be turned in immediately.
- Remain aware of any facilities/custodial issues and complete work orders as necessary.
- Always be sure to let desk staff know where you will be at on and between rounds.
- Wear closed-toed shoes while on duty.
- Contact the RD, HR or beeper professional in the case of any emergency.

Beeper System

Professional:
In the case the HR or RD of your complex cannot be reached the professional on duty should be contacted. The department has a member of the professional staff carrying a beeper in case of emergencies. To contact the beeper professional:

- Contact your respective reception desk
- Give the desk worker your name, what happened, where you are, and the phone number where you can be reached.
- Wait for the beeper professional to return your call

Duty

The HR will make out a duty schedule at the beginning of each semester. The schedule will include when each RA is on duty and who will be carrying a beeper. Duty teams should exchange the beepers by
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7:00p.m. on Friday evening. A beeper may be turned in at the front desk when you are at class, but should be carried at all other times. Expect to have the beeper approximately four times per school year.

Weekly Reports
The purpose of a weekly report is to inform the supervisors of any new happenings (problems, praises, challenges, learning experiences, etc) in your community, position, and life. The weekly report also lets the RD and HR know how things are going in the community.

Occupancy Reports
The occupancy report is one of the most important forms of documentation in Residential Life. This report records the movement of residents from one building to another, changes in occupancy status of individual rooms, and the names of students who have left the residence halls. Occupancy reports are completed on a weekly basis and reflect the changes that have taken place during the previous week. Occupancy reports are part of the weekly report and is due at the same time. Weekly Reports must be turned in by 11:59 p.m. on Sunday of every week.

Residence Hall Move and Clearance Forms
Residence Hall Move and Clearance forms are used to document room changes made by residents during the school year. The Residence Hall Clearance Form is used if a student is leaving the residence halls for any reason including moving to a Greek House, withdrawing from UMR, and going on a co-op. The Residence Hall Move Form is used if a resident is moving from one room or residence hall to another. It is used to keep track of students who are moving but staying within the residence halls.

If a resident plans to leave the residence hall or wishes to make a room change, he or she can fill out the appropriate form at Room 107, Norwood Hall. Resident Assistants should NOT check a resident out of his or her room without one of these forms signed by a member of the Residential Life Central Office staff.

Room Inventories
Room inventories must be completed for each student by the Resident Assistant before the resident moves into and out of their assigned room. Room inventories are used to determine whether damage has occurred in the room. At check-in and checkout, both the Resident Assistant and the resident sign the completed room inventory. Staff should emphasize at checkout that the inventory form is a preliminary check. The Resident Director will check each room after the resident checks out and additional damages may be billed at that time.

Express Checkout Forms
The Express Check-Out Agreement is a convenient way for residents to checkout at the end of the year. Only residents who do not wish to give input regarding possible damage charges in their room should use this option. By signing the agreement, residents indicate that they have read the agreement and understand its conditions. They can checkout by turning in their signed Express Check-Out Agreement and keys at their respective front desk. RAs then complete the room inventory for that resident at a later time. The resident’s signature on the agreement is a substitute for their signature on the room inventory.

Work Orders
Well-maintained facilities have a positive influence on community morale and spirit. Work orders are used to help ensure that the residence hall facilities are well maintained. Whenever there is a maintenance problem such as a window that sticks or a shower that leaks, the RA should fill out a work order. These can be picked up at the front desk and should be as specific as possible. For instance write, “Water deposits in the third shower have clogged spout holes.” rather than “the third shower doesn’t work.” Using specific terms makes it easier for maintenance personnel to find and repair the problem.

When completing work orders, please be sure to do the following things. Even bathrooms have room numbers; make sure you record the room number. In the Quad, house numbers should NOT be used on work orders. Instead, designate the north, south, east or west half of the building or floor numbers on Kelly Hall. Finally, check to make sure what you have written has gone through all three copies of the work order.
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**Exterminator Policy**
To have the exterminator treat a room or common area, call the complex’s Front Desk. The person at the desk will need to know the room number, and what it is that you need to be exterminated. They will also need to know where in the room or common area the problem is located. It is very important that as much information as possible is given to the desk.

**Paint Use Guidelines**
Residents wishing to paint their rooms or a community mural may pick up a Paint Request Form at their respective Front Desk. Before signing the form, they should read the Paint Policy guidelines found on the back of the student copy of the form. Completed forms should be brought to the Resident Director for approval. If a mural is going to be painted, a color sketch of the mural must be submitted with the form. Paint provided by the University must be used. Residents are responsible for the storage and return of the paint. Residents responsible for the painting may be charged if the painting is not completed or if the paint is not properly stored or returned. *No mural painting will be allowed in the Residential College.*

1. The University must provide all paint used.

2. Paint and supplies can be ordered and picked up at the Miner Recreation Building. Supplies available include: drop cloths, brushes, rollers, paint pans, and stirrers. Extra paint and supplies must be returned to Miner Recreation at the completion of the project.

3. Paint Storage
   a. All paint must be stored overnight in student rooms or the floor custodial closet. Paint may not be kept in bathrooms, hallways, or any other common areas.
   b. Paint cans should be placed on a piece of newspaper to prevent paint from getting on the floor or carpet.
   c. Brushes, rollers, and paint pans should be cleaned daily and stored.
   d. Drop cloths should be carefully folded so that any wet paint is contained on the inside and then stored on a piece of a newspaper.

4. Floor/Resident Responsibilities
   a. The resident completing the Paint Request form is responsible for ordering, picking up and returning all supplies.
   b. The community/resident agrees to be responsible for the completion of the project. Projects that are not completed by April 1st will be painted over by University personnel and the cost of repairs will be charged to the students of the community/room to be painted.
   c. The community/resident is responsible for any damages caused to the community's furniture or walls as a result of the painting project.
   d. The upkeep of floor murals is the responsibility if the community. The Resident Director will inform the communities on or before March 1st which murals will be repainted if not repaired. Mural repairs must be completed before April 1st.

5. Guidelines for Mural Approval
   a. A colored sketch of the mural must be submitted with the Paint Request Form to the Resident Director for approval.
   b. Murals which advocate the use of drugs or alcohol, contain offensive language, are discriminatory in nature, or which depict the University of Missouri-Rolla or the Residential Life Department in a negative fashion will not be approved.
   c. Murals painted are intended to be positive expressions of community pride instead of personal statements of creativity. All murals are expected to be displayed for a minimum of three years before repainting.
   d. Murals are allowed in common areas only.

**Common Area Damage Reports**
Common area damages are damages that cannot be attributed to a particular person. The cost of repairs or service to the common living area is split evenly among all the residents assigned to the community. Areas that are considered common are the bathrooms, lounges, hallways, and any other areas shared by the entire community.
The Head Resident will do a bi-weekly building tour to assess the damages for each community. The damages to the common areas will be recorded and submitted to the RA for posting in a form similar to the one below. If the billed damages are incorrect, contact the HR. If at a later time the responsibility for the damages are attributed to a person or persons, the floor will receive a credit for the billed damages.

**Programming Proposals and Evaluations**
Programming Proposals and Programming Evaluations are used to document the programming efforts of Resident Assistants. Proposals must be submitted two weeks prior to the presentation of the program. Evaluations should be completed within 24 hours after the completion of the program. The program evaluation should reflect if the program fulfilled the goals and objectives of the program. Take into account what was learned from the program and comment on ideas for improvement.

**Food Service Request Form**
When doing a program that requires food, complete the Food Service Request Form before ordering. Please see your RD for this form and more information regarding food for programs and community activities.

**Resident Assistant Funds Approval Forms**
If you need funds from the program budget and are not using the purchasing card through your Resident Director, request them when you turn in your program proposal. Your RD will give you a completed Resident Assistant funds approval form. Take the Funds Approval Form to Marilyn Licklider (101 Norwood). Marilyn will prepare a purchase order for you. Be sure to allow at least three business days processing time to prepare the purchase order. If additional funds are needed, do not be afraid to go before hall government. You can go to RHA for cross complex programs and TJHA, QHA, or RCA for a program that is going to be held for just one complex.
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First Community Meeting
Each staff member is responsible for two house/floor meetings in the first weeks of the semester. The first is for new residents only. The second will be for all of the residents. These meetings set the tone for the year.

Below is a suggested agenda for your first floor meeting. This will give you an idea of the topics and activities that should be covered. If you have any questions or ideas that you would like to discuss, talk to your HR or RD.

Sample Agenda

• Have everyone introduce himself/herself.
• Take Attendance (Be sure to cross check with your official roster)
• Do an Icebreaker (Two great resources: www.residentassistant.com and www.reslife.net)
• Discuss Residence Hall Services
  o Front Desk
  o Dining Facilities
  o Laundry Facilities (including cost)
  o Courtyard / Pool Usage
  o Ice Machines
  o Equipment Checkout
  o Spare Key check-out
  o Kitchens (clean up)
  o Vacuums (front desk)
  o Residential Learning Center
  o Light Bulbs
• Complex Specific Issues
  o Trash Chute (no pizza boxes)
  o Weight room or Multipurpose Bldg
  o Guest and Visitation Policy
• Discuss Emergency Procedures
  o Fire
    ▪ Meeting Place for Fire Alarms
    ▪ The consequences for tampering with fire equipment or disregarding a fire alarm
  o Tornado
• Discuss maintenance problems and procedures
• Discuss Hall Government
  o Introduce Hall Government Executive Board Member(s) and allow them to speak about hall government
  o Discuss available positions
  o Discuss upcoming Floor Gov/Lt. Gov elections
• Discuss campus activities (Fall Fest, SUB, registered student organizations, St. Pat's, etc.)
• Distribute Residence Hall Review and answer any questions
  o Cover major and more relevant rules and consequences
• Answer any other questions.
• Adjourn: travel as a group to any activity planned after the meeting (Fall Fest Activities should be in progress).
ADMINISTRATIVE PROCEDURES

Second Community Meeting
Your second floor meeting will be for all of the residents. This might seem redundant for freshman, who just had the same information covered in the previous meeting. Repetition equals retention of information. Be sure to discuss services, activities, policies, traditions and anything else you think residents should know. Don’t forget to take the time to ask for questions.

Below is a suggested agenda for your second floor meeting. This will give you an idea of the topics and activities that should be covered. If you have any questions or ideas that you would like to discuss, talk to your HR or RD.

Sample Agenda
- Have everyone introduce himself/herself.
- Take Attendance (Be sure to cross check with your official roster)
- Do an Icebreaker (Two great resources: www.residentassistant.com and www.reslife.net)
- Discuss Emergency Procedures
  - Fire
    - Meeting Place for Fire Alarms
    - The consequences for tampering with fire equipment or disregarding a fire alarm
  - Tornado
- Discuss Hall Government
  - Introduce Hall Government Executive Board Member(s) and allow them to speak about hall government
  - Make sure everyone in your meeting understands the different leadership positions available.
  - If the residents have questions, be sure to ask them before the executive board members leave.
- Elect your floor officers. Every floor should elect:
  - One governor
  - One voting lieutenant governor
  - As many non-voting lieutenant governors as you like
  - One StuCo rep
  - One RHA Member-At-Large (QUAD ONLY)
  - Food rep
    - Optional officers are:
      - Birthday committee chair
      - Web master
      - Post master (posts all flyers for the floor)
      - St. Pat’s rep
      - Intramural rep
- Discuss campus activities (Fall Fest, SUB, registered student organizations, St. Pat’s, etc.)
- Briefly mention the Residence Hall Review and answer any questions
  - Cover major and more relevant rules and consequences
  - Answer any other questions.
- Adjourn
- Go to any activity planned after the meeting.
Computing Policies

“We’ve all heard that a million monkeys banging on a million typewriters will eventually reproduce the entire acts of Shakespeare. Now, thanks to the Internet, we know this is not true.”

~Robert Wilenski

UMR Computing and Network Acceptable Use Guidelines

The University of Missouri Acceptable Use Policy applies to all users including faculty, staff, students, and guest users of University of Missouri computer networks, equipment, or connecting resources. The UMR guidelines stated here provide some specifics, but neither supercede nor conflict the UM policy.

UMR provides access to computing, networking and information resources for students, faculty and staff in support of UMR’s mission of teaching, research, public service, and in support of the official duties of the university. When activating an account, a user implicitly affirms that: he or she will abide by the broadest interpretation of the following policies; failure to follow policies may result in loss of computing privileges; UMR may monitor computer use to protect the system; and the university may terminate the account of anyone who has been determined to use his or her access for unlawful purposes or in contravention of this policy.

Legal and Ethical Computer Use

Three legal concepts lie behind the following policy. It is unethical and illegal, without proper and valid authorization, to:

1. Obtain access to services and data that do not belong to you;
2. Consume or utilize services that do not belong to you;
3. Alter or destroy data that do not belong to you.

The rules below are vigorously enforced by UMR. Users who do not comply may have their userids restricted to revoke or their access curtailed. Certain cases of abuse may result in prosecution, termination, or academic probation.

- Do not use the university's computing facilities to gain unauthorized access to a computer system.
- Do not infringe on the privacy rights or copyrights of others.
- Do not use computing facilities to harass other users or to do mischief. Do not send message to unwilling recipients. Do not unnecessarily prevent other authorized users from using a terminal or other resource. Do not distribute a program that can damage the user or system environment.
- Do not use any ID, account or file without proper authorization. Do not use or intentionally seek access to an ID that is not yours.
- Do not endanger or interfere with the operation of any computer system. Do not change or alter hardware or software configurations on campus computers or networks.
- Do not run a program sent to you unless you know what it does and thoroughly trust its source.
Computing Policies

- Protect userids, accounts, files, printouts and other computer resources from unauthorized users. Never reveal your password or share access through your userid.
- Do not copy data or software without proper authorization. Never distribute, through any mechanism, electronic or otherwise, a copy of a computer program to someone else without proper authorization.
- Do not use computing facilities to plagiarize the work of others.
- Do not use electronic mail or send message frivolously. Refrain from tampering with, forging, or sending large volumes of electronic mail. Do not send annoying or obscene message to any other user.
- Do not use university computing facilities for personal profit.

Disciplinary Action

Misuse of university computing facilities will be reported to the Director of Computing Services. The director may impose restrictions on the offender's computer access, and report the incident to the Vice Chancellor of Student Affairs, the Vice Chancellor of Administrative Services, the Vice Chancellor of Academic Affairs or University Police, whichever is appropriate. Please keep in mind that violation of U.S. or Missouri laws may result in legal and/or civil action. The Missouri statutes make computing tampering offenses a Class A misdemeanor for a first-time offender, which can carry a one-year prison sentence and a fine of $1,000. If the offender makes a profit of at least $150 from the offense, he or she may be charged with a Class D felony, which can carry a five-year sentence and fine of $5,000. If an individual guilty of tampering with computer equipment is to have caused $1,000 or more in damages, the offense becomes a Class C felony, which can carry a seven-year sentence.

Residence Hall Network Connection Agreement/Request Form

Use of UMR's computing and network facilities must comply with the "UMR Computing and Network Facilities Acceptable Use Guidelines" and applicable sections of the "UMR Student Handbook" Standards of Conduct. The student assumes responsibility for taking reasonable precautions to prevent unauthorized use of the computer network connection. The student also assumes responsibility for the conduct of all persons he/she authorizes to use the network connection. Use of the connection in violation of this agreement may result in forfeiture of network connection services and denial of future network services.

The student assumes responsibility for acquisition, installation, and configuration of all hardware and software necessary for the connection of his/her computer to the Ethernet port. UMR agrees to provide necessary network configuration information and maintain the operation of the Ethernet port within standard parameters. UMR will provide network connection assistance on a time available basis, but does not guarantee the proper operation of any student provided computing equipment.

The network connection is intended to provide the student access to computing facilities needed for the pursuit of his/her academic program as allowed by software license agreements and University information access policies. The network connection is not to be used to provide network services for anyone beyond the individual student who has executed the connection agreement, enable interconnect of UMR computing facilities to external networks, or provide network access to persons not authorized to use UMR computing or network facilities or to conduct business or sell products and services. UMR reserves the right to install network filters restricting access for the purposes of preventing improper use or providing network security.

UMR assumes no responsibility or liability for the security or integrity of data stored on student provided computing equipment or transmitted over the network. The student acknowledges that attachment of his/her computer to a network requires appropriate measures be taken to insure data integrity and assumes all liability for data loss directly or indirectly resulting from the network connection.

UMR reserves the right to disable network ports without prior notification when the attached computing equipment is diagnosed as the cause of a problem having either operational or serious performance impact on the network at large. The action may either be manual as a result of diagnostics performed by UMR personnel or may be an automatic action taken by automated network management systems to protect the integrity and operational status of the network. The student must discontinue use of any computing equipment diagnosed to be faulty or that disrupts network operation until such time as repairs have been completed to the satisfaction of UMR personnel. UMR assumes no responsibility for problem diagnosis or repair of student provided computing equipment.

UMR reserves the right to interrupt network services for the purpose of performing routine maintenance deemed necessary by UMR personnel after providing 24 hours advance notification through normal channels used to disseminate campus computing facility announcements. UMR also reserves the right to make unscheduled interruptions to correct problems deemed critical to network operation or integrity by UMR personnel. UMR personnel will repair faulty network infrastructure equipment in a timely fashion within the constraints of service contracts, repair part shipments, and campus service priorities.
COMPUTING POLICIES

Student provided computing equipment is to be connected only to the Ethernet port that is authorized for use through execution of this agreement. UMR reserves the right to disable network ports without prior notification to which unregistered computing equipment is attached.

Only the Internet Protocol (IP) will be supported for access beyond the residence hall sub networks. No IP routing protocol announcements will be transmitted into or accepted from the residence hall sub networks. This also prevents TCP connections to be opened to stations off-campus. Thus off-campus use of talk and similar services will not operate, but talk will work on campus or through a saucer or rocket session. No access to campus Novell servers is provided due to license restrictions.

Network stations (student provided computing equipment, Ethernet card, and network software) will be configured using a default gateway address either set by manual configuration or discovered via the Boot Protocol (BootP) or via the ICMP Router Discovery Protocol (IRDP). UMR reserves the right to disable without prior notification any network port found to have an attached station that is transmitting IP routing protocol announcements.

All network station connections require execution of a connection agreement prior to use. All station moves or changes require execution of a new connection agreement prior to use. All executed agreements are subject to a connection/relocation fee. All fees will be automatically added to the student's monthly statement from the Cashier's Office.

Network station names will be assigned by UMR.

An On-Line registration form will be available at the following URL: http://campus.umr.edu/cis/helpdesk/connect/

UMR Internet Abuse Reporting Guidelines

As use of the Internet increases, so does the opportunity for improper use. In some instances, what is perceived as improper use by one person is judged as acceptable by another. All Internet users should keep in mind the factors, which affect human responses to the electronic messages they generate.

The University of Missouri Acceptable Use Policy (AUP) applies to computer and network usage by every UM faculty, staff and student. In addition, UMR posts guidelines for acceptable use of campus computing and networking facilities. Each student, faculty, and staff member is expected to follow these guidelines and other applicable rules and regulations when using Internet services.

If a member of the UMR community, or the Internet at large, feels it necessary to report an abuse of acceptable use guidelines or state or federal law, he or she may direct the report to abuse@umr.edu. The report will be forwarded to and reviewed by the UMR Computing Misuse Review Team. Representation on the Review Team includes, but is not limited to, the Director of Computing and Information Services, the Manager of CIS User Services, the Assistant to the Vice Chancellor of Student Affairs, the Chief of University Police, the chief investigations officer for University Police, and an Electronic Resources Librarian from Curtis Laws Wilson Library.

Incidents suggesting bodily harm or other severe consequences should be reported immediately to University Police (police@umr.edu, (573) 341-4300) or other law enforcement agencies. The following are indicative, but not necessarily inclusive, of the general guidelines used by the Review Team:

- Incidents involving UMR students are referred to the Assistant to the Vice Chancellor of Student Affairs.
- Incidents involving UMR faculty or staff are referred to the appropriate administrator.
- All UMR students are expected to follow the UM Student Standard of Conduct in their Internet usage.
- All UMR faculty and staff are expected to follow the applicable codes of conduct and university business policies and procedures in their Internet usage.
- Chain Letters:
  - If the sender is generating multiple complaints, a member of the Review Team will send a warning message. Recipients are encouraged to delete chain letters, and to optionally reply to the sender requesting they stop sending them, referring to the UMR email policies.
- Mass Email or Spamming:
  - If either incoming or outgoing mass email jeopardizes the function or response of the email servers or network, CIS staff will take immediate action. This may include deleting email from the mail spool, shutting off Internet access to specific sites, or any other reasonable and required means to preserve email services to the campus.
  - For mass email to students, UMR Student Activities office has established a policy.

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**COMPUTING POLICIES**

- Harassment, Stalking, Other Legal Issues—Any case requiring investigation by law enforcement is referred to UMR Police.

- Offensive, Annoying, or Unsolicited Messages:
  - Recipients are encouraged to respond to the sender requesting they stop sending this type message.
  - If sender is generating multiple complaints from multiple recipients, a member of the Review Team will send a warning message, requesting the sender stop.

- Offensive, Annoying, or Unsolicited Messages:
  - Recipients are encouraged to respond to the sender requesting they stop sending this type message.
  - If sender is generating multiple complaints from multiple recipients, a member of the Review Team will send a warning message, requesting the sender stop.

- Usenet Newsgroup Postings:
  - The only intervention provided for Usenet postings is for incidents, which warrant a legal investigation.

- Hacking/Cracking:
  - Unauthorized access to another user’s account and/or files generally requires investigation by CIS to identify the origin of the access, and then is referred to the appropriate university official(s) for further investigation and resolution.
  - Forged origin of email, when source is identifiable, results in a warning message to the sender.
  - Depending on the severity of the incident, unauthorized access to a system or server requires investigation by CIS to gather evidence and to take necessary security precautions, and then is referred to the appropriate university official(s) for further investigation and resolution.
  - Any of various "bombing" or "port scanning" or other potentially invasive methods is unacceptable. If such activities prevent a system from being able to use the Internet, depending on the severity of the situation, a warning message may be sent to the originator, and/or further disciplinary action is taken.

- Commercial use on web pages, by email, by usenet postings, or any other method is not allowed to be originated by UMR students, faculty or staff on UMR computing facilities for non-university related business. Violators are generally sent a message to refrain from such use. Commercial use originating from external sources is discouraged, but in general cannot be prevented.

- Violation of Copyright, Distribution of Licensed Software:
  - Depending on the nature of the situation, most first offenders are issued a warning to remove the materials from the distribution point. If offender does not comply with the warning in a timely manner, Review Team will remove access, and/or further disciplinary measures may be taken.
  - The University of Missouri complies with the Digital Millennium Copyright Act (DMCA) of 1998 and all reports to abuse@umr.edu of alleged copyright infringement are then reported to the UM DMCA agent. See University of Missouri DMCA Agent for more details.

- Excessive Use of Internet Resources or Bandwidth: Any use of Internet facilities, which results in diminished performance of shared resources may result in immediate action taken by CIS in order to maintain and/or restore shared resources. Further incidents may result in disciplinary action and/or restriction of services.
Sample Paperwork

“The world is moving so fast these days that the one who says it can’t be done is generally interrupted by someone doing it.”

~Harry Emerson Fosdick
Programming Planner and Calendar

“If you don’t design your own plan, chances are, you’ll fall into someone else’s plan. And guess what they have planned for you?
Not much.” ~Jim Rohn

The following information has been included in your staff manual to help you plan for your programming requirements, community development activities, duty, desk hours, etc. Practice good time management and utilize this resource!
2004-2005

**Training for Residential Life Staff**

Behind Closed Doors—RA Training – 44 participants
  - Alcohol & drug awareness and policy training for Resident Assistants (UMRPD assisted with drug situations)
In Your House/On Your Floor—RA Training—44 participants
  - Alcohol awareness and policy training for Resident Assistants
St. Pat’s Reminder Training
  - How to handle Intoxicated People

**Programming by Hall Government and Resident Assistants**

Rave32 - Fall Fest 2004 – attendance ~100
  - Alcohol and drug awareness program
Condom Olympics—Fall Fest 2004—attendance 20
  - Alcohol and drug awareness and side effects
Girls Night Out—November 2004—attendance 20
St. Pat’s Alternative Programming (all programs are alcohol free with one specific to alcohol awareness)
  - Drinking Games- March 2005- attendance 25

2005-2006

**Training for Residential Life Staff**

Behind Closed Doors—RA Training – 44 participants
  - Alcohol awareness and policy training for Resident Assistants
In Your House/On Your Floor—RA Training—44 participants
  - Alcohol awareness and policy training for Resident Assistants
St. Pat’s Reminder Training
  - How to handle intoxicated people

**Programming by Hall Government and Resident Assistants**

Pub Party Crawl - Fall Fest 2005 – attendance ~ 100
  - Alcohol and drug awareness program
Whatever You Do, Don’t—October 2005—attendance 3
St. Pat’s Alternative Programming (all programs are alcohol free with one specific to alcohol awareness)
  - Booze Busters-March 2006-attendance 30
Before you Get Bombed—December 2005—attendance 20
Wine-N-Dine—April 2006—attendance 8
  - To teach responsible drinking with dinner what is acceptable
Alcohol and Miners—February 2006—attendance 20
Rave 32—February 2006—attendance 65
  - Alcohol and drug awareness program

**Judicial**

Judicial Board- This board is comprised each year of students from within the residence halls to adjudicate their peers for policy violations. This board has two co-chairs that work with the Assistant Director of Residential Life to prepare training for this peer review system.
**Resident Education**

Each semester resident assistants hold two floor meetings in which they review building polices including alcohol and drugs. In addition to reviewing the policies each resident receives a copy of the Residential Hall Review which outlines every building policy. With both the floor meetings and the document staff encourage residents to make smart choices and to be safe.

When students are sanctioned for violating policies it is the department’s goal to be educational and help them change behavior. In doing so, students may be sanctioned to complete a research paper, reflection paper, bulletin board, interview, attend a program, put on a program, or other educational sanctions. Each specific sanction is specifically geared for each violation.

**Residential Living Choices**

Holtman 8-The residents of Holtman Hall House 8 are members of the Holistic Living Community. Members of this community sign a contract that, among other things says:

> I will at no time, both on and off campus, consume or possess alcoholic beverages, tobacco products, illegal drugs, prescription drugs which are not prescribed to me, and/or other related unhealthy substances, nor will I be under the influence of alcohol, tobacco, or any controlled substances while on the floor.

Members violating any section of this contract can be sanctioned through the Residential Life sanctioning process.

Holtman 7-Every resident in Holtman Hall House 7 is over 21. After a meeting with the Quadrangle Resident Director and the Director of Residential Life where the specific alcohol policies are explained, the community is allowed to vote to allow limited consumption of alcohol on each floor. Consumption is limited to personal areas and is not allowed in any common space. Quantities of alcohol are limited to amounts of personal consumption.

**Statement Concerning the Use of Alcohol & Other Controlled Substances by Residents Assistants** *(This document is included in the Resident Assistant Training Manual given to each staff member during Fall Training.)*

Underage alcohol consumption and the use of controlled substances are issues all Resident Assistants must face, whether in terms of choices residents will make or in terms of the personal choices RAs will make. Given the frequency, complexity, and controversy surrounding use of substance abuse on college campuses, alcohol and other controlled substance violations are particularly difficult issues for Residential Life staff members to confront. It is also a topic about which many Residents Assistants have strong personal opinions. Thus it is important that a set of guidelines be established so Resident Assistants know the consequences that violating state and federal laws and/or the University policy may have on their Residential Life position.

The purpose of this statement is to create an environment where Resident Assistants are consistent in the enforcement of and adherence to the alcohol and controlled substance policies. The credibility of all staff members is compromised when one of us is seen in public violating state/federal laws or UMR policies. This, in turn, makes campus policies even more difficult to enforce. This statement serves to both inform staff of expectations and consequences regarding alcohol use and to provide a framework from which all violations can be handled fairly and consistently.
Although each situation is unique and will be viewed as such, the following defines the standard disciplinary action which may be taken in the event that a Resident Assistant violates the controlled substance, alcohol policy or participates in underage drinking activities.

- As the department is not in a position to grant staff members permission to break the law, staff under the age of 21 should not consume alcohol. Under age staff members consuming alcohol may be terminated.

- Any staff member, regardless of age, who chooses to consume alcohol in the residence halls will have their employment immediately terminated. Additionally, any staff member who chooses to use and/or abuse controlled substances will have their employment terminated immediately.

- It is important to remember that all Resident Assistants are role models; thus, they should not be publicly intoxicated, especially within the resident halls. Residents Assistants who are 21 and older do legally have the right to consume alcohol. However, if a staff member uses alcohol irresponsibly and/or becomes publicly intoxicated, s/he may place his/her employment at risk.

- Resident Assistants should not encourage drinking in any manner. Therefore, Resident Assistants are prohibited from purchasing alcohol for underage residents. Should a Resident Assistant purchase alcohol for underage persons, s/he may be terminated.

Resident Assistants, whether on or off campus, are role models for the UMR community. Staff members should consider how their behavior promotes a safe environment and contributes to the perceived social norms on campus. We expect that Residential Life staff will work to uphold a positive image of our campus community. It is strongly recommended that personal integrity and credibility be considered when making decisions that have the potential to be incongruent with the ideals of a prominent student leadership position.

If any Resident Assistant has specific questions about this policy, please feel free to contact any professional staff member for clarification.
**RESIDENTIAL LIFE PROGRAMS**

**Training for Residential Life Staff**
- **Behind Closed Doors—RA Training** — 44 participants
- Alcohol & drug awareness and policy training for Resident Assistants (Missouri S&T PD assisted with drug situations)
- **In Your House/On Your Floor—RA Training** — 44 participants
- Alcohol awareness and policy training for Resident Assistants
- St. Pat’s Preparation Training

**Programming by Hall Government and Resident Assistants**

**Educational Programming**

<table>
<thead>
<tr>
<th>Description</th>
<th>Evaluation and/or Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness: Mind, Body &amp; Other</td>
<td>Wellness programming—poor attendance but program was supported with passive programming (i.e. bulletin board)</td>
</tr>
<tr>
<td>Be Smart. Stay Safe.</td>
<td>Program targeting new students to discuss responsible behavior at parties; good information with low attendance</td>
</tr>
<tr>
<td>Sex, Drugs &amp; Rockband</td>
<td>Rockband Tournament with passive elements about substance abuse. More emphasis needed on educational elements.</td>
</tr>
<tr>
<td>Alcohol 101</td>
<td>Program was assigned as an educational sanction; good information and relatively good participation.</td>
</tr>
<tr>
<td>Spring Break Souvenirs to Avoid</td>
<td>Information about alcohol abuse, STIs and legal consequences while on spring break; informative for students traveling</td>
</tr>
</tbody>
</table>
Alternative Programming

<table>
<thead>
<tr>
<th>Alternative Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive-In Movie</td>
</tr>
<tr>
<td>Rocktoberfest</td>
</tr>
<tr>
<td>“Board”em on the Weekend</td>
</tr>
<tr>
<td>Dungeoneering</td>
</tr>
<tr>
<td>Super Bowl Party</td>
</tr>
<tr>
<td>LAN Party</td>
</tr>
<tr>
<td>St. Pat’s Alternative Programming</td>
</tr>
<tr>
<td>Casino Night</td>
</tr>
</tbody>
</table>

2009-2010

**Training for Residential Life Staff**

- Behind Closed Doors—RA Training—44 participants
- Alcohol & drug awareness and policy training for Resident Assistants (Missouri S&T PD assisted with drug situations)
- In Your House/On Your Floor—RA Training—44 participants
- Alcohol awareness and policy training for Resident Assistants
- St. Pat’s Preparation Training

**Programming by Hall Government and Resident Assistants**

**Educational Programming**

<table>
<thead>
<tr>
<th>Resident Assistant Staff Development Activities (in-area)</th>
<th>Information often used for bulletin boards, programming, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“B is for Binge” Educational Staff In-Service</td>
<td>Positive evaluation feedback</td>
</tr>
<tr>
<td>Alcohol Awareness for You</td>
<td>Strong student participation</td>
</tr>
<tr>
<td>Sex, Drugs &amp; Catch 21</td>
<td>Low attendance but students well engaged</td>
</tr>
<tr>
<td>Drugs &amp; Alcohol Informational Fair (displays and demonstrations about drug/alcohol issues common among the college)</td>
<td>Students were engaged and read materials that were presented; this is a nontraditional format for this</td>
</tr>
</tbody>
</table>
environment) particular living area that worked well
Dinner time RAVE—Presented information about alcohol use and sexual assault prevention during the dinner hour in an on-campus dining hall Although some students appeared to want to play more than learn from the activities, the format captured a larger audience than is seen by general programming efforts.
Casino & Card Week Educational programming about gambling and addiction among college students

**Alternative Programming**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aces High Swing Dance Program</td>
</tr>
<tr>
<td>Sex Education Sleep In</td>
</tr>
<tr>
<td>“I Can’t Believe It’s Not Gutter!” (Late night bowling)</td>
</tr>
<tr>
<td>Quadrathalon</td>
</tr>
<tr>
<td>Blarney Bash Programming (formerly St. Pat’s Alternative Programming)</td>
</tr>
<tr>
<td>Snow Ball</td>
</tr>
<tr>
<td>Humans vs. Zombies</td>
</tr>
<tr>
<td>Adopt a Puppy</td>
</tr>
<tr>
<td>Girls Night Out</td>
</tr>
<tr>
<td>Xtreme Dance Marathon</td>
</tr>
<tr>
<td>Rocky Horror Picture Show</td>
</tr>
<tr>
<td>Lion’s Club Park—Holiday Carnival &amp; Fireworks</td>
</tr>
</tbody>
</table>

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**Resident Education**

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Appendix B

DEPARTMENT OF ATHLETICS & RECREATION

Missouri S&T 2012-13 Student Handbook
NCAA Guide for the College-Bound Student Athlete
NCAA Banned Drug Class Listing
GLVC Sportmanship Statement

The Presidents, Faculty Athletic Representatives, Athletics Directors, Senior Woman Administrators and coaches in the conference are committed to maintaining sportmanship and healthy competitive environments. The GLVC will strive to promote environments that are hospitable; the conference does not believe that it is desirable to create a host is environment for intercollegiate athletic contests. The members believe that part of the mission of intercollegiate athletic programs, within an educational context, should be to set an example for students and communities of how to act with sportsmanship and respect for opponents.

Therefore, the GLVC expects all participants to treat opponents and officials with respect. Failure to do so may lead to penalties. Trash talking, taunting, baiting, celebrations that demean opponents, vulgar or profane language, intimidating actions, fighting, attempts to injure, and any other malicious or violent conduct may be penalized by contest officials and/or the conference. At the same time, the conference has no desire to take away the joy and excellence that naturally occurs following an exciting play or contest. Rather, the intent of the conference is to encourage sportsmanship and honest competition.

GLVC Student-Athlete Pledge of Sportsmanship

As a Great Lakes Valley Conference student-athlete, I understand that the use of inappropriate language, taunting, baiting or the use of unwarranted physical contact, directed at opposing players, coaches, or fans are contrary to the spirit of fair play and the sportsmanship the conference expects of its members.

I understand that any unsportsmanlike action during the course of the contest may result in an immediate penalty assessed to me or my team. Furthermore, I understand that game officials have been instructed that they may assess such penalties without prior warning. In signing this form, I pledge my efforts to promote GLVC sportmanship policies.

______________________________
Print Name:

______________________________
Signature:

______________________________
Date:

Information and Photo Release

I, ______________________________, give permission to the Great Lakes Valley Conference to release information and photos regarding my athletic career with my institution and the Great Lakes Valley Conference.

______________________________
Print Name:

______________________________
Signature:

______________________________
Date:

7/8/2003
It is the student-athlete's responsibility to check with the appropriate or designated athletics staff before using any substance.

The NCAA bans the following classes of drugs:

a. Stimulants
b. Anabolic Agents
c. Alcohol and Beta Blockers (banned for rifle only)
d. Diuretics and Other Masking Agents
e. Street Drugs
f. Peptide Hormones and Analogues
g. Anti-estrogens
h. Beta-2 Agonists

Note: Any substance chemically related to these classes is also banned.

The institution and the student-athlete shall be held accountable for all drugs within the banned drug class regardless of whether they have been specifically identified.

Drugs and Procedures Subject to Restrictions:

b. Local Anesthetics (under some conditions).
c. Manipulation of Urine Samples.
d. Beta-2 Agonists permitted only by prescription and inhalation.
e. Caffeine if concentrations in urine exceed 15 micrograms/ml.

NCAA Nutritional/Dietary Supplements Warning:

Before consuming any nutritional/dietary supplement product, review the product with the appropriate or designated athletics department staff!

- Dietary supplements are not well regulated and may cause a positive drug test result.
- Student-athletes have tested positive and lost their eligibility using dietary supplements.
- Many dietary supplements are contaminated with banned drugs not listed on the label.
• Any product containing a dietary supplement ingredient is taken at your own risk.

**Note to Student-Athletes:** There is no complete list of banned substances.
Do not rely on this list to rule out any supplement ingredient.
Check with your athletics department staff prior to using a supplement.

**Some Examples of NCAA Banned Substances in Each Drug Class**

**Stimulants:** amphetamine (Adderall); caffeine (guarana); cocaine; ephedrine; fenfluramine (Fen); methamphetamine; methylphenidate (Ritalin); phentermine (Phen); synephrine (bitter orange); methylhexaneamine, “bath salts” (mephedrone) etc. Exceptions: phenylephrine and pseudoephedrine are not banned.

**Anabolic Agents (sometimes listed as a chemical formula, such as 3,6,17-androstrenetrione):** boldenone; clenbuterol; DHEA (7-Keto); nandrolone; stanozolol; testosterone; methasterone; androstenedione; norandrostenedione; methandienone; etiocholanolone; trenbolone; etc.

**Alcohol and Beta Blockers (banned for rifle only):** alcohol; atenolol; metoprolol; nadolol; pindolol; propranolol; timolol; etc.

**Diuretics (water pills) and Other Masking Agents:** bumetanide; chlorothiazide; furosemide; hydrochlorothiazide; probenecid; spironolactone (canrenone); triamterene; trichlormethiazide; etc.

**Street Drugs:** heroin; marijuana; tetrahydrocannabinol (THC); synthetic cannabinoids (e.g. spice, K2, JWH-018, JWH-073)

**Peptide Hormones and Analogues:** growth hormone(hGH); human chorionic gonadotropin (hCG); erythropoietin (EPO); etc.

**Anti-Estrogens:** anastrozole; tamoxifen; formestane; 3,17-dioxo-etiochol-1,4,6-triene(ATD), etc.

**Beta-2 Agonists:** bambuterol; formoterol; salbutamol; salmeterol; etc.

*Any substance that is chemically related to the class, even if it is not listed as an example, is also banned!*

Last Updated: Jan 4, 2012