



# Student Staff Manual

The Office of Residence Life

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# Introduction

## Mission Statement

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

## Pillars of Value

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The Office of Residence Life is guided by the following pillars of value:

### **Safety**

We prioritize the safety and security of our residential environments by responding to the diverse needs of our population and partnering with students in the resolution process.

### **Residential Community**

We establish welcoming and supportive environments where students develop relationships and make meaningful connections by living and learning amongst their peers.

### **Mutual Respect**

We assist students in developing mutual respect and appreciation for the differences within themselves and others while contributing to an inclusive student atmosphere.

### **Responsible Citizenship**

We enable students to recognize their role as members of the campus, local, and global communities who act with adult standards of behavior and positively contribute to the wellbeing of others.

### **Development & Growth**

We foster the holistic development of our residential population through experiences meant to challenge, engage, and educate.

### **Education**

We strive to support the mission of the University by providing opportunities for learning outside of the classroom that will enhance the overall college experiences and academic excellence of our students.

## Residence Life Substance Use Standards Agreement

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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 can 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. 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 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 regarding alcohol and drug situations are made by the Assistant Director and Director of Residence Life.

## Developmental Care Model

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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 the SSM’s understanding of their expectations.
- Written Warning:
  - A signed letter stating what contractual violations the SSM has committed, the SSM’s explanation of the poor work performance, and what commitments they made to improve. 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 to prevent future mistakes or failures.
    - Consequences of continued failure.
- Probation:
  - Two identical signed letters; one will be given to the SSM and the other will be stored in their student staff file. The letter will do the following:
    - State specific start and end dates. The period lasts at least one semester, and can extend to the full employment period.
    - Emphasize that it is a final warning.
    - State the reasons for the probation.
  - This letter will be given to the SSM at the start of the probation so that the reasons and terms of the probationary status are clearly understood.
- Termination:
  - Two identical signed letters; one will be given to the SSM and the other will be stored in their student staff file.
    - The letter will outline the reason(s) for termination, the final employment date, and terms of removal from the staff. Further details are provided in the [SSM Contract](#).
  - Often, but not always, SSMs are given the option to resign.

## FERPA

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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 the Office of Residence Life or your RD/AC.

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

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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 Model

The Community Development Model is a model for SSMs to make living at McKendree, both on campus and within the apartment complexes, better through developing community. The development of this model is founded in theory and supports the goals, missions, and values of McKendree University, the Department of Student Affairs, and the Office of Residence Life. At the core, it is designed to intentionally support student community development and utilize staff as not only a resource for students but also as mentors and friendship-makers.

## Mission

The mission of Community Development Model is to inspire personal development, academic engagement, intercultural exploration, and social responsibility to develop engaged global citizens during their time at McKendree and beyond through intentional connections, innovative programming, and socially just engagement initiatives.

## Values

While all community development initiatives should be focused on building relationships among your residents and developing a sense of community, they can also have an educational focus that they espouse.

**Academic Engagement** - The SSM is providing opportunity for students to gain/experience new knowledge, skills, and attitudes. It could be how to be a good student or just an interesting topic that adds to the value of the community.

**Individual Growth** - Creating the mental, social, and physical space for students' exploration from self-awareness and identity; students will be able to identify and express their own values and beliefs to develop a sense of belonging at McKendree.

**Social Responsibility** - Social responsibility creates a space for students to have a positive impact as both local and global citizens. It could focus on values development, environmental responsibility, advocacy and/or accountability for self and others, etc.

**Intercultural Exploration** - Providing students the opportunity to engage in diverse communities centered in mutual respect and appreciation. Create dialogues across difference or create connections and spaces for social change.

**Drug/Alcohol Education** - Due to the higher rate of misuse or abuse among university students, this area focuses on providing students the awareness and knowledge needed to navigate staying healthy and safe with alcohol, nicotine, cannabis, caffeine, or other substances.

**Healthy Relationships** - Providing the information and resources necessary to developing meaningful and healthy relationships as well as addressing the areas of concern that could reduce students' quality of life by covering topics such as sex, consent, STIs/STDs, Title IX, etc.

## Strategy/Vision

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How we fulfill our mission and espouse our values.

### 1. Community Aesthetics

#### a. Door Decs

These decorations serve to help your residents get to know one another and learn each other's names. They aid in setting the tone for the floor if they are done well. Practically, they assist University and emergency services in getting pertinent information quickly.

#### b. Building Decorations

Any other decoration that is foundational to all that we do in creating a welcoming, accepting, and enjoyable community. Decorations are the cultural artifacts that communicate to your floor what is important for a positive environment that encourages student learning and engagement.

#### c. Facility/Furniture Improvement

Where maintenance, housekeeping, and grounds come together to foster a positive environment. You are a first responder who should share concerns with your supervisor for appropriate follow up with our campus partners.

### 2. Community Standards

#### a. Community Meetings

Opening and Closing meetings will be used to introduce community members to one another, allow them to express their expectations of one another, and become informed of their RA's and RD's/AC's expectations of them. They will also be used to review the Office of Residence Life's and institution's policies and procedures.

Subsequent community meetings will be utilized to check-in with each smaller residential community, allowing the opportunity to address specific concerns and topics that affect that group.

#### b. Community Standards

Setting community standards is an important aspect of developing a solid foundation for any residential area. Student Staff must facilitate their community standards discussion with their residents. It is an opportunity to empower residents to create policies and make decisions about the acceptable behavior in and use of common space and property of their building. These standards do not replace or change the policies created by the institution; rather, they should be complementary. There is no set method for accomplishing this task, but many students utilize the Opening Meeting for their floor, pod, or building. Creating a community standards "contract" for each student or to be posted in the common areas so each resident understands their responsibilities to other resident and the residential facilities they live in is highly encouraged.

#### c. Roommate Agreements

Roommate Agreements create a guided dialogue between roommates, suitemates, and/or apartment residents to outline agreed upon guidelines for living together. This includes discussing how many/when guests can be in the room, their preferred level of cleanliness and frequency of cleaning, and even how light and sound can be utilized while others may be sleeping. These agreements should be completed soon after moving in which each other uses the provided form for that residential area and should be revisited by roommates and RAs, especially if conflict emerges.

### 3. Community Engagement Opportunities

#### a. Interactions

Interactions are regular, intentional conversations that will allow residents to connect one-on-one with their student staff members (SSMs). Also, these conversations will allow SSMs to be proactive in understanding the needs and concerns and celebrating the successes of their residents.

#### b. Independent Engagement Initiatives

Independent engagement initiatives allow residents to engage in new information informally. It can happen in the following ways: bulletin boards, newsletters, door decorations add-ons, posters, bathroom flyers, etc. In summary, you do not have to be present during the implementation and there is always a requirement to gear the initiative toward a Community Development Model Value.

#### c. Programs and Events

Programs and events are opportunities for SSMs to encourage their residents to socially engage in their residential and campus communities. These events require submitting a Program Proposal to gain approval from your supervisor. These activities can include the following: floor or building-wide programs created by SSMs, campus-wide events, Campus-Partner initiatives, and McKendree Traditions. Afterwards, the submission of a Program Evaluation is required. Campus-wide events are community-centered programs or events overseen by the professional staff that are for the larger campus community. Afterwards, the submission of a Program Evaluation is required. Each SSMs will need to assist or engage with at least one campus-wide events per semester. These will be discussed in Trainings.

All paperwork referenced in this section may be found using [Employee Resources](#).

## Door Decorations:

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Again, please speak with your 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. Door decoration make 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 Decorations

- Utilize [Pinterest](#), [Google Images](#), [Reslife.net](#), for ideas!
- Don't make them too big or too small.
- Use various materials or layers to create dimensions.
- Use premade options – googly eyes, feathers, popsicle sticks, etc.
- Make extras – they could get damaged, you may get a new resident unexpectedly, etc.
- Keep it simple while trying to avoid being too general.
- Consider personalizing – use nicknames, preferred names/pronouns, fun facts, etc.
- Get your residents involved!
- Consider lamination – great for outdoors and we have a department laminator
- Utilize a theme.
- Prepare for possible vandalism and talk with your supervisor if it happens.
- Must include at least the first name or preferred name of the resident.

### Examples Door Decorations



## Building Decorations

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Decorating the floor can result in an atmosphere that is welcoming to residents and guests. Additionally, it is human nature for the majority to take care of things that look nice and generate positive feelings.

- Decorations can include poster, flyers, additional lighting, furniture, etc.
- Utilize [Pinterest](#), [Google Images](#), [Reslife.net](#), for ideas. Ask others, don't try to do it on your own.
- Utilize the resources you have in your fellow staff and departments on campus. For instance, a door decorating contest can get your residents involved in the decorating process.
- Make sure that you are not violating any of the rules in the [Student Handbook \(mckendree.edu\)](#)

## Community Meetings

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Opening meetings are one of the first steps to building a positive foundation for your community. Having meetings for your students serves several purposes:

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

Closing meetings help the floor understand the expectations for leaving and the better their understanding and compliance, the easier your role will become.

It may also become necessary to have a community meeting to address issues or concerns that an group message will not resolve.

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

- A. An opening meeting - Within the first week of classes.
- B. A closing meeting - Within the last week of classes before finals.

Additional floor meetings may be held at the discretion of the SSM or ProStaff member of the area.

Below is an outline to guide SSMs through their Fall Opening floor meetings. Speak to your supervisor about your Fall Closing, Spring Opening, and Spring Closing floor meetings.

### Floor Meeting SAMPLE Agenda

#### Introduction.

- 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 in a similar manner.
  - This is a great place for an ice breaker!

#### Your role as ResLife Staff.

- What is your job? What do you do as the RA/SAM? Set your personal boundaries. Your goal should be to build comradery and respect so you can better perform your job responsibilities.
- Who are the other staff members? RAs, SAM, RD/AC
  - RD/AC and SAM can come and introduce themselves
  - Don't forget to mention custodial or maintenance staff – they're an important part 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) and will have policy violations documented. If they still do not pass after the 2<sup>nd</sup> H&S, they will be documented for failure to follow Official Orders and Requests.
- Duty. Do not tell residents the times of rounds. Inform them that rounds are conducted to ensure safety, security, and an inclusive community. Give the duty number (618-\_\_\_\_\_-\_\_\_\_\_) and the hours that the phone is held (5PM-8AM Monday-Friday; 24 hours Saturday-Sunday). During weekdays residents can find an SSM, 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).
- Cameras: McKendree University has employed video surveillance cameras in some places to enhance the safety and security of students, employees, and property. The primary intent of these video surveillance cameras is to enhance safety and security while discouraging the occurrence of behavior

that violates laws or policies, as well as securing evidence that enhances the likelihood of identifying offenders through post-incident investigations of crimes. Viewing of video surveillance camera footage (either live video footage or recordings) will be conducted only by authorized personnel.

The privacy of our community members is a fundamental principle in the design and implementation of the use of video recording on campus, including compliance with the State of Illinois Biometric Information Privacy Act. Cameras are only placed in academic, administrative, and residential buildings' common areas, hallways, and entrance points. Areas where there is an expectation of privacy, such as bathrooms or locker rooms, are never covered by the video surveillance camera. These cameras are not monitored 24/7.

## **Policies**

Students are responsible and held accountable for the policies regardless of whether they read the handbook or not, so it is in their best interest to inform themselves of the policies and ask questions for clarification. You can direct students to find the [student handbook](#) on the [McKendree website](#).

- Quiet hours are from 10 PM – 8 AM on the weekdays, and midnight – 8 AM on the weekends.
- Residents are responsible for their guests; 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.
- Talk through alcohol and drug policies with empty containers, games, and paraphernalia prohibitions.
- Animals are not allowed. Must register for ESAs and/or service animals with Disability Service first.
- 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.
- Emergency procedures:
  - Fire alarm procedures – everyone must exit the building, even if you think it's a drill. This is required by law.
  - Tornado.
  - Earthquake.
  - Lockdown.
  - Power Outage
- 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 of 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**

- Work Study jobs.
- Activities Fair for RSOs.
- Fraternities & Sororities.

## **Upcoming Events.**

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

## **Look forward to...**

- Roommate Agreements

## **Questions...**



## Community Standards

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### **What is a residential community?**

Your residential 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 will make new friends, realize that life has many possibilities, and possibly see yourself differently when the year is over. It is our hope that the experiences you have in your area and the changes you make will be positive ones and will enable you to achieve independence.

### **Is a Community Standards Contract 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 growth during the year. Your RAs and SAMs are students, like you, who live among you 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 are part of a community that demands responsibility, 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/or 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 objects 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. Altercations of any kind are 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.

### Instructions for Meeting Style

- ✓ 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.



## Roommate Agreements

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Creating a roommate agreement is a way for roommates to set up 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 to reflect on how they feel about each question or boundary area before discussing with their roommate(s).
2. Roommate Agreement – this section is completed by all residents living in 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 into 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 of 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 comfortable living in a more chaotic and messier 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 adjust to each other’s sleeping patterns, so it is important for them to communicate early and often about their sleeping needs.

Similarly, most students assume 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) are 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 them 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 to 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 I: 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 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:
- a. Lend it to the person
  - b. Never lend out anything of mine
  - c. Loan it to the person only if I have previously stated that it is okay to do so
  - d. \_\_\_\_\_
11. I would like to have private time alone in the room
- a. A few hours a day
  - b. A few hours each week
  - c. \_\_\_\_\_
12. If my roommate is angry with me, I would want them to:
- a. Tell me right away and talk about it with me
  - b. Wait to see if it's really a big deal or not
  - c. \_\_\_\_\_
13. When I am upset, I need:
- a. To talk things out
  - b. Space and time to deal with it on my own
  - c. To blow off steam, then I am okay
  - d. \_\_\_\_\_
14. When it comes to trust:
- a. I tend to trust until someone proves they are untrustworthy
  - b. I don't trust very easily
  - c. Someone has to work hard to earn my trust
  - d. \_\_\_\_\_
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	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Appliances	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Furniture	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Clothes	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Food	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Toiletries	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Game Systems	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
Computer/Tablet	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
MP3/iPod/Phone	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No
	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	Yes	Ask	No	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	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<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	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I agree

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

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

## Interactions

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Interactions 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 allow SSM and residents the opportunity to develop and improve mediation, listening, and communication skills
- C. For SSMs to learn information about their residents that would allow them to create bonds, connections, programs, and events that encourage residents to connect to one another and develop a stronger residential community

### Expectations

- SSMs should be having conversations with residents regularly (average of once a month).
- Interactions are intended to be a minimum baseline expectation for having discussions and connecting with residents.
- Interactions should be genuine and last as long as is necessary, but typically a conversation with a single individual will last 5-10 minutes and flow according to the level of engagement.
- Interactions can be done on a one-on-one basis with each resident or within a larger group with several residents. Interactions with a larger group may last longer and yet give you the opportunity to connect residents of common interests simultaneously.
- Other aspects of the programming model allow for SSMs to merge responsibilities; your tasks can overlap – you can kill two birds with one stone. However, Interactions should not overlap with other programming responsibilities. For example: it is great that you learned a lot about your residents in your program, and they made friends. That is the point of the program/event. Interactions are the social facilitation of community development you do outside of programs/events, bulletin boards, etc. They are that important; they need their own space and time.

### Tips for Having a Successful Interaction

1. Make a plan – How will you get residents to meet with you? You may want to have residents sign up during a floor meeting to meet with you at a late date and time, 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 taking a walk around campus.
  - a. It can be hard – There are times when residents are hard to talk to: they are busy, they forget/missed your interaction, or maybe they just do not want to talk to the SSM. Try not to take this personally.
  - b. Give it the college try – Make the attempts and if you tried three times and get nothing, then keep your supervisor informed and make a note of the attempts you made. At least you have evidence that you tried.
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 with Interactions. Let them know this is an opportunity for them to utilize you as a resource and sounding board. Interactions 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 their health or safety. Counseling Services are always an option for confidential discussions.



## Questions for Interactions

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, highlight the resident's roommate relationship status, any transition issues, and 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 your 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 with 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 are you 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 are thinking of moving off-campus, do you know where to look? What resources are there 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?
- Can you think of three areas that you need to improve in after your second year at college?
- Is there anything you would do differently next year based on what you learned this year?
- Do you think you have changed over the course of 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 about 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 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 studying abroad? Where would you go? What program would you take advantage of?
- How do you think you can prepare to study abroad?

#### **Theme: Career Preparation**

- Do you know what types of jobs you want to do and what you will 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 prepared 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 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?

## Independent Engagement Initiatives:

Your supervisor will set specific expectations for you regarding your Independent Engagement Initiatives. These are typically bulletin boards but can be newsletters, posters, etc. However, the department as a whole expects that your bulletin boards are...

1. Values Based - meaning that they give advice, show resources, inform about policies/procedures, provide awareness of topic/subject, expose to new ideas or experiences, teaching something, etc. in alignment with the Community Development Model Values.
2. Aesthetically Successful - Neat/clean, visually appealing, legible, and fills the space.

### Basic Steps for Creating a Independent Engagement Initiatives.

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. Create! For example, if it was a bulletin board you would print it all out, cut out your pieces. If it is an email, you would design the layout and arrange the content. If it is a newsletter, utilize Canva or other software and save it as a PDF.
6. Distribute. For example, if it was a bulletin board, you would put up the background paper and then put up the content, title, pictures, etc. If it was an email, you would BCC your residents your creation.
7. Admire your glorious work.

Get creative with your Independent Engagement Initiatives and consider making them interactive! If you choose to do this, make sure to check for inappropriate contributions. Regardless of whether your Independent Engagement Initiatives interactive or not, be on the lookout for vandalism and inform your supervisor if it occurs.

### Example Bulletin Boards



## Programs and Events

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### Planning:

#### **Formulate an idea.**

The first step in planning a program is formulating an idea. You will want to produce a program idea that meets the needs of your residents. Which means you should think about the interactions you have had with your residents, along with where they are in their college journey and ask yourself, “What is relevant to my residents and what can they benefit from?” If you are stuck here, you can always ask them what they would like to do! Your supervisor is also a great resource. Additionally, the SRA of Community Development is here to help; look for her Bookings link on the Employee Resources page. You could also check out [Pinterest](#) and [Reslife.net](#)! It does not have to be complicated, but it should develop your community, meet the programming requirements set by your supervisor, 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 weekday 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 events to overlap.
- 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 participate 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 at the minimum 2 weeks 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

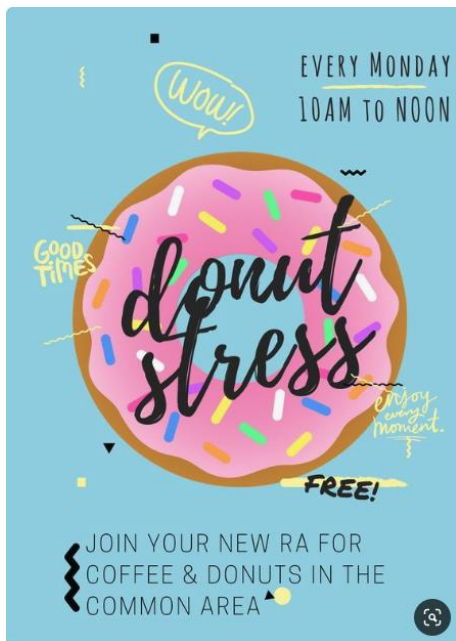
- SSMs are required to submit a [Program Proposal](#) for every program. This must be done at least 1 week prior to the program date. The appropriate RD/AC will receive a copy of the submitted proposal and will inform you if any changes must be made. It is important that SSMs thoroughly consider the program planning and their reasons for proposing the event. The following questions will be asked on the program proposal form:
  - Which programming phase will this take place during?
  - What type of program is it?
  - What is the proposed date?
  - What is the proposed time?
  - Where will the program be held?
  - What is the title of the program?
  - How many people do you expect to attend?
  - What is the expected cost?
  - What are three goals for the program?
    - What is the plan to meet those goals?
- The Program Proposal form is located on the Employee Resources tab of the Residence Life website page. You have already done the necessary brainstorming; you just need to do the paperwork now. The Program Proposal is a tool to assist you in effectively and efficiently producing a good program AND we need it for tracking purposes.
- If you work with other staff, only one proposal needs to be entered per event/program.

## 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 these important tips in mind 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 into their schedule. Plan to advertise your program about 5-7 days in advance!
- You should use at least 2 different types of advertising (email, flyers, knocking on doors, etc.) to reach the highest number 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 the 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 are other websites like this).
  - 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 them up before residents show up.)
- Again, go door to door before the program to maximize your attendance! OR have your most engaged residents go door to door for you.
- 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 did not. This also helps your supervisor keep track of what you have completed in regard to your programming requirements. The Program Evaluation is located in the Employee Resources tab of the Residence Life website page. Again, this is required for your program to receive credit.



SSMs are required to submit a [Program Evaluation](#) for every program. This must be done within 72 hours after the program has concluded. The appropriate RD/AC will receive a copy of the submitted evaluation and will provide an opportunity to discuss the program. It is important that SSMs thoroughly reflect on their program and how it impacted their residents. The following questions will be asked on the program evaluation form:

- Which programming phase did this program occur in?
- What type of program was it?
- What was the date of the program?
- What time was the program?
- Where was the program held?
- What was the title of the program?
- How many people attended?
- What were three of your goals you were working to accomplish through this program?
- Can you describe how you did or did not achieve those goals?
- Why was this program needed?
- What did the residents gain?
- What went well?
- What could have been improved upon?

If you work with other staff, each person will need to submit an evaluation for each event/program.

## Student Needs at Different Times of the Year

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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.
- Exploration of one's own values.
- Campus familiarization.
- Financial adjustment.
- Time management.
- Adjusting to new study habits.
- Disenchantment with school.
- Imposter syndrome. (doubting one's accomplishments/abilities and feeling like a fraud)

October:

- Academic stress from midterms.
- Homesickness continues.
- Roommate conflicts continue.
- Exploration of values 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 starts 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 re-establishing 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: To assist you in this endeavor, use [this mediation document](#).
  - 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 must 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

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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 SSM & ProStaff member that oversees 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 found below.

# Room Change Recommendation Form

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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 a 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 to be scheduled by your supervisor. 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 (H&Ss) will occur twice a semester, during weeks three and 10 of classes. These checks are done to ensure residents are living in a safe environment where they are getting their basic needs met. SSMs will complete the [Health and Safety form](#) by assessing the following areas:

- Fire alarm function.
- Emergency booklet.
- Clear pathways to exits.
- Amount of clutter/dirty laundry or dishes.
- Spoiled food/clean appliances.
- Amount of trash.
- Smell.

SSMs will give a week timeframe in which they will be conducting H&Ss and will post a sign with that timeframe on it. SSMs are to team up in pairs to conduct H&Ss. Residents do not need to be in the room, just announce that you are keying in. In the case of failure, the SSM is responsible for giving the resident a 24-hour deadline to resolve the issue. Failure to comply with the deadline will result in disciplinary action at the discretion of the Professional Staff member in the area.

## 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 Maximo 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:**

One-time registration process for access to the Maximo Self-Service Center.

1. Navigate to <https://sodexo-na.maximo.com>.
2. Click the Register Now link to go to the registration form.
3. Type your Customer Number (also called your Maximo Site ID) in the Customer Field: [MUIIUS](#)
4. Skip over the Sodexo Employee check box. Leave it blank.
5. Type in your First Name.
6. Type in your Last Name.
7. Type in your WORK email address. **THIS BECOMES YOUR MAXIMO LOGIN ID.**
8. Note the password requirements under the email address field. Create a password that meets these guidelines; and then type it again to confirm.
9. Accept the default language; or choose another language by clicking the magnifying glass and selecting from the list of values.
10. Choose a Password Hint Question from the available values by clicking the magnifying glass.
11. Type in an answer to your password hint question.
12. Enter your complete phone number.
13. Type in your location including the building name, floor, and room number if applicable.
14. No other information is needed; however use the additional information field if necessary.
15. Click the SUBMIT button
16. You will get a message confirming your request was submitted. Click OK.

You will be notified via email when your request is approved. The email will contain the URL you need to access Maximo. We recommend you set a favorite or bookmark in your browser of choice.

### **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.

- Use this link to quickly access the Maximo website: [McKendree's Maximo Log-in](#)
- 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 an appropriate amount of time determined by your supervisor, and if it still isn't fixed inform your supervisor.

## Mail

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### **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 mailboxes 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 addresses 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
<b>STUDENT NAME</b> 701 College Rd. <b>BUILDING NAME SUITE/ROOM #</b> Lebanon, IL 62254	Steve Rogers 701 College Rd. Baker 212 Lebanon, IL 62254

### *Hunter Street*

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

### *McKendree West*

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

### *Triplex*

Template	Example
<b>STUDENT NAME</b> <b>BUILDING #</b> College Rd Lebanon, IL 62254	Sam Wilson 1016 College Rd Lebanon, IL 62254

## Check-Ins and Check-Outs

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Throughout the school year you will have numerous responsibilities when it comes to helping students check in and out of their rooms. Check ins 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

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As a student employee receiving a stipend, you are required by Human Resources to submit a timesheet for every week 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(s) this timesheet covers and the year.
- Date of Month refers to the numeric day of that month: August 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>
- Day of Week equals the day of a specific week: Monday, Tuesday etc...
- Hours refer to the quantity of hours that you worked that day.
- Notes allow you to provide further details 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 the length of the staff meeting.
  - *Duty* - Record as one hour per duty night, plus time handling incidents that may occur.
  - *Programming/Bulletin Boards/Door Decorations* – The length of the program or time it takes to complete the bulletin board/door decorations.
  - *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 for international employees and 15 hours for domestic employees.**
- 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...



# MCKENDREE UNIVERSITY

## MONTHLY TIMESHEET

Employee Name: **Peter J. Quill** Datatel Number: **0123456**

MONTH **September 2019**

DATE of Month	DAY of Week	HOURS	NOTES	DATE of Month	DAY of Week	HOURS	NOTES
1	SU			17	TU		
2	M	1.00	Duty	18	W	1.00	Staff Meeting
3	TU			19	TH		
4	W	1.00	Staff Meeting	20	F		
5	TH			21	SA		
6	F	1.00	Duty	22	SU		
7	SA	1.00	Duty	23	M	3.00	Duty and Health & Safeties
8	SU	1.00	Duty	24	TU		
9	M	1.00	Duty	25	W	1.00	1-on-1
10	TU			26	TH		
11	W	1.00	1-on-1	27	F		
12	TH	1.00	Program	28	SA		
13	F			29	SU	1.00	Bulletin Board
14	SA			30	M	1.00	Duty
15	SU			31			
16	M	2.00	Duty and Incident	<b>Total</b>		<b>17.00</b>	

### Digital Signatures

If you plan to complete your 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.

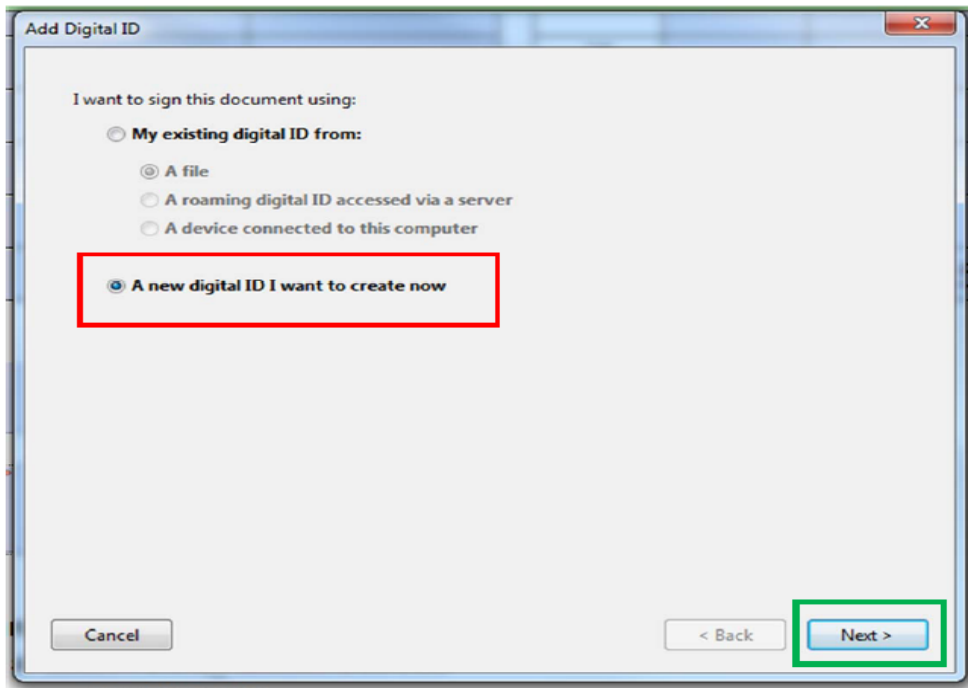
12				28
13				29
14				30
15				31
16				<b>Total</b>

Employee Signature:

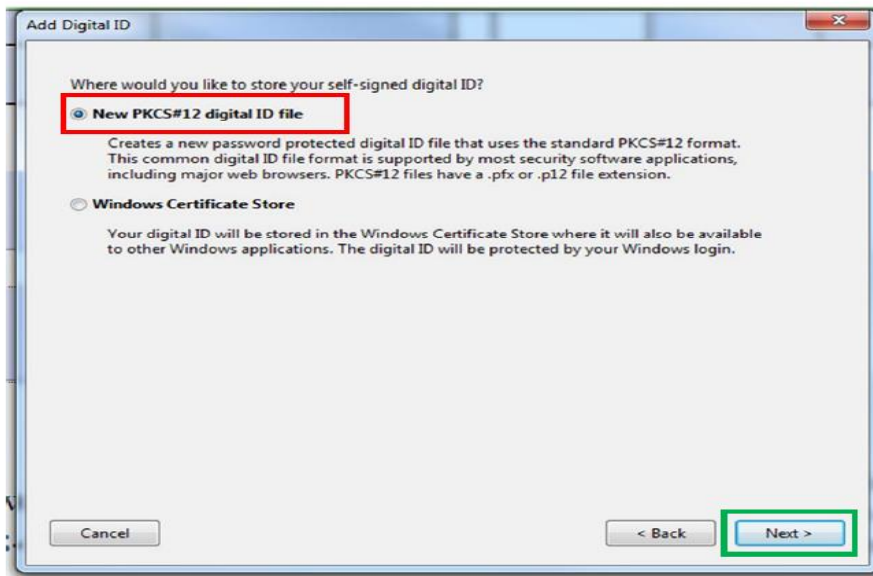
Supervisor Signature:

**Submit to Human Resource:**  
 Email to Ken Crawford at [kccrawford@mckendree.edu](mailto: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.”

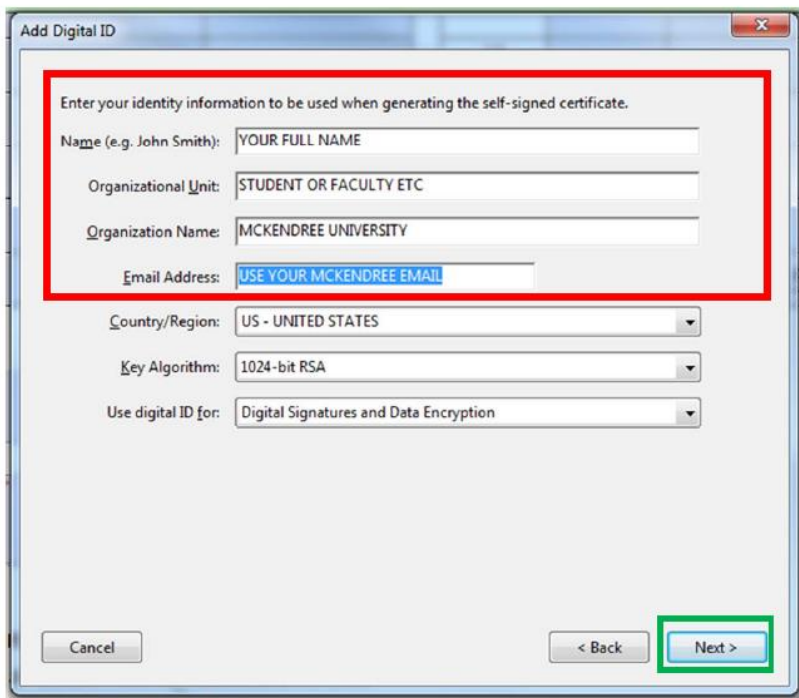


Step 3 – Select “New PKSC#12 digital ID file” and click “Next.”

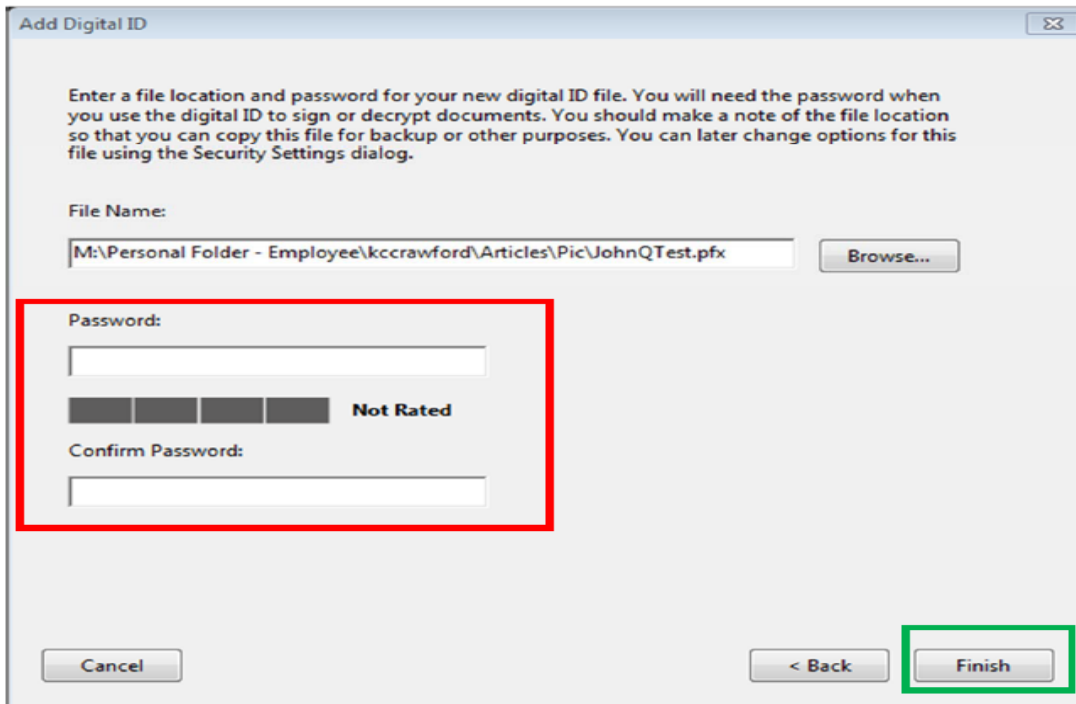


Step 4 – Fill in the information and click “Next.”

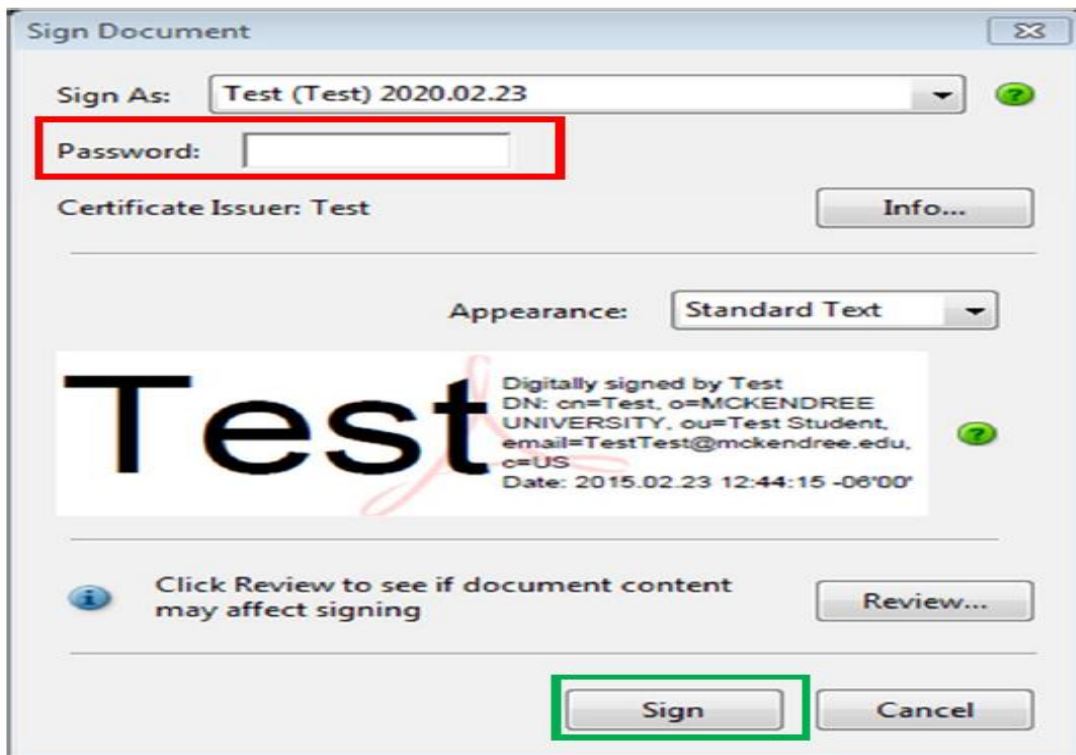
- Fill in First & Last Name.
- For organizational unit put: student or staff.
- Organization Name is McKendree University.
- Email Address: Use your McKendree email.
- County, Key algorithm, and Use, you will ignore.



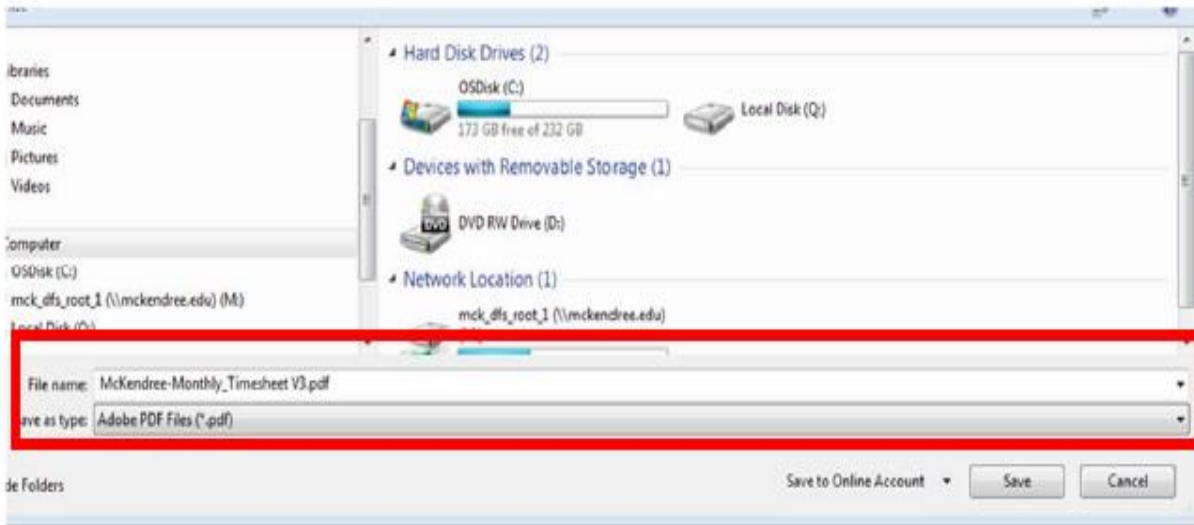
Step 5 – Create a password for your digital signature and click “Finish.”



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 SSMs accountable to.

- Student staff must have their area's duty phone from 5PM to 8AM while on duty Monday-Thursday
- There is 24-hour coverage during weekends (Friday-Sunday), and the area duty phone must always be with a student staff member
- There will be two SSMs on call for each area on any day.
- **Student staff must be on campus and in their area starting at 8PM until 5AM.**
- Student staff must answer every call and return any missed calls.
- Student staff must check in for duty by 5pm 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.
    - “e.g., Hi! This is Thor Odinson calling in for duty at McKendree West.”
  - **If you do not call in by 5pm 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 5pm, the Pro-Staff On-Call will call your personal cell phone to contact you. You will then need to grab the duty phone and call in using it 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?”
- You must have the area duty bag on or near them while on duty
- Student staff must return the duty bag, and all 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

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It is highly recommended that you program 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 Residence Life	618-537-6855
Public Safety	618-537-6911
Traditional Halls Duty	618-975-4388
RHE/W, the Suites, & Hunter Street Duty	618-304-6366
West Duty	618-975-4386
RHE/W & Hunter Street AC Office	618-537-3922
Baker RD Office	618-537-6406
Barnett RD Office	618-537-3688
Walton RD Office	618-537-3689
West AC Office	618-537-3923

## Policies and Conduct Process

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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

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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:

### **K**nowledge

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*.

### **R**eason

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.

### **A**ssurance

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.

### **B**ack 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

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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 (e.g., 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

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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 bongs) 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

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### Smelling Cannabis

Addressing issues of cannabis on campus is a lot like handling Alcohol, but there are a few differences.

Anytime you smell cannabis on campus you will want to call in someone else 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. Depending on the circumstances (number of people, volume, etc.)

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. If Pro-Staff confirm the location of the marijuana smell, they will likely conduct a search of the area. Pro-Staff will then call the Director on Call for permission to do a search of the room. This is required per the Student Handbook.

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 cannabis 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 put the "Involved Parties" field as Unknown Person(s) with ID number 007.

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 the Director on call and, depending on circumstances, may ask you to call Public Safety for assistance
4. If the location of the smell is confirmed, Pro-Staff will conduct a search of the area
  - If students are present, you will want to have them come to a common area where they can be observed to prevent them from trying to hide or rid themselves of prohibit items/discarding evidence.

- 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)

### Finding other Narcotics or Drugs

If you find evidence of other drug usage – syringes, odd pills, etc. stop your search immediately. Public Safety must be called into investigate and Lebanon Police Department may be called to assist.

### Seeing Marijuana/Marijuana Paraphernalia

The only difference is that you should take a photo of the cannabis or paraphernalia present so it can be uploaded to the IR.

Some photos to help you in your identification:

 <p>Cannabis / Marijuana</p>	 <p>Cannabis / Marijuana</p>	 <p>Cigarelo Packages – you hollow out the cigarillo to use the casing as a blunt</p>
 <p>Grinder (Paraphernalia)</p>	 <p>Bongs (Paraphernalia)</p>	 <p>Homemade Bongs</p>
 <p>THC or CBD Gummies – come in lots of package varieties</p>	 <p>THC Vape Pens</p>	 <p>Blow Buddy – Helps kill the smell.</p>

Want to see other varies, either do a Google Search or just go down to the Shell – they have a room dedicated to the sale of paraphernalia

Other things to look for include:

1. Towels or other items blocking the bottom or top of door as they try to block the smoke and thus the smell from leaking out of the room.
2. Ash in and around windowsills.
3. Dryer sheets or bags over vents. Dryer sheets are used to push the smell of the sheet to cover up the smell of the cannabis. The bags are used to stop airflow in the air vents so that the smell doesn't alert anyone.
4. Glass jars, pill bottles, and ziplock bags are used most often to transport illicit cannabis because they prevent the smell from escaping.
5. Air fresheners, candles, incense sticks, and any other air freshener.
6. Smoke detectors have been covered, taken down or the batteries removed; feel free to test them to see if they are still functioning.
7. Note body language and mannerisms, it can tell you a lot. When you get too close to something, the student may start to look nervous or keep looking where things are hidden. Follow their body language.

I mean these things don't prove they have it but if you have a good number of these things, then it creates a narrative that makes it more likely than not that they were smoking in the room.

## Writing the Incident Report (IR)

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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 15<sup>th</sup> 2019, at 10:15pm RESIDENT ASSISTANT (RA) TONY STARK was doing a round of Barnett Hall when RA STARK noticed the smell of marijuana on the 2<sup>nd</sup> floor near room 214.
- Make sure all text is written in 3<sup>rd</sup> 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 link to the [Incident Reporting form](#) is a tile on 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 16<sup>th</sup>, 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 windowsill 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**

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### **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 in case the 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.