



MCKENDREE
UNIVERSITY

Student Staff Manual

The Office of Residence Life

2019-2020

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Introduction

Mission Statement

The Office of Residence Life is committed to providing a safe and well-maintained residential community while promoting student success.

Student Staff Position Description and Contract for Residence Life

Overview

The Residence Life Student Staff consists of para-professional student staff members who help maintain a positive and safe community for the residents within McKendree University housing. Each Student Staff Member (SSM) should be available to serve as a resource to students, offer individual assistance, complete programming and event planning expectations, perform administrative tasks with proficiency, and demonstrate responsible and ethical behavior within the community.

This contract is valid from the date of signature by the SSM until Sunday, May 10th, 2020 after the halls close.

In accepting a position with Residence Life, the SSM agrees to the terms and conditions outlined in this position description and contract agreement. Failure to fulfill these requirements can result in progressive discipline and/or adjustments in compensation. Immediate removal from the position may occur depending on the severity of the concern.

Qualifications - Time Commitment, Academic Requirements, and Personal Conduct

The SSM position involves a significant time commitment and a high level of maturity and responsibility. It is essential

that SSMs fully contribute to the core functions of the hall/area by giving full support to all University and Residence Life policies and programs. It is also essential to appropriately balance time to be successful as both an SSM and a student.

SSMs agree to the following:

- With regard to all other outside activities, to hold the responsibilities of the Student Staff position primary and to carry out, accurately and punctually, all duties assigned and described in this contract. Additional employment and other non-academic commitments should not interfere with the SSM's job performance.
 - To adjust outside involvement in clubs and organizations with time requirements of the position. Officer/Executive Board positions beyond membership and committee work must be discussed in advance with the SSM's direct supervisor.
 - Employment other than that of being a SSM must be discussed and approved in advance by the SSM's direct supervisor and the Director of Residence Life prior to acceptance of any additional employment.
 - To be intentional about balancing the SSM role and responsibilities with that of the expectations of athletic involvement by maintaining open, clear, and advance communication with supervisors and coaches.

- To enroll in at least 12, and no more than 18 hours of academic credit during each semester of employment for undergraduate students. Graduate students must have a minimum of 9 credit hours per semester.
- To maintain at least a 2.50 cumulative G.P.A throughout each semester of employment. If the SSM's semester and cumulative G.P.A. drops below 2.50, they may be asked to resign in order to focus more on academics.
- To have exemplary personal conduct at all times and be in good standing with the University (i.e. not in a disciplinary probationary status). The SSM agrees to adhere to all rules, regulations, and policies of the Office of Residence Life, including the policies and procedures outlined in the Student Handbook.
 - Violations may be dealt with via judicial hearing and/or disciplinary action by the department or the Vice President of Student Affairs.
 - Failure to observe any of these rules may result in termination from the position.
- To inform their supervisor regarding plans to be away from campus overnight and/or on weekends so that building coverage can be assured.

Responsibilities

- **Community Engagement:** Foster a sense of community by helping residents develop respectful relationships with their roommates and neighbors so that they are able to live comfortably
- **Student Resource, Availability, and Accessibility:** To perform functions including but not limited to paraprofessional counseling and advising, conflict mediation, and referral. To be generally available and accessible to residents during reasonable times each day.
- **Administrative Tasks:** To perform administrative functions as assigned and within a timely manner, including but not limited to room changes, lock-outs, hall office assignments, Health & Safety Inspections, weekly / monthly reports, timesheets, sorting mail/packages and other duties as assigned.
- **Good Communication:** Check communication platforms (i.e. McKendree e-mail, voicemails, texts, etc.) daily to stay current on all housing issues, announcements, and postings and respond to residents, colleagues, supervisors, and other university personnel in a prompt and professional manner
- **Role Model:** To serve as a positive representative of the Office of Residence Life and McKendree University for residents, visitors and guests of the University by supporting the decisions, policies, and practices of the office, institution, and state
- **Discipline & Emergency:** To respond in a timely manner to disciplinary and emergency situations, health and safety issues, and general concerns as they arise on the floor and in the residential area and forward necessary documentation immediately following these types of incidents.
- **Meetings:** Engage in staff meetings and one-on-one meetings, as instructed by your supervisor
- **Event Planning / Programming:** Plan and implement high-quality floor, building, or area-wide programs in accordance with area programming models
- **Selection:** SSMs are expected to actively participate in the SSM selection process each semester as available.
- **Duty:** To serve rotating duty on nights and weekends. The total number of hours per week will vary depending on the number of SSMs on each staff.

- **General Responsibilities:** Pick up Duty Phone and call into the professional staff on duty at 7:00 pm; complete 3 to 4 sets of rounds; report any emergency, crisis, or troubling situations; enforce and explain university policies, and be accessible and approachable to residents in the area.
- **Weeknight Coverage:** includes prompt responses to calls on the duty cell phone from 7:00 pm – 7:00 am and in-building coverage from 7:00 pm – 7:00 am.
- **Weekend Coverage:** includes prompt responses to calls on the duty cell phone from Friday at 7:00 pm through Monday at 7:00 am. In-building coverage is from 7:00 pm – 7:00 am. SSMs must be accessible by the duty phone with a 10-15 minute response time, during daytime Weekend Duty.
- **Additional Duty:** Circumstances may arise in which SSMs will be asked and expected to pick up additional office shifts, duty days or phone duty as well as fulfill uncommon, yet job-related, tasks.
- **General:** To fulfill the responsibilities of the SSM Contract including additional duties as assigned by their direct supervisor or another professional staff member.

Remuneration

The financial remuneration will be a room waiver for a space in housing and a stipend of \$150 per month which will be paid on a bi-weekly basis for the duration of the contract. Please note that in the case of a housing shortage, a roommate may be placed with a student staff member.

Required Attendance:

These dates are subject to change; additional dates may be added/removed at the discretion of the Office of Residence Life:

Orientation	Sunday, April 14th, 2019 at 7:00 pm
Fall Training and Student Check-In	August 2 nd , 2019 to August 25 th , 2019
Fall All SSMs on Call Weekends	Homecoming Weekend: October 4 th to October 6 th , 2019 Halloween Weekend: October 31 st , 2019 to November 2 nd , 2019
December Wrap-Up	Sunday, December 15 th , 2019
January Training Begins	Wednesday, January 8 th , 2020
Spring Break	There is still a regular duty rotation during the Spring Break Week. Staff will schedule who is on duty for Spring Break in the beginning of the Spring Semester most likely.
End of the Year Banquet	Friday, May 8 th , 2020
May Wrap-Up	Sunday, May 10 th , 2020

Selection and Placement

The Residence Life Office will make final area assignments according to experience, special abilities, and the goals and objectives of the department. The Student Staff may be re-assigned to another area at any time based on the needs of the department.

Student Staff members have the option to re-apply for summer and/or another academic year; however, the appointment is limited to the aforementioned period. Re-application is not guaranteed and is based on an excellent record of performance, conduct, and attitude.

Resignation or Termination

Should the SSM decide to resign, we request that they give the Director of Residence Life a two-weeks written notice. If the SSM resigns of their own volition or is not re-appointed for another year, a room assignment will be made by the Assistant Director of Residence Life. Ordinarily, this room assignment will not be in an area in which the SSM has served as a staff member, if possible.

The University reserves the right to terminate appointments at any time for unsatisfactory performance or just cause. When the SSM is dismissed, this work agreement becomes null and void, and remuneration will cease as of the date of dismissal. A SSM who has been dismissed will not be permitted to live in the area in which they have most recently served. If a resignation or termination occurs during the course of a semester, it will be the responsibility of the SSM to repay a prorated portion of the SSM scholarship. Both resignation and termination will require an exit interview with the Director of Residence Life (or their designee).

Student Staff Agreement

I _____ (print name) agree that by signing below I will abide by all of the guidelines stated above from this date (___/___/___) until the end of my employment with the Department of Residence Life. I understand the terms and conditions, the expectations, and duties as assigned of the position and acknowledge the requirement of my attendance and participation during the dates listed. I understand that failure to adhere to the aforementioned requirements may impact my current employment and/or future employment within the Department of Residence Life. I recognize that employment is at will, subject to continuation or discontinuation by the discretion of the President, Vice President of Student Affairs, and/or the Director of Residence Life.

_____	_____
<i>Student Staff Member's Signature</i>	<i>Date</i>
_____	_____
<i>Hire Confirmed by Director or Assistant Director of Residence Life</i>	<i>Date</i>

Residence Life Substance Use Standards Agreement

I recognize that the Office of Residence Life at McKendree University, as my employer, reserves the right to terminate my position based on the policies which govern the university and residential areas with the intention of ensuring staff are able to be effective in their position and provide the highest level of care to the residents of McKendree University. I understand that it is my responsibility to uphold such policies.

I agree to the following disciplinary sanctions, recognizing that this list is **not** all-inclusive, as a guideline for sanctioning should I violate University policies while employed as a staff member. I acknowledge that this agreement will take effect the date this document is signed and ends when I vacate my position with my supervisor.

I recognize that failure to comply with the following guidelines may result in immediate termination of my position:

A. All Student Staff Members in regard to Alcohol and Drugs:

- I will confront alcohol and drug policy violations consistently and fairly. I will confront continuing problems. I am responsible for confronting what I witness happening in any residential area at any time.
- I will not be present in a residential area where alcohol is being consumed without confronting and documenting the situation for a violation of policy.
- I will not purchase, use, or consume alcohol for or during any Residence Life function. This includes trainings, retreats, conferences, and applies during all situations (including meals and any free time between or after events).
- I will not spend department money for the purchase of alcohol or illegal drugs.
- I will not sponsor any activities with alcohol involving my residents or staff.
- I will not attend any function where there are people I know to be underage drinking or use illegal drugs. If this situation occurs, I will remove myself immediately.
- I will not brag or boast about any drinking experience.
- I will not use illegal drugs. This includes possession and distribution.
- I will act as a role model. I will uphold both State law and University policy on and off campus. I understand that my decisions will affect not only me, but also my community and other staff members.
- I will not use alcohol or illegal drugs while on duty. I will not drink alcohol on the same day preceding my duty shift, even if I have attained the legal drinking age.
- I will not possess/use/produce false/fake identification.

B. Underage Student Staff Members:

- I will not possess/consume/distribute alcohol per state law.

C. Student Staff Members 21 years of age or over:

- I will not accompany any underage staff members or students to a bar or party and consume alcohol.
- I will not consume alcohol and then attempt to handle a crisis situation. I will contact another staff member or supervisor to confront the situation, if necessary.
- I will not purchase or supply alcohol for any person under 21.

- After consuming alcohol off campus, I will go straight to my room and limit my interactions with others to an absolute minimum upon returning to my residential area.
- I will notify my supervisor if I have consumed alcohol and am not able to respond to an emergency situation when asked.
- I will exercise responsible drinking and know that I am always a role model and mentor.

Compounding offences may result in a more severe punishment. At certain times of the year, such as Homecoming, tailgating events, or Halloween, it becomes especially important to remember the standards for alcohol and drug use. **THIS LIST IS NOT ALL-INCLUSIVE.** Each situation either listed or not will be individually assessed, and a fair decision will be made based on all the information that is available. Decisions in regard to alcohol and drug situations are made by the Assistant Director and Director of Residence Life.

Developmental Care Model

Developmental Care is the answer to the question: “What happens if a student staff member doesn’t meet expectations?” From time to time, Student Staff Members (SSMs) will not meet expectations or do something that violates their contract with Residence Life or the Code of Student Conduct. Our department chooses an education approach over punitive punishment, and so the Developmental Care Model was created to help the Residence Life Staff guide our students back onto the right track so that they can be successful, content, and productive employees.

It is based upon the concepts of progressive discipline from the field of Human Resources. *Please note that McKendree University reserves the right to instill whatever discipline it deems appropriate in any particular circumstance; this is just a guide.* Below are the typical steps in the progressive discipline steps, however, the action taken will be dependent on the severity and the frequency of the violation.

Typical Progressive Discipline Steps

- Counseling (Verbal Warning)
 - Meeting to identify the concern and clarify the SSM's understanding of supervisor's expectations concerning the situation or behavior.
 - An optional email follow-up may be sent to confirm SSM understanding of expectations.
- Written Warning
 - A signed letter stating what contractual violations the SSM has committed, the SSM's explanation to the poor work performance, and what commitments to improvement were made. Part of the solutions can include:
 - A statement of the future expectations
 - Sanctions to rectify any harm/damage the SSM's actions/inactions caused as well as prevent future mistakes or failures

- Consequences of continued failure
- Probation
 - Two identical signed letters: one for the student and one for their student staff file. The written probation letters:
 - Specifies the start and end dates; can last one semester to the full employment period.
 - Emphasizes that it is a final warning
 - States the reasons for the probation
 - Is given to the employee at the start of the probation so that the reasons and terms of the probationary status are clearly understood.
- Termination
 - Two signed letters; one for the student and one for the SSM file.
 - Often, but not always, staff members are given the option to resign.
 - The letter will outline the reason for the termination, the final employment date, and terms of removal from the staff. Further details are provided in the SSM Contract.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g) is a federal law that affords students certain rights with respect to their educational records. The best practice for all staff members is to never discuss or disclose personal information learned about a student to anyone, unless you have permission from a superior or the student to do so. Disclosure of personally identifiable information as defined by the FERPA Act violates McKendree policy and federal law. Personally identifiable information is any information that identifies or describes a student. It includes, but is not limited to:

- a student's name
- the name of a student's parent or other family members
- the address of a student or student's family
- any personal identifier such as a student's social security number or student id number (M number)
- any personal characteristics or other information that would make a student's identity easily traceable
- any other information contained in a student's academic record

If an individual comes to you asking for information about a student please direct the individual to go to the Office of Residence Life or your RD/AC's Office.

If the individual is persistent about getting information or threatening in nature, call the Office of Residence Life or your AC/RD Office during normal office hours or the Pro-Staff On-Call immediately for assistance. Of course, if you feel unsafe or that the situation will escalate before a professional staff member can assist, please call Public Safety first.

Clery Act

The Clery Act (34 CFR 668.46a) mandates that campus security authorities must report and disclose statistics for crimes occurring on campus to the local police or campus security.

Crimes that must be reported are:

- Murder and non-negligent manslaughter
- Negligent manslaughter
- Forcible sex offenses
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- All hate crimes involving bodily injury
- All liquor, drug or weapons law violation resulting in an arrest

As a McKendree University Residence Life staff member, you are considered a security authority. Therefore, your duty is to immediately report all incidents mentioned above to a superior as soon as possible.

Community Development

Programming Guide

We could write a whole other manual on programming... so we did! The following section of the Student Staff Manual is dedicated to the Programming Guide and covers the following topics.

- *Model Requirements*
- *Program Types & Themes*
- *Proposals*
- *Evaluations*
- *Floor Meetings*
- *Community Standards*
- *Roommate Agreements*
- *Bearcat Chats*
- *True Colors*

Model Requirements

What is a Programming Model?

The Programming Model is designed to assist the Student Staff of the Office of Residence Life in:

- A. Developing meaningful relationships with students in their residential area,
- B. Help students become involved and connected with each other, and
- C. Provide structure and guidelines to student staff's programmatic efforts.

Students who are engaged and connected on a college campus tend to have an overall, more positive experience, have more opportunity to meet new people and develop social skills, perform better academically, and are more connected to the University after graduation.

The Programming Model also:

- A. Attempts to give all students a voice on campus,
- B. Aids in retention efforts by providing direct connection to peers and resources, and
- C. Provides an avenue to assist at-risk students.

The main components of the Programming Model are:

- A. Community Foundation
- B. Programming
- C. Intentional Connections
- D. Residence Hall Association

Programming Model Requirements

Completion	First Year Resident Assistant Requirements (Baker, Barnett, Walton, The Suites, and RHE)	Community Coordinator Requirements (All Areas)	Upperclass Resident Assistant Requirements (Hunter Street, McK West, RHW, parts of The Suites, parts of Traditionals)
Week 1-6	<ul style="list-style-type: none"> • Floor Meeting & Community Standards • Roommate Agreements • Individual Social Wellness Program • True Colors Meeting • Piggy-Back RHA program • Piggy-Back True Colors program • Bearcat Chats 	<ul style="list-style-type: none"> • Individual Social Wellness Program • Passive (for upperclassmen only) • Individual True Colors Program • True Colors Door Decs & Flyers 	<ul style="list-style-type: none"> • Floor Meeting & Community Standards • Roommate Agreements • Individual Collaborative • Piggy Back RHA Program • Bearcat Chats
Week 7-11	<ul style="list-style-type: none"> • Individual • Piggy Back • Passive 	<ul style="list-style-type: none"> • Individual • Collaborative • Passive 	<ul style="list-style-type: none"> • Collaborative • Passive
Week 12-16	<ul style="list-style-type: none"> • Passive • Collaborative 	<ul style="list-style-type: none"> • Piggy Back • Collaborative 	<ul style="list-style-type: none"> • Piggy Back • Passive

Program Types & Themes (Wellness Wheel)

Program Types

Student Staff have four different types of programs which can be utilized.

- **Individual:** student staff plan and implement the program for their floor/area on their own; the program is held at a specific time and place and is an active program.
- **Passive:** student staff plan and implement the program for their floor/area on their own; the program is on-going and does not occur during a specific time; the student staff may not necessarily interact with residents during the program.
- **Piggy Back:** student staff do not plan or implement the program but advertise for a program on campus and go to the event with their residents and engage with them during that time.
- **Collaborative:** student staff work with others on campus (i.e. another student staff member, faculty, staff, organizations, etc.) to plan and implement a program for their floor/area; the program is held at a specific time and place and is an active program.

Program Themes (Wellness Wheel)



The Office of Residence Life employs specific themes to ensure student development is focused, intentional, and aligns with the mission of the department. These eight themes are similar to the Wellness Wheel, which was first discussed by Halbert Dunn in 1959. However, some modifications have been made to the wheel to better fit McKendree University and the Office of Residence Life.

As is seen on the previous page the Residence Life Wellness Wheel consists of eight separate parts. Each part of the wheel serves a distinct purpose and is described in detail below.

Cultural Wellness

Definition

Cultural wellness works to educate students on a variety of viewpoints, and societal differences for the purpose of making them more productive and understanding members of the community. Cultural wellness seeks to open students up to learning about other races, ethnicities, sexual orientations, religions, lifestyles, etc. and sharing their own in turn by *developing lifelong skills that aid them with understanding diverse perspectives.*

Why is Cultural Wellness Important?

Without cultural wellness, students are more likely to remain closed off to viewpoints and lifestyles different than their own or the culture they were raised in. At some point in their lives, students are going to have to interact with individuals of other cultures in the workplace / places of living / social environments and it will benefit them to be educated and open.

Requirements for a Cultural Wellness Program

Cultural Wellness programs should challenge a student's existing knowledge and experiences for the purpose of expanding them. Students should be presented with activities / presentations that may make them uncomfortable and challenge their current perspectives in order to help them become more comfortable in and educated for future conversations.

Good vs Great Program

Good: Students learn about other cultures and backgrounds.

Great: Students look introspectively at their own privilege and identity in order to expand their learning and be better prepared for the future. Students may be uncomfortable initially when discussing topics of social justice / equity.

Program Ideas for Cultural Wellness

- Recognizing Your Privilege
- Using Your Privileged Voice
- Religious Diversity for Dummies
- Diversity/Equity Town Hall
- Sexuality Flash Jeopardy

Campus Resources for Cultural Wellness

- SJEC Committee
- Office of Diversity & Inclusion
- BSO/ISO/Spectrum Alliance/E.L.I.T.E.
- Student Affairs Grad Student
- Dr. Rev. Bruce “Tim” Harrison
- Outside Speakers
- Hett Performances
- Brown Bag Series
- Sociology, Psychology, Religious Studies, History Professors

Emotional Wellness

Definition

Emotional Wellness focuses on helping students understand and express their internal feelings or emotions in a healthy way. Emotional Wellness aims to explore topics related to your mental health, stress relief, self-esteem, emotional intelligence, *effective communication* and coping skills. This includes self-care, relaxation, stress reduction, and the development of inner strength.

Why is Emotional Wellness Important?

It is important to be attentive to both positive and negative feelings and be able to understand how to handle these emotions. Every emotion is important and has its place, and it is important to understand how to work and cope with these emotions to learn what they are trying to tell us about what is occurring in our lives and what we may be pushing down or ignoring. This is important in developing a sense of self in a healthy way.

Requirements for an Emotional Wellness program

An Emotional Wellness program should allow students to either learn more about their emotional wellness, how emotions are expressed, or provide them opportunity to expand on the topic. This should result in a discussion or activity that promotes how to identify a wide range of emotions through different life situations and challenge their capacity to manage behaviors related to them.

Good vs Great Program

Good: Students participate in an activity that works through topics including mental health, emotional intelligence and regulation, stress relief, or self-esteem.

Great: Students participate in an activity that works through topics including mental health, emotional intelligence and regulation, stress relief, or self-esteem, recognize they are a normal part of life, and apply what they have learned to their daily life.

Program Ideas for Emotional Wellness

- Managing Stress

- Sleep
- Seeing a Counselor
- Developing Self-Esteem
- Learning How to Ask for Help or Say “No”

Campus Resources for Emotional Wellness

- Counseling Services
- Psychology Department
- Sociology Department

Environmental Wellness

Definition

Recognizing your *personal and social responsibility* to take care of your global environment by preservation, protection, and improvement of personal surroundings. This includes recognizing the influence an individual has on their environment, and how that influence impacts their own personal health and wellness. Environmental wellness entails having a positive relationship with one’s surroundings while behaving in ways that cares for and makes a positive impact on one’s environment and community.

Why is Environmental Wellness Important?

By living environmentally well, we minimize the harm done on the environment around us and become aware of how our daily habits effect the environment. By improving our environmental wellness, we can live a more balanced lifestyle of respect for nature and everything living in it.

Requirements for an Environmental Wellness program

An environmental wellness program must introduce a new topic of environmental awareness to the participants of the program. This should result in a discussion or activity that promotes respect for the environment, taking personal responsibility for one’s individual impact on the environment, and/or minimizing the negative impact on the environment.

Good vs Great Program

Good: Students participate in an activity that makes a positive impact on their environment.

Great: Students participate in an activity that makes a positive impact on their environment, and they are challenged to make changes in their daily lives that make a positive impact on the environment.

Program Ideas for Environmental Wellness

- Community Service Activity
 - Exhibit care and environmental improvement for Lebanon, the university, or the building you live in
- Environmental Impact Awareness
 - Examine individual impact on environment

- Replace single-use items with reusable items
- Environmental Advocacy
 - Advocate for environmental policy change at the university or in local or state governments

Campus Resources for Environmental Wellness

- Lyn Huxford Center for Community Service
 - McCAT
- Rev. Tim Harrison
- Green Team
- McK Sociology & Biology Professors

Intellectual Wellness

Definition

Intellectual wellness encourages students to engage in creative and mentally-stimulating activities that expand their knowledge and skill set, while teaching students to *think critically or develop problem solving skills*. Intellectual wellness can be developed through academic, cultural, and community activities that help to inspire and exercise the mind.

Why is Intellectual Wellness Important?

Intellectual wellness encourages learning and allows us to explore new ideas in order to become more mindful and live a stimulating life. Having optimal levels of intellectual wellness inspires exploration and curiosity which, in turn, can motivate us to try new things or develop a better understanding of ourselves, others, or our environment.

Requirements for an Intellectual Wellness program

Students engaged in an Intellectual Wellness program should be introduced to new experiences, environments, skills, or knowledge that require them to problem solve, critically think about an issue, learn something new, or be creative.

Good vs Great Program

Good: Students are introduced to a new topic or skill set

Great: Students are engaged in discussion about that new topic or skill set that challenges them to solve a problem, thinking critically, learn something new, or be creative

Program Ideas for Intellectual Wellness

- Learn a new topic, hobby, or skill
 - Life skills
 - Financial literacy
 - Study abroad
- Solve a problem
 - Consider political perspectives or local/global issues

- Think critically
 - Active listening
- Active listening
- Study abroad
- Express yourself through creative or artistic means

Campus Resources for Intellectual Wellness

- McK Art Professors

Social Wellness

Definition

Social Wellness encourages students to have a strong, positive social network that provides support and guidance in the midst of stress and times of success. This includes healthy relationships and *forms of engagement* that work through conflict appropriately, *enhance co-curricular learning*, and contain healthy boundaries, communication, trust, and respect.

Why is Social Wellness Important?

Social Wellness is important because it leads us to create balance in our lives between our unique relational needs and the other, equally important, aspects of our lives. This balance promotes healthy relationships with those around us that provide support and encouragement when we need it. This, in turn, increases self-esteem, physical and mental health, and longevity of life.

Requirements for a Social Wellness program

A social wellness program should build relationships while discussing topics like conflict mediation, mutual respect, boundaries, and communication. This program should be fun and social in nature.

Good vs Great Program

Good: Students participate in a fun social program where they make friends and build relationships.

Great: Students participate in a fun social program where they make friends, build relationships, and learn a new social skill that increases their ability to have positive relationships with others.

Program Ideas for Social Wellness

- Roommate Relays
 - Roommates team together to compete against other rooms in the area; working through conflict situations that promote trust, boundaries, communication, and respect
- Find my RSO!
 - Connect students with RSO's on campus

Campus Resources for Social Wellness

- Office of Residence Life
- Counseling Services
- Campus Activities Board
 - RSO's

Physical Wellness

Definition

Physical wellness works to educate students about their short-term and long-term health, including diet, exercise, sleep schedules, sexual health, and disease awareness and screenings. To nurture on-campus learning and development, students must also feel physically well first and be able to care for themselves before developing more as productive members of society and *lifelong learners*.

Why is Physical Wellness Important?

If a student doesn't feel physically well, it's going to be very difficult for them to focus on their studies and development as an adult. Students are going to have their bodies for their entire lifetimes and it's important for them to learn how to care for themselves now so that they can continue to exhibit healthy habits throughout their lives.

Requirements for a Physical Wellness program

Students engaged in a Physical Wellness program should be introduced to realistic, affordable ways to keep their bodies fit and healthy in a busy college environment. A Physical Wellness program should allow a person to create their own plans for physical wellness and feel educated enough to implement them independently after the program has ended.

Good vs Great Program

Good: Students know how to exercise / eat healthy / find health resources.

Great: Students are educated on why their health is important and presented with realistic resources for a college student. Students learn more about how their health affects their academic work / relationships.

Program Ideas for Physical Wellness

- Healthy Eating on a Budget
- Healthy Dining Hall Meals
- Apartment Cooking for Beginners
- Easy, Free Screenings (Breast cancer, ovarian cancer, testicular cancer, HIV / STD testing, etc.)
- Sex in the Dark
- Forming a Healthy Schedule
- Basic Exercise for Busy People

Campus Resources for Physical Wellness

- Collaborations with Athletics

- Health Services
- Collaborative projects with Biology / Exercise Science students
- Ames/1828 Café – Dining Services
- Intramural Activities

Occupational Wellness

Definition

Occupational wellness works to prepare students to pursue their goals through academic and career planning, by supporting the *knowledge and skills developed for their chosen discipline*. This dimension teaches students how to find balance between school, work, and leisure time by seeking the information and support they need to gain personal satisfaction, enrichment, and meaning through work.

Why is Occupational Wellness Important?

Occupational wellness allows you to identify and communicate the occupational choices that are gratifying for you. Choosing a career is an important life choice as it takes up a considerable amount of a person's time, so the way you feel about your work contributes to your overall well-being. Having optimal levels of occupational wellness enables skills such as conflict management and self-care to develop.

Requirements for an Occupational Wellness program

Students engaged in an Occupational Wellness program should focus on activities or skills that allow students to learn more about their current/future occupational goals or support regarding how they can accomplish those goals.

Program Ideas for Occupational Wellness

- Resume, Cover Letter, & Interview Skills Workshop
- Financial literacy skills
- Goal setting activities
- Task & time management
- Career planning
- Study skills
- Assessments/quizzes – find your career path

Spiritual Wellness

Definition

Spiritual Wellness focuses on allowing individuals to explore and determine their values and beliefs that guide their life, as well as the *diverse perspectives of others*. This includes experiencing joy and fulfillment based on a core set of values and beliefs, and *understanding the*

cultural differences of others. In finding the meaning of life, a person's values, identities, appreciation, mindfulness, and intentional thinking is explored.

Why is Spiritual Wellness Important?

The purpose of spiritual wellness is to assist in finding the meaning of life for one's own self. In finding the meaning of life, a person can begin to try to understand beliefs that are different from their own.

Requirements for a Spiritual Wellness program

A spiritual wellness program must introduce a topic of self-awareness to the participants of the program. This should result in a discussion or activity that promotes the exploration of self through a person's beliefs and values and how their interaction with the world is based off these beliefs and values.

Good vs Great Program

Good: Students participate in an activity that gauges a person's self-awareness.

Great: Students participate in an activity that gauges a person's self-awareness and applies the activity in a person's everyday life.

Program Ideas for Spiritual Wellness

- Yoga or Meditation
- Exploring beliefs or ethical values
- Volunteer work—caring for the welfare of others
- Practicing forgiveness and compassion

Campus Resources for Spiritual Wellness

- Rev. Tim Harrison
- Psychology Department
- Counseling Services

Proposals

All student staff are required to submit a program proposal for every program. This must be done at least 1 week prior to the program date. Your supervisor will receive a copy of the information you submit on the proposal and will inform you if any changes need to be made. It is important that you as a staff member thoughtfully consider your program planning and reasons for proposing the event. The following questions will be asked on the program proposal form:

- Expected Number of Attendance
- Program Type
- Program Theme
- How does your program relate to the theme?

- Please provide a summary of what will occur/what activities will be offered during the program.
- Describe what your students will learn/gain from this program.
- Expected cost of the program
- Provide a breakdown of supplies that will need to be purchased
- Will you be collaborating with others on this program?

If so, provide a list of who you will be collaborating with and a breakdown of the responsibilities of each person.

Evaluations

All student staff are required to submit a program evaluation for every program. This must be done at least 72 hours after the program has concluded, if not earlier. Your supervisor will receive a copy of the information you submit on the evaluation and will talk with you about the outcome. It is important that you as a staff member thoughtfully reflect on the outcome of your program and how it impacted your residents. The following questions will be asked on the program evaluation form:

- Actual number of attendance (it can be helpful to take attendance at your programs)
- Program Type
- Program Theme
- How did the program relate to the theme?
- Provide a summary of what occurred/what activities were offered during the program.
- Describe what your residents learned/gained from this program.
- Overall cost of the program
- Provide a breakdown of supplies that were needed for this program
- What went well for this program?
- What could be improved if this program were done again?
- Did you collaborate with others on this program?
- If so, provide a list of who collaborated with and a breakdown of the responsibilities of each person.

Floor Meetings

Floor meetings are the first stepping stone to building a positive foundation for your community. Having floor meetings for your students serves several purposes:

- A. Allows staff to introduce themselves, their job, the building, etc.
- B. Provides student information about the building, policies, procedures
- C. Allows students to meet their community
- D. Sets the tone for the upcoming year
- E. Provides a chance to discuss important upcoming events & opportunities

Floor meetings are required by all areas. These must be completed:

- A. First Year Students: During NSO
- B. Upperclass Students: During the First Week

Below is an outline for student staff to use when facilitating floor meetings.

Floor Meeting Agenda

Introductions

- Introduce yourself
 - Examples: Name, major, academic year, any groups you are involved in, and a little bit about yourself, your hobbies, etc.
- Have residents introduce themselves
 - This is a great place for an ice breaker!

Role of the Staff

- What is your job? What do you do as the RA/CC? Set boundaries early. You can be their friend, but your job is to enforce policy
- Who are the other staff members? RAs, CC, RD/AC
 - RD/AC and CC can come and introduce themselves
 - Don't forget to mention custodial or maintenance staff – they're an important part of your building too.
- Health and Safeties. Discuss what H&S checks are, the importance of them, what we are looking for and how residents will be notified. We can key in and conduct H&S without their presence. Inform residents that they will be notified if their room does not pass in any area and will have 48 hours to correct the issue(s). If they still do not pass after the 2nd H&S, they will be documented.
- Duty. Do not tell residents the times of rounds. Inform them that rounds are conducted to ensure safety, security, and an inclusive community. Give RA/CC-duty number (618-____-_____) and the hours that the phone is held (7PM-7AM Monday-Thursday; 24 hours Friday-Sunday). During weekdays residents can find an RA, find the RD/AC or call the Residence Life Office (618-537-6855) with questions and concerns. Give them the Public Safety number for emergencies (on the back of their ID).

Policies

Students are responsible and held accountable for the policies regardless if they read the handbook or not, so it is in their best interest to inform themselves of the policies and ask questions for clarification. Students can find the handbook on the McK website.

- Quiet hours- 10pm – 10am weekdays, midnight – 10am on weekends
- Residents are responsible for their guest; guests can visit at any time and stay overnight so long as roommates agree with their stay
 - Guests cannot stay more than 3 consecutive nights
- Alcohol and drug policies
- Empty bottles and cans
- Animals

- Movement of furniture – don't remove the furniture from your room or move furniture throughout the building (including common spaces)
- Records, Identification, and keys
- Electrical Appliances
- Laundry facilities – quarter or app operated
- Fire alarm procedures – everyone must exit the building, even if you think it's a drill. This is required by law.
- Emergency procedures
 - Tornado
 - Earthquake
 - Lockdown
- Work Orders- Residents will sign up for the system and put in their own work orders. They can submit work orders for their room/floor/entire building. Discuss the importance of taking ownership in where they live and putting in work orders/informing staff in a timely manner.

Community Standards

Move to the Community Standards section of this guide and facilitate that discussion with your students. Remind them that standards can be changed or added throughout the course of the year.

Leadership Opportunities

- RHA
- Work Study jobs
- Activities Fair
 - RSOs
- Fraternities & Sororities

Upcoming Events

- Share the list of events happening on campus for the first week

Look forward to...

- Roommate Agreements
- True Colors

Questions

Community Standards

Setting Community Standards is an important aspect of developing a solid foundation for any residential area. Below are instructions for Student Staff to facilitate their Community Standards discussion with their residents, as well as a Community Standards “contract” for each student to understand their responsibilities to other students and the residential facilities they live in.

Instructions

- ✓ Make sure you have an attendance sheet so that you can update residents who weren't at the meeting.

- ✓ Make sure you have something to take notes with for newly established community standards.
- ✓ If there are any new residents at this meeting (who weren't at the first floor meeting), give them the option to introduce themselves.
- ✓ Discuss what a residential community and community standards are with your residents (page 7). Help them to understand their responsibility to their living environment and each other.
- ✓ Go over the pre-established Community Standards set by the Office of Residence Life with residents (page 15). Explain that these are just basic parts of the community standards agreement and that more can be added based on the individual needs of the community. Failure to adhere to community standards can result in judicial consequences.
- ✓ Take a few minutes to let students think about any additional standards they'd like to add to the agreement. Some questions to ask that may be helpful are:
 - How will you address issues within the community (e.g. loud music, personal concerns, disagreements, etc.)?
 - What standards do you have when it comes to laundry room or bathroom usage?
 - What does support look like for your community?
 - Is there anything that you want to accomplish as a group?
- ✓ Speak to students about how they'd like their standards to be displayed in their community (poster, distributed via email, live document such as Google Docs, etc.)
- ✓ A copy of the established community standards should be shared with your supervisor within 24 hours of the community standards meeting.
- ✓ If any residents weren't able to attend the community standards meeting, you should follow up with them individually.

Community Standards

What is a residential community?

Your residence area is a place where you will find opportunities to grow as a person, test new ideas, learn new skills and learn the importance of being a part of a community. You'll make new friends, realize that life has many possibilities, and possibly see yourself differently when the year is over. It's our hope that the changes and experiences you have in your area will be positive and help you achieve independence.

Is a Community Standards Agreement necessary?

To ensure a safe, inclusive residential community, everyone in the area must be accountable and responsible to each other. If there are things on your floor or within your community that you

would like to see handled differently or you think that other members of your floor or community are not upholding the standards agreed on by everyone, it will be your responsibility as a whole community to discuss these issues.

These standards do not replace the Student Handbook or any current University policies. There are live-in staff in each building to help you and facilitate positive growth during the year. Your RAs are students, like you, who live in each floor and act as facilitators as each community develops its own community standards.

You and your fellow students are responsible for the quality of life in your area in the upcoming year. You are expected to be familiar with policies and procedures, which have been established to guide good student conduct. You're part of a community and being part of any community brings with it responsibilities, including courtesy, consideration, and empathy.

Each community member must agree to live by the community standards set forth in order to ensure there are adequate measures in place to create and maintain a quality living and learning environment. Each resident must respect the community as a whole and abide by the set community standards.

In the event a community member is found in violation of the community standards, the resident will be subject to the McKendree judicial process.

The agreed upon community standards will be distributed to all residents of the floor / area via email and will be posted in hall posting areas.

Community Standards set by the Office of Residence Life

1. Initiating a false fire alarm, improper discharge of a fire extinguisher, vandalism of fire/safety equipment, or unauthorized use of fire/safety equipment. I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.
2. Repeated warnings of unsanitary living conditions.
3. Conduct which is deemed to threaten the safety of self or others (use/possession of weapons, throwing object from windows, threats, etc.). I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.
4. Repeated warnings of noise infractions.
5. Disrespect of residence hall staff that is deemed hostile or intimidating. I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.
6. Drug and/or alcohol violations. Any and all illegal drugs, alcohol, and smoking are prohibited. I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.
7. Discrimination and/or harassment towards any community member or residential staff based on factors which can include race, sexual orientation, religion, political affiliations, etc. A community has individuals from various backgrounds and members are strongly encouraged to learn about cultures, beliefs, and values different than their own. Behavior or acts deemed inappropriate may be treated as a hate crime. I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.

8. Stealing and/or entering an individual's room without permission is prohibited. I understand that students in violation may be subject to arrest and/or legal action in addition to University sanctions.
9. Students are strongly encouraged to keep their doors locked at all times and to obtain renter's insurance. I understand that McKendree University is not responsible or liable for theft of items, damage of items, or lost items for any reason.
10. Fighting of any kind is prohibited. I understand that students in violation will be subject to expulsion, suspension, and may be subject to arrest and/or legal action in addition to University sanctions.

Roommate Agreements

Creating a roommate agreement is a way for roommates to set some boundaries and expectations with each other before problems arise. Some areas are more likely to cause conflict than others so we use roommate agreements to help guide students through a discussion about those areas.

Roommate Agreements are facilitated in two parts:

1. Personal Assessment – this section is completed individually by every resident. It allows them the chance to reflect on how they feel about each question or boundary area before having a discussion with their roommate(s).
2. Roommate Agreement – this section is completed by all residents living in the space. The residents must complete this form together and discuss each section of the form and agree upon their decisions, where appropriate.

Communication is essential for a positive relationship between roommates. Many roommates assume they know how each other feels and do not discuss issues, like the use of personal belongings. These assumptions are not always correct and can lead to conflict. Having differing opinions as roommates is okay, it is just important to try to agree on a way to resolve those differences so that the outcome will be satisfactory for you both. This may involve compromise, so please be open and flexible, yet assertive of your own needs.

The Roommate Agreement is split up in a few different sections:

1. Community/Personal Property: This section addresses if roommates can use your personal belongings. Everyone defines “personal” differently. Most roommates don't want to seem rude or territorial and fail to communicate that some personal items are completely off limits. Talk to your roommate(s) about what items are for shared use, items that guests can use, and items that should not be handled by anyone but the owner.
2. Security: This section addresses room/suite/apartment security and the responsibility that each roommate has for keeping the room, belongings, and persons within the space safe. Each roommate must agree to lock the door(s) of the room/suite/apartment and may never provide their room/building key(s) or student ID to another person. Locking doors and not providing access to others helps to reduce the chances to personal property being stolen, damaged, or lost.

3. **Cleaning:** This section addresses the cleanliness and cleaning schedule for the roommates and residential space. Most people can handle their own mess but find others' messes annoying. If you are someone who is comfortable living in a more chaotic and messy environment, make sure you periodically ask your roommate(s) if they are OK with the room/suite/apartment's condition. Like sleep and study time, this area requires that you accommodate reasonable requests and have reasonable expectations in your need for cleanliness.
4. **Courtesy Hours:** This section addresses schedules, noise, and creating a positive living environment. Roommates should discuss timing for when they plan to go to bed and wake up, as well as weekly schedules. Late nights quickly become part of the college routine while 8:00AM classes are unavoidable for many. It will take time for roommates to get to used to each other's sleeping patterns, so it is important for them to communicate early and often about their sleeping needs.

Similarly, most students make the assumption that their roommate(s) is fine with noise because they have not said otherwise. Residents should not have to escape their room in order to have a place to study, but the room should also not be a 24-hour quiet sanctuary. Conflicts in this area are usually the result of poorly communicated needs. Residents have the responsibility to be flexible when someone requests quiet time for study as well as the responsibility to be reasonable with their own needs for quiet.

5. **Visitation:** This section addresses if/when roommates can have guests or visitors. Residents should consider how they feel about groups of people socializing in their room/suite/apartment. It can be enjoyable to live in a highly social room, and all communities eventually develop patterns in which certain rooms are the most common place for groups of students to hang out. It is important to keep your door open and be open to meeting new people but learn how to set some boundaries about your needs for privacy and others' use of personal property. Make sure that you and your roommate(s) eye to eye on this issue by talking about it. If your roommate(s) doesn't like your friends, or vice versa, it is especially important to have a discussion right away about arrangements that can be made.

How do roommate(s) feel about having significant others frequently spending time in the room/suite/apartment? Regardless of sexual orientation, roommate's significant others can be especially problematic in living situations. It is important to follow visitation and cohabitation policies regarding guests, and it is expected that both roommates agree about who is allowed in the room and duration of a guest's stay.

6. **Internal Conflict:** This section addresses the inevitable situations of when conflict occurs between roommates. Residents should discuss how they will inform one another when

something is bothering as well as how they will work through disagreements. We know that everyone has a different level of experience and openness to differences. It will be helpful for residents to explore how their social influences shape the way they view the world (e.g. how the makeup of your hometown has impacted your religious and political beliefs). If residents have the good fortune to live with someone whose social identity is in an area where they lack exposure, encourage them to take advantage of the learning opportunity. These things can help them learn, grow, and change, and the more they work to understand and communicate those differences, the better chance they have of living in a satisfactory environment and building positive relationships.

Encourage residents to also discuss their thoughts/attitudes related alcohol and smoking. Using alcohol on campus and smoking in residential areas is against policy, however this does not stop these instances from occurring. Excessive alcohol use, on or off campus, greatly increases the likelihood of roommate conflicts arising. Coming home intoxicated is rarely something that occurs without disruption and often results in some fairly inconsiderate actions. This is an issue that must be confronted early in the roommate relationship before things become damaged beyond repair. Likewise, problems concerning the smell of smoke in the room/suite/apartment should be discussed as soon as the problem is noticed.

7. Additional Concerns: This section is available for students to reference and discuss any other concerns they may like to address.

It is very likely that residents will experience a roommate conflict, even minor, during their time living on campus. If problems do occur, roommates must make all necessary efforts to solve the problem between themselves before contacting staff members. Failure to assert or ineffective assertiveness techniques can greatly contribute to any roommate problem. If a resident needs help confronting an issue, they can turn to their Resident Assistant or Community Coordinator for further assistance.

Roommate Agreement: Part 1 Personal Assessment

Instructions: Complete the personal assessment independently. If you have a different answer than what is listed, write your own response in the last option. After you complete the assessment, sit down with your roommate(s) to discuss your responses and then complete the part 2 of the roommate agreement.

1. I prefer to go to bed:
 - a. Around 9:00pm
 - b. Around 12:00pm
 - c. Around 2:00am
 - d. _____
2. I prefer to wake up:

- a. Around 6:00am
 - b. Around 8:00am
 - c. Around 10:00am
 - d. _____
3. I sleep best when the room is:
- a. Completely dark
 - b. Cool/Warm (circle one)
 - c. It doesn't matter—nothing really bothers me when I'm sleeping
 - d. _____
4. I prefer to study:
- a. In the morning
 - b. In the afternoon
 - c. At night
 - d. _____
5. When I study, I like:
- a. Complete silence
 - b. Sound playing in the background (music, TV, etc.)
 - c. To be around others
 - d. To be outside of the room
 - e. _____
6. Regarding personal property (clothes, TV, fridge, food, toiletries, etc.), I would prefer:
- a. To share or borrow with my roommate
 - b. To allow my roommate to use certain things without my permission
 - c. To allow my roommate to use my things only if they ask permission first
 - d. Not to share or borrow anything
- Please list what items you would/wouldn't like to share
- _____
7. I prefer the room to be:
- a. Always orderly and clean
 - b. Sometimes orderly and clean
 - c. Never orderly and clean
 - d. _____
8. When cleaning the room, I feel that:
- a. My roommate and I should take turns cleaning the entire room
 - b. My roommate and I should clean our own sides whenever we see fit to do so
 - c. My roommate and I should clean the room together
 - d. _____
9. I would prefer that there are not visitors in our room:
- a. After 8:00pm
 - b. After 10:00pm
 - c. Depends on an individual basis

- d. _____
10. If someone should come to the room and ask to use something of mine, I would prefer my roommate:
- Lend it to the person
 - Never lend out anything of mine
 - Loan it to the person only if I have previously stated that it is okay to do so
 - _____
11. I would like to have private time alone in the room
- A few hours a day
 - A few hours each week
 - _____
12. If my roommate is angry with me, I would want them to:
- Tell me right away and talk about it with me
 - Wait to see if it's really a big deal or not
 - _____
13. When I am upset, I need:
- To talk things out
 - Space and time to deal with it on my own
 - To blow off steam, then I am okay
 - _____
14. When it comes to trust:
- I tend to trust until someone proves they are untrustworthy
 - I don't trust very easily
 - Someone has to work hard to earn my trust
 - _____
15. When I do poorly on an exam or task, I generally like to:
- _____
- _____
16. I feel I have a really good friendship with someone when:
- _____
- _____
17. The type of relationship I am looking for from my roommate is:
- _____
- _____

Roommate Agreement: Part 2

ROOMMATE NAMES

#1	#2	#3	#4	#5	#6
----	----	----	----	----	----

Communication is essential for a positive relationship with your roommate. Many roommates assume they know how each other feels and do not discuss issues, like the use of personal

belongings. These assumptions are not always correct and can lead to conflict. Having differing opinions as roommates is okay, it is just important to try to agree on a way to resolve those differences so that the outcome will be satisfactory for you both. This may involve compromise, so please be open and flexible, yet assertive of your own needs.

1. Community/Personal Property: This section addresses if your roommate can use your personal belongings. Circle one for EACH of the nine options below.

Roommate	#1			#2			#3			#4			#5			#6		
TV	Yes	Ask	No															
Appliances	Yes	Ask	No															
Furniture	Yes	Ask	No															
Clothes	Yes	Ask	No															
Food	Yes	Ask	No															
Toiletries	Yes	Ask	No															
Game Systems	Yes	Ask	No															
Computer/Tablet	Yes	Ask	No															
MP3/iPod/Phone	Yes	Ask	No															
	Yes	Ask	No															

Regarding personal property, I do not mind if a guest uses my personal property. If you agree, please specify those belongings.

Roommate	#1	#2	#3	#4	#5	#6
	<input type="checkbox"/> I agree					

2. Security: By checking the box, I agree to lock the door whenever I leave and to NEVER give out my room key/McK ID. I also understand that not locking the door or handing out my key/ID could lead to unforeseen theft and/or be a violation of the McKendree Code of Conduct. If theft or destruction to property in the room results from my negligence, I understand that McKendree is not liable.

Roommate	#1	#2	#3	#4	#5	#6
	<input type="checkbox"/> I agree					

3. Cleaning: Decide who will do each task, or if you will all do this for yourselves by placing a check mark in the box.

	#1	#2	#3	#4	#5	#6	Only own items
Sweeping	<input type="checkbox"/>						
Trash	<input type="checkbox"/>						
Dishes	<input type="checkbox"/>						
Laundry	<input type="checkbox"/>						
Bathroom	<input type="checkbox"/>						
	<input type="checkbox"/>						

Cleaning schedule (who/when/frequency)?

4. **Courtesy Hours:** While living in a shared space, it is important to communicate when the space will be used for certain things, especially when it comes to noise and visitors.

Most nights I expect to go to sleep at	Most days, I expect to wake up at:
Roommate #1: _____ Roommate #2: _____ _____	Roommate #1: _____ Roommate #2: _____ _____
Roommate #3: _____ Roommate #4: _____ _____	Roommate #3: _____ Roommate #4: _____ _____
Roommate #5: _____ Roommate #6: _____ _____	Roommate #5: _____ Roommate #6: _____ _____

How are we going to define what quiet means (Consider music, TV, computer noise, quiet talking, etc.)?

Can any lights be on when one of the roommates is sleeping (or napping)?

What is okay to do in the morning while one roommate is sleeping (or napping)?

What hours will be set aside for studying?

Weekdays: _____ Weekends: _____

5. **Visitation:**

	As a room:	
Visitors allowed	YES	NO

How many per roommate			
Gender of Guest allowed	Female	Male	Both
What Reason(s)	Study	Social	Other: _____

Are there any restricted days and times for guests and visitation? Yes No

If yes, clarify: _____

Section 5 does not waive the McKendree University guest policy

How will we share with each other when we want to have alone time? Are there particular times we each would like to be alone?

6. **Internal Conflict:** How will we tell each other if something is bothering us? How can we help not add to stress individual stress?

7. **Additional Concerns (Optional):** We would like to address the following concerns as well.

Subject(s): _____	Subject(s): _____
Compromise: _____	Compromise: _____

If problems do occur, you as roommates must make all the efforts necessary to solve the problem between yourselves before contacting staff members. If, however, you cannot – then seek your resident assistant or community coordinator. Remember, it is the small things that add up to roommate problems. Open communication is the key to roommate success.

We as roommates intend to abide by all of the policies we have made. We agree to be flexible and revise this agreement as it becomes necessary.

Roommate Signatures: _____

Date: _____

Bearcat Chats

Bearcat Chats are intentional one-on-one or group discussions that Student Staff are required to have with residents each semester.

Goals

- A. To engage with residents through interpersonal conversations on relevant topics of interest
- B. To develop mentoring relationships and safe spaces for conversations with a peer leader

- C. To aid residents in navigating conflicts, life decisions, and other issues
- D. To aid residents in setting goals and creating action plans to achieve these goals
- E. To provide an opportunity for residents to connect to one another and develop a stronger residential community
- F. To allow Student Staff and residents the opportunity to develop and improve mediation, listening, and communication skills

Expectations

Student Staff should be having conversations with residents regularly throughout the year. Bearcat Chats are intended to be a minimum baseline expectation for having discussions and connecting with residents.

All Student Staff are expected to conduct 1 Bearcat Chat with every resident in their floor/pod/building per semester. These will happen during the following schedule:

- A. Fall Semester – mid-September through October
- B. Spring Semester – mid-February through March

Bearcat Chats should be organic and last as long as necessary, but typically a conversation with a single individual will last 20-30 minutes and flow according to the level of engagement. Bearcat Chats can be done on a one-on-one basis with each resident or within a larger group with several residents. Bearcat Chats with a larger group may last longer and should never exceed more than 10 residents at a time.

Calling a floor meeting is not considered a Bearcat Chat. To qualify a larger group as a Bearcat Chat, the Student Staff member must engage residents to meet one of the desired outcomes and use appropriate skills to intentionally engage with residents.

Tips for Having a Successful Bearcat Chat

1. Make a plan – How will you get residents to meet with you? You may want to have residents sign up to meet with you during a floor meeting, place a schedule on your door, or come up with your own goals for how you will connect with residents.
2. Be comfortable – Don't force the conversation. Allow them to occur wherever your resident(s) feels most comfortable. Consider talking over a meal, in the resident's or your room, or take a walk around campus.
3. Use active listening – Remember to use the active listening skills you were taught in training. Use open-ended questions, offer resources, and help residents think through their choices.
4. Be transparent – New residents will be unfamiliar about what Bearcat Chats are. Let them know this is an opportunity for them to utilize you as a resource and sounding board. Although Bearcat Chats are not required of residents, they can help students get the most out of their experience. Remember to remind residents that while your conversations will be handled with discretion, they are not confidential, especially if there is a concern regarding health or safety. Counseling Services is always an option for confidential discussions.

Questions for Bearcat Chats

Before you begin with your discussion, remember that the direction the conversation takes is dependent on the individual(s) involved. Some topics may be more or less relevant for a specific group. Remember to take notes about important information but focus on the conversation first

and your notebook second. The questions/topics below are presented in a chronological format, starting with a student's first semester in college through their graduation.

First Year Student Conversations

For this conversation, focus on the resident's transition to living with a roommate, their academic performance, and their college experience overall. Help them set some preliminary goals and ensure that they are connected on campus and getting involved. Pay attention to warning signs of homesickness, poor choices regarding alcohol and health-related habits, and lack of involvement on campus and in the community.

When taking notes, highlights the resident's roommate relationship status, any transition issues, and their goals for the semester.

General Questions

- What goals do you have for the semester?
- What do you like about living on campus? What do you dislike?
- What has stressed you out so far?
- What has been the most positive and hardest part of your transition to college?
- Are you pleased with your personal development thus far?
- What did you do over break? Did you see friends and family?
- How has your world view changed after a semester at college?
- Have you thought about where you will live next semester?
- How has your experience living in a community this year prepared you for your living arrangements next year?

Theme: Homesickness

- How has it felt being away from home?
- How do you maintain connections with friends and family that are at home?
- What has been your biggest struggle since coming to college? How did you handle it? What could you have done differently?

Theme: Transition to College-Level Academics

- How have your study habits changed since you started college?
- Have you received any grades or feedback yet in your courses?
- What courses do you think you will do well in? Find more difficult?
- Have you chosen a major? How is the coursework in your major going?
- Have you developed any relationships with faculty members?

Theme: Building Community and Making Friends

- Do you feel connected to the campus community?
- What kinds of new connections and friends have you made so far?
- How is your relationship with your roommate(s)? Did you complete a roommate agreement? Does your roommate agreement need to be revisited?
- Have you experienced any social situations that have made you feel uncomfortable? What did you do?
- Did you attend the Involvement Fair? What campus organizations have you gotten involved in?

Theme: Returning Home After First Semester

- Are you excited or nervous to leave campus and go home? Where is home for you?

- What will you be doing over the semester break?
- Do you feel different? Do you think friends and family will notice?
- How has your college experience changed your perception of home, relationships, and other experiences?

Theme: Setting Goals for Semester Two

- How have your goals changed since the beginning of the semester?
- What goals for the first semester have you achieved and which ones are you working on?
- What would you do differently academically based on what you've learned this semester?
- Are you satisfied with our involvement on campus thus far?
- Are you getting support and connecting to resources to help you achieve your goals?

Theme: Reflections on Academic Performance

- Are you happy with the grades you received last semester?
- How might you change your study habits and make different choices to succeed academically?
- How is your time management? Do you feel you are managing your time well?
- How are your preparations for final exams and papers going?
- What classes are you planning to take next semester?

Theme: Closure and Moving Forward

- What has been the most positive and the hardest part of your first year in college?
- Did your first-year college experience match what you thought it would be?
- What was your biggest success this year? How are you going to build from that success?
- What about your college experience surprised you?

Theme: Setting Goals for the Summer/Fall

- What are you doing this summer? Are your plans helping you achieve any goals?
- Are you excited or nervous for the summer?
- How will you maintain connections to your college friends over the summer?
- Do you have your financial aid/scholarship arrangements set for the fall?
- Have you made your housing arrangements for the fall?

Second Year Student Conversations

Residents will be returning from their summer and will begin to re-establish friendships and readjust to changed relationships. They will have received their final grades after their first full year in college and may be considering declaring or changing their majors. They will likely want to set new goals for the academic year and may feel like they made mistakes or didn't focus enough during their first year.

When taking notes on your conversation, highlight the student's commitment to their academic programs and major, their goals for the year, and how they are connecting to their new communities.

General Questions

- How was your summer break? What did you do?

- Are you happy to be back at college after the summer break?
- Are you reconnecting with friends after the summer?
- How is the transition to a new residence hall community?
- How do you feel about this year's residence hall community? Do you feel as though you have connected with others on the floor?
- How does it feel to no longer be a first-year student?
- How has your relationship with your family changed as you've grown?
- What are your plans for the break?
- How are your preparations for final exams and papers going?
- Are you looking forward to anything before the semester ends?

Theme: Setting Goals for the Year

- What are you most excited for in your second year?
- What goals do you have for the semester? What will you do this semester to achieve those goals?
- Did anything change over the summer that made you revisit your goals?
- What are you planning to get involved in on campus this year?
- Have you missed any classes so far this semester? Have you spoken with your professor about your absence?
- What is your plan for staying healthy this semester?

Theme: Making Commitments to a Major

- How do you feel about your course schedule? What courses do you think you'll find most difficult? What courses do you think you'll enjoy the most?
- Have you declared a major?
- Are you satisfied with your current major?
- What are you doing to deepen your experience in your chosen major?

Theme: Thinking about Study Abroad, Internships, and Other Opportunities

- Did you attend any study abroad fairs or internship fairs this semester?
- Are you getting involved in any activities that can help advance your major or career choices?
- Have you met with an academic adviser recently?

Theme: Academic/Co-Curricular Check In

- How are your preparations for final exams and papers going?
- Are there any classes you're struggling with or excelling in?
- Have you completed your General/Liberal Education requirements?
- Have you met with your academic advisor?
- What clubs and groups did you involve yourself in? Did you seek out a leadership role or thinking about pursuing one?
- Have you gone to any events that challenged your thinking? Exposed you to a new culture or social view? What did you learn?
- Are you happy with the grades you received last semester?
- What classes are you taking this semester?
- Do you feel like your involvement in student groups and activities will contribute to your post-college success?

Theme: Living Plans for Next Year

- Have you thought about where you will live next semester?
- If you're thinking of moving off campus, do you know where to look? What resources there are to help?

Theme: Closure and Moving Forward

- What did you struggle with the most this year? How can you improve for next year?
- What was your biggest success this year? How are you going to build from that success?
- What are three positive things you have learned about yourself this year?
- What are three areas of improvement you can identify about yourself after your second year at college?
- Do you think you've changed over the course of this year?
- Is there anything you'd do differently next year based on what you learned this year?

Theme: Setting Goals for the Summer

- What are you doing this summer? Are your plans helping you achieve any goals?
- Are you excited or nervous for the summer?

Third and Fourth Year Student Conversations

Theme: Academic Success

- Are you satisfied with your cumulative GPA? What can you do to raise your GPA?
- Have you declared your major? Are you happy with your choice? Have you spoken with your Academic Advisor?
- Have you completed all of your General Education and major requirements? If not, which do you still have to complete and what is your plan for completing them?

Theme: Transitions

- Are you anxious about graduation? How do you feel about leaving college? Have you spoken with anyone about your feelings?
- Are you nervous about getting your first job?
- Have you applied for graduation? If not, have you contacted your Academic Advisor for additional information?
- Have you completed your cap and gown order request?

Theme: Internship, Study Abroad, and Other Opportunities

- Are you considering doing an internship or similar work experience?
- Have you attended an internship fair or inquired with your department?
- How would an internship help you achieve your career goals?
- Have you thought about joining any professional clubs or organizations? Have you consulted with your Academic Advisor for advice or assistance?
- Are you considering study abroad? Where would you go? What program would you take advantage of?

- Do you know how you could pay for a study abroad experience?
- What are you excited for with study abroad? What worries you?
- How do you think you can prepare for study abroad?

Theme: Career Preparation

- Do you know what types of jobs you want to do and what you'll apply for?
- Have you gone to the Career Center, attended an event, or met with a career counselor?
- Do you have a resume? Are you happy with it? Have you practiced writing a cover letter?
- Have you thought about creating a digital presence or having a LinkedIn profile?
- Are there experiences you still want to have that would make you a stronger job applicant?
- Do you know where to look for potential jobs?

Theme: Graduate School Preparation

- Are you considering going to graduate school? Does your desired career path require a graduate degree?
- Do you know the academic programs and schools you want to apply to? Do you know what the deadlines are?
- Have you made preparations to complete tests such as the GRE, the MCAT, the LSAT, or the GMAT?
- Have you identified faculty members who can help you in this process?
- Have you gotten involved in research or other opportunities that can help you prepare for and get into graduate school?

Theme: Closure

- What will be your favorite memory of college?
- What have you learned about yourself in college?
- Did you accomplish all of the goals you wanted to before leaving college?
- How did your goals change over the course of your college life?
- Have you thought about or prepared for what life will be like after college?
- What excites you about graduation? What worries you?
- Are you moving away after college? How will you establish yourself?

True Colors

Within the first six weeks of the fall semester, all first-year students will be required to complete the True Colors assessment. This will be done during floor meetings and consists of five separate questions to allow staff to determine a student's True Color personality style. A person's color can either be Blue, Gold, Green, or Orange and allows Residence Life to identify more about a student's personality, motivations, actions, and communication style, among other things. This information will be shared with students and utilized to encourage students to get to know more about themselves, as well as their roommate(s).

The True Colors model allows us to learn more about our values, causes of stress, learning styles, motivators, and much, much more. Students will be provided with information regarding their

own True Color after taking the assessment and are encouraged to learn more about other colors as well.

During the 5th week of classes, Residence Life staff will provide programming focused on True Colors and encouraging students to interact with each other and discuss what they've learned in this process.

Some Information on the True Colors

The information shared below is a very brief synopsis of each color.

BLUES – Emotionally driven, seeks harmony in groups, enthusiastic, creative, sympathetic

GOLDS – Loyalty driven, respects rules and authority, responsible, organized, appreciative

GREENS – Logically driven, independent thinker, focused, efficient, analytical

ORANGE– Short-term driven, welcomes change and variety, adventurous, competitive, impulsive

How to Program

Planning

Formulate an Idea

The first step in planning a program is formulating an idea. You will want to come up with a program idea that meets the needs of your residents and fulfills your programming requirements. Which means you should look at the Wellness Wheel and ask yourself, “What is relevant to my residents and what can they benefit from?” If you're stuck here, you can always ask them what they would like to do! Your supervisor is a great resource and the internet is always very helpful. Check out Pinterest and Reslife.net! It doesn't have to be complicated, but it should meet all of the programming requirements and be something that your residents will be interested in attending.

Plan It!

After getting a basic idea of what you would like to do you will need to actually plan the program. This requires you to think about the date, time, location, supplies needed, your programming budget, and how you will advertise (we will touch more on advertisements in a later section).

Date and Time

- Make sure this is reasonable for both you and your residents
 - Don't plan a program right before or after you have another commitment. Leave plenty of time to set up and tear down
 - Don't plan programs when you know residents will be busy (the middle of a week day when students are in class, or over a weekend when you know most residents will be going home)
- Check your proposed date and time against a campus activities calendar and with other SSMs in your area – you don't want to overlap events

- Consider how much time your program will take and plan accordingly

Location

- Make sure the location meets the needs of your program
 - Do people need tables and chairs to partake in your program?
 - Do you need a lot of space for physical activity?
 - If the location is outside, do you have a back-up location in case the weather is bad?
- If the location is not within your direct area, make sure this is well communicated to your residents
 - Consider walking over to the location with them
- Do you need to reserve the location? If so, you may need to inform your supervisor

Supplies

- Consider the materials (if any) that you need for your program
- Are the supplies already available to you? Check with your supervisor to make sure you don't budget for/purchase something that your area already has
- Be sure to notify your supervisor a week in advance if something new needs to be purchased so you can coordinate when to purchase these items
- Make sure you are staying within budget (don't plan something that you can't afford)
 - Consult your supervisor for more specific expectations regarding your budget and purchasing supplies

Program Proposal

- Your final step in planning a program is to submit a program proposal to your supervisor. The Program Proposal form is located in Office 365. You have already done the necessary brainstorming; you just need to do the paperwork now. The Program Proposal helps you gather advice and approval for the program from your supervisor before you go any further. **Additionally, if you fail to submit a program proposal it will not count toward fulfilling your programming requirements.**

Advertising

A very important step in the program planning process (one that requires its own section) is advertising. How are you going to get residents to go to your program? Keep in mind these important tips as you are planning to advertise your program!

- Advertising too early can cause residents to go "sign blind." And advertising too late doesn't give residents enough time to fit your program in their schedule. Plan to advertise for your program about 5-7 days in advance!
- You should use 2 different types of advertising (email, flyers, knocking on doors, etc.) to reach the most amount of residents
- Use advertising that makes sense in your community! If you don't think your residents use Outlook Calendar, don't send them Outlook Calendar invites.

- Make sure your advertisements very clearly include the date, time, and location
- Advertisements should be eye catching and related to the program you are putting on! If you're hosting an ice cream social, put a cartoon ice cream cone on the flyer or a meme in an email
- Keep information within your advertisement simple! Residents do not need a play-by-play of everything that will happen
- Get creative! Do things that are unexpected so that residents will actually look at your advertisements (i.e. personal invitations, balloons tied to door handles, eye-catching program titles, etc.)
- Go door to door before the program! This is the best form of advertising because it's harder for residents to say no to your face than it is for them to say no to a flyer or email
- Use your resources! Canva is a great tool to make flyers and social media ads (there's other websites like this... we just really like this one)
 - Other resources include: Photoshop, Poster My Wall, and Block Poster
- Examples!



Implementation

Implementation of the program should be pretty simple at this point – you’ve done all the planning and advertising. You just need to have the program. Keep in mind these basic tips.

- Make sure to give yourself enough time to prepare (gather your supplies and set up before residents show up)
- Again, go door to door before the program to maximize your attendance!
- Have an attendance sheet – this helps you in the evaluation aspect of programming and may also be required by your supervisor

Evaluation

The Program Evaluation is your time to reflect on the program you held, what went well and what didn't. This also helps your supervisor keep track of what you have completed in regard to your programming requirements. The Program Evaluation is located in Office 365. Again, this is required for your program to receive credit.

Bulletin Boards and Door Decs

Bulletin Boards

Your supervisor will set specific expectations for you regarding bulletin boards. However, the department as a whole expects that your bulletin boards are...

1. Purposeful (meaning that they give advice, show resources, inform about policies/procedures, provide awareness, expose to new ideas or experiences, etc.)
2. Neat/clean, visually appealing, and fill the space

Basic Steps for Creating a Bulletin Board

1. Pick your topic (if you are stuck here, consider asking your supervisor, looking at Pinterest, Google Images, Reslife.net, or seeing what holidays or what days of awareness are happening that month)
2. Gather the information needed
3. Let your supervisor know what you're planning
4. Edit the content, find images, etc.
5. Print it all out!
6. Cut out your pieces
7. Put up the paper
8. Put up the content, title, pictures, etc.
9. Admire your glorious work

Get creative with your bulletin boards and consider making them interactive! If you choose to do this, make sure to check for inappropriate contributions. Regardless of whether your

bulletin board is interactive or not, be on the lookout for vandalism and inform your supervisor if it occurs.

Example Bulletin Boards



Door Decs

Again, please speak with you supervisor regarding specific expectations for door decs. But keep in mind that the department as a whole expects that your door decs are...

1. Neat/clean and visually appealing
2. More than just a piece of paper or a printed image with someone's name on it

You may not be an artist, but we expect that you try. Your effort in a door decoration makes your residents feel welcome and cared for within your community. It may be something very small, but it makes them feel at home.

Basic Tips for Creating Door Decs

- Utilize Pinterest, Google Images, and Reslife.net for ideas!
- Don't make them too big or too small
- Use various materials or layers to create dimension

- Use premade options – googly eyes, feathers, popsicle sticks, etc.
- Keep it simple, but try to avoid being too general
- Consider personalizing – use nicknames, preferred names/pronouns, fun facts, etc.
- Get your residents involved!
- Utilize a theme
- Prepare for possible vandalism and talk with your supervisor if it happens

Examples Door Decs



Funding and Residence Hall Association

Your program funding will be largely dependent on the area you are working in and the budget set by your supervisor. You should talk with them regarding more specific expectations for program funds (how much money you have to use, in what ways you can use that funding, and their process for purchasing materials).

Keep in mind that if your sights for programming are set a little higher than the budget set by your supervisor, you can always ask departments and organizations for help! Maybe they have resources you can use or would like to sponsor the programming you are planning.

A great funding resource for SSMs is the **Residence Hall Association (RHA)**. As defined by their mission statement, RHA is an inclusive organization of student representatives working together to create a sense of community on campus through educational, service, and social programming. Therefore, they are willing to help you out with your programming and even have a section dedicated to Fund Requisitions in their constitution. This section is copied below for your convenience.

RHA FUND REQUISITIONS

Section 1

Funds can be requested from student staff members from the Office of Residence Life (Resident Advisors and Community Coordinators).

Section 2

Funds must be requested through the proper forms and channels. Funds must be requested at least two (2) weeks before the event.

- A. An email will be distributed to the fund requester by RHA with the next steps.
- B. Funds can be distributed at the discretion of RHA. RHA can give all, part, or none of the funds requested.

Section 3

Those who request funds must come to the next general meeting after their program to discuss the expenditure of their funds.

- A. All advertisements must include the RHA logo and must be distributed to all residential areas.

Section 4

All funding requests under \$25.00 can be approved at the executive board meeting with attendance of the fund requester.

- A. All funding over \$25.00 must be approved by a majority general assembly vote following the presentation by the fund requester.
 - a. A presentation will be no longer than five (5) minutes followed by a five (5) minute Q&A.

Student Needs During Different Times of the Year

As you are planning your programs, try to think about what your residents are going through and may need. This can be largely dependent on the time of year. Below are some common stressors/needs of college students during different times of the year.

August/September

- Homesickness and long-distance relationships
- Roommate conflicts
- Values exploration
- Campus familiarization
- Financial adjustment

- Time management
- Adjusting to new study habits
- Disenchantment with school
- Imposter syndrome (doubting ones accomplishments/abilities and feeling like a fraud)

October

- Academic stress from midterms
- Homesickness continues
- Roommate conflicts continue
- Values exploration continues
- Halloween and Homecoming pressures to drink
- Dating and friendship anxieties are high
- Cliques begin to form

November

- Changing weather causes colds
- Questions about returning for the Spring semester may arise
- Questions about withdrawing from certain classes may arise
- Stress over registering for Spring classes
- Pre-finals stress start to emerge
- New friendships are less likely to be formed
- Thoughts of changing rooms if roommate conflicts have escalated
- Restlessness for Thanksgiving Break
- Academic tension due to procrastination of major projects

December

- Financial strain due to the approaching holiday
- Pre-holiday anxiety
- Time strains due to increased commitments (social, extracurricular, and academic)
- Academic pressure and stress over final exams and projects
- Thinking about switching majors

January

- Second semester performance anxiety
- Post-holiday homesickness
- Unwanted weight gain over the holiday
- Potential stress over SSM selection approaching
- Trouble reestablishing interest in classes

February

- Dating and relationship anxieties increase due to Valentine's Day
- Summer job/full time job hunt begins
- The winter weather causes cabin fever

March

- Academic stress from midterms
- Financial stress from Spring Break
- Questions about withdrawing from certain classes may arise
- Academic tension due to procrastination of major projects
- SSM selection decisions will likely go out
- Pre-finals stress starts to emerge
- Stress over Fall class registration/graduation approaching

April/May

- Financial stress over taxes
- Increased stress over job hunt/job decisions
- Academic pressure and stress over final exams and projects
- Relationship anxiety for friends and couples who will be departing for the summer
- Stress of going home for a full summer after college independence
- Time strains due to increased commitments (social, extracurricular, and academic)
- Frustration over the weather finally getting nice but having to focus on rigorous course work

Mediations

Mediation Process

As residents come to you with roommate concerns (which they inevitably will) it is important that you are a neutral party that all of your residents are comfortable talking to. It is hard for residents to share a space with someone else, especially if they haven't done so before. So, it's normal for conflict to arise. When residents initially come to you with roommate concerns, keep these steps in mind.

- Use active listening skills and hear what the resident has to say. Consider repeating back to them what you heard them say to show you were listening
- Ask, "Have you talked to your roommate about this?"
 - If they have had a conversation, ask them how their roommate responded
 - If they have not talked to their roommate find out why
- Give the resident tips on how to approach their roommate
 - Teach them some of your mediation skills – encourage them to pick a neutral location for the conversation and to use "I statements"
 - If the conflict between the roommates is more severe, notify your supervisor before advising the resident to speak with their roommate first. In some situations, it could be necessary to skip straight to a mediation
- Ask the resident to check back with you once they have had the conversation with their roommate

- If they don't check back with you in a reasonable amount of time, follow-up
- Keep your supervisor informed from the very beginning!

If things escalate, you may need to have a mediation. The following skills can be useful in all types of conflict, not just roommate disagreements.

Your Role as Mediator

- Maintain mutual respect, seek common ground, focus on the problem, acknowledge all situations, perspectives, and needs, validate feelings, listen actively, keep your perspective open, separate fact from opinion, encourage "I" statements, be non-threatening, and let them talk. The residents should not be able to tell that you are siding with one over the other (even if deep down you feel that one of the residents is "right" compared to their roommate).
- Format the Mediation
 - Gather Information Beforehand – recall what you know about this conflict so far
 - While it is good for you to personally recall any past issues these roommates have had (it gives you some context to the current problem), remember to focus only on the situation at hand while talking with them. Bringing in past conflict will only escalate the situation and cause the conversation to be longer than it needs to be
 - Time Limits – mediations should work in everyone's schedule, including yours
 - Set aside enough time to address all issues (you may not be aware of everything that's wrong)
 - Set a time limit as to how long the conversation will last. Mediations should not last more than an hour
 - Location – someplace neutral!
 - A lounge, office space, your space, etc.
 - Ground Rules – guidelines to help the mediation go successfully
 - One person will speak at a time with no interruptions, only "I" statements, roommates will come up with a written agreement before the meeting is over, roommates will decide on what should be done if the agreement isn't followed (also in writing), no name calling, etc.
- Hold the Mediation
 - Define the Problem – ask each person what the problem is
 - Search for a Solution – ask what their ideal solution to the problem is
 - Remember that while we strive for collaboration, we often have to compromise in roommate conflicts, and that's ok!
 - Establish a Plan – have the residents agree on a solution and update the roommate agreement
 - Make sure to establish your role in this solution – when will you follow up with everyone? At what point is it necessary for you to step in again?
- Follow Up
 - Check in with the residents later and see how the agreement is holding up

Room Change Process

Students will ask for room changes for various reasons throughout the year. The process for students seeking a room change from their current space to a new space is listed in this section. *Please note that room changes, including room swaps, will not be made during the first two weeks of the semester. After two weeks, room changes may be requested if space is available and the student has made a reasonable effort to resolve the conflict.* Additionally, the student seeking a room change is the student who will move out of the room (students can't kick their roommate out of the space). The student initiating the room change is responsible for notifying the current roommate of the room change.

The Room Change Request Form is located on the McKendree Office of Residence Life website under "Documents and Forms."

When a Student Desires a Move

1. The resident submits a Room Change Request Form and they wish to be with a specific person or in a specific building
2. The Assistant Director of Residence Life (AD) will complete the request if all students involved are in agreement

OR

3. The student is put on a waitlist because the move is not currently possible

When a Student Desires a Move – Roommate Conflict

1. The resident submits a Room Change Request Form because of a roommate conflict.
2. AD will forward conflict notes to the Student Staff Member (SSM) & the Professional Staff Member (ProStaff) that oversee the student and attaches the Room Change Recommendation Form that is to be completed by the SSM
 - a. The SSM, with help from their supervisor, will conduct interviews and interventions to see if the roommates have been open in their face-to-face communication, have attempted to set ground rules, and have generally applied effort into making their roommate situation work
 - b. Based off these conversations, the SSM completes the Room Change Recommendation Form below

Room Change Recommendation Form

Resident Assistants should schedule an initial meeting with their resident(s) no later than 48 hours after receiving the notification from Residence Life that a resident has requested to change rooms. Please make your recommendations below once you have met with your resident(s).

Name of Residents: Click or tap here to enter text.

On Campus Address: Click or tap here to enter text.

Name of RA Conducting Meeting:

Date of Meeting with Residents: Click or tap here to enter text.

Description of Resident's Concerns: Click or tap here to enter text.

Outcome of Meeting: Click or tap here to enter text.

RA's Recommendation:

- Room Change Suggested**
- No Move Needed – Roommate Agreement Amended**
- Other:** Click or tap here to enter text.

- c. The SSM forwards the completed recommendation to their ProStaff and AD
 - i. If the ProStaff decides there is a legitimate reason for a room change, the student will be referred to the AD who will work with the student to coordinate the room change and set completion dates
 - ii. If the ProStaff decides that more effort is needed, they will create a plan with the SSM

If a Student is Approved for a Move:

1. The AD will set up a meeting with student to find a suitable location if one is available
 - a. The AD will then send an approval email with move dates and the new assignment (ProStaff and SSM are CC'd on this email)
2. An email is also sent to the roommate(s) of the new assignment
 - a. Remember that it is the student's responsibility to tell their current roommate that they will be leaving the space
3. Once the move is completed the student will receive an email about any billing changes due to the move

If a Student is Denied for a Move:

1. The AD will send a denial email listing the appropriate reason
2. The student will be added to waitlist if they desire and they will be notified of any open spaces

Administration

Staff Meetings

Staff Meetings give you an opportunity to bond with your fellow staff members and grow as individuals. They are also an important means for your supervisor to disseminate important information regarding upcoming events or expectations. Staff Meetings are scheduled to be Tuesdays from 5pm – 7pm. Once a month these meetings will include the entire staff. Check with your supervisor for more information on their expectations of you for staff meetings.

One-on-One Meetings

You and your supervisor will schedule one-on-one meetings as time for you to ask questions and reflect on your position. Supervisors will also take the opportunity during one-on-one's to give constructive feedback, disseminate important information, and help you grow within your position. Typically, one-on-one's are whatever you and your supervisor want them to be. Check with them for more information on their expectations regarding one-on-one meetings.

Health & Safeties

Health & Safeties occur once a month and are conducted by the student staff in the area. Notification needs to be given by the Pro-Staff or Student Staff as to when the health & safety checks will occur, but it is advised that you do not give the residents an exact time and instead give them a week-long window. Please follow up with your supervisor for more information on what their health & safety notification process is.

When conducting a health & safety, do not enter the room alone if no residents are present. If no residents are present, you must find another student staff member to conduct the health & safety with. If a resident is present, you can conduct the health & safety check on your own but it is strongly recommended that you still have a partner with you.

When you arrive, you must knock on the door and announce yourself as “Residence Life.” If nobody answers, knock on the door three times with periods of waiting in between before entering the space, in order to give the residents enough time to potentially answer the door. If they do not answer, and with another staff member present, you may use a master key to enter the space. *Check with your supervisor for master key location and checkout procedure.*

Once you enter the space, do a visual sweep of the area to look for any safety or health hazards. Your supervisor will provide you with an online Health & Safety Form via Office 365 that will assist you in navigating what to look for. You should also look for any maintenance issues and follow-through by putting in necessary work orders.

You are permitted to open university owned property, so you can check the fridge if you are in a Hunter Street, Triplex, or a West apartment. You should not open personal mini fridges or coolers, but you can ask the residents to do so. If they get defensive at this request or refuse to do it, you can call Pro-Staff On-Call for back-up or explain policy 14.00 Official Requests and Orders to them.

- Please note that Professional Staff members operate under a different set of guidelines and can open personal items if there is reasonable cause to do so (as outlined by the Code of Student Conduct).

If any policy violations are found during a health & safety, it is your responsibility to document these situations within 24 hours of finding them.

Work Orders

As a student staff member for the Office of Residence Life, part of your job will be addressing facilities concerns throughout the year. Whether it's a broken shower handle in the communal bathroom or a light out in a student's apartment, you will submit work orders for your residents and your residential area through the Maintenance Connection system. *Keep in mind that students also have access to this system and you are encouraged to help them sign up so they can submit their own work orders.*

Maintenance Connection Sign Up

1. Click on the following link which will open a new Sign Up window (you may need to adjust your pop-up blocker);
https://www.maintenanceconnection.com/mcv18/online/mc_signupstart.asp
2. Specify "I am NOT a Member of Maintenance Connection." and then click OK.
3. When prompted for a connection key, enter: **18521001**
4. Fill out the member profile information page, and click OK.
 - Use your assigned McKendree email to sign-up
 - Member ID format: First Initial + Last Name
 - Password must be at least 6 characters
5. Once you finish the signup process, you will receive an email stating that you need approval.
6. You will receive another email when your account has been processed.

If you are already a member please log into InSite here,
https://www.maintenanceconnection.com/mcv18/online/mc_login_insite.htm

Submitting Work Orders

Please note that Physical Plant Emergencies include no heat/air, no power, heavy water leaks, broken glass, bodily fluids, or anything that threatens student safety. These issues do not need a work order, and instead should be communicated directly to the Pro-Staff On-Call. Additionally, issues with keys (lost keys, damaged keys, or locks that are not working) should be communicated directly to your area Pro-Staff member.

- Check "Service Request Status" to make sure the work order have not already been submitted by someone else
- Remember to fill out all fields completely (location, problem, and description)
- Be thorough in your description (give bedroom numbers, sides of the room, and exact location of the issue) so that Physical Plant staff can find it easily
- Follow up with the issue after 3 days and if it still isn't fixed inform your supervisor

Mail

Sorting Mail

Your supervisor will likely designate mail duty for the year – meaning you may have to pick up and sort mail for your area. Letter mail for all the areas can be picked up at Printing and Mail Services (Eisenmayer Hall) between the hours of 8am – 5pm, Monday – Friday. Mail should be picked up every day and sorted through as soon as possible. Your supervisor will have more information about how to access the mail boxes in your area. To limit the amount of misaddressed mail, you should have an updated roster of students living in your area with you while you are sorting. Do not put mail in a mailbox if the name on the letter does not match the name on the roster.

Please note that the Suites have their own mailboxes for letter mail up in Printing and Mail Services. Lock combinations for these mailboxes are given out in person, so these students are instructed to visit Printing and Mail Services at the beginning of the semester to set this up.

Also note that the Hunter Street mailboxes are located with the RHE/W mailboxes in the RHW lobby, and the McKendree West mailboxes are located next to the AC office in the McKendree West Clubhouse.

Addresses

The address used for the different areas on campus all look a little different (but are still delivered to Printing and Mail Services). Below are example addresses for the different areas.

Baker, Barnett, Walton, RHE/W, Suites

Template	Example
STUDENT NAME 701 College Rd. BUILDING NAME SUITE/ROOM # Lebanon, IL 62254	Steve Rogers 701 College Rd. Baker 212 Lebanon, IL 62254

Hunter Street

Template	Example
STUDENT NAME BUILDING # Hunter Street Apt # Lebanon, IL 62254	James Barnes 533 Hunter Street Apt #2 Lebanon, IL 62254

McKendree West

Template	Example
STUDENT NAME BUILDING # College Rd Apt # Lebanon, IL 62254	Peggy Carter 1201 College Rd Apt. 2 Lebanon, IL 62254

Triplex

Template	Example
STUDENT NAME BUILDING # College Rd Lebanon, IL 62254	Sam Wilson 1016 College Rd Lebanon, IL 62254

Check-Ins and Check-Outs

Throughout the school year you will have numerous responsibilities when it comes to helping students check in and out of their rooms. Check in and check outs typically happen at the beginning and end of the year, respectively. **The exact check-in and check-out process for your building or area will come from your supervisor.** Anticipate early mornings for big check in dates and please be on time so the whole team can function properly. For fall check-ins, please let your supervisor know if you are involved with NSO since this can impact duties or time available to help with check-ins.

Timesheets

As a student employee receiving a stipend, you are required by Human Resources to submit a timesheet for every month you work. You can submit these digitally or as paper copies but check with your supervisor for their preference. As you are filling out your timesheets keep in mind these specific details you are expected to include...

- First Name, Middle Initial, Last Name
- Include your student ID number (Datatel Number)
- Enter the month this timesheet covers and the year
- Date of Month refers to the numeric day of that month: August 1st, 2nd, 3rd
- Day of Week equals the day of a specific week: Monday, Tuesday etc.
- Hours refers to the quantity of hours that you worked during that specific occasion.
- Notes allow you to provide further detail and are required. Examples of notes you will have are...
 - *1:1s with supervisor* – 30 minutes to one hour
 - *Staff meetings* – One to two hours, depending on length of staff meeting
 - *Duty* - Record as one hour per duty night, plus time handling incidents that may occur.
 - *Programming/Bulletin Boards/Door Decs* – The length of the program or time it takes to complete the bulletin board/door decs
 - *Conducting Health and Safeties* – The length of time it takes to conduct inspections
- **PLEASE NOTE** that your hours per pay period (2 weeks) must not exceed 20 hours

- If you choose to use an electric signature, you must “resign” your timesheets each month because the signatures are timestamped (you cannot just reuse your signature from prior months)

An example of a digital timesheet (without the signature portion) is below...



MONTHLY TIMESHEET

Employee Name: **Peter J. Quill** Datatel Number: **0123456**
 MONTH: **September 2019**

DATE of Month	DAY of Week	HOURS	NOTES
1	SU		
2	M	1.00	Duty
3	TU		
4	W	1.00	Staff Meeting
5	TH		
6	F	1.00	Duty
7	SA	1.00	Duty
8	SU	1.00	Duty
9	M	1.00	Duty
10	TU		
11	W	1.00	1-on-1
12	TH	1.00	Program
13	F		
14	SA		
15	SU		
16	M	2.00	Duty and Incident

DATE of Month	DAY of Week	HOURS	NOTES
17	TU		
18	W	1.00	Staff Meeting
19	TH		
20	F		
21	SA		
22	SU		
23	M	3.00	Duty and Health & Safety
24	TU		
25	W	1.00	1-on-1
26	TH		
27	F		
28	SA		
29	SU	1.00	Bulletin Board
30	M	1.00	Duty
31			
Total		17.00	

Digital Signatures

If you plan to complete timesheet digitally you will need to create a digital signature. To do so please follow the steps below.

Step 1 – Click on the appropriate signature block

12				28
13				29
14				30
15				31
16				Total

Employee Signature:

Supervisor Signature:

Submit to Human Resource:
Email to Ken Crawford at kccrawford@mckendree.edu
Or Fax to Human Resource: 618-537-8829

Step 2 – Select “A new digital ID I want to create now” and click “Next”

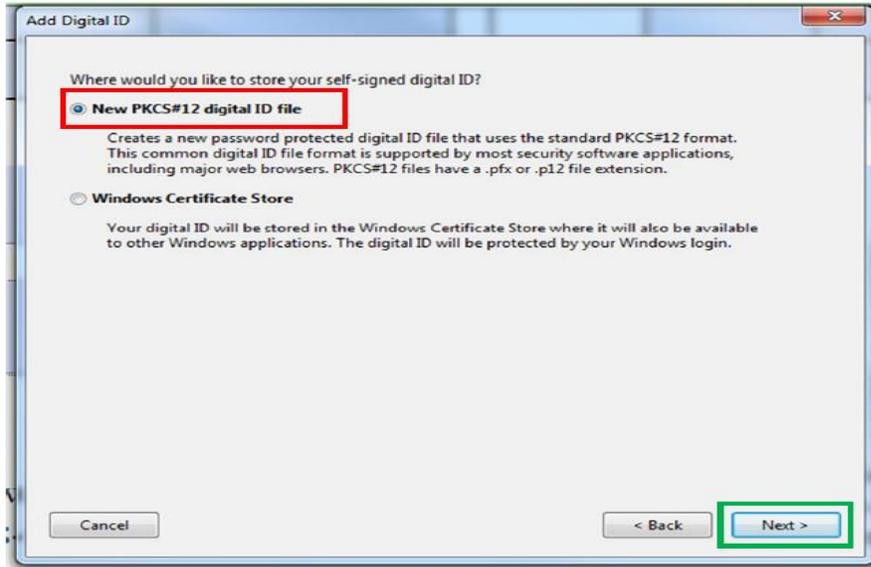
Add Digital ID

I want to sign this document using:

- My existing digital ID from:
 - A file
 - A roaming digital ID accessed via a server
 - A device connected to this computer
- A new digital ID I want to create now

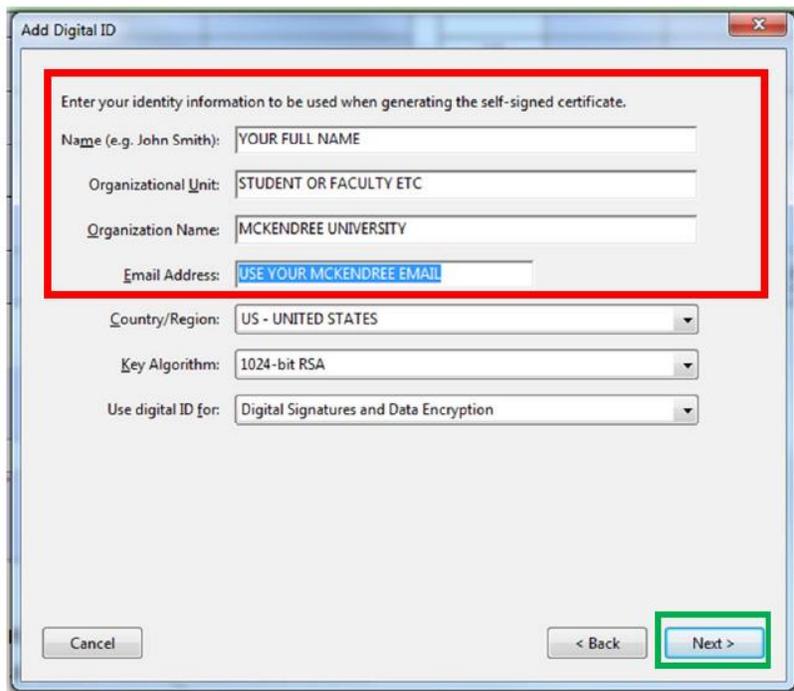
Cancel < Back Next >

Step 3 – Select “New PKSC#12 digital ID file” and click “Next”

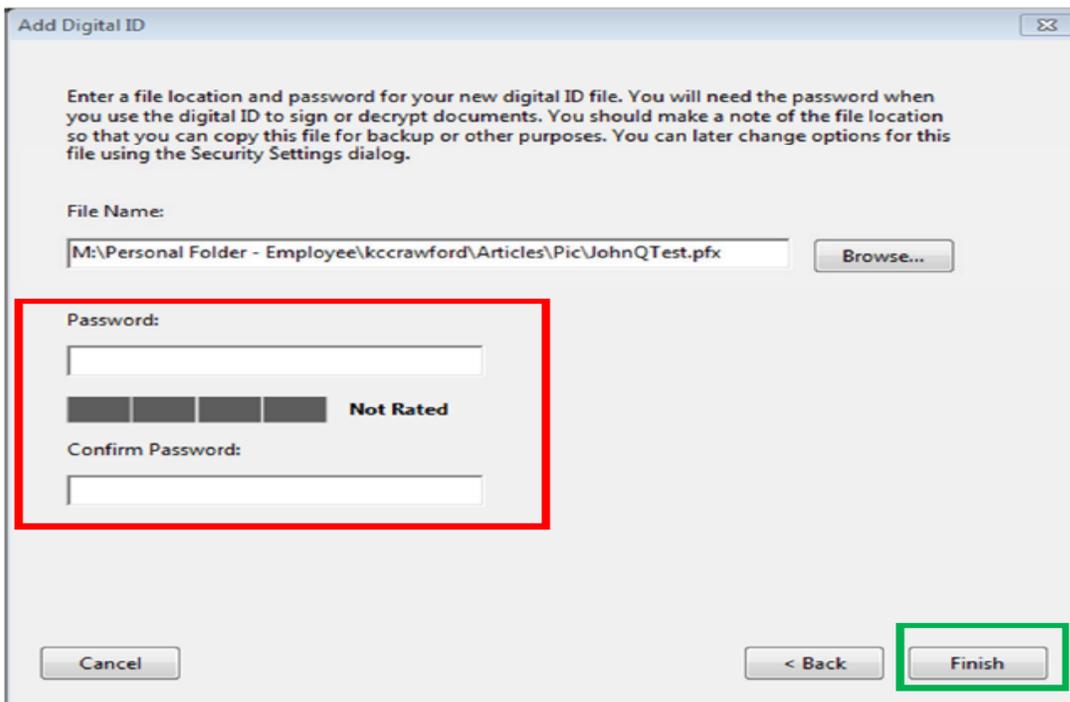


Step 4 – Fill in the information and click “Next”

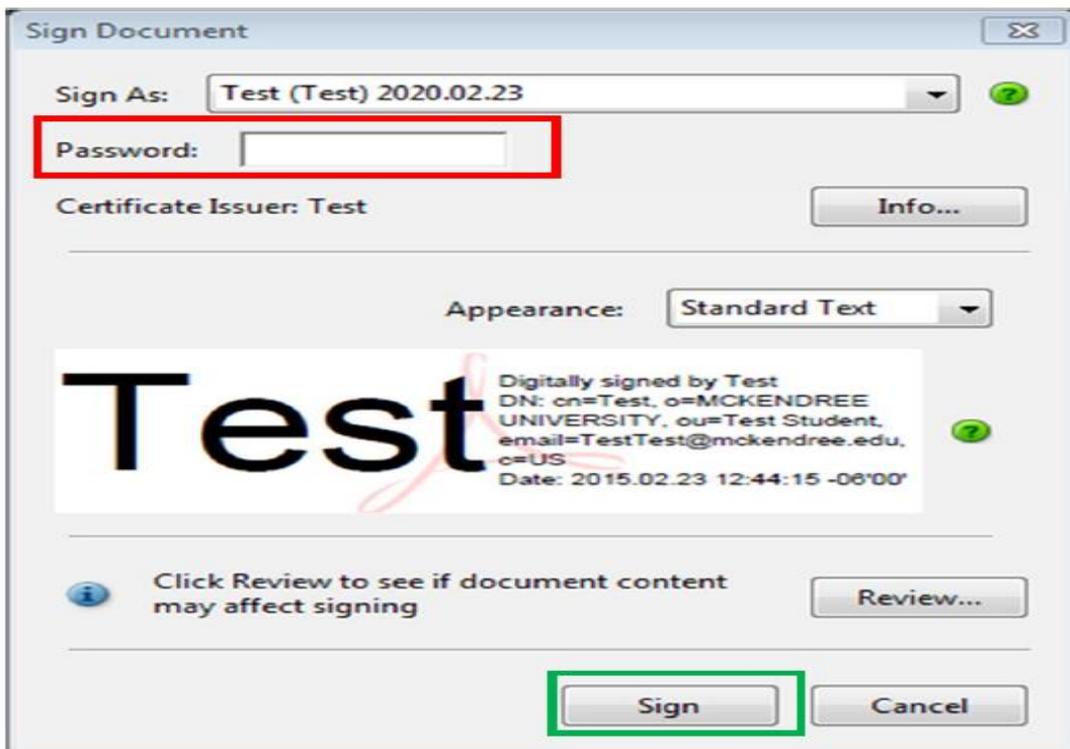
- Fill in First & Last Name
- For organizational unit put: student or staff
- Organization Name is McKendree University
- Email Address: Use your McKendree email
- County, Key algorithm, and Use, you will ignore



Step 5 – Create a password for your digital signature and click “Finish”



Step 6 – Type in the digital signature password you just created and click “Sign”



Step 7 - As soon as you click sign, you will be prompted to save the signed timesheet. Give the file a new name and save the document.



Step 8 – The timesheet will now have a digital signature!

Supervisor Signature: Test

Digitally signed by Test
DN: cn=Test, o=MCKENDREE
UNIVERSITY, ou=Test Student,
email=TestTest@mckendree.edu, c=US
Date: 2015.02.23 08:50:34 -08'00'

Duty and Policy Enforcement

Basic Duty Expectations

You will receive specific duty instructions from your supervisor - each area will look a little different. Please take note of these basic duty expectations that we hold all student staff members accountable to.

- Student staff must have their area's duty phone from 7PM to 7AM while on duty Monday-Thursday
- There is 24 hour coverage during weekends (Friday-Sunday), and the area duty phone must be with a student staff member at all times
- **Student staff must be on campus and in their area starting at 7PM**
- Student staff must answer every call and return any missed calls
- Student staff must check in for duty by 7pm every night. This means calling the Pro-Staff duty phone using your area duty phone to verify you are ready for your duty shift

- When you call in please remember to give your name and the area you are covering
 - “Hi! This is Thor Odinson calling in for duty at McKendree West”
- If you do not call in by 7pm you will be considered “late for duty” and your supervisor will be notified
- You must call in from the duty phone. You are not permitted to call in using your personal phone while on your way to get the duty phone. Your supervisor will be notified if you do so. You will not be considered “called in” until you call from the duty phone
- Additionally, if you have not called in by 7pm, the Pro-Staff On-Call will call your personal cell phone in an effort to contact you. You will then need to grab and call in using the duty phone to ensure area coverage.
- Answer the duty phone with proper etiquette – give the area you are covering, your name, and ask how you can help
 - “McKendree West Duty Phone! This is Thor, how can I help you?”
- Student staff must have the area duty bag on or near them while on duty
- Student staff must return the duty bag, and all of its contents, to its designated spot once duty has ended
 - A time frame for this return will be established by the area Prostaff
- If a major issue or concern is present, the student staff on duty should contact the Prostaff on duty first, when applicable

Duty and Office Numbers

It is highly recommended that you program all of these phone numbers into your personal cell phone. *Please note that under no circumstances should the Pro-Staff On-Call number be given out to non-staff members.*

Pro-Staff On-Call	618-920-9447
Office of ResLife	618-537-6855
Public Safety	618-537-6911
Baker Hall Duty	618-975-4388
Baker RD Office	618-537-6406
Barnett Hall Duty	618-975-4385
Barnett RD Office	618-537-3922
RHE/W & Hunter Street Duty	618-304-6366
RHE/W & Hunter Street AC Office	618-537-3688
The Suites Duty	618-334-5975
Walton Duty	618-975-4387
Walton RD Office	618-537-3689
West Duty	618-975-4386
West AC Office	618-537-3923

Policies and Conduct Process

As a Residence Life student staff member, you are expected to uphold and enforce the policies written in the *McKendree University Code of Student Conduct*. It is your responsibility to read and understand these policies. They are not copied here and instead can be found in the under “Definition of Violations” within the *Code of Conduct* in the *McKendree University Student Handbook* (currently page 42).

You should read more about the “Resolution of Complaints” (currently page 39) to get an idea of what happens once an incident report is processed. As you are enforcing these policies, students will often worry about what happens after the policy violation has been documented. If they have questions you can always refer them to this section of the *Code of Conduct*. However, make sure to tell them to keep an eye on their email. They will receive a digital letter calling them in for a judicial hearing with a conduct officer (typically a Residence Life professional staff member) to talk about the policy violation and their experience.

Tips for Enforcing Policies

Sometimes (more like most of the time) enforcing policies can be awkward – students typically don’t respond positively when they are caught doing something they weren’t supposed to. Regardless of how uncomfortable it is, it is still your job to enforce policies. Below are our tips for navigating the enforcement of policies using the acronym KRAB:

Knowledge

It is important when you are enforcing a policy to know what it is. Prepare yourself by reading the “Definition of Violations” in the *Code of Conduct*.

Reason

Explain to the resident(s) why you are there confronting a policy violation. Did you hear/smell/see something?

Be prepared for students to argue the policy with you. Of course, you can use the cop out of, “I didn’t write the policy, I just enforce it.” However, understanding why certain policies exist makes you a better enforcer and helps you navigate these conversations. If you don’t understand or agree with a policy, ask your supervisor for its reasoning ahead of time.

Explain to the resident(s) how the behavior is affecting others within the community.

Assurance

Have confidence in yourself, you were hired to do this job for a reason. Know that even though students don’t always show it, they are more nervous than you in these situations.

Back Up

If you are ever in a situation that is making you uncomfortable or overwhelmed you can always call for back up (another SSM, Public Safety, or Pro-Staff On-Call)

Alcohol Protocol

There are many ways in which you may encounter alcohol violations on campus. You may see alcohol in a resident's space during a routine health and safety inspection, or you may hear a loud party going on where alcohol is present. Whatever the case, unless you think you need back up to handle an alcohol situation (you've discovered a large party, or you're nervous because it is your first incident), you are equipped to handle these policy violations on your own.

If the residents are present, follow these steps as you are addressing alcohol violations

1. Once you notice the alcohol, point out the policy violation to the resident(s).
2. If the space is crowded or a party is going on, ask that the residents to turn off any music and that they gather in a centralized location (like the living room if you are at Hunter Street or West)
3. Ask the residents if the alcohol you pointed out is the only alcohol in the space. Have them gather all the alcohol in the middle of the room
 - a. You are permitted to open university owned property, so you can check the fridge if you are in a Hunter Street, Triplex, or a West apartment. You should not open personal mini fridges or coolers, but you can ask the residents to do so. If they get defensive at this request or refuse to do it, you can call Pro-Staff On-Call for back-up or explain policy 14.00 Official Requests and Orders to them.
4. Once the alcohol is gathered, take a picture of it and then ask the residents to dump it out.
5. Bag up the empty alcohol containers and dispose of them in a dumpster/trash room

If the residents are not present (i.e. Health & Safeties), follow these steps as you are addressing alcohol violations

1. Once you notice the alcohol call, Pro-Staff On-Call for permission to dump it out.
2. You are permitted to open university owned property, so you can check the fridge if you are in a Hunter Street or West apartment. You should not open personal mini fridges or coolers while the student is not present.
 - a. *Please note that Professional Staff members operate under a different set of guidelines and can open personal items if there is reasonable cause to do so (as outlined by the Code of Student Conduct).*
3. Once the alcohol is gathered, take a picture of it and proceed to dump it out.
4. Bag up the empty alcohol containers and dispose of them in a dumpster/trash room

Tailgating

Policy 8.00 Alcohol in the *Code of Student Conduct* states that, "No person shall possess, distribute, or consume any alcoholic beverage, including those used for cooking, on University owned or operated property, except as covered by University tailgating policies. *Designated University

tailgating events permit participants who are 21 years of age or older to consume alcoholic beverages in tailgating areas only. A full list of Policies and Procedures regarding Bearcat Boulevard Tailgating can be found on the McKendree Athletics Website.” The policies in the *Bearcat Boulevard Tailgating Policies & Procedures* pertaining to the consumption of alcohol are copied below for your convenience.

- All beverages must be contained in an unmarked, non-transparent plastic cup. No glass bottles, kegs, etc. are allowed.
- Drinking games (included but not limited to beer pong), and the use of devices intended to accelerate the consumption of alcohol (including but not limited to funnels or beer bong) are prohibited.
- Participants in tailgating parties are expected to follow all relevant laws, including not serving alcohol to anyone under 21 years of age, not giving alcoholic beverages to any obviously intoxicated person, and not driving while intoxicated. Any participant who consumes alcoholic beverages at such events must be able to produce a valid driver’s license or other photo ID that reflects the person’s age upon request.
- No alcoholic beverages are allowed outside of Bearcat Boulevard.
- No food or beverages will be allowed into Leemon Field stadium.
- McKendree University will determine if someone needs to leave the area.

Typically tailgates occur within C Lot (the parking lot between the Suites and the Hett). Again, no alcoholic beverages are allowed outside of the tailgating area. *If you see a resident on-campus with alcohol, even if they are known to be of legal drinking age and state that they are headed to the tailgate, you still need to document the policy violation.*

Drug Protocol

Smelling Marijuana

Anytime you smell marijuana on campus you will want to call in someone to verify the scent (our noses aren’t always perfect when they’re acting alone). If you are on duty and have a secondary student staff member on duty with you, call them in for back up. If not, do not hesitate to ask a fellow staff member who is nearby or call Pro-Staff On-Call to act as a second nose.

Once the smell of marijuana is confirmed and is pinpointed to a specific area, if you haven’t done so already, call Pro-Staff On-Call. Pro-Staff will then call Public Safety (or ask you to call Public Safety) to help confirm the location of the smell. *You should never confront marijuana on your own. If you pinpoint the location of the smell before Pro-Staff or Public Safety arrive, do not knock on doors or engage the resident(s).*

If Pro-Staff and Public Safety confirm the location of the marijuana smell, they will likely conduct a search of the area. Your role in the search process is to take notes and assist Pro-Staff in whatever ways they ask. Make sure your notes are detailed (gather student ID numbers, take pictures, write down times, note the location of items that are found, etc.) as you will likely write the incident report when the search is over.

Please note that even if a search does not occur (or if a search does occur and no marijuana is found), you will still write an incident report so we can log the occurrence. The “University” charges will be for 7.00 Narcotics and Dangerous Drugs. If no students were identified in association with the incident, you may leave the “Involved Parties” field blank.

Here is a summary of those steps for your convenience

1. Verify the smell of marijuana with another staff member (this can be Pro-Staff On-Call)
2. Once verified and pinpointed, call Pro-Staff On-Call if you haven’t already done so
3. Pro-Staff will then call Public Safety or ask you to call Public Safety for them
4. If the location of the smell is confirmed, Pro-Staff and Public Safety may conduct a search of the area
 - a. Take notes during this process. Take pictures of items found and gather information including students ID numbers, important times/locations, and any important direct quotes from the people involved.
5. Write the incident report within 24 hours (whether or not a search was conducted or items were found)

Seeing Marijuana/Marijuana Paraphernalia

Seeing marijuana and/or marijuana paraphernalia is a little different than just smelling it. When this occurs remain calm and call Pro-Staff On-Call. *Do not touch or move the marijuana/paraphernalia.* Pro-Staff will meet you at the scene with Public Safety to properly collect the marijuana/paraphernalia. Your role in this process will be the same as that listed in the “Smelling Marijuana” section. Make sure to take good notes as you will likely be asked to write the incident report.

Marijuana paraphernalia includes but is not limited to pipes, pieces, bowls, bongs, bubblers, hookahs, grinders, vaporizers/vape pens, dab rigs, rolling papers, roach clips, and smoke filters

Other Illicit Drugs

If you come across anything that you recognize as being another illicit drug, call Pro-Staff On-Call immediately. Even if you are unsure what you are seeing is an illicit drug, do not hesitate to reach out to Pro-Staff for assistance.

Writing the Incident Report (IR)

An Incident Report is used to document policy violations. Therefore, whenever you witness a policy violation, you should keep the incident report in the back of your mind. Take notes on certain information that will be needed in the incident report later.

Information Needed in the IR

- Date and time of incident
- Names of all individuals present and their ID numbers!
 - The conduct officer who processes your report will follow up with your supervisor if ID numbers are not included

- Location of the incident
- Reason for initial contact
- What occurred during the time staff was present

The Basics of Writing an IR

- Your first sentence should include the date, time, and location that the incident occurred and give context to why you were present during this incident
 - Example: On Sunday, September 15th, 2019 at 10:15pm RESIDENT ASSISTANT TONY STARK was doing a round of Barnett Hall when RA STARK noticed the smell of marijuana on the 2nd floor near room 214.
- Make sure all text is written in 3rd person (no I, me, or my statements)
- Give titles and full names (no nicknames) in ALL CAPS
- Titles include
 - RESIDENT ASSISTANT (RA), COMMUNITY COORDINATOR (CC), AREA COORDINATOR (AC), RESIDENT DIRECTOR (RD), PUBLIC SAFETY OFFICER (PSO), RESIDENT, NON-RESIDENT, etc.
- Once the full title and name are used, you may begin using the provided acronyms above for the title and the last name instead of the full name
 - Example: RESIDENT ASSISTANT JAMES RHODES -> RA RHODES
- If two people share the same last name, you may abbreviate their first name
 - Example: RESIDENT WANDA MAXIMOFF and RESIDENT PIETRO MAXIMOFF -> RESIDENT W. MAXIMOFF and RESIDENT P. MAXIMOFF
- Be as detailed as possible throughout the report
- If possible, include direct quotes
- Leave your opinions out of the report – stick to facts
- Write the report in a word or other document so that you do not lose your masterpiece

Submitting an Incident Report

The Incident Reporting form is included as an app in your MyMcK homepage.

- Enter your information in the “Background Information” section
- Input student information along with role
 - DO NOT FORGET THEIR STUDENT ID NUMBERS
- Select the UNIVERSITY POLICY that was violated
- Input description of incident
- Attach images or other files if need be
- Lastly, indicate that you are not a robot
- Submit report within 24 hours

Example of an Incident Report

On Monday, September 16th, 2019 at 6:50pm RESIDENT ASSISTANT (RA) CLINT BARTON and COMMUNITY COORDINATOR (CC) NATASHA ROMANOFF were doing a health and

safety inspection of Baker 217 with RESIDENTS SCOTT LANG and RESIDENT PETER PARKER present. CC ROMANOFF noticed a small candle with the wick burnt on the window sill and pointed it out to RESIDENT LANG and RESIDENT PARKER. RESIDENT LANG said “Oh yeah, that’s my candle.” CC ROMANOFF told RESIDENT LANG and RESIDENT PARKER that candles were against policy and RA BARTON took a picture of it. RA BARTON then asked RESIDENT LANG to remove the candle from the space and RESIDENT LANG complied. RA BARTON and CC ROMANOFF completed the health and safety inspection and left the room at 7:00pm.

Emergency Procedures

Earthquake

During Earthquake:

- Have residents drop to the floor and seek protection under a desk, table, or doorway. If objects are not available, cover your head with your arms and hands near an inside wall. Face away from glass or heavy objects.
- If in an open area, move to an inside wall.
- If possible try to move outside once it is safe to do so and stay far away from anything that could fall.

Post Earthquake:

- Report status of self and students to Public Safety and Pro-Staff On-Call
- Wait for further instructions

Tornado

Tornado Warning:

- Tornado siren will sound city wide
- Move rapidly to designated location

Traditional Halls	Go to the first-floor hallway
The Suites	Second floor residents need to be moved to a pod on the first floor and seek shelter far away from windows
RHE/W	Go to the first-floor hallway, or go to the common areas with door closed in student rooms on the first-floor
Hunter Street	Move to the basement
McKendree West	Move students to the ground floor apartments and seek shelter far away from windows
Triplex	Move to the first floor and seek shelter away from the windows

- Take a floor chart and your cell phone with you
- Instruct residents to move away from windows, glass, and doors

Post Tornado:

- Report status of self and students to Public Safety and Pro-Staff On-Call
- Wait for further instructions

Aircraft Crash

- Call Public Safety and inform them of the crash location
- Call the Pro-Staff On-Call and inform them of the crash location
- Stay away from the crash location for your own safety
- If possible keep students away from the crash location
- Wait for further instructions

Acts of Terror, Active Shooter, and Lockdowns

- Protect yourself
- Report situation immediately to Public Safety then the Pro-Staff On-Call
- Instruct other residents/students to remain calm and quiet
- Turn off radios, computers, and silence cell phones
- If you are in an area with the dangerous individual(s)
 - Do not attempt to disarm them
 - Follow their directions and remain calm
 - Instruct others to also be cooperative

Fire

- Call Public Safety
 - Give them a detailed location of the fire
- If you are able to take a floor chart and grab your cell phone
- Move rapidly and in an orderly fashion to designated location

Baker	the fountain in the circle drive
Barnett	the east side of the building and congregate at the quad
Walton	the west side of the building and congregate at the quad
The Suites	C-Lot away from the building
RHE/W	South of the building (quad)
Hunter Street	Cross the street if safe
McKendree West	Behind the clubhouse (between clubhouse & College Rd)
Triplex	Cross the street if safe

- Contact the Pro-Staff On-Call and your RD/AC if they live in the building
- Wait for further instructions

Bomb or Bomb Threat

- Call Public Safety immediately then the Pro-Staff On-Call
- If you can see the bomb
 - Do not touch it
- If the threat was called-in via phone
 - Obtain as much information as possible from the caller
 - Listen carefully
 - DO NOT interrupt and NEVER hang up the phone
- Remove residents from the area
- Wait for further instructions

Floods

- Investigate the area that has flooded
- If there is currently standing water or water damage report the situation immediately to the Pro-Staff On-Call
 - Never step into standing water and instruct students to leave the area
- Wait for further instructions

Severe Thunderstorms

- Remain calm
- Wait for instructions or updates from your supervisor or the Pro-Staff On-Call
- Pass along the information or updates to the other members of your staff
- Keep the duty phone (if you are on-call) and your personal phone charged incase power goes out
- Locate a flashlight that is not on your personal phone since this will deplete your battery faster
- Stay vigilant in case of a sudden turn in weather

Power Outage (Fire Watch)

- If the power is out, the fire detectors will not work (unless you are at McKendree West, Triplex or Hunter Street)
- Inform Pro-Staff On-Call that power is out
- Listen to their directions for the frequency of rounds
- Use a flashlight and walk the building to check for any fires
 - If a fire is discovered or smoke is present contact Public Safety
 - Evacuate residents to the designated location
- Relay any updates you receive to the residents of the area.

Hazardous Spills

- Report the situation immediately to a Pro-Staff member if it is during their regular office hours. If it is outside of normal office hours contact the Pro-Staff On-Call.

- Keep away from the spill and make sure students are not approaching it
- Do not attempt to clean anything up
- Wait for further instructions

Serious Injury

- Contact Public Safety and give the following information:
 - Individual's name
 - Location of the individual
 - Nature of the problem
- Contact Pro-Staff On-Call
- Do not touch or move the student but stay with the student until help arrives
- Avoid contact with blood or other bodily fluids
- Instruct bystanders to clear the area
- Record the names of witnesses if applicable
- Wait for further instructions

Death of a Student

- Contact Public Safety and give the following information:
 - Individual's name
 - Location of the individual
 - Nature of the problem
- Contact the Pro-Staff On-Call
- Do not move the individual and stay with the victim until help arrives
- Avoid contact with blood or other bodily fluids
- Instruct bystanders to clear the area
- Record the names of witnesses if applicable
- Wait for further instructions

Alcohol Poisoning

Alcohol Poisoning occurs when an individual has consumed a toxic amount of alcohol (their blood alcohol level is so high it is considered poisonous). This is characterized by unconsciousness or semi-consciousness, slowed or irregular breathing, cold/clammy/blue-tinged skin, vomiting, seizures, and confusion. *Please keep in mind that you are not a medical professional and we do not expect you to assess whether or not someone has alcohol poisoning. If you are unsure whether or not someone is dangerously intoxicated, please call for assistance.*

1. Call Public Safety immediately and give them as much detail as you can
2. Call Pro-Staff On-Call to inform them of the situation
3. As you wait for Public Safety and Pro-Staff to arrive, act as crowd control and do not leave the student alone
4. If a medical transport occurs the Pro-Staff On-Call will contact the Director On-Call

5. Complete an incident report for the situation using 10.00 Public Intoxication as the charge.

Rape/Sexual Assault

As defined by RAINN, sexual assault refers to sexual contact or behavior that occurs without explicit consent of the victim.

1. If a survivor of sexual assault wishes to disclose to you, be honest with them and explain that you are a mandatory reporter. *You are a private resource but not a confidential resource.* Meaning that you will need to report the incident to the Title IX Coordinator, but otherwise you will keep the student's information private.
2. If the survivor still wishes to disclose to you, follow the "Reporting Options for Survivors of Sexual Assault" flowchart. *If you are unfamiliar with this flowchart please ask your supervisor – they should have a copy posted in their office.*

If a survivor of sexual assault wishes to disclose to you, keep in mind these tips from Know Your IX...

- Do
 - Put them at ease
 - Express anger and sadness at their injustice
 - Validate their feelings about the experience, acknowledging pain without catastrophizing
 - At the same time, remember that while sexual abuse is always inexcusable, it isn't always traumatic [for the survivor]
 - Express admiration for their courage and recognize how difficult it must have been for them
 - Be strong and take care of yourself
- Do Not
 - Question the validity of the victim's claims
 - Seem cold or unapproachable
 - Make excuses for the perpetrator
 - Tell the survivor what they must do
 - Minimize the assault
 - Question why the survivor has decided to tell you now, even if it has been months or years since the assault
 - Shoulder the burden alone (encourage [the survivor] to seek professional help though a hotline or therapist)
 - Share the survivor's story without [their] permission [to anyone other than McKendree's Title IX Coordinator]

Suicidal Ideation

Suicidal ideation includes thinking about, contemplating, and planning suicide.

1. If a student discloses to you that they are having suicidal ideations, be honest with them and explain that you are a mandatory reporter. You are not a confidential resource, but you are a private resource. You will need to report the incident to your supervisor.
2. Let the student know that you will be calling the Pro-Staff On-Call for assistance. *If you are the only person with the student, do not leave them alone to make this call.*
3. As you wait for the Pro-Staff member to arrive, again, do not leave the student alone. You do not need to ask them any questions. Let them talk to you if they want to.
4. Once the Pro-Staff member arrive, they will do a basic assessment and likely call the Counselor On-Call. If a medical transport is deemed necessary, the Pro-Staff On-Call will call the Director On-Call.