## Table of Contents

Mission Statement ........................................................................................................ 2
Celebration Statement ................................................................................................. 2
Cardinal Notes .............................................................................................................. 3
Residential Life Departmental Structure ........................................................................ 4
Goals and Expectations for Training ............................................................................ 7
The Big Fall To-Do List ................................................................................................ 9
Important Telephone Numbers ................................................................................... 10
Emergency Procedures ............................................................................................... 12
Bystander Intervention/ We Speak, We Stand .............................................................. 29
Communication Reports ............................................................................................. 31
ResLife Housing Contract Policies and Procedures .................................................... 39
Your Role As ResLife Staff ......................................................................................... 42
ResLife Student Staff Job Descriptions ....................................................................... 44
Staff Discipline ........................................................................................................... 60
Staff Rehiring Process ................................................................................................. 67
Staff Evaluations/Professional Development .............................................................. 67
Master Key Guidelines ............................................................................................... 69
Duty Policies and Procedures ...................................................................................... 70
Lockout Procedures ...................................................................................................... 73
Opening/Closing & Other Admin Duties ..................................................................... 75
Community Development ........................................................................................... 77

  - Community Development Model: ........................................................................ 78

    - Learning Goals .................................................................................................. 78

Budgeting Policies ......................................................................................................... 81
Transportation Policy ..................................................................................................... 81
Funding Sources ........................................................................................................... 82
Guidelines for Student Programming Protocols ......................................................... 84
Guidelines for Student Food Preparation and Distribution on Campus ..................... 85
Guidelines for Movie Viewing on Campus ................................................................. 88
SALD Resources ........................................................................................................... 89
Bulletin Board/Advertising Tips & Ideas ..................................................................... 91
Social Justice Curriculum ............................................................................................ 93
Resources .................................................................................................................... 112
Mission Statement

Promoting responsible, inclusive, learning communities

Working in partnership with students and collaboratively with other members of the Wesleyan Community, the Office of Residential Life strives to provide a safe and supportive residential environment which complements and extends students’ educational experiences. Student-centered programs and services are developed and implemented with an emphasis on holistic individual and community development, student leadership, individual responsibility, advocacy of academic inquiry, and freedom of thought, opinion and expression in the spirit of mutual respect. These are the hallmarks of the Wesleyan residential experience, and provide the essential foundation for a quality liberal arts education within a diverse and dynamic community.

Celebration Statement

Yes! You can make a difference!

The residential halls, apartments, and houses of Wesleyan University are places where we celebrate the uniqueness and dignity inherent in each one of us, no matter our race, sex, religion, sexual orientation, gender identity, gender expression, class, ability, or age. The mission of Residential Life at Wesleyan calls for us to stand up and speak out for social justice, empowerment, respect, and acceptance of all people. We will promote a community that is free from harassment, where independent opinions are supported and respected, and differences are celebrated. However, when these opinions hurt and/or threaten others, we will act swiftly to ensure the safety and well-being of the community. Please join us in creating an environment at Wesleyan in which everyone can feel comfortable and accepted.
Guidelines for Harmonious Living

#CardinalNotes

**Consider**
Consider various perspectives.

**Agent**
Be an agent of change.

**Respect**
Treat others with respect.

**Discomfort**
Embrace discomfort — it leads to growth!

**Identity**
Explore your identity.

**Navigate**
Strive to navigate new groups and relationships.

**Acknowledge**
Acknowledge the impact of words and deeds.

**Learning**
Accept mistakes as learning opportunities.
Residential Life Departmental Structure

Central Professional Staff

Residential Life Central Staff – Link to current staff

The Office of Residential Life employs ten full time staff members. They are responsible for all of the programmatic and administrative functions within the office. Residential Life oversees all aspects of students’ residential experiences at Wesleyan, and works closely with Physical Plant to ensure that the facilities are clean, secure, and well maintained.

Director of Residential Life:
The Director of Residential Life is responsible for the overall development of the Office, including supervision of the Associate and Assistant Directors. They oversee the programmatic and administrative functions, ensuring that the mission of Residential Life is carried out and the goals are met. The Director also maintains a close working relationship with the many departments on campus that are associated with the students’ residential experiences.

Associate Director of Residential Life:
The Associate Director of Residential Life is primarily responsible for the day-to-day programmatic functions of the Office. They directly supervises the five Area Coordinators and indirectly supervises the Head Residents, House Managers, Resident Advisors, and Community Advisors. Additionally, the Associate Director oversees the processes of staff selection, training, leadership development, and staff evaluations.

Area Coordinators (ACs):
The five Area Coordinators are responsible for the overall supervision and management of an assigned residential area. Their primary focus is to provide professional support and guidance to the student staff in the living areas. In doing so, they further enhance the goals of the Residential Life program to foster a sense of community within the
residential areas and throughout the campus.

**Residential Operations Coordinator:**
The Residential Operations Coordinator is the chief liaison to Physical Plant and has the primary responsibility of coordinating the key distribution and card access for all student housing. They also maintain the Residential Life website and co-supervise the student receptionist staff with the Assignments Coordinator.

**Assignments Coordinator:**
The Assignments Coordinator’s primary responsibility is to coordinate the room assignments and room changes for all graduate and undergraduate students. Additional duties involve administrative functions such as record keeping, processing student staff payments and co-supervising the student receptionist staff with the Residential Operations Coordinator.

**Departmental Structure: Student Staff**

**Head Residents:**
Five Head Residents assist the ACs in supervising the Resident Advisors, Community Advisors, and House Managers. These student staff members are responsible for the community building activities and programmatic initiatives in their areas. Head Residents are expected to serve in their role and support the mission of the Office of Residential Life throughout the Wesleyan community.

**Resident Advisors:**
Resident Advisors play an integral role in establishing a community environment conducive to maximum academic, personal, and social development as well as maintaining healthy and safe living conditions. While Resident Advisors have specific responsibilities to their assigned residential area, they are expected to serve in their role and support the mission of the Office of Residential Life throughout the Wesleyan community.
House Managers:
House Managers are responsible for supporting the mission of their program house and meeting the needs of their residents. House Managers play an important role in establishing a community environment conducive to maximum academic, personal, and social development; and maintaining healthy and safe living conditions. They are expected to serve in their role and support the mission of the Office of Residential Life throughout the Wesleyan community.

Community Advisors:
Community Advisors serve as liaisons between Wesleyan’s upper-class student population located in Hi Rise, Low Rise, the wood frame houses, and the Vine Street, Court Street, Fauver Apartments, and their Middletown neighbors. While Community Advisors have specific responsibilities to their assigned residential area, they are expected to serve in their role and support the mission of the Office of Residential Life throughout the Wesleyan community.

Student Assistants:
A number of Student Assistants work in the central and satellite offices throughout the year. They answer telephones, respond to student and parent questions, and help keep the offices running smoothly.
Goals and Expectations for Training

Goals:

- To foster a greater understanding of how to develop safe, responsible and inclusive residential communities.
- To facilitate skill building and provide information and resources to staff members in order for them to be successful in their position.
- To create a safe, engaging environment that provides staff direction and support in preparation for the arrival of their residents.
- To ensure residential units are physically prepared and welcoming for students.
- To prepare the staff for New Student Orientation.
- To develop dynamic, cohesive staff teams and work together as a unified department.
- To learn about each other and ourselves, and the collective impact we can make on campus.
- To challenge returning staff members to assume greater responsibility as leaders/role models/mentors within their full staff peer group.

General Expectations:

- Be a full time participant: Arrive on time or early, be awake, have a good attitude. Come fully prepared to participate by the start of the session at the latest.
- Be communicative: Listen actively, be expressive and do not dominate the floor.
- Plan: Last minute requests should be avoided whenever possible. Sessions and meals are required, not optional. Remember that poor planning on your part does not constitute an emergency for everyone else.
- Let’s make one assumption: That everyone is trying their hardest. If we do not understand a behavior or action, approach the person directly to speak with them about it. Let’s not talk about them with everyone (or anyone) else first. Relationships build over time but can be destroyed in seconds. Always think about how your words and actions can affect others.
- Be flexible: Things will not always go as planned. Everyone will not always agree. Building a team together means compromising, collaborating, celebrating success together, and trusting that what is not known can be explained in time.
- Training is an exhausting and exciting time: However, it will soon pass so make the most of it. Take the time to enjoy the team building exercises, get to know your peers and colleagues.
- Training is important: It has taken several months, many hours, and a number of people to make it successful. Please respect the time and work that has gone into bringing all of it together.
- Training is expensive: In addition to all of the time that several good people put into training being successful, there is a financial cost as well. Every meal missed still costs the department. Please make sure you are at every meal that is scheduled for you. If you feel you cannot make one, discuss it with your supervisor well beforehand.
- Bring your manual: Every day, every session. Don’t forget to take it with you at the end of the day.
- Wear your wrist band: Your wrist band serves as your meal ticket. You should be
wearing it throughout Staff Training and Arrival Day.

- Turn off your cell phone during sessions: cell phones are a rude distraction.
- Let’s try to be understanding and forgiving, make the best of difficult situations: Everyone has a reason why they cannot do something, why life is tough on a particular day, why their behavior should be excused, why they should get a break.
- Training is more than the sum of its parts, look for the magic, expect to grow in ways you had not considered, take risks, be courageous.
The Big Fall To-Do List

1. Unpack & get settled
2. Complete Host Training (which can be accessed through your portfolio) and read the First Year Common Reading.
3. Read and become familiar with your Staff Manual (both the hardcopy and the online manual). We will be reviewing specific sections during training; however, it is your responsibility to continue to review this information throughout the year.
4. Complete the online ResLife manual quiz which can be accessed through your student portfolio in Moodle.
5. Create a list of maintenance needs and submit any work orders to work_order@wesleyan.edu (cc your AC on these e-mails).
6. Check building for area of refuge signs and make note of where they are located to inform your residents. If your area is missing its sign, please email your AC so that they can follow up with the appropriate people.
7. Make and hang your door decorations for your residents.
8. Create welcome/informational/educational bulletin boards.
9. Get to know the Orientation schedule.
10. Review the agenda(s) for your floor meeting and small group orientation meetings.
11. Review and become familiar with your staff responsibilities and expectations.
12. Make welcome signs for your lobby areas and directional signs for the hallways to help identify restrooms, lounge, laundry, kitchen, etc.
13. Make sure the lounge(s) in your community look welcoming.
14. Post information about the campus and Middletown for your residents: Usdan Center hours, campus programs, Orientation schedule, area info, etc.
15. Check daily: campus mailbox, office mailbox, and email. Since you will need to check these daily all year, it is a good idea to make it part of your daily routine now!
### Important Telephone Numbers

<table>
<thead>
<tr>
<th>Residential Life Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Life Central Office</td>
<td>860-685-3550</td>
</tr>
<tr>
<td>AC-On-Call Cell</td>
<td>Will be provided by your AC</td>
</tr>
<tr>
<td>Bennet Area Office (Bennet, Clark, 200 Church &amp; Writer’s Block)</td>
<td>860-685-3157</td>
</tr>
<tr>
<td>Area Coordinator: 200 Church, Bennet Hall, Writer’s Block &amp; Clark Hall (Bobby Spignesi)</td>
<td>860-685-3168</td>
</tr>
<tr>
<td>Butterfields Area Office</td>
<td>860-685-2449</td>
</tr>
<tr>
<td>Area Coordinator: The Butterfields (Sandy A. Durosier)</td>
<td>860-685-2024</td>
</tr>
<tr>
<td>Hewitt Area Office</td>
<td>860-685-7212</td>
</tr>
<tr>
<td>Area Coordinator: Nicolson, Hewitt, WestCo &amp; Program Halls (Krystal-Gayle O’Neill)</td>
<td>860-685-2753</td>
</tr>
<tr>
<td>Area Coordinator: Senior &amp; Program Housing (Alexia Thompson)</td>
<td>860-685-3163</td>
</tr>
<tr>
<td>Area Coordinator: Hi/Low Rise &amp; Program Housing (Bill Ollayos)</td>
<td>860-685-3167</td>
</tr>
<tr>
<td>Residential Operations Coordinator (Megan Conte)</td>
<td>860-685-2755</td>
</tr>
<tr>
<td>Assignments Coordinator (Amy Alfano)</td>
<td>860-685-3173</td>
</tr>
<tr>
<td>Assistant Director of Residential Life (Liliana Carrasquillo-Vasquez)</td>
<td>860-685-3429</td>
</tr>
<tr>
<td>Associate Director of Residential Life (Maureen Isleib)</td>
<td>860-685-3166</td>
</tr>
<tr>
<td>Associate Dean of Students/Director of Residential Life (Fran Koerting)</td>
<td>860-685-3175</td>
</tr>
</tbody>
</table>

### RA Duty Phones

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<tr>
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### Area Coordinator Satellite Offices

<table>
<thead>
<tr>
<th>Area Coordinator Satellite Offices</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterfield A</td>
<td>860-685-2449</td>
</tr>
<tr>
<td>Bennet</td>
<td>860-685-3157</td>
</tr>
<tr>
<td>Hewitt</td>
<td>860-685-2712</td>
</tr>
<tr>
<td>Campus Community/Local Area</td>
<td>Number</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>International Student Affairs (Janice Watson)</td>
<td>860-685-3704</td>
</tr>
<tr>
<td>Middlesex Hospital</td>
<td>860-344-6000</td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>860-685-3134 (Daytime)</td>
</tr>
<tr>
<td></td>
<td>860-685-2910 (After Hours)</td>
</tr>
<tr>
<td>Physical Plant (Work Order Submission)</td>
<td>860-685-3400/ <a href="mailto:work_order@wesleyan.edu">work_order@wesleyan.edu</a></td>
</tr>
<tr>
<td>Public Safety</td>
<td>860-685-2345 (Non-Emergency)</td>
</tr>
<tr>
<td></td>
<td>860-685-3333 (Emergency)</td>
</tr>
<tr>
<td>Religious &amp; Spiritual Life</td>
<td>860-685-2278</td>
</tr>
<tr>
<td>Sexual Assault Crisis Center (SACS) – Women &amp; Families Center</td>
<td>860-344-1474 (Office)</td>
</tr>
<tr>
<td></td>
<td>1-888-999-5545</td>
</tr>
<tr>
<td>Student Academic Resources &amp; Disabilities (Dean Laura Patey)</td>
<td>860-685-2332</td>
</tr>
<tr>
<td>Student Academic Resources &amp; Disabilities (Accessibility Specialist Crystal Hill)</td>
<td>860-685-2332</td>
</tr>
<tr>
<td>Student Activities &amp; Leadership Development (Joanne Rafferty &amp; Shelissa Newball)</td>
<td>860-685-2461</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>860-685-3788</td>
</tr>
<tr>
<td>Usdan University Center</td>
<td>860-685-2460</td>
</tr>
<tr>
<td>Vice President of Student Affairs (Mike Whaley)</td>
<td>860-685-3160</td>
</tr>
<tr>
<td>WesWELL, Office of Health Education (Sierra Fowler)</td>
<td>860-685-2466</td>
</tr>
<tr>
<td>Career Center</td>
<td>860-685-2180</td>
</tr>
<tr>
<td>Class Deans</td>
<td></td>
</tr>
<tr>
<td>Class of 2018 (Renee Johnson-Thornton)</td>
<td>860-685-2764</td>
</tr>
<tr>
<td>Class of 2019 (Jennifer Wood)</td>
<td>860-685-2774</td>
</tr>
<tr>
<td>Class of 2020 (David Phillips)</td>
<td>860-685-2757</td>
</tr>
<tr>
<td>Class of 2021 (Louise Brown)</td>
<td>860-685-2762</td>
</tr>
<tr>
<td>Community Service &amp; Volunteerism (Assistant Director Diana Martinez)</td>
<td>860-685-2861</td>
</tr>
<tr>
<td>Davison Health Center</td>
<td>860-685-4788</td>
</tr>
<tr>
<td>Dean for Diversity &amp; Student Engagement (Teshia Levy-Grant)</td>
<td>860-685-3084</td>
</tr>
<tr>
<td>Equity Compliance Director &amp; Deputy Title IX Coordinator (Debbie Colucci)</td>
<td>860-685-2456</td>
</tr>
<tr>
<td>Assistant V.P. for Student Affairs/Dean of Students (Rick Culliton)</td>
<td>860-685-2627</td>
</tr>
<tr>
<td>Assistant Dean of Students (Kevin Butler)</td>
<td>860-685-3162</td>
</tr>
<tr>
<td>Dining Services (Bon Appétit)</td>
<td>860-685-3663</td>
</tr>
</tbody>
</table>
Emergency Procedures

The Office of Residential Life has established these protocols to ensure that each situation is handled promptly, consistently, and thoroughly. Staff members should familiarize themselves with these procedures. As you review these procedures, please keep the following points in mind:

In any situation that occurs after hours or during business hours when your respective AC is not available, Please contact the AC-On-Call. The AC-On-Call can be reached via cell phone.

In serious situations, student staff should ALWAYS call Public Safety (860-685-3333) or 911 first, and then the AC-On-Call.

When you call you will need to provide…

• Your name
• Your cell phone number
• Where you are located (building and room number)
• Location of emergency
• Nature of the emergency
• Follow the dispatcher’s instructions. Ask questions if anything is unclear.
• Wait for responder to hang up before you do.
• Please remain available in a safe location to speak with responders.
• In extremely serious situations, if the AC-On-Call cannot be reached, staff should try to contact the following:
  • Associate Director of Residential Life (number to be provided at training)
  • Assistant Director of Residential Life by calling Public Safety
  • Director of Residential Life by calling Public Safety
  • Staff members are expected to utilize the expertise of the central staff, which is why this support system is put into place.
  • When in doubt…call the AC-On-Call!
I. IF COMMUNICATION GOES OUT DURING AN EMERGENCY

All Residential Life Student Staff are expected to remain on campus during an emergency and act in their capacity as emergency responders. Should a campus emergency situation arise, all staff members are expected to be present and assist with residential life procedures.

If there is an emergency situation in which the typical avenues for communication (cell phone and email) have been compromised, ResLife Staff will gather in their respective Area Offices at 9am and 9pm every day for as long as communication remains compromised. It is essential that you be present at these meetings so we can be sure you are okay and accounted for. Additionally, all relevant updates and important information will be communicated to you at this time so that you can inform your residents.

If there is an impending weather emergency expected for the region, please be diligent about checking your email, mailbox and voicemail daily as your AC will be contacting you with updates.

If there is a situation in which the University has lost power, the RA on duty will need to report to the central office between the hours of 6pm-7pm to pick up the master key and duty phone. The RA will be responsible for returning the master key and duty phone to the AC-on-Call the following morning between the hours of 9am-10am.

Below are some duties you may be expected to take on in case of an emergency:

- account for residents
- conduct fire watches
- monitoring doors
- perform additional rounds
- staff the area offices
- provide activities for residents
- assist with facility concerns
- hold floor meetings as necessary to keep residents informed/post information
II. EMERGENCY MAINTENANCE

If there is a situation where emergency maintenance is needed in the building (no heat, flooding in room/building, gas odor, power failure, etc.) student staff is expected to take the following actions:

- Assess the extent of damage and ensure the safety of their residents.
- Call Physical Plant (during business hours) or Public Safety (after business hours).
- Contact the AC-On-Call.

Below is information regarding how to handle specific maintenance emergencies:

1) Power Loss/Failure
   - Notify Public Safety and contact the AC-On-Call
   - Defer to Public Safety regarding necessary fire watches and for further information

2) Gas Leak
   - Evacuate the area immediately
   - Call Public Safety (860-685-3333) immediately
   - DO NOT turn electrical devices on or off, and DO NOT plug or unplug any device, as this may create a spark
   - Notify the AC on duty and call Physical Plant at 860-685-3400

3) Sewage/Drainage Failure
   - Notify the AC-On-Call and call Physical Plant at 860-685-3400
   - If there is a threat to life, safety, or property, call Public Safety (860-685-3333) immediately
   - If backup is large, evacuate area

4) Problems with ventilation/HVAC, hoods, and temperature
   - Call Physical Plant at 860-685-3400
5) For all other Utility Failures
   • Notify AC-On-Call and call Physical Plant at 860-685-3400

III. FIRE ALARM

Treat EVERY fire alarm as though it is a real fire. You never know, so always air on the side of caution. When the alarm begins to sound, follow these procedures:

1) Evacuate the building and go to Muster/Assembly Area for your area (see assembly locations under the student staff manual link for details).

2) Alert any residents you pass on your way out and direct them to the nearest exit. If you pass an Area of Refuge while evacuating, note if there is an individual awaiting assistance and relay that information to emergency respondents. If smoke or fire is present, do not attempt to address it.
   • Call Public Safety and inform them the alarm is sounding (and the conditions, if known).
   • Wait outside at your area’s designated muster/assembly location (see assembly locations under the student staff manual link for details) and keep students away from the building. If you are unfamiliar with your muster location, ask your AC for that information. If it is not safe to remain in your muster location, contact your AC to determine an alternative meeting location.

3) Try to keep track of students. If safe, please complete walk around your building and direct residents to the correct muster location. In case of a real fire, some students may choose to go to a friend’s room/apartment; if they leave, get an address/phone number where they can be reached. This will help us keep track of where everyone is.

4) Call the AC-On-Call and notify them that the alarm has occurred and the circumstances involved. Report any evacuation or behavioral problems.

5) If smoke or fire is present and the alarm has not been activated, pull it and immediately exit the building and call 911. Inform them you are calling from Wesleyan University, the
name of the building, floor/room, etc. Then call Public Safety to let them know the fire department has been notified and the location and type of fire in progress.

The following fire safety hazards increase the potential for a fire-related incident or will impede your means of escape:

- Use of extension cords as a substitute for permanent wiring
- Storage and clutter in the hallways
- Door stops, wedges, or other “hold open” devices with fire-rated doors (e.g., stairwells)
- Storage and clutter in stairwells
- Poor housekeeping; large amounts of paper storage and clutter (combustibles) in rooms

When using a fire extinguisher, remember: PASS

Pull  Pull the pin
Aim  Aim at the base of the fire
Squeeze  Squeeze the handle
Sweep  Sweep slowly from side to side

Never attempt to fight a large fire or one that blocks your escape route! Click here for a video demonstration.

**IV. EVACUATING PERSONS WITH DISABILITIES (PWDs)**

Some persons with disabilities need no additional assistance to evacuate, while others may require help. The coordinator for fire safety or Disability Resources can help a student create an individualized emergency evacuation plan.

In the event that a person needs assistance, the student staff member should appoint two volunteers as “Response Buddies” to do the following:

- Review student’s individual emergency evacuation plan
- Practice the emergency evacuation plan
- Know the location of any devices or other things the student might need upon evacuation (extra wheelchair, oxygen tank, medication)
- Share your phone numbers for emergency communication
Mobility Impairment
If a student has a mobility impairment, they may not be able to react quickly and escape from a fire or evacuate a building quickly. Elevators are not accessible during a fire or when a fire alarm is activated.
During an emergency or a drill, if a student is unable to traverse stairs, these general guidelines should be followed:

• Guide or assist in positioning the PWD in an area of refuge or other designated safe waiting area, preferably near the stairwell or elevator lobby. It is important that the person taking shelter there not impede the evacuation of others.
• Do not carry or lift the PWD. Exercise caution to avoid falls and trips while assisting the PWD.
• Have the PWD stay on one side of the hallway near the stair door and wait. The PWD should enter the stairwell only if the designated safe waiting area is in the stair landing, or if there is immediate danger in the hallway.
• Notify emergency personnel, including Public Safety of the location of the PWD in the building.

Hearing Impairment
If a student has a hearing impairment, some specific concerns during an emergency might include:

• Not being able to immediately hear or see the alarm, and react promptly.
• Not being able to hear verbal instructions and respond properly.

Visual Impairment
If a student has a visual impairment, some specific concerns during an emergency might include:

• High-decibel smoke alarms make it difficult for a blind individual to effectively process auditory clues and instructions from rescue personnel, neighbors, or others close by.
• Many buildings are not equipped with Braille or tactile signage for the visually impaired, hindering the individual's ability to escape because of lack of directions.
Dean Laura Patey can work with students with disabilities to plan and prepare for emergency situations. If a resident is concerned or has questions about evacuation, please refer them to Dean Patey.

V. MEDICAL EMERGENCIES

You should advise students to report directly to Davison Health Center for minor injuries or illness when the Health Center is open (M-TH: 9 to 6, Friday 9 to 5 and Saturday 10 to 2). This way DHC can: (1) give them an appointment which will facilitate them being seen quickly. If someone walks in and the schedule is busy, they are encouraged to wait and (2) when they call, one of the DHC nurses will speak to them and give them some treatment advice prior to them arriving to be seen.

Additionally you may have to accompany the student to the Health Center if necessary. A minor illness or injury might include, but is not limited to colds, flu, minor cuts where bleeding has been controlled, etc. Feel free to contact the on-call physician when the Health Center is closed by calling 860-685-2470, option 2. If you need assistance in determining the level of seriousness of an injury contact the AC-On-Call or Public Safety.

For reasons of general health and liability, under NO circumstance should a member of the Residential Life Staff transport an injured/ill student in a vehicle of any kind. An ambulance or Public Safety is available to transport individuals to Middlesex Hospital. Public Safety will transport sick or injured students to the Health Center for non-emergencies. Student staff on-duty must remain in their assigned duty area and should not accompany students.

WHAT TO DO FOR A MEDICAL EMERGENCY:

• STAY CALM.
• Call 9-1-1 or Public Safety at 860-685-3333.
• Call the AC-On-Call.
• Return to the injured person and wait for Public Safety and/or the AC-On-Call.
• Tell bystanders that help is on the way and ask them to clear the area so necessary people can get through.
• Appoint one person to stand outside the door or hallway to show direct respondents to the area.
• If the AC-On-Call has not arrived, call again and inform them about the situation.

WHAT TO DO FOR FALLS AND IMPACT INJURIES:
• If injury occurs, minimize movement.
• Obtain medical attention, if necessary.

WHAT TO DO FOR MINOR CUTS AND WOUNDS:
• Encourage students to:
  • Vigorously wash injury with soap and water for several minutes
  • Apply pressure to stop bleeding.
  • Obtain medical attention, if necessary.

WHAT TO DO FOR FIRE AND BURNS:
• STOP, DROP, and ROLL, if clothing is on fire.
• Remove burned clothing (except if clothing adheres to the skin, cut or tear around adherent area to preserve good skin tissue).
• Run cool water over the burned area for at least 5 to 10 minutes. Do not pack the burned area in ice!
• Remove all jewelry, belts, tight clothing, etc. from the burned areas.
• Cover burns with soft, clean, dry dressing, bandage, or sheet.
• Keep victim warm.
• Obtain medical attention.

WHAT TO DO WITH BODILY FLUIDS:
• Restrict access to the area. Notify AC-On-Call and post warnings.
• Contact Physical Plant (during business hours) or Public Safety (evenings and weekends) to get it cleaned up.
• Encourage student(s) to:
  • Wash exposed skin.
  • Remove and bag contaminated clothing.
  • Place paper towels over the entire spill, apply disinfectant if available.
  • Allow 20-minute contact time with the disinfectant.
  • Wipe down spill area with appropriate disinfectant.

VI. CARE OF A SEVERELY INTOXICATED PERSON

WesWELL, the Office of Health Education, recommends the following guidelines for addressing the needs of a severely intoxicated person. Severe intoxication should be treated as a medical situation. If unconscious or semi-conscious, the person will be unable to make an informed decision for themselves; this makes your response even more important. If you are uncertain what to do, consult with the AC-On-Call, the Physician-On-Call or Public Safety. If an ambulance is called, follow the emergency procedures previously outlined.

Signs and Symptoms of Severe Intoxication

If the person is known to have consumed alcohol and exhibits one or more of the following symptoms, seek medical assistance as they are in a serious and potentially fatal medical situation.

  • The person is unconscious or semi-conscious and cannot be awakened fully.
  • The person’s breathing is slow or irregular (approximately less than eight times per minute).
  • The person is vomiting while “sleeping” or passed out and is not waking up after vomiting.
  • The person has cold, clammy, pale or bluish skin, lips and/or nail beds.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
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<tbody>
<tr>
<td>Remain calm</td>
<td>Don’t let them continue to drink- this will only worsen their condition.</td>
</tr>
<tr>
<td>Keep the person still and comfortable and stay with them</td>
<td>Don’t give the person ANY drugs (not even aspirin). This can cause vomiting and choking.</td>
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<tr>
<td>If the person is put to bed- make sure the person is laying on their SIDE, not their back. Place pillows or blankets behind them so they cannot roll over onto their back.</td>
<td>Don’t give the person food or beverages-especially liquid stimulants such as soda or coffee- to try to sober them up. TIME is the only way to sober up an intoxicated person.</td>
</tr>
<tr>
<td>Check that there is a bucket nearby in case of vomiting.</td>
<td>Don’t give the person a cold shower- the shock of it can cause the person to pass out and increases their risk of injury.</td>
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<tr>
<td>If the person is sleeping or has passed out, monitor their breathing to ensure that it is regular and full</td>
<td>Don’t try to walk, run, or exercise the drunk person.</td>
</tr>
<tr>
<td>Keep your distance- a drunk person can be unpredictable and become violent without warning.</td>
<td>Don’t keep the person awake.</td>
</tr>
<tr>
<td>If you think the person could be in a life threatening situation- do not hesitate to call Public Safety or 9-1-1.</td>
<td>Don’t attempt to restrain the intoxicated person- they could injure you or themselves.</td>
</tr>
<tr>
<td>Be sure to contact the AC-On-Call if an ambulance is called.</td>
<td>Don’t allow them to drive or operate machinery.</td>
</tr>
</tbody>
</table>

**VII. VIOLENT AND AGGRESSIVE INDIVIDUALS**

What to Do

- Take threats seriously.
- If possible, leave the area to notify the Public Safety Emergency Number x3333 (or 911 if calling from cell/off-campus). If not possible, ask your co-worker to make the call.
- Do not attempt to subdue the person yourself.
- Keep other people away from the incident.
• Stay out of range of a violent person’s hands and feet.
• Maintain at least 2-3 arm’s length distance.
• Don’t get backed into a corner - leave room for escape.
• Report the incident to your supervisor.

VIII. PSYCHOLOGICAL EMERGENCIES

If you believe a student is experiencing a severe emotional reaction or is in need of emergency psychological help, first immediately contact Counseling and Psychological Services (860-685-2910), Public Safety (860-685-3333), and the AC-On-Call. The Residential Life Central staff will consult with CAPS, Public Safety, and the Class Dean to determine if parents should be notified. **Student staff WILL NOT notify parents.** If friends or floor mates are inquiring about notifying parents, they should be told calmly that the University will notify the parents if it is deemed necessary.

As a Residential Life staff member, you will be expected to provide, as needed, relevant information to CAPS, Public Safety, the AC-On-Call and the Class Dean. You should stand by to provide any necessary assistance.

*Counseling and Psychological Services Office is located in Davison Health Center. Office Hours: 8:30-4:30 M-F. If you need to speak with someone during or after regular business hours, you can contact them at 860-685-2910. Please make sure that you identify yourself as a Residential Life Student Staff Member.*
IX. SUICIDAL IDEATION/PLANNING/SELF-HARM/HIGH LEVEL MENTAL HEALTH ISSUES:

Make an initial assessment of the situation upon arriving.

1. If the student is in a volatile or immediately life-threatening situation, if they are showing physical signs of self-harm and/or signs of putting a suicidal plan into action:
   a. Contact Public Safety immediately for medical assessment and/or transport to the hospital.

   b. If safe, speak with the student to inform them of your concern for their health and safety and that you have contacted Public Safety to assist with a medical assessment. If time allows, you may speak further with the student to determine the level of self-harm/suicidal ideation (see step 2, section a below).

   c. Once Public Safety has been called and/or you have talked with the student, call the AC-On-Call to inform them of the situation. Please note that you may contact the AC-On-Call at any time before, during, or after the incident for assistance. Once Public Safety arrives, they will manage the incident and determine if CAPS on call or a hospital transport is the best next step.

   d. Document the incident.

2. If the student is not in immediate danger of self-harm or suicide:
   a. Speak with them about their current emotional state.
      i. Some questions to ask include: Are you currently experiencing suicidal thoughts? Have these thoughts been persistent or are they new thoughts? Are you taking any medications? If taking medications, have you been taking them as scheduled or have you taken more or less than the prescribed amount? Have you come up with a plan for suicide? Have you followed through on any steps (i.e. ingesting pills or actions of self-harm?)*.
b. Inform the student that they must contact CAPS in your presence to ensure that they are receiving the proper resources that they need.
   i. Let the student know that you will remain with them for support and will facilitate the call to CAPS (860-685-2910).**
   ii. To close the loop, speak with the clinician after the student has spoken with them. The clinician may provide additional information on your role with the student.

c. Inform the student that you need to document the situation and that you will continue to provide them support.

d. Document the incident and call the AC-On-Call (if after hours) or your AC (during business hours).

*If any of these active steps have been taken, refer to step 1 and inform the student that you must contact Public Safety immediately because of your concern for their health and safety.

** If this incident occurs during daytime business hours, you will reach the administrative assistant at CAPS (Chariklia Flanagan). Inform Chariklia that you are a ResLife student staff member and are currently with a student who needs to speak with a counselor immediately. If a counselor is not available immediately by phone, you may need to accompany the student to CAPS (2nd floor of Davison Health Center). If this incident occurs after hours, call the CAPS number and follow the prompts on the phone to reach the on-call CAPS clinician. The clinician will speak with the student and determine the best next steps to ensure a contract of safety, which may include a verbal contract for safety over the phone, and/or setting up a follow-up appointment at CAPS, and/or being transported to a hospital that evening.

Revised and Updated: July 2014
X. SEXUAL ASSAULT/MISCONDUCT:

1. In the case of a student reporting to you a sexual assault or sexual misconduct, listen to the student first. Inform the student that you must contact the AC in order to provide and gain access to resources for Them, and that you will contact the AC while in their presence.

2. If this occurs after business hours, contact the AC-On-Call; if this occurs during business hours, contact your AC (or, if necessary, contact the central office to speak with another AC, the Associate Director, or Director). This should be done while with the student.

3. Inform the AC: “I am here with a student.” The AC will ask you a series of questions to determine the next steps that need to occur (i.e. Are you in the room with the student right now? Has the student been sexually assaulted? Has the student reported sexual misconduct or harassment? Are you and the student in a safe place? Did you offer the student resources such as medical transport, speaking to a counselor, and/or speaking with Public Safety to file a report? Is the student comfortable staying in their current housing assignment or interested in moving to a temporary space? Is the student comfortable speaking with me on the phone right now?). The AC will talk with the student on the phone and /or respond to the scene to provide the student with the resources and options, including a temporary housing assignment, arrange transport to the hospital, access to a counselor on call, and the ability to provide a statement for Public Safety and/or the Middletown Police Department.

4. Document the incident.

Revised and Updated: July 2017
XI. RESPONDING TO A HATE OR BIAS-RELATED INCIDENT

The University and the Office of Residential Life views attacks against an individual or group, owing to their difference, as an attack on our entire community. Respect is at the foundation of the Wesleyan University community. We all play a role in respecting other peoples’ identities and values and in creating a community that is safe and welcoming to all of its members.

Hateful acts of violence or speech, including hateful jokes (no matter how they are intended), degrade groups of people and individuals and also degrade the integrity of our community. Wesleyan University condemns such acts.

As a ResLife Staff Member, you should respond to hateful acts by following these procedures:

1) NOTIFY PUBLIC SAFETY – Focus on safety first. Call Public Safety at 860-685-3333. Be sure that you, the victim, and everyone else are safe from physical harm. Immediately call 911 if someone has been physically injured.

2) NOTIFY THE AC-ON-CALL – Call the AC-On-Call phone after contacting Public Safety. Inform the AC of the incident and consult with them regarding further appropriate action.

3) MEET WITH VICTIMS PROMPTLY – Take every case seriously and treat any victims with kindness, concern, and respect. Give victims the space they need and always ask them what they would like to do. Never make decisions for them.

4) GATHER THE FACTS & PRESERVE THE EVIDENCE – Work with the victim to preserve any evidence of the hateful act (such as vandalism, emails, phone messages, torn clothing, or damaged property). Ask the victim and witnesses for as much detail as they are comfortable giving at the time. Ensure pictures are taken of any physical evidence
before it is removed.

5) MAINTAIN CONFIDENTIALITY – In your consultation with your AC, the two of you may decide that it is appropriate to share information with your fellow staff members and members of your community. Until then, it is essential, when working with the victim and witnesses, that you only pass information up to your AC and/or the AC-On-Call and the Public Safety Officers.

6) ADDRESS FEARS & CONCERNS & DENOUNCE THE HATEFUL ACTS – Work with your AC to develop a response plan for your residence hall community. If others in your community know about the situation, there may be understandable emotional reactions that need to be acknowledged and worked through. If the victim chooses to be open with others about the incident, it will be important that you work with your AC to denounce the hateful act within the community.

7) CONTINUE TO PROVIDE SUPPORT FOR VICTIMS – Work with your AC to support the victims and witnesses in the best way possible. Do not end your initial contact with the victim until you, your AC, and Public Safety have adequately offered them your support and arranged follow up visits.

8) ENFORCE APPROPRIATE CONSEQUENCES FOR OFFENDERS – Work with your AC, Public Safety, and the Community Standards Board (CSB) formerly the Student Judicial Board (SJB) to assure that the offenders are fully held accountable for their actions. Be sure to complete a CR immediately following the incident and be as detailed as possible about the events that took place. Remember to remain professional despite your feelings and opinions at the time; it is essential that the offenders are treated with respect and allowed due process.

9) KEEP YOURSELF IN CHECK – Hateful acts can be very upsetting and often impact you personally. Your AC will be sure that you have someone to talk to about the incident and will support you to the best of their ability. You must have space to express your
feelings about the incident. You must also be able to recognize when your feelings may prevent you from conducting yourself professionally and effectively for the victim and your residents. There is no shame in asking for help, it is a sign of great personal strength.

10) TAKE THE NEXT STEP IN RESTORING UNITY TO THE COMMUNITY – Hateful incidents can also have a splintering effect within our communities. Work with your AC and fellow RAs (when appropriate) to help address the issues and emotional reactions within your community and, ultimately, help your community grow and understand itself better through the incident. There is a fine line - you must also be careful not to tokenize or use the victim’s experience for your own agenda, even if that agenda has merit.

11) FOLLOW UP WITH THE VICTIM – Throughout the process of the offender’s adjudication and as the campus works through its reactions to the incidents, be sure to consistently follow up with the victim and continue to offer your support.
Bystander Intervention/ We Speak, We Stand

Moving from inaction to action!
1. Notice the event.
2. Interpret it as a problem.
3. Feel responsible to act.
4. Possess the necessary skills to act.
5. Intervene safely.

Remember the 3 D’s!
• DIRECT: Direct interaction with either involved party (ex: “Hey, what are you doing?” “Are you okay?”).
• DISTRACT: Focuses on diversion, think of a way to distract the people involved in the situation.
• DELEGATE: Ask someone else to help in the situation (friend, police, employee) or someone who may be better suited or you may need support.

Intervention Strategies
• “I” Statements
• State your feelings
• Name the behavior
• State how you want the person to respond
• Silent Stare: A disapproving look can be powerful
• Humor: Can reduce tension making it easier for the person to hear you
• Group Intervention: Best used when someone has a clear pattern of inappropriate behavior
• “Bring it home.” Personalize the behavior
• “We’re friends, right?” Reframes the intervention as caring and non-critical

Alcohol and Bystander Intervention
• Encourages a shift in campus values and norms
• Enhances community standards for helping behaviors and attitudes
• Increases community knowledge of how to help
• Creates community responsibility around alcohol use

**Sexual Assault and Bystander Intervention**
• Offers the chance to change social norms
• Discourages victim blaming
• Shifts the focus from the survivor to the offender
• Frames sexual assault as a community health issue
Communication Reports

The Communication Report (CR) is a tool to effectively convey information to your supervisor concerning community and/or residential needs, and any violation of the agreed upon community standards. As a staff member, a significant part of your role is encouraging “responsible community,” as well as promoting personal growth among your residents.

WHY Do We Address and Report?

• For the safety of all members of the community.
• To uphold University policy and federal, state, and local laws.
• To teach about and assist in maintaining community responsibility and accountability.
• To serve as a safeguard for the university in decreasing liability.

While we hope this aspect of the position plays a minor role, it is critical to understand how to confront situations effectively. Confronting your peers is one of the most difficult responsibilities you will undertake, and yet these “teachable moments” can be highly rewarding.

HOW Do We Address and Report?

• Identify the behavior you believe is occurring based on observations.
• Get back-up if/when appropriate.
• Approach the situation:
  • Knock on the door.
  • Identify yourself as a Residential Life staff member.
• When they open the door, ask to enter, ask that the lights be turned on.
• Look around when you speak.
• Determine if a policy has been violated (if so, get names of all parties involved).
• Get the facts in order to fully fill out a Communication Report (it would be a good idea to bring a pad of paper and writing utensil). Be as specific as possible.
• Explain the policy violated and the documentation process.
• Document the incident by submitting a Communication Report to your AC chronicling the details of the incident and any follow up.
• A Communication Report and verbal follow up with your AC should be considered the primary methods of reporting this information, not e-mail.

**HOW to Successfully Complete a Communication Report:**

• Stick to the Facts. Keep conjecture and subjectivity out of the CR – write only about the behavior you witnessed, what you heard, etc. Be as descriptive as possible.
• Fill out All Sections. Fill out students’ first and last names, their room numbers, and student I.D. number. Every box must be completed!

**CRs Resulting in Judicial Action:**

The Community Standards Board (CSB) formerly the Student Judicial Board (SJB) will assess whether the case is a low level infraction or high level infraction. Low level infractions are typically adjudicated by the AC who oversees the student’s residential area. When a situation is deemed a high level infraction or when the student(s) involved has a history of infractions, the case will be adjudicated by the Community Standards Board (CSB) formerly the Student Judicial Board (SJB). All judicial records are stored centrally in the Dean of Students Office for six years.

**Informational CRs:**

All CRs that do not require judicial action are Residential Life documents used for reporting and consultation purposes. The ACs (and possibly the Associate Director and/or Director) will review all CRs pertaining to their respective areas. Your AC may call you with additional questions and will discuss with you what the appropriate follow-up should be for the situation. The purpose of this follow-up will be to discuss concerns and expectations regarding your residents’ well-being and role in the community. All Informational CRs are destroyed at the end of each academic year.

*A Communication Report needs to be completed in situations where community*
standards have been violated (including University Policy), when you are aware of residents needing serious attention, or any situation that should be brought to the attention of your Area Coordinator.

**Communication Report Guidelines**

1. Be as specific as possible! Your report should provide very detailed and factual information from the time you became involved with the incident until its resolution, or the time when professional staff (Area Coordinator, Dean on Call, PSafe) arrive on scene.

2. Always start your report with the date and time of the event (On Saturday September 15, 2012 at approximately 2:15am…)

3. For better clarification and consistency, use third person rather than first person. Also, utilize titles before names such as RA, HM, CA, AC. (On Saturday September 15, 2012 at approximately 2:15am, RA Sam Brooks…)

4. When subsequently referring to yourself or others, you don’t need to state the first name again – just use the title and last name. (RA Brooks called Butterfield on duty RA Jared Ford… RAs Brooks and Ford consulted a roster…)

5. If the incident is taking place in a specific room/apartment, refer to resident(s) of the living area with the title of room occupant. (Room occupant (RO) Garrett Pack… RO Pack further stated that his roommate was home for the weekend…)

6. It is often helpful to use direct quotes of individuals involved in the incident, especially when encountering incivility and/or failure to comply. Additionally, it helps to note if a resident is complying with your directives. (RO Pack then told RAs Brooks and Ford that he could just “kick these guys out.” RA Ford informed RO Pack that due to the violations of the code of non-academic conduct, the RAs must facilitate the departure of guests and document the incident. RO Pack complied. RA Ford asked RO Pack to turn the music off and turn the lights on, to which he complied…)
7. If reporting an incident where several individuals are involved (more than 6), include a list of the additional names with Wes ID information at the end of your narrative:

Additional Guests not listed above:
    Alex Kendall (ID# 123456)
    Gavin Smythe (ID# 123456)
    Chinwe Azikiwe (ID# 123456)
    Jason Hewitt (ID# 123456)
    A’Meiya Ng (ID# 123456)

8. If reporting an incident of a large alcohol/drug violation, include a list of all alcohol, drugs, and/or paraphernalia at the end of your narrative (including alcohol volumes):

Total alcohol/paraphernalia in the room:
    1.75L Lady Bligh rum (empty)
    1.75L Caldwells vodka (empty)
    1.75L Captain Morgan rum (2/3 empty)
    1.75L Seagrams gin (1/2 empty)

Alcohol Gathering CR Example Narrative
On Saturday September 15, 2012 at approximately 2:15am, RA Sam Brooks awoke from sleep by very loud noise and music that was determined to be coming from a room down the hall. RA Brooks called Butterfield on duty RA Jared Ford and asked if he could assist her in confronting a loud gathering that she determined to be in Butterfield A, room 246. RAs Brooks and Ford consulted a roster to identify the names and ages of the 246 room occupants, both of whom were under 21. As RAs Brooks and Ford arrived on scene, three individuals entered the room, each wearing a backpack. The room was very loud at the point of their entry. RAs Brooks and Ford knocked on the door to 246 and announced themselves as the RAs on duty. Room occupant (RO) Garrett Pack answered the door holding a blue solo cup with red liquid inside, attempting to hide the cup behind his back
when he saw the RAs. As the door opened, RA Ford noticed a large gathering of approximately 15 students inside, most with solo cups or open beer cans in their hands. RA Ford also noticed 3 handles of hard alcohol on a desk. RO Pack stated “I’ll keep it down, sorry about that” and began to close the door. RA Ford asked if RO Pack was a resident of the room, to which RO Pack confirmed, adding that his roommate went home for the weekend. RA Ford stated that due to the excessive noise after quiet hours as well as the excessive alcohol in the room, both he and RA Brooks were going to assist RO Pack to disperse the gathering. RO Pack then told RAs Brooks and Ford that he could just “kick these guys out.” RA Ford informed RO Pack that due to the violations of the code of non-academic conduct, the RAs must facilitate the departure of guests and document the incident. RO Pack complied. RA Ford asked RO Pack to turn the music off and turn the lights on, to which he complied. RA Ford informed the group that everyone who does not live in the room must leave, producing their Wesleyan ID to RA Brooks at the door as they exit. RA Brooks recorded all names and ID numbers as the guests left the room. Two guests did not have Wesleyan IDs, but identified themselves as Wesleyan students. RA Brooks asked the students for their names and places of residence, as well as for an alternate form of identification. RA Brooks recorded the two students’ names and residence information as well as their driver’s license information. RAs Brooks and Ford asked RO Pack to gather all of the alcohol in the room (including any in the mini fridge) and to dump it in the sink in the hall, to which he complied. RAs Brooks and Ford thanked RO Pack for his assistance and set expectations that there would be no further incidents on this night or for the rest of the weekend. RAs Brooks and Ford informed RO Pack again that the incident was being documented and that he would receive follow up communication regarding a judicial meeting. RAs Brooks and Ford left the scene at approximately 3:20am.

Total alcohol/paraphernalia in the room:
- 1.75L Lady Bligh rum (empty)
- 1.75L Caldwells vodka (empty)
- 1.75L Captain Morgan rum (2/3 empty)
- 1.75L Seagrams gin (1/2 empty)
750mL Burnett’s watermelon vodka (empty)
(8) Bud Light cans (5 partially full, 3 empty in trash can)
(10) Natural Light cans (empty)
(20) Coors Light cans (18 in fridge, 2 partially empty)
(1) Rolling Rock bottle in the fridge
(1) Funnel on floor
(1) pong ball on the floor
(11) blue solo cups scattered around the room (some partially filled with red liquid)
(2) partially full 2L bottles of Coca-Cola on the floor
(1) bottle of Cranberry juice under bed (empty)

Additional Guests not listed above:
Alex Kendall (ID# 123456)
Gavin Smythe (ID# 123456)
Chinwe Azikiwe (ID# 123456)
Jason Hewitt (ID# 123456)
A’Meiya Ng (ID# 123456)
Luca Federici (ID# 123456)
Griffin Labbance (ID# 123456)
Steve Indich (Hewitt 9121; RI license: 33 Hope St., Bristol RI 02809)
Jasmine Okonjo (Clark 412; MA license: 245 Birchwood St., Holyoke MA 01040)

Follow Up: RA Sam Brooks will follow up with Garrett Pack later in the day on Friday September 16, 2012 as well as follow up next week.

Mental Health CR Example Narrative
On Sunday September 9, 2012 at approximately 10:00pm, RA Michael Li received a text message from a resident of concern, Anita Brown that stated “Are you around?? I don’t think I can be here anymore.” RA Li replied, asking Brown’s location so that he could come to speak with Brown. RA Li met with Brown in her Hewitt 11012 room and both had a conversation about Brown’s extreme homesickness and feelings of depression.
Brown stated that she had been turning to drugs because of her feelings, but that it “was not like me to do drugs.” RA Li asked Brown if she had taken any alcohol or drugs this evening, to which Brown replied “Yes, I smoked a bowl a couple hours ago and had a small mixed drink with vodka before that.” Brown then disclosed that she had a relationship with Wesleyan’s counseling services as well as had a counselor back at home, and that she really wanted to speak with someone at this time. Additionally, Brown disclosed that she was on medication for depression. RA Li provided the 24-Hour CAPS number to Brown and encouraged Brown to call on this evening and to seek an appointment for the following day. RA Li informed Brown that in order to provide the best resources, he would be calling his supervisor as well as Public Safety for assistance. Brown stated that she understood, and RA Li called AC on duty Daniel LaBonte (while in the room with Brown) and informed AC LaBonte that he had not yet contacted Public Safety. AC LaBonte stated that he would contact Public Safety and respond to the scene to have further discussion with Brown. During AC LaBonte and Brown’s conversation, Brown stated that she was regularly taking her medication (and that she had not taken more than her prescribed dose on this night). Brown also stated that she did not have a plan for suicide on this night, nor taken any steps towards enacting a plan. PSafe arrived and medically assessed Brown. PSafe contacted the CAPS on call counselor, Dr. Antosz. Dr. Antosz talked with Brown over the phone and set up an appointment to see her the next day (Monday September 10, 2012). Both AC LaBonte and PSafe reminded Brown that they may call PSafe if she needed any more assistance that evening.

Follow Up: RA Li will go with Anita Brown to CAPS on the morning of Monday September 10, 2012. RA Li will check in with Brown throughout the following week.

Info Provided in Communication Report
(In case you are not able to access online and want to make note of an incident)
Residence
Staff Member Last Name
Staff Member First Name
Position
Date of Incident
Time of Incident
Location of Incident
Type of Incident
Were alcohol/drugs involved with this incident? No/Yes
Individual #1 Involved
Last Name
First Name
House/Hall
WesID
(Other individuals as needed
Narrative of Incident:
Useful Info: Quick Links

As Residential Life Student Staff members you are responsible for knowing and adhering to all University policies and procedures. For this reason, it is important that you familiarize yourself with the various policies that effect residential life on campus. Please click on the links provided on the left hand side of the page and read the information presented. It will only serve to benefit you and your future residents.

Please Click the Policies and Procedures Link under the student staff manual tab to read up on the following:

- CNAC
- Housing Contract
  - Assignments Information
- Community Standards
- Fire and Life Safety Guidelines and Procedures
- Physical Plant Housing Guidelines
- Emotional Support Animals (ESA)

ResLife Housing Contract Policies and Procedures

Room Changes:

Staff members fulfill a very important role in the room change process. It is important to remind residents that we do not permit room changes for the first two weeks of each semester. Permission to move may be granted after the first two weeks and only if the AC has determined that moving is in the best interests of the residents. In cases involving alleged roommate incompatibility, no moves may be authorized until both roommates have engaged in mediation. They must make an attempt to understand and adjust to each other. Staff should provide assistance and counseling during this effort, for this reason you should familiarize yourself with the “Thriving Together” packet. Every effort will be made to communicate with you in a timely fashion that a room change has been approved. Room changes can only be authorized by the AC of the residential unit in
consultation with the Assignments Coordinator. For all protocols related to this please see the ‘Room Change Request’ form.

**Room Exchanges:**

Room exchanges are when students in the same apartment or wood frame would like to exchange rooms. Students who want to exchange rooms with each other need to come to the Office of Residential Life to fill out appropriate paperwork before actually swapping rooms.

**Illegal Moves:**

A student who moves without obtaining permission is in violation of the Housing Contract. Often students who are switching places simply exchange keys and move without obtaining official approval. If this takes place, students may be subject to the $250 fine for an unauthorized room change. Additionally, there are other potential ramifications of this behavior: students coercing or abusing other students, incorrect occupancy and billing records, and the inability to be keyed into a room if locked out (as records will not indicate this housing assignment for the student requiring access into the space by University staff). It is critical that staff look for, respond to, and report instances of unapproved room changes.

**The Single-Double Problem:**

Students who end up living alone in a double sometimes become reluctant to lose that comfort and try to intentionally discourage others who might want to move into their rooms. Student staff should be checking in on the student still occupying the room to make sure the other half is clear. The resident should also be reminded that someone can be assigned at any time and if they want to pull someone in, to contact ResLife as soon as possible. At Wesleyan, students are not allowed to “buy out” their double room to ensure a single.

Staff should report all instances of potential roommate rejection and attempt to obtain statements from students. Staff should make it clear to students who appear to have
rejected a roommate that their behavior could jeopardize their housing accommodations

**Reporting Changes:**

Staff members are expected to make sure their supervisor is aware of all occupancy discrepancies and that the information is passed on to the Office of Residential Life (e.g., missing roommate, too many people living in one room, unapproved room changes/swaps, students living in unapproved spaces in the residential area, etc.).

**De-Tripling:**

In Butterfields, Clark Hall, and WestCo we have designated rooms that will remain triple-occupancy for the entire academic year. If we need to create temporary triple-occupancy rooms due to a large class size, we will notify the students and they will be given priority. Students who stay in the temporary triple-occupancy rooms after the third student leaves will be able to have the third bed removed.
Your Role As ResLife Staff

Conditions of Employment:
As a member of the Residential Life staff, you have been selected to join our Office based upon your inherent and potential skills in peer counseling, leadership, and communication. Your success in this position will best be secured by developing positive, productive relationships with your residents, fellow staff members, Head Resident, Area Coordinator and other central staff members. Residential Life student staff members play a pivotal role in Residential Life, and are a vital link to many other people on campus.

Student Status:
Each student staff member must be enrolled as a full-time student in good academic and judicial standing. The Office of Residential Life reserves the right to terminate employment for students on academic or judicial discipline. Information on academic standing can be found in the current Student Handbook.

Contract Period:
Your Residential Life staff position is a student leadership opportunity having a contract period of one entire academic year (consecutive fall and spring semesters). The contract period includes all pre-semester trainings. You are required to be on campus and fully participate in all trainings and operational activities that commence prior to the opening of our residential units. You are also expected to stay through the end of each semester to assist with closing of the residences.

Staff Availability:
The Head Resident, Resident Advisor, House Manager and Community Advisor positions are part-time leadership positions. Over the course of an academic year, some periods of time will require greater staffing demands (such as training, opening, closing, special activities, crises, etc.), and all staff are expected to be available and respond as necessary.
• Aside from academics, this position is your top priority. Please schedule your extracurricular activities to reflect this responsibility.

• A second part-time job may be undertaken only after consultation with, and permission from, your AC. If permission is granted for a second job, it should be clearly defined as additional employment.

• Your position is a live-in position, and you are expected to be available to your residents a reasonable number of hours each day in order to better learn about their needs, regardless of whether or not you are on duty. Your presence and availability is crucial to your success as a community developer. Staff members are encouraged to get away from campus from time to time. If you are planning to leave campus for longer than a 24-hour period, please notify your AC.

**Staff Substance Use Policy:**
As employees of the Office of Residential Life, Head Residents, House Managers, Resident Advisors and Community Advisors are expected to obey all Connecticut State laws and University policies regarding alcohol and controlled substances. Any evidence of underage drinking or of controlled substance use by a Residential Life staff member will result in the use of staff discipline and will result in termination from employment.

**Student Staff/Resident Relationship Policy:**
Student staff who live and work in University housing must maintain appropriate boundaries with the residents living in their building in order to fulfill their responsibilities in a fair and equitable manner. Romantic, intimate, or sexual relationships between ResLife student staff and their residents inherently carry concerns regarding consent due to the power dynamics between both parties, effect the community’s perception of the objectivity of the student staff member and may create an inability, or perception of inability, to separate professional and personal roles. Therefore, the Office of Residential Life strongly recommends that student staff not enter into romantic, intimate or sexual relationships with residents for whom they are directly responsible.
during the term of their employment.

Should a student staff member decide to enter into a romantic, intimate, or sexual relationship with a resident, they must inform the Area Coordinator (AC) of the consensual relationship immediately. The AC will meet with the Associate Director to develop a plan to manage any conflicts of interest or community impact that might arise.

**ResLife Student Staff Job Descriptions**

**Click for a: BRIEF OVERVIEW OF ALL STUDENT STAFF POSITIONS**

**RESIDENT ADVISOR JOB DESCRIPTION**

**General Statement**

Resident Advisors (RAs) are directly supervised by the Area Coordinator for their area and the Head Resident. Resident Advisors are responsible for the entire residence hall; specific responsibilities relate to meeting the needs of their assigned area. Resident Advisors play an integral role in establishing a community environment conducive to maximum academic, personal, and social development; maintaining healthy and safe living conditions; and providing overall support of the mission of Residential Life.

**Core Duties:**

**Community Development**

• Strive to create a sense of community and mutual respect within the living unit through an emphasis on courtesy, consideration, contribution, and involvement.

• Inform all residents about the Community Standards, the Code of Non-Academic Conduct, the Honor Code, and the processes of the Community Standards Board (CSB) formerly the Student Judicial Board (SJB) as outlined in Student Handbook.

• Facilitate on-going discussion related to what community members expect of each other
as well as how situations will be handled if a member is not living up to those expectations.

• Be available, approachable and visible to students in assigned living environment to assist with personal, social, academic and general resources.

• Participate in a rotating duty schedule whenever residence halls are open including Fall, Thanksgiving and Spring Breaks, and other times when classes are not in session.

• Hold meetings with residents on a regular basis or as needed to discuss issues, concerns, or problems within the community.

• Collaborate with the Offices of Public Safety and Campus Fire Safety to educate students about pertinent safety issues and prevention.

• Be available during emergency situations to assist in assuring the safety and security of residents. NOTE: At the discretion of the director of Residential Life, this position can be deemed essential during emergency situations. This means that while other students may be encouraged to vacate campus, ResLife student staff are required to remain at Wesleyan to assist in community response.

Education/Programming
• Assess the wants and needs of the residents; plan and implement programs to meet those needs.
• Meet the programming requirements in accordance with the guidelines outlined in the Staff Manual and as designated during training.
• Assist in the coordination of peer education workshops for the area as appropriate.
• Support resident-initiated programming as well as encourage participation in other University-sponsored events.

Communication/Administration
• Work closely with Central Staff on duty in responding to and resolving crisis situations.
• Attend weekly staff meetings and regular individual (one-on-one) meetings with your Area Coordinator and/or Head Resident.
• Keep the Area Coordinator and Head Resident informed of incidents, concerns, and solutions related to residents, and notify the professional staff on duty when appropriate.
• Follow-up on phone calls, voicemail and e-mail on a daily basis; check mailbox at least every other day.
• Assist in the administration of such procedures as opening/check-in at the beginning of each semester, closing and securing of the area at the end of each semester, lock-outs, room changes, and other tasks as outlined by the offices of Residential Life and Physical Plant.
• Remain on-campus until the residential areas are closed for each break period and assist in the closing of all residential facilities (specific dates are outlined in the Resident Advisor contract).
• Participate in all staff selection-related activities as appropriate, including recruitment, interviewing, and training.
• Maintain an effective, consistent and timely sharing of information with the Office of Residential Life via administrative reports (i.e., monthly reports, programming forms, communication reports, etc.). All reports should be submitted in a timely manner as determined by supervisor.

Advising/Counseling/Referral
• Assist students in resolving situations of concern; remain professional and respect confidentiality while keeping supervisors updated and informed.
• Be aware of the various campus and community resources available to students.
• Recognize when a concern is beyond an RAs’ level of comfort and competence; and refer students to the many resources available to them.
• Address and report inappropriate conduct in residential facilities.
• Assist other University personnel in the early intervention for resolving situations or conflicts.
• Get to know students of the area well enough to recognize behavioral changes or patterns that may require intervention; inform the Area Coordinator of such concerns.
• Respond promptly and professionally in crisis situations; know appropriate protocol as outlined in the Staff Manual.

Overall Expectations

Selection and Training
• Resident Advisors are expected to return to campus in advance of the residents each semester (specific dates are outlined in the contract) for a comprehensive training session.
• RAs are expected to act responsibly during the training period and not engage in behavior that might impair one’s ability to participate fully.

Job Performance
• Act in accordance with the philosophy, objectives, and standards of the University and the Office of Residential Life; maintain a standard of personal conduct commensurate with the responsibilities of this position. Understand that Resident Advisors are representatives of Wesleyan University and role models at all times. Being a good role model includes but is not limited to situations involving alcohol consumption, dating relationships with residents, and participation in public forums and electronic communities.
• Adhere to University policy as well as local, state, and federal laws.
• Maintain satisfactory academic and judicial status as outlined in the Staff Manual.
• Participate in a formal evaluation process once each semester. Informal evaluation should occur regularly between the Resident Advisor and the Area Coordinator.
• Understand that any job performance deemed unsatisfactory will be handled in accordance with the staff discipline process as outlined in the Staff Manual.

Remuneration
• Sophomore Resident Advisors will receive a stipend of $6,753.06 for the full academic year, junior and senior RAs will receive a stipend of $8,442.96. Paychecks are monthly.
NOTE
•As a student staff member in Residential Life, you are expected to learn and practice effective time management. We recognize that you are a student first, that has been built into our expectations for your job performance. However, staff members will not be released from job-related responsibilities unless there are clearly unforeseen circumstances that make such a request prudent and reasonable. As in the rest of life, you are expected to balance competing priorities by planning ahead and exercising responsible and timely decision making skills. Any staff members who are struggling to balance their responsibilities should notify their Area Coordinator so that help can be provided to resolve the problem before it becomes overwhelming.
•Each summer the central staff members in the Office of Residential Life will review departmental policies and procedures to ensure that we are best serving the Wesleyan community. Changes may be made to this job description based on review findings.

HOUSE MANAGER JOB DESCRIPTION

General Statement
House Managers (HMs) are supervised by an Area Coordinator and a Head Resident. House Managers are responsible for supporting the mission of their house and meeting the needs of their residents. House Managers play an important role in establishing a community environment conducive to maximum academic, personal, and social development; maintaining healthy and safe living conditions; and providing overall support of the mission of Residential Life.

Core Duties:

Community Development
•Strive to create a sense of community and mutual respect within the living unit with an emphasis on courtesy, consideration, contribution, involvement, and adherence to University and Residential Life policies.
• Inform all residents about the Community Standards, the Code of Non-Academic Conduct, the Honor Code, and the processes of the Community Standards Board (CSB) formerly the Student Judicial Board (SJB) as outlined in the Student Handbook.

• Facilitate on-going discussions related to what community members expect of each other as well as how situations will be handled if a member is not living up to those expectations.

• Maintain availability, accessibility and visibility to the residents.

• Hold meetings on a regular basis to discuss programming ideas as well as to discuss and/or resolve issues/concerns within the community.

• Collaborate with the Offices of Public Safety and Campus Fire Safety to educate students about pertinent safety issues and prevention.

• Be available during emergency situations to assist in assuring the safety and security of residents. NOTE: At the discretion of the director of Residential Life, this position can be deemed essential during emergency situations. This means that while other students may be encouraged to vacate campus, ResLife student staff are required to remain at Wesleyan to assist in community responses.

Education/Programming

• Assess the needs and wants of the house members and Wesleyan community; plan and implement programs to both meet those needs and support community mission.

• Meet the programming requirements in accordance with the guidelines outlined in the Staff Manual and as designated during training.

• Educate residents regarding the program house evaluation process.

• Actively support resident-initiated programming and encourage participation in other University sponsored events.

Communication/Administration

• Work closely with Central Staff on duty in responding to and resolving crisis situations.

• Attend weekly staff meetings and regular individual (one-on-one) meetings with your Area Coordinator and/or Head Resident.

• Keep the Area Coordinator and Head Resident informed of incidents and concerns.
related to residents, and notify the professional staff on duty when appropriate.

• Follow-up on phone calls, voicemail and e-mail on a daily basis; check mailbox at least every other day.

• Assist in the administration of opening/check-in at the beginning of each semester, room changes, and other tasks as outlined by the offices of Residential Life and Physical Plant.

• Remain on-campus until the residential areas are closed for each break period and assist in the closing and securing of all program houses (specific dates are outlined in the House Manager contract).

• Maintain an effective, consistent and timely sharing of information with the Office of Residential Life via administrative reports (i.e., bi-weekly reports, programming forms, communication reports, etc.).

• Actively recruit house members including, but not limited to House Hopping Day and the Program Housing Fair.

• Assist with the implementation of the program house selection process in both the fall and spring semesters.

• Participate in staff selection-related activities, including recruitment, interviewing, and training.

• Establish and maintain constant communication with House Advisor.

Advising/Counseling/Referral

• Assist students in resolving situations of concern; remain professional and respect confidentiality while keeping supervisors updated and informed.

• Be aware of the various campus and community resources available to students.

• Recognize when a concern is beyond a HM’s level of comfort and competence, refer students to the many resources available to them.

• Address and report inappropriate conduct in residential facilities.

• Assist other University personnel in the early intervention for resolving situations or conflicts.

• Get to know residents well enough to recognize behavioral changes or patterns that may require intervention; inform the Area Coordinator of such concerns.

• Respond promptly and professionally in crisis situations; know appropriate protocol as
outlined in the Staff Manual.

Overall Expectations

Selection and Training
- House Managers are expected to return to campus in advance of the residents each semester (specific dates are outlined in the contract) for a comprehensive training session.
- House Managers are expected to act responsibly during the training period and not engage in behavior that might impair one’s ability to participate fully.

Job Performance
- Act in accordance with the philosophy, objectives, and standards of the University and the Office of Residential Life; maintain a standard of personal conduct commensurate with the responsibilities of this position. Understand that House Managers are representatives of Wesleyan University and role models at all times. Being a good role model includes but is not limited to situations involving alcohol consumption, dating relationships with residents, and participation in public forums and electronic communities.
- Adhere to University policy as well as local, state, and federal laws.
- Maintain satisfactory academic and judicial status as outlined in the Staff Manual.
- Participate in a formal evaluation process once each semester, informal evaluation should occur regularly between the House Manager and the Area Coordinator.
- Understand that any job performance deemed unsatisfactory will be handled in accordance with the Staff Discipline Process as outlined in the Staff Manual.

Remuneration
- Sophomore House Managers will receive a stipend of $2,814.32 for the full academic year, junior and senior HMs will receive a stipend of $4,502.04. Paychecks are monthly.

NOTE
• As a student staff member in Residential Life, you are expected to learn and practice effective time management. We recognize that you are a student first, that has been built into our expectations for your job performance. However, staff members will not be released from job-related responsibilities unless there are clearly unforeseen circumstances that make such a request prudent and reasonable. As in the rest of life, you are expected to balance competing priorities by planning ahead and exercising responsible and timely decision making skills. Any staff member who is struggling to balance their responsibilities should notify their Area Coordinator so that help can be provided to resolve the problem before it becomes overwhelming.

• Each summer the central staff members in the Office of Residential Life will review departmental policies and procedures to ensure that we are best serving the Wesleyan community. Changes may be made to this job description based on review findings.

COMMUNITY ADVISOR JOB DESCRIPTION

General Statement
Community Advisors are responsible for meeting the needs of their woodframe and apartment residents, and play an important role in establishing a communal environment conducive to maximum academic, personal, and social development; maintaining healthy and safe living conditions; and providing overall support to the mission and celebration statement of Residential Life. Community Advisors are directly supervised by the Area Coordinator for their area and the Head Resident.

Core Duties:

Community Development
• Strive to create a community and mutual respect through an emphasis on courtesy, consideration, and involvement.
• Inform all residents about Community Standards as well as the Code of Non-Academic Conduct, the Honor Code, and the processes of the Community Standards Board (CSB) formerly known as the SJB as outlined in the Student Handbook.
• Visit each residential unit on a monthly basis to maintain connections and share resources and departmental/institutional information.
• Be available to the residents of their assigned area of responsibility.
• Be available during emergency situations to assist in assuring the safety and security of residents. NOTE: At the discretion of the director of Residential Life, this position can be deemed essential during emergency situations. This means that while other students may be encouraged to vacate campus, ResLife student staff are required to remain at Wesleyan to assist in community response.

Education/Programming
• Assess the needs and wants of the community; facilitate the planning and implementation of at least six programs per semester in accordance with departmental learning goals and guidelines designated during training.
• Work with other University groups including but not limited to the Class Deans, the Career Center, Public Safety and the class officers to fulfill programming requirements.

Communication/Administration
• Attend bi-weekly CA/AC staff meetings.
• Maintain an effective, consistent and timely sharing of information with the Office of Residential Life via administrative reports (i.e., monthly reports, communication reports, programming reports, event registration forms, etc.).
• Follow-up on phone calls, voicemail and e-mail on a daily basis; check mailbox at least twice a week.
• Assist with the opening and closing of the residential units each year.
• Perform other duties necessary to the basic function of the position and contribute to the programs and services of the Office of Residential Life.

Advising/Counseling/Referral
• Assist students in resolving situations of concern; remain professional and respect confidentiality while keeping supervisors updated and informed.
• Be aware of the various campus and community resources available to students.
• Recognize when a concern is beyond a Community Advisor’s level of comfort and competence and refer students to as many resources as available to them.
• Assist other University personnel in the early intervention for resolving situations or conflicts.
• Respond promptly and professionally in crisis situations; know appropriate protocol as outlined in the Staff Manual.

Overall Expectations

Selection and Training
• Community Advisors are expected to return to campus in advance of the residents each semester (specific dates are outlined in the contract) for a comprehensive training session.
• CAs are expected to act responsibly during the training period and not engage in behavior that might impair one’s ability to participate fully.

Job Performance
• Act in accordance with the philosophy, objectives, and standards of the University and the Office of Residential Life; maintain a standard of personal conduct commensurate with the responsibilities of this position. Understand that Community Advisors are representatives of Wesleyan University and role models at all times. Being a good role model includes but is not limited to situations involving alcohol consumption, dating relationships with residents, and participation in public forums and electronic communities.
• Adhere to University policy as well as local, state, and federal laws.
• Maintain satisfactory academic and judicial standing as outlined in the Staff Manual.
• Participate in HOST training and other staff developments/in-service training sessions as designated by the Area Coordinator.
• Participate in a formal evaluation process. Informal evaluation should occur regularly between the Community Advisor and the Area Coordinator.
• Understand that any job performance deemed unsatisfactory will be handled in
accordance with the staff discipline process as outlined in the Staff Manual.

Remuneration
• Each Community Advisor will receive a stipend of $2,251.02 for ten-months. Paychecks are monthly.

NOTE
• As a student staff member in Residential Life, you are expected to learn and practice effective time management. We recognize that you are a student first, that has been built into our expectations for your job performance. However, staff members will not be released from job-related responsibilities unless there are clearly unforeseen circumstances that make such a request prudent and reasonable. As in the rest of life, you are expected to balance competing priorities by planning ahead and exercising responsible and timely decision making skills. Any staff members who are struggling to balance their responsibilities should notify their Area Coordinator so that help can be provided to resolve the problem before it becomes overwhelming.
• Each summer the central staff members in the Office of Residential Life will review departmental policies and procedures to ensure that we are best serving the Wesleyan community. Changes may be made to this job description based on review findings.
• Community Advisors will be expected to discuss with house/apartment mates the responsibilities of living in a staff unit.

HEAD RESIDENT JOB DESCRIPTION

General Statement
Head Residents (HRs) are directly supervised by the Area Coordinators and assist with various administrative, programmatic and supervisory responsibilities. The Head Resident plays an active role in student learning outside of the classroom through the oversight of specific, planned programs and on-going individual and group interaction. All position responsibilities are performed in conjunction and consultation with the Area Coordinator. Head Residents are vital in establishing a community environment
conducive to maximum academic, personal, and social development; maintaining healthy and safe living conditions; and providing overall support of the mission of Residential Life. Head Residents are an integral part of the leadership team of Residential Life.

**Core Duties:**

**Staff Development**
• Assist the Area Coordinator in providing support, structure, direction, guidance and feedback to the Resident Advisors, House Managers, and/or Community Advisors to ensure that they perform their responsibilities as effectively as possible.
• Participate in recruitment and selection of student and professional staff.
• Assist with, and participate in, pre-service and in-service training.

**Community Development**
• Work with area staff to create a sense of community and mutual respect within the living unit through an emphasis on courtesy, consideration, contribution, and involvement.
• Be available, approachable and visible to students in your assigned area of responsibility to assist with personal, social, academic and general resources.
• Assist the staff in informing all residents about the Community Standards, the Code of Non-Academic Conduct, the Honor Code, and the processes of the Community Standards Board (CSB) formerly the Student Judicial Board (SJB) as outlined in the Student Handbook.
• Encourage the expression of diversity among residents and facilitate an environment of acceptance. Exhibit a respect for diversity.
• Assess, represent and advocate for student needs.
• Assist with monitoring vandalism and promoting environmental wellness. Communicate with and educate residents about vandalism and its impact on the community.
• Advise and consult with residents regarding social, educational and academic concerns; initiate appropriate referrals.
• Assist with or handle crisis intervention as necessary.
• Collaborate with the Offices of Public Safety and Campus Fire Safety to educate
students about pertinent safety issues and prevention.

**Education/Programming**

• Support the programming efforts of staff members, assist the RAs/HMs/CAAs with assessing the wants and needs of residents and then planning and implementing programs accordingly.

• Actively support Unit Council and resident-initiated programming as well as encourage participation in other University-sponsored events.

• Coordinate educational and social activities in the residences, encourage collaboration and organize thematic periods (i.e. Safety and Security, Alcohol Awareness).

**Communication/Administration**

• Provide timely communication with the Area Coordinator by reporting incidents, concerns, and solutions related to both the staff and the residents, including submissions of weekly reports when requested.

• Attend weekly staff meetings and regular individual (one-on-one) meetings with your Area Coordinator.

• Follow-up on phone calls and other messages at least twice a day; check voicemail, email and mailbox daily.

• Coordinate and assist in the administration of such procedures as opening/check-in at the beginning of each semester, closing and securing of the area at the end of each semester, assignments issues, room inspections, staff duty schedule, program tracking and other tasks as outlined by the office of Residential Life.

• Remain on campus until all residential areas are closed (specific dates outlined in the Head Resident contract)

• Be available during emergency situations to assist in assuring the safety and security of residents. NOTE: At the discretion of the director of Residential Life, this position can be deemed essential during emergency situations. This means that while other students may be encouraged to vacate campus, ResLife student staff are required to remain at Wesleyan to assist in community response.

• Conduct weekly office hours.
Advising/Counseling/Referral

• Help and assist students in resolving situations of concern; respect confidentiality while keeping supervisors updated and informed.
• Make appropriate referrals to campus resources or personnel.
• Act as a mediator and facilitator in disputes and conflicts. Use appropriate channels and resources in attempting to resolve the problem.
• Recognize when a concern is beyond an RA/HM/CA’s level of comfort and competence; provide guidance, support, and resources available for resolving these situations.
• Assist other University personnel in the early intervention for resolving situations or conflicts.
• Address and report inappropriate conduct in residential facilities.
• Listen to others, and respect the rights of all residents by observing confidentiality except where it would result in harm to a student, to others or to University property.
• Respond promptly and professionally in crisis situations; know appropriate protocol as outlined in the Staff Manual.

Overall Expectations

Selection and Training

• Return to campus in advance of the full staff each semester (specific dates are outlined in the contract) for a comprehensive training session. Take a leadership role in the implementation of Full Staff training, including holding all staff accountable for attendance and participation at all sessions. Serve as a role model to staff by acting in a manner that is responsible and will not impair one’s ability to participate fully in training sessions.
• Participate in all staff selection-related activities as appropriate, including recruitment, interviewing, and training.
• Co-facilitate social justice training sessions for full staff, including review of materials before training begins.
Job Performance

• Act in accordance with the philosophy, objectives, and standards of the University and the Office of Residential Life; maintain a standard of personal conduct commensurate with the responsibilities of this position. Understand that Head Residents are representatives of Wesleyan University and role models at all times. Being a good role model includes but is not limited to situations involving alcohol consumption, dating relationships with residents and participation in public forums and electronic communities.

• Adhere to University policy as well as local, state, and federal laws.

• Maintain satisfactory academic and judicial status as outlined in the Staff Manual.

• Participate in a formal evaluation process once each semester. Informal evaluation should occur regularly between the Head Resident and the Area Coordinator.

• Understand that any job performance deemed unsatisfactory will be handled in accordance with the progressive discipline process as outlined in the Staff Manual.

Remuneration

• Each Head Resident will receive a stipend of $9,568.48 paid out in equal installments. Paychecks are monthly.

NOTE

• As a student staff member in Residential Life, you are expected to learn and practice effective time management. We recognize that you are a student first, that has been built into our expectations for your job performance. However, staff members will not be released from job-related responsibilities unless there are clearly unforeseen circumstances that make such a request prudent and reasonable. As in the rest of life, you are expected to balance competing priorities by planning ahead and exercising responsible and timely decision making skills. Any staff members who are struggling to balance their responsibilities should notify their Area Coordinator so that help can be provided to resolve the problem before it becomes overwhelming.

• Each summer the central staff members in the Office of Residential Life will review departmental policies and procedures to ensure that we are best serving the Wesleyan
community. Changes may be made to this job description based on review findings.

**Staff Discipline**

The Office of Residential Life is proud of the quality of programs and services it offers to the greater Wesleyan community. Residential staff members are peers who understand the unique challenges students face on campus and are committed to the integral roles they play as student leaders and community builders. In an effort to support student staff development, residence staff will regularly receive positive and constructive feedback from their supervisors in regards to their job performance. The Office of Residential Life firmly supports this type of feedback and realizes the importance of helping staff members learn, develop, and fine-tune their already existing talents and skills. If staff members fail to demonstrate competency and satisfactory job performance skills, they will be subject to staff discipline. Generally, the guidelines consist of a verbal warning, formal written warning, employment probation, and termination.

**Procedure:**

1. If a staff member fails to meet the basic job expectations, that staff member will formally meet with their supervisor(s) to discuss the concerns, provide feedback, and establish guidelines to improve job performance. The supervisor will prepare a detailed letter to the staff member outlining what was discussed and agreed upon during this meeting. This will serve as a formal written warning (a copy of this letter will be placed in the staff member’s personnel file).

2. If the staff member fails to demonstrate improved job performance, they will meet again with their supervisor(s) and will be formally placed on employment probation. Employment probation will generally be for a specific period of time (a copy of the requirements of probation will be placed in the staff member’s personnel file).

3. If the staff member fails to meet the structured guidelines under employment
PROBATION, the staff member will meet with their AC and the decision of continued probation or required resignation from their position will be at the discretion of the AC (a copy of this discussion in written format will be placed in the staff member’s personnel file).

4. If the staff member feels that the above guidelines have not been satisfied in a justified manner and would like to appeal the decision made by their AC, They may appeal in writing to the Director of Residential Life (see procedures outlined below).

5. This staff discipline process is independent of other University judicial processes.

*Note: At any point in time, the above steps can be skipped as deemed necessary.

**Housing Reassignment:**

If a staff member resigns or is terminated from their position during their contract period, they must vacate their room within seven days of the effective date of resignation or termination (certain situations may require IMMEDIATE reassignment). All keys and Residential Life-issued materials must be returned to their AC. They will be billed for any necessary lock changes as a result of unreturned keys. their AC will notify the Assignments Coordinator of the personnel action so that appropriate reassignment may be determined. They may not be reassigned to the area where They served as a staff member and/or shared duty rotation. The Office of Residential Life reserves the right to limit the choices where a former staff member may reside.

NOTE: Every effort will be made to obtain on-campus housing for them. Housing shortages and/or special circumstances related to why They left the position may affect these efforts.

**Suspension with pay:**

Pending the outcome of the Community Standards Board (CSB) formerly the SJB, and/or other judicial cases in which staff members are accused, the Associate Director and/or
Director of Residential Life reserve the right to suspend staff members with pay. This means the staff involved may not serve in any official capacity related to their Residential Life position. Staff may be temporarily reassigned to alternate campus housing pending the outcome of their hearing. This suspension may NOT be appealed. Any involvement as the defendant in a Community Standards Board (CSB) formerly the SJB case could result in utilizing the staff discipline process, including termination.

**Staff Discipline Appeals Process:**

An appeal will be considered for review based only on one or more of the following criteria:

- New information that was not available at the time of the original review.
- Evidence of bias by the staff member who made the original decision.
- Procedural irregularity.

The purpose of an appeal is to provide an opportunity for a student staff member to have their case reheard at a higher level than that of the AC position. The Office of Residential Life is committed to reviewing each case with fairness and appropriate consistency in accordance to the procedures herein outlined:

A student staff member who would like to appeal staff discipline decision made by their AC can do so by filing a written appeal with the Director of Residential Life by 5:00pm on the second “business” day after the effective date of staff discipline. The Director of Residential Life will convene an Appeals Board to hear the appeal. The Appeals Board consists of the Assistant V.P. for Student Affairs, the Director of Residential Life, and a Head Resident who is not the appealing student’s current Head Resident. The staff member has a right to expect the meeting within five business days of the request.

- The staff member should be prepared to discuss and/or clarify any questions or concerns at the meeting regarding the terms and conditions of the disciplinary status.
- All decisions by the Appeals Board are final and are not subject to appeal.
**Employment Action Guidelines:**

As Residential Life staff members, you are expected to fulfill the responsibilities outlined in the job expectations and responsibilities, including remaining in good academic and judicial standing. Failure to fulfill these minimal responsibilities may result in a formal job action. The following are examples of behaviors that result in job action.

Please note: this document serves as a guideline and not as an exhaustive list. The severity of the situation/behavior will also determine the job action. Any job action is up to the discretion of the Area Coordinator and/or central staff. Behaviors that are not explicitly listed may also result in job action. Remember to ask questions if you need clarification.

**Written Warning:**

The AC will call a meeting with the staff member to discuss the alleged policy violation and/or unmet job expectation(s). In the case where the student staff member is found responsible, the AC will then issue a formal letter detailing the staff member’s behavior, outlining consequences, and providing suggestions for reparative action. This letter will go to the staff member and a copy will be remitted to the Associate Director for placement in the staff member’s personnel file.

**Actions Resulting in a Written Warning:**

Failure to:

- Promptly report for duty and post proper duty signage
- Complete bulletin boards/door decorations on time
- Failure to complete host training and/or fulfill other training responsibilities
- Appropriately document policy violations in a timely manner (consistency and fairness are expected)
- Follow up with residents and staff/resources following documentation of student concerns/policy violations
- Adequately communicate with AC and HR (i.e., respond to phone calls and
emails, report resident and facilities issues, provide advance notice for absences or tardiness, etc.)
- Document and report facilities, housekeeping or pest-control concerns
- Distribute departmental information to residents in a timely manner
- Attend or arrive on time to scheduled meetings
- Be approachable and available to residents
- Promptly fill out program forms
- Promptly return receipts or other departmental paperwork to AC
- Complete programming requirements as outlined by AC and HR
- Follow housing policies and Code of Non-Academic Conduct (proper role modeling)
- Follow Master Key Guidelines/Protocols
- Appropriately represent the Office of Residential Life
- Maintain appropriate attitude for position
- Act in a professional matter
- Adhere to any outlined expectations

**Job Probation:**

Probationary status will be placed on staff members who consistently fail to meet or severely violate job expectations or policies. The AC or Associate Director will determine the duration of the staff member’s probationary status. Further violations of policy or failure to meet job expectations during probation will result in job termination.

**Actions Resulting in Job Probation:**

Failure to:
- Confront or address offensive comments based on someone’s gender identity, ethnicity, nationality, religion, sexual orientation, or race
- Document and/or report resident behavior that could result in harm to resident or others
- Promptly distribute urgent departmental information to residents
- Report for a scheduled duty-night
• Complete proper rounds while on duty
• Appropriately use program funding
• Remain in the halls to assist with closing
• Attend the entirety of Fall and January training
• Complete other duties as outlined by AC or other professional staff

**Job Termination:**

After a conference with AC, student staff will be asked to leave their position and may be moved to a different Wesleyan residential community. Any job-related benefits are discontinued effective the date of resignation or termination. Staff members have the right to appeal the AC’s decision. The appeal process will be outlined in the conference with the AC.

**Actions Resulting in Job Termination:**

• Repetition of any of the above behaviors/ failure to adhere to terms of probationary status
• Engaging in a behavior that finds you in violation of the Code of Non-Academic Conduct
• Failure to document major policy violations (i.e., drug and alcohol use, students of concern, discriminatory acts, etc.)
• Use or possession of illegal substances, in or out of the residence hall
• Failure to report or act on a situation that may cause harm and/or health risks to a resident(s)
• Use or possession of alcohol with residents
• Offensive behaviors, language, or the presentation of materials that encourage discrimination based on someone’s gender identity, ethnicity, nationality, religion, sexual orientation, socio-economic status, race, etc.
• Aiding residents’ procurement and/or use of alcohol or drugs
• Aiding residents with behaviors that violate the Code of Non-Academic Conduct
• Harassment and/or violent behavior
• Misuse of master keys or room keys (i.e., entering or unlocking a person’s room
without the resident of the room present)/Negligence with master keys

• Engaging in activity that results in criminal action (on or off-campus)
• Egregious disregard for staff expectations

**Residential Staff Academic Probation:**

The Office of Residential Life is committed to supporting the University mission of academic success and social well-being for all students. We recognize that residential staff members’ responsibilities go beyond those of other student leaders on campus in the challenges and leadership they require in meeting the expectations. To this end, the Office of Residential Life firmly believes that students who take on these roles must maintain good academic standing while fulfilling their job responsibilities.

All residential staff must be in good academic standing in accordance with University guidelines. At the end of each semester, the names of all residential staff members will be forwarded to the Dean’s office by the Associate Director of Residential Life for evaluation of “good academic standing.” Selection and appointment of students to residential staff positions will be contingent on maintaining good academic standing. Staff members who fail to meet these expectations may be subject to termination. The Associate Director of Residential Life or designee will either notify these staff members by telephone, in most cases prior to their return to campus, or by meeting with them upon their immediate return to campus.

**Procedure:**

1. If staff members are classified as being on warning, they will receive a letter from their AC detailing their status and expressing concern for their academic well-being. They are encouraged to contact their AC if further assistance is needed.

2. If staff members are classified as being on probation, they will be required to meet bi-weekly with their AC and Class Dean in an effort to help them prioritize their academic requirements and job responsibilities.

3. If staff members are classified as being on strict probation, their job position will be terminated immediately, unless there are extenuating circumstances, the details of which are agreed upon by their AC and their Class Dean.
4. If staff members, after termination, return to good academic standing, they may apply again for a residential staff position by participating in the rehire selection process.

5. Exceptions to this policy may be made by the consent of the Associate Director of Residential Life in consultation with the staff member’s Class Dean.

**Staff Rehiring Process**

The Office of Residential Life actively encourages staff members to re-apply for similar positions for the following academic year by adhering to the following policies and process:

- Staff member must be in good academic standing.
- Staff member cannot be in a current job-related “Probationary” status, or have been terminated or forced to resign.
- Staff member must complete an “Application for Re-Hire” form, submit a re-hire portfolio, and interview with central staff members.

**Staff Evaluations/Professional Development**

**Staff Evaluations:**

The evaluation process provides all staff with a formal way of giving and receiving feedback about job performance. Residential Life student staff at all levels will be evaluated at least once per academic year. Each staff member is evaluated by their supervisor(s). Typically, the evaluation process occurs in the fall semester. If a student staff member does not receive a satisfactory evaluation in the fall, they will be re-evaluated in the spring. If a student staff member does not receive an evaluation in the fall semester (i.e. hired in late fall or early spring), they will be evaluated by their supervisor in the spring.

Think of this process as a check-in, at which time staff members have the opportunity to
discuss things that may have been bothering them, to receive congratulations on their successes, and/or to think about new goals and challenges they will be facing. The central staff work toward making evaluations an opportunity for growth and education. It is important to remember that evaluations should never be a surprise. Developing positive relationships which include on-going, open, and honest communication is the key. Because of the responsibility involved in being a Residential Life student staff member, accountability is very important. If a staff member’s performance is deficient, the staff discipline process will be implemented.

October/March
- Timeline will be presented by the ACs.
- Each Head Resident and AC will determine the best method of distribution and collection.

November/April
- All resident evaluations of Resident Advisors/House Manager/Community Advisor due to ACs for tallying.
- All staff evaluations of the ACs are due to the Associate Director.
*Please note that if a student staff member chooses to participate in the staff re-hire process, a copy of their evaluation will need to be included in their re-hire portfolio.

Professional Development:
All student staff members are required to facilitate an in-service dialogue for their peer staff members at least once a semester. Each supervisory team will provide their staff with guidelines and expectations as well as guidance and coaching as desired.

Duty Policies and Procedures:
Master Key Guidelines

Residential Life student staff is given access to the master key(s) to the building(s) for which they are on duty. It is essential that all student staff having access to a master key understand that proper use of these keys is critical to maintaining the safety and security of the residence halls. Any use of a master key which is not in compliance with the guidelines and regulations set forth in this document compromises the security of the facility.

Regulations on access to master keys:
• HRs/RAs are only given access to the master key(s) corresponding to the building(s) for which They is on duty.
• HRs/RAs are only given access to master keys between the hours of 8pm and 8am (regular duty hours).
• HRs/RAs can only access one key at a time.
• HRs/RAs may only have a master key out for periods of thirty minutes or less (unless approved by their AC).
• HRs/RAs are held responsible for all activity reported by KeyWatcher under their individual User ID and should not share their User ID and Pin with anyone (including other staff members) unless directed by their AC or other central staff members.

Use of master keys:
• HRs/RAs should only access master keys when necessary while on duty.
• Master keys may ONLY be used to allow a resident access to their assigned room in the case of a lock-out; under no other circumstances should a student staff member access a master key. In emergency situations where a student staff member feels that use of a master key may be necessary, they should contact the AC-On-Call.
• Using a master key for a reason other than to complete a lock-out is considered unauthorized use of University keys. This will result in staff discipline and may result in job termination.
• Master keys may only be removed for immediate use.
• When a student staff member removes a master key, it is their responsibility to ensure that it is returned within the allotted time. Student staff should not leave master keys in their rooms or with another staff member.
• Master keys may not be taken off-campus and should only be taken outside of the residence hall if necessary to complete a lock out.
• Master keys must never be loaned out.

General information:
• Negligence with master keys, as well as losing, misplacing or misusing master keys will result in staff discipline, and may result in termination and/or recovery expenses.
• Student staff members should not discuss master keys or related information with residents or friends.
• Please see the Key Agreement in your Housing Contract for further details.

Duty Policies and Procedures

To maintain visibility in the residence halls, there will be either one or two student staff members on duty in each hall (staffing determined individually by building). These RAs will serve as first responders to incidents occurring within the area. Duty cell phones are provided to student staff when they are on duty. The area duty cell phone numbers can be found in the emergency contact information section of this manual. Student staff are both a resource and referral agent. As such, the RAs on duty should be available in their room, unless they are responding to a residence hall emergency or on job related business (rounds, lockouts, etc.). In an emergency they are expected to contact Public Safety at 860-685-3333. An Area Coordinator (AC) is on-duty 24/7 as a support system. The AC Duty phone number will be provided to you at training, store this number in your phone and is not to be given to students. The number is already programmed into all RA Duty Phones.
Duty Cell Phone Procedures

1. The RA on duty is to carry the duty phone on their person for the entire duty period.
2. Duty phones will be stored in the area offices while not in use. Once an RA completes a duty night, they must bring the duty cell phone back to the area office by the time specified by their AC/HR, place the phone on a charger and turn it off. The next RA on duty will pick up the phone no later than 7:50pm.
3. The RA on duty is responsible for keeping the duty cell phone charged at all times. It is also the responsibility of each RA to protect the duty cell phone from damage.
4. Duty phones are to be used for work-related calls only. No personal calls are to be made or received. Any personal calls will be billed to the individual.

RA On Duty

1. RAs will be on duty from 8:00 pm to 8:00 am during the academic year, including break periods.
2. RAs must use the duty phone to call in for the start of their shifts at 8pm
   a. Failure to call in by 8pm will be addressed by progressive discipline
3. The name and room number of the RA on duty will be posted in a visible location in each hall.
4. The RA on duty is responsible for changing out the duty signs upon the start of their duty shift.
5. The RA on duty should be awake, alert, and performing rounds while on duty.
6. The RA on duty will be responsible for responding to any emergencies and security concerns that may arise in their area while they are on duty. This will include doing rounds inside and/or outside the building, and confronting residents who may be violating university or residence hall policies.
7. The RA on duty must carry the duty phone at all times, address all resident concerns, and aid fellow RAs, ACs, P-Safe, and other Student Affairs professional staff as needed.
8. Changes to the current residence hall on-duty schedule must be approved by the HR.
ACs will provide each staff member with area specific expectations which will include more detailed procedures for requesting duty switches.
9. Due to the nature of on-duty responsibilities, reporting to duty intoxicated or under the
influence of other drugs or substances is strictly prohibited. The use of alcohol or other drugs/substances within 12 hours prior to or during duty will result in job termination.

• In the event of a crisis situation, the RA should follow the notification process listed in the emergency procedures section of the residential life staff manual.

10. While on duty, RAs are to make rounds of their building. The purpose of these rounds is to interact with residents, interrupt disruptive behavior, ensure residential safety, perform lockouts, ensure that exterior entrances are secured (doors are not propped) and report facility maintenance issues. The RA on duty should also make themselves available to residents in a professional and caring manner.

11. Rounds occur hourly from 8:00 pm to 12 midnight on weekdays (Sun-Thu) and 8:00 pm - 2:00 am on weekends (Fri-Sat). Staff on duty should be awake through their last round.

12. RAs on duty should complete a communication report when they encounter any incidents (within an hour of the incident occurring).

13. A call to the AC-On-Call and to Public Safety should be made within minutes of any emergency situation.

14. RAs should report facility concerns in the duty log and email Physical Plant at work_order@wesleyan.edu (copy your AC).

15. RAs should identify themselves to the AC-On-Call, Public Safety, and other University personnel, and work with them when called upon for assistance.

16. RAs will do lockouts from Mondays to Wednesdays from 8 pm to midnight, then 4 am to 8 am. On Thursdays, Fridays, and Saturdays, RAs will do lockouts from 8 pm to 8 am. Staff on duty should be awake through this period to do lockouts.

Duty Blog

Each hall will maintain a duty log. The staff member(s) will log and record any appropriate information about happenings, observations, and/or discussions which transpire during the duty period. Notations in the duty log do not take the place of a Communication Report or work order request.
Duty Blog Guidelines

Blog Heading:

• RA Duty Blog for DATE

Body:

• Name
• Facility issues
• # Of Lockouts
• # Of Incidents
• Summary of Duty Shift/Concerns
• On-Call-Duty Present? (Yes or No)
• Full Name of Person On-Call

Special Coverage
RAs may be required to provide special coverage as assigned for University holidays and recesses including Fall Opening, Labor Day weekend, Halloween, Thanksgiving, winter break, Spring Break, and end of the year closing. Also, there may be times when an area anticipates an increased amount of activity on campus. On such occasions, additional staff availability or visibility may be required.

Lockout Procedures

Wesleyan Residential Life student staff members living in Bennet, Clark, 200 Church, Writer’s Block, the Butterfields, WestCo, Nicolson and Hewitt are responsible for handling lockouts in their respective duty areas every night from Mondays to Wednesdays from 8 pm to midnight, then 4 am to 8 am. On Thursdays, Fridays, and Saturdays, RAs will do lockouts from 8 pm to 8 am. The lockout procedures detailed below will help ensure the safety and security of the residence halls, and should be followed whenever a staff member responds to a lockout.
1. While on the phone with the resident, ask for their first and last name, WesID and room number. Write the information down and go to your area office to confirm the information given to you using the Master Alpha Roster.

2. Remove the appropriate key from the KeyWatcher Unit and take a lockout form.

3. Meet the resident at their room. Check resident’s WesID and have them fill out a lockout form. Inform them that they will be charged $10 for the lockout. If they have any questions or objections, have them see the AC during business hours. Lock out forms ARE NOT optional; they MUST be completed for each lockout performed.
   a. If resident’s ID is locked in the room, ask to see a picture ID. If the resident does not have one on them, inform them that you will unlock the door to allow them to get their ID, but that if they cannot get a picture ID you will need to lock the room and contact Public Safety.

4. Return key to KeyWatcher Unit immediately.

5. Lockout forms should be turned in to your AC.

**Area Specific Coverage**

*The Butterfields*

Butterfield A and B will combine for weeknight duty (Sunday-Thursday) and split so that each building has a staff member on duty Friday and Saturday nights. The RA on duty for weeknights will carry both the Butterfield A and Butterfield B duty phones and will do rounds in both buildings.

*Writer’s Block and 200 Church*

Writer’s Block and 200 Church will have a modified duty schedule. Staff will be “on-call” Sunday through Thursday nights, and “on duty” Friday and Saturday nights. “On-call” means that they must check in with the AC-On-Call by 7:45pm, but can be anywhere on campus until 11pm. From the hours of 8pm – 11pm, the RA on-call MUST be in a location with cell phone service in case they are needed. At 11pm the RA on-call must conduct a round in each building (200 Church and Writer’s Block) and then remain
in residence. On Friday and Saturday nights typical weekend duty protocol should be followed. RAs are expected to remain in their building except when conducting rounds which should be completed every two hours from 8pm to 2am. The 200 Church and Writer’s Block master keys and duty phone will be kept in the Butterfield A office.

Additional Coverage - Weekends
Foss 1-10, Bennet, Clark, Writer’s Block and 200 Church
An additional “on-call” staff member will serve as back-up for the Bennet/Clark/200 Church and Writer’s Block Area along with WestCo/Nicolson/Hewitt Area on Friday and Saturday nights. The on-call person will be expected to accompany the RA on duty on rounds and provide assistance if needed. Because of the close building proximity, staff in the Butterfields will rely on the other duty RAs for back-up as needed.

Opening/Closing & Other Admin Duties

Opening of the Residential Areas:
All staff members are expected to assist with opening the residential areas each semester. Specific responsibilities for preparing the residential units and opening will be distributed during training.

Administrative duties to be performed throughout the semester include:

• Conduct regular floor/hall/house meetings.
• Inform residents of room selection procedures and participate in the room selection process.
• Assist the HR and AC in distribution and collection of room assignment information.
• Attend weekly staff meetings.
• Establish professional and personal goals for the year.
• Assist with the staff selection process (RAs, HRs, HMs, CAs & ACs).
• Maintain communication with the Physical Plant staff in regards to the needs of your area.
• Effectively post informational items in a timely fashion in your residential area.
• Maintain up-to-date bulletin boards.
• Other duties as assigned or as necessary.

Closing the Residential Areas:
All staff members are expected to remain on campus prior to winter and summer breaks to assist in securing the residential areas. Specific responsibilities for closing the residential areas will be provided to you by your Area Coordinator and/or other central staff members.

Your duties and responsibilities may include, but are not limited to:
• Staying through the day University housing officially closes (unless communication from the central office states otherwise).
• Assisting in closing beginning at 8:00AM SHARP the day University housing closes.
• Checking rooms and listing housing violations, Physical Plant needs, and noting residents who have not vacated by the appropriate time.
• Vacating your room by the designated time on the day University housing officially close (unless communicated from central staff otherwise).
• If you are a House Manager, being the last person out of the house (unless communicated from Area Coordinator or central staff otherwise).
Community Development

Goals of Community Development:

1. Residents share a common goal to create a cooperative living environment. They must always be consciously aware of these goals and objectives.
2. Residents within the community must approve of the group’s objectives and be in full support of them. There is a commitment to group goals and successes.
3. Residents exhibit a mutual respect/concern for each other. They also assume responsibility for understanding and enriching their environment by respecting the rights and needs of others.
4. Residents agree to adjust and regulate their own behavior that is in the best interest of the group. There are formal and informal means for resolving conflicts.
5. Community members understand and are familiar with procedures, policies, and standards of their community.
6. Residents take responsibility for the maintenance of the community’s standards. Contributions and achievements of residents are recognized and rewarded.
7. Members of the community are familiar, interact and become acquainted with each other as well as with members of neighboring communities. They respect and care for each other.
8. Members participate in decision making. There are clear and adequate lines of communication present.
9. Members experience a sense of belonging/identification with the group. A positive and constructive atmosphere exists.
10. Residents are aware of the facilities, services and activities available to them.
11. There exists a formal means of providing programs and activities to meet the personal, social, recreational and educational interests and needs of the community.
12. Community members respect and enhance the physical environment of the total community.
13. Methods are available to allow community members to evaluate and provide feedback to other community members in a constructive manner.
Community Development Model:

The Division of Student Affairs has identified five learning goals which should be cultivated through each student’s residential experience; our community development model is based on these goals. It is designed to help student staff members positively impact their residents’ development through intentional, genuine interactions. Overall, community development consists of fostering relationships with and among residents; this is inclusive of programming efforts, bulletin boards, continual interactions with residents, interactive hall meetings, sustained community standards, etc.

Student staff members are expected to facilitate programs as well as individual and group dialogues with their residents based on the learning goals. Supervisory teams will provide student staff members with information and guidelines on how to introduce the specific outcomes to residential communities. Ultimately, our goal is to increase awareness, engagement, and accountability within our residential communities. Through their residential experiences, students will hone skills in the following areas:

Learning Goals

Effective Citizenship
• Respect self and others
• Understand role within communities and participate in community governance
• Respect others’ and university property
• Support sustainable living practices (recycling/composting/minimal waste efforts)
• Engage in constructive action

Effective Communication
• Exhibit effective listening and comprehension skills
• Write and speak effectively with attention to introducing self, tone, tact, coherence, appropriate language, and public speaking skills
• Model honesty
• Explain rationale for personal behavior
• Be attentive to non-verbal communication
Critical Thinking & Academic Excellence
• Identify, analyze, and assess information in a comprehensive manner
• Use problem-solving and decision-making skills
• Engage with faculty and staff
• Develop personal and educational goals and objectives

Diversity, Inclusion, and Social Justice
• Understand personal identities and privilege and how they interact within a diverse community
• Value new ideas, and cultural and lifestyle differences
• Describe the advantages and challenges of a multicultural society
• Seek involvement with people different from oneself
• Challenge the use of stereotypes and the unfair or uncivil behaviors of others

Self-Empowerment and Life Skills
• Manage time effectively
• Articulate needs and utilize appropriate resources
• Be accountable and accept consequences for choices and mistakes
• Comply with policies and regulations
• Manage stress and use coping skills
• Maintain a clean living environment

Programming Expectations and Resources
Student staff members can positively impact community development through their interactions with their residents, and their programming efforts. It is expected that each staff member will design and facilitate programming that addresses the particular needs of their residential community. Staff members should work with their supervisors to ensure that they are developing a programmatic curriculum that is appropriate to their respective residents.

Programming Expectations:
• Programs are expected to reflect the specific needs of the residential population
• Programs must also reflect one of the departmental learning goals. Student staff members must address each learning outcome at least once throughout the course of the semester.
• Collaborative programs must reflect the work done by all co-programming staff members; the program staff lead must be established before submitting proposals for approval by your AC/HR.
• House Managers must be mindful that programming efforts must also reflect their house’s mission.

Listed below are specific programming/community development expectations per position:

**RAs**
- One community-wide outreach program per month
- Hall gatherings at least twice each month
- Regular interactions with each resident, at least twice per semester

**HMs**
- One community outreach program per month based on the mission of the house/hall
- House gatherings at least twice each month (i.e. house/hall dinners, conversation hours, house/hall meetings)
- Monthly one-on-one interactions with each resident

**CAs**
- Two community wide programs per month
- Regular interactions with each residential unit to maintain connections at least twice per semester, share resources and departmental/institutional information.
Budgeting Policies

• Staff members must retain and submit to their AC an itemized receipt with a reconciliation form for all purchases made for programs within 48 hours from the completion of the program.
• GIFT CARDS ARE NEVER TO BE PURCHASED WITH YOUR PROGRAMMING BUDGET.
• Residential Life does not reimburse student staff members for gas, the use of a Zipcar, or other transportation expenses not pre-approved by an Area Coordinator.
• Residential Life does not reimburse for purchases made using WesPoints (i.e. using points at WeShop) or Middletown Cash.
• Student vendors requesting monetary reimbursement for services provided must be registered with Human Resources.
• Wesleyan University is a tax exempt institution. As such, student staff members should inform the vendor that the purchase is tax exempt, presenting the University’s tax exempt number and/or certificate.
• Student staff are not authorized to sign contracts for services, equipment, etc.
• There’s additional funding available for faculty programming. Please speak to Maureen Isleib the Associate Director for Residential Life.

Transportation Policy

Transportation for residents to an off-campus program or event must be in accordance with Wesleyan University’s Motor Vehicle Operations Policy. Student staff using a vehicle for a University-related activity must become an authorized driver through the Transportation Services Office. The use of a privately owned vehicle for job related purposes is discouraged. If a student staff member would still like to use their own vehicle they must become an authorized driver through Transportation Services and obtain prior approval from the University Transportation Manager.
Funding Sources

Music Funds
Money provided for DJs, bands, and all musical performers may be requested through the Concert Committee. After submitting a funding request, you must attend a committee meeting (meetings occur on Sundays). To ensure enough time for processing and meeting with the committee, as well as securing a contract with SALD if funds can be acquired, it is recommended that you fill out your request at least 21 days before the date of your proposed event.

Guest Speaker Funds
Requests for visiting professors or other guest speakers from off campus may be requested through the SBC. After submitting a funding request, you must attend a committee meeting (meetings occur on Mondays at 4:15pm in Usdan 104 [Sign-up sheets are available every Monday morning and end at 3:15pm]. To ensure enough time for processing and meeting with the committee, as well as securing a contract with SALD if funds can be acquired, it is recommended that you fill out your request at least 21 days before the date of your proposed event. Awarded amounts vary, but the fund has financed many events on campus.

The HealthFull Words Fund
Sponsored by WesWELL, The HealthFull Words Fund provides funding to students by supporting educational events on health issues. Click here to apply.

Adelphic Educational Fund
Funds available to campus community for a variety of purpose including, but not limited to films, coffeehouses, faculty fellows, music, etc. To apply, contact the current VP or treasurer of Alpha Delta Phi.
**Student Program Fund**
Sponsored by the Office of Student Activities and Leadership Development. Exists to assist students in funding cultural, educational and social events. This fund will help offset the programmatic costs (food, facility reservation, set-up/break-down fees, speaker fees, outside vendor fees, etc.) incurred by student planning events. Click here to apply.

**Donations from local or national merchants**
Send merchant request on ResLife letterhead explaining what you need, what it’s for, how it will benefit the residents and how it will publicize their store or product. Plan well in advance especially with national chains as they may ask for your request 4-6 weeks in advance of the event; local chains or merchants usually need at least a week in advance; see your AC for assistance. Always send a thank you note after the event; it will encourage the merchant/chain to sponsor more events like these and they will often put their thank you’s in their portfolio.

**Residential Life Educational Programming Fund**
For educational programs that promote responsible, inclusive, learning communities. Priority is given to those programs that include faculty. Work with your AC to submit a proposal to the Associate Director of Residential Life.

**Other Sources of Funds:**
- Charge for events at the door to offset costs.
- Collaborate with other houses and/or student organizations that have funding.
- Be creative and do free programs!

An overview of many of these funding options may be found on the SALD website.
Guidelines for Student Programming Protocols

Contracts & Vendors

If a staff member is contracting for novelty, entertainment or other services from an outside vendor, you need to consult with either the Associate Director of Student Activities and Leadership Development (Elisa D. Cardona) or the Director of Residential Life (Fran Koerting). It is an industry standard, especially in entertainment, that when asking for a contract you are verbally committing to the engagement. The Director can help provide benchmark information and alternate resources. Upon receipt of the contract please see your AC. If the contract is for $2,500 or less, the Associate Director of Student Activities and Leadership Development or the Director of Residential Life must sign it. If the contract is $2,500 or more, it must be reviewed by Elisa D. Cardona who sends it up to the appropriate signee. Contracts should be submitted at least two weeks in advance of the event.

Programming with Alcohol

Residential Life staff members are prohibited from programming with alcohol. In addition, RAF funds may not be used to fund activities involving alcohol, nor will programming credit be granted to the facilitation of any programming involving alcohol.

High Risk Activities

While staff members are certainly encouraged to develop and coordinate fun, creative activities to involve their residents, the Office of Residential Life discourages the facilitation of programs that involve “high risk” behavior, and reserves the right to restrict such programs. Examples include, but are not limited to, bungee jumping and sky diving. In addition, RAF funds may not be used to fund high-risk activities, nor will programming credit be granted to the facilitation of any high risk activities.
Guidelines for Student Food Preparation and Distribution on Campus

Programming with Food (non-catered)

Because of the potential risk of illness with non-commercially prepared foods for programs, it is advised that students exercise caution when programming with perishable foods. All fund raisers that will be selling or giving away food items must be registered and space/table reserved through EMS. Upon receipt of the reservation request, the individual responsible for the activity must meet with the Director of the Usdan University Center who, in consultation with Bon Appétit Food Management and the Middletown Health inspectors’ office, will determine if the activity may proceed. Requests must be made at least five business days prior to the planned event. Events may not proceed until all permission is received.

Groups/individuals planning such activities must be able to provide:
• a list of all ingredients
• how and where items have been stored prior to use
• how and where items will be stored after prepared
• how items will be transported to distribution area
• how sale will be conducted (packaging, serving, etc.)
• cost of items to be sold along with targeted revenue
• signed waiver indicating the Bon Appétit management company is not responsible for any portion of the food preparation or distribution

Please be aware that pre-packaged items and bake sale items do not typically present a problem but will still be run through the same screening. Items that require any refrigeration or specific temperature control must guarantee that all state health code requirements will be followed; items of this nature may be denied due to the increased risk.

Items that may be prohibited are:
• coffee sales or any other direct competition with food service contract
• any items that include alcohol in the preparation or serving
• events where food preparation would occur within the Usdan University Center*
• any food product that has a potentially hazardous effect on health if all guidelines are not met

*Groups may work with Bon Appétit to coordinate co-sponsored activities, such as an Iron Chef event or sushi making table, where the group assists in the event coordination but the preparation is coordinated through the campus food service provider.

Additional Guidelines

• For the purposes of these guidelines “Distribution” is defined as: Food prepared in Students’ residences on campus for the purpose of sales/fund-raisers, giveaways, meeting meals, or delivery service (sale or other).
• Hands must be washed thoroughly before and after meal preparation.
• All people handling/distributing food should be wearing gloves. Bare hands should never touch the food.
• All people handling/distributing food must be wearing a hat or hairnet.
• Meat needs to be cooked thoroughly (at least 155˚F). Burgers should always be cooked at least “medium well” (not rare or medium rare).
• All potentially hazardous foods (meat, dairy, foods that can spoil easily) should be kept out of the temperature danger zone (41˚F to 140˚F) as much as possible. The more time foods are exposed to these temperatures, the greater the risk that microorganisms will grow. Foods that are exposed to temperatures between 41˚F and 140˚F for more than four hours, including the time it takes to prepare and cook them, must be discarded.*
• Previously cooked food that is held hot must be reheated to an internal temperature of 165˚F.
• Food should not be left un-refrigerated for more than four hours.
• All people handling food should be using proper cooking and serving utensils.
• Utensils and working surfaces for meat and non-meat foods should not be interchanged.
• Adequate trash bags/receptacles must be present for clean-up.
• Trash receptacles must be at least three feet from cooking area.
• Trash bags should be closed tightly and disposed of immediately in dumpsters.
• All tables/working surfaces should be cleaned with an anti-bacterial cleaning agent.

Additional Provisions for Cook-outs
• Cooking/food preparation area must be at least 20 feet from all residential facilities.
• Charcoal and lighter fluids should not be stored in university facilities.

Food Vendors Who Come to Campus (Vendors Cooking on Campus)
• Vendor Fee of $50.00-Check payable to Wesleyan University.
• Certificate of Insurance at least one million dollars must be submitted to Usdan University Center Director at least five days prior to event
• Health Department certificate that allows for vendor to cook on campus.
• Canopy or tent has to cover the cooking and preparation area.
• Hand-washing station.
• Adequate trash receptacles that are at least three feet from cooking area.
• Cooking/food preparation area must be at least 10 feet from all facilities.

Food Vendors Who Come to Campus (Selling Prepackaged Food)
• Vendor Fee of $50.00-Check payable to Wesleyan University.
• Certificate of Insurance at least one million dollars must be submitted to Usdan University Center Director at least five business days prior to event
• All food needs to be in packages that are covered completely.
• Food should not be left un-refrigerated for more than four hours.
Guidelines for Movie Viewing on Campus

As college departments and organizations move forward with programming initiatives, we are compelled to remind campus members about the legal and acceptable uses of DVDs or digital films and showing movies for the public. DVDs and digital movies that are available for purchase, rented from many commercial establishments (such as Netflix or iTunes), or checked out of the library are for home viewing purposes only. This means they can only be viewed in your private living spaces. For campus purposes, this means your residence hall room/suite. (For home purposes, it means anywhere in your private residence). The same rules apply for movies/television shows that are recorded at home on a DVR or similar device.

Therefore, anytime a group shows a movie in any context, the group must purchase the public viewing rights (copyright) for that particular showing. Copyright purchase for film currently runs between $300-$600 per showing for popular titles from major movie distributors. Independent films may cost less but must be negotiated with the holder of the copyright for those particular films. Swank Motion Pictures is a film distributing company that works with college environments and handles most commercial grade film titles. For pricing and availability, you may contact them at 1-800-876-5577.

Many of you may know that there is an exception to the public performance fees for college and universities. That exception is only in the case of face-to-face classroom instruction by a faculty member. The faculty member may show the film/movie outside the normal class period (at night for example), however, it is only for those students who are registered for the class. The movie must also be shown in spaces that are designated for instruction; therefore, library screening rooms, residence hall or student union lounges, cafeterias do not qualify. A faculty member cannot show it for his/her class and then open it up to the rest of the campus. In order to invite others, the public viewing rights must be obtained. Acceptable attendance for films in which the copyright is not purchased only include students registered for the class, the instructor and guest lecturer(s).
Purchasing public viewing rights does not depend on variables such as audience size or charging of admission. Whether or not the audience is small or admission is free, rights must be obtained. (Size may, however, influence the amount of the public performance fee).

We know that showing a film is a fun and easy event to organize. Nevertheless, you must remember that renting a film, purchasing a DVD or legally downloading a film does not give permission to publicly show it. Public performance rights must be purchased and secured before advertising any event related to movie/film viewing. Failure to adhere to these guidelines (even if done innocently and inadvertently) can result in fines from $750 to $30,000 per showing. If admission is charged to the event and the organization/person receives some commercial or personal financial gain, fines can range upward to $150,000 plus a year in jail.

If you have further questions regarding the viewing/showing of films on campus please contact SALD.

**SALD Resources**

**Leadership Development Program**

The purpose of The Leadership Development Program is to empower Wesleyan students to increase their impact as leaders. By offering unique opportunities for leadership education, we strive to foster personal and group development while enabling students to share this knowledge with their peers.

As ResLife staff members you cannot only make use of these resources for your own personal development, but can also bring activities and programs to your residents to help foster relationships and growth in your community. SALD has the Pieces of Leadership Program as well as many resources available in their Leadership Library.
Pieces of Leadership Program

The Pieces of Leadership (POLs) Programs focus on a wide variety of leadership skills and provide brief activities, questions, and tips for individuals and groups. POLs are designed to provide you with a ready-made one hour training or workshop on a topic of your choice. Each program has an agenda providing multiple options for ice breakers, activities, and theories that you can pick and choose from to create the ideal workshop for your residents or hall. Facilitation tips are provided for you to prepare yourself for the session and evaluation forms are also included so that you can get feedback from your residents about the program. These brochures are also a great hand out at the end of a training, meeting or workshop or to pick up and read through to prepare yourself for a busy upcoming semester.

Topics include:

• Budgeting
• Communication
• Conflict Resolution
• Delegation
• Ethics
• Facilitation
• Goal Setting
• Group Dynamics
• Leadership Styles
• Motivation
• Officer Transition
• Peer Supervision
• Program Planning
• Qualities of a Good Leader
• Running a Meeting
• Stress Management
• Team Builders
• Time Management
• Wellness

Leadership Library
SALD has numerous resources available that will help you with programming, staff/resident group dynamics, and/or personal leadership skill building. Check out the library of books and articles in our offices on the 1st floor of Usdan.

*** For more information on SALD and its specific resources available to you, please click here.

Bulletin Board/Advertising Tips & Ideas

Bulletin Board Tips and Ideas
• Everyone can attend a passive program…It is a great opportunity to communicate information.
• Artists not needed! Balance is everything. Spread things out evenly, use 2 or 3 colors, or try using unique patterns of letters. Don’t be afraid to leave some white space and use borders.
• Draw people’s attention by using shocking facts or funny quotes.
• Don’t be afraid to do something that no one has done before.
• Have a consistent pattern of when you change bulletin boards. Residents begin to notice and anticipate when you change the board.
• Don’t procrastinate. A finished bulletin board is better than an unfinished one.
• Don’t forget to utilize spaces such as bathroom stalls, floor kitchens and lounges.

<table>
<thead>
<tr>
<th>FUN</th>
<th>EDUCATIONAL</th>
<th>INTERACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor pictures</td>
<td>Stress management</td>
<td>Coloring book pictures</td>
</tr>
<tr>
<td>Things to do at Wes</td>
<td>Alcohol awareness</td>
<td>What I did this summer</td>
</tr>
<tr>
<td>Top ten lists</td>
<td>Safe sex</td>
<td>Floor member trivia</td>
</tr>
<tr>
<td>Trivia questions</td>
<td>STI's</td>
<td>Favorite quotes</td>
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<td>--------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Quotes</td>
<td>Marijuana/other drugs</td>
<td>New Year’s resolution</td>
</tr>
<tr>
<td>Phrases in different languages</td>
<td>HIV/AIDS</td>
<td>Pet Peeves</td>
</tr>
<tr>
<td>Residents of the week</td>
<td>Sexual assault awareness</td>
<td>Best &amp; worst pick up lines</td>
</tr>
<tr>
<td>Maps</td>
<td>African American history</td>
<td>Answer a question board</td>
</tr>
<tr>
<td>Poetry</td>
<td>Women’s history</td>
<td>Top 10 picks</td>
</tr>
<tr>
<td>Vacation postcards</td>
<td>Environmental Issues</td>
<td>Opinion-poll current issues</td>
</tr>
<tr>
<td>101 things to do with duct tape</td>
<td>Nutrition</td>
<td>“I’m thankful for...”</td>
</tr>
<tr>
<td>Area radio stations</td>
<td>Body Image</td>
<td>Most embarrassing moments</td>
</tr>
<tr>
<td>Laundry tips</td>
<td>Spring break safety</td>
<td>Vacation spots</td>
</tr>
</tbody>
</table>
Social Justice Curriculum

Guidelines for Harmonious Living

#CardinalNotes

Consider
Consider various perspectives.

Agent
Be an agent of change.

Respect
Treat others with respect.

Discomfort
Embrace discomfort — it leads to growth!

Identity
Explore your identity.

Navigate
Strive to navigate new groups and relationships.

Acknowledge
Acknowledge the impact of words and deeds.

Learning
Accept mistakes as learning opportunities.
Commitment to SJ

As a staff member for the Office of Residential Life you will be working closely with a diverse group of people. Some specific guidelines and ways of approaching and responding to them do exist that can help the conscientious communicator bridge cultural differences.

Listen. It is often hard for people to believe that “listening” is a skill and that our failure to listen carefully contributes significantly to human miscommunication. The reasons for not listening are manifold. We are more concerned with what we want to say than with what is being said to us; we jump to conclusions before statements are completed; we hear “words” rather than “meanings” (often deliberately). We also make assumptions about the way other people think based on cultural values and experiences. This is the basic unconscious belief that other people think and view the world the way we do. In cross-cultural situations, however, our usual listening behavior serves us poorly and more effective listening becomes critical.

Check Perceptions. Our perceptions about the other person and about what is being said to us are imbedded in our own assumptions and values and in our expectations of the other person. Those perceptions must be checked. It is necessary to ask if what you think the other person said is accurate or if that which happens between you has the same meaning for them that it has for you. Our wish to control the interaction, to achieve what we want from it, may prevent us from pursuing this clarification or from seriously taking into account the different view we may discover.

Seek Feedback. Because some degree of misunderstanding is always present in cross-cultural communication, an active quest for feedback becomes critical. In short, ask if you’ve been understood! Seeking feedback may often be a slow and frustrating process. The wise communicator knows, however, that untangling accumulated misunderstandings is far more difficult than engaging in the process of requesting immediate feedback while the communication is taking place.
Resist Judgmental Actions. As stated earlier, in cross-cultural communication your first perceptions of meaning are very likely to be inaccurate. Premature judgments or emotional reactions are more often than not defensive responses. Suspending judgment while listening, checking perceptions, and seeking feedback allow us to be more open to another’s thoughts, ideas, and feelings and reduces defensiveness.

Take Risks. In order to open channels of communications with another person, we must often take emotional risks, like asking for feedback or saying something personal that leaves us vulnerable to a hurtful response. In doing so, we have to trust the other person not to exploit our vulnerability. This is intensified in cross-cultural relations. Cross-cultural learning takes place best when participants have established enough trust to permit some exposure of themselves.

(Taken from “Culture and Communication in Intercultural Relations” by David S. Hoopes and Gary L Althen.)

Prejudice:
Often when thinking about community standards, it is in terms of noise levels or alcohol in common spaces or other issues related to the Honor Board and the Community Standards Board (CSB) formerly the Student Judicial Board (SJB). It is equally important to consider issues of prejudice that are manifested in and out of the residence halls. The common bond that joins all community standards issues is respect. Staff members are not expected to be “thought police,” but are expected to confront those who do not respect others and to engage in healthy conversations about these issues. Most importantly, staff members are expected to be role models who send positive messages by their own actions. Staff members should keep these ideas in mind when they encounter prejudicial behavior in their community:

- Staff should not ignore ethnic slurs, homophobic or body image jokes.
- Staff should confront their own fears and hesitancies about interrupting prejudice.
- Staff should be open to the limitations of their own attitudes, stereotypes and
expectations.
▪ Staff should project a feeling of understanding when a discriminatory event occurs.
▪ Staff should explain and engage when confronting prejudice. Staff should try to avoid preaching or acting self-righteous.
▪ Staff should be role models and practice the positive values they are trying to teach.

**Defining SJ**

Adams, Bell and Griffin (1997) define social justice as both a process and a goal. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.”

**The goal:**

- Full and equal participation of all groups in a society that is mutually shaped to meet their needs
- The distribution of resources is equitable and all members are physically and psychologically safe and secure
- Involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole

**The process:**

- Should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change
- Social Justice Education begins with people’s lived experience and works to foster a critical perspective and action directed toward social change.
- People in both dominant and subordinated groups have a critical role to play in dismantling oppression.

This is no simple feat in a society steeped in oppression. Therefore, we need clear ways to define and analyze oppression and power so that we can understand how they operate at individual, cultural, and institutional levels. We need to make visible and vocal the underlying assumptions that produce and reproduce structures of
domination so that we can collectively imagine alternate possibilities for organizing social life.

*Taken from Bell, L. A. “Theoretical Foundations for Social Justice Education” in* *Teaching for Diversity and Social Justice*

**Social Justice Terms and Concepts**

Below is an overview of the language, models, and concepts relating to the development and implementation of our social justice training initiative. You will explore these more during your social justice training. These are not presented as absolutes; they are intended to guide discussions.

Power: Control of economic resources; the power to determine societal norms; the power to control knowledge and define history; the power to create and enforce rules and policies; social agency; control over the well-being of others.

Privilege: A special advantage, immunity, permission, or benefit; the benefits of having the power to create and enforce norms and rules; often seems invisible to those who receive it (*Wildman & Davis, 2000*).

Inequality: When “not all people have equal opportunities: some of our needs and interests are empowered, but others are systematically devalued” (*Adams 2000*). Unequal distribution of resources; often the result of a social group’s long standing systemic oppression; often involves exploitation and marginalization.

Dominant Groups: Hold greater power and privilege, control access to resources; hold dominant beliefs, often without examination; define norms; create what is “right” and “true”; often unaware of dominant group membership and privileges; may sometimes engage in victim-blaming strategies to justify subordination of other groups (*Obear, 2006*).
Subordinated Groups: Less access to power and resources; often characterized as less-than, inferior, and deficient by dominant group norms; sometimes try to assimilate, collude, or fit into these norms for access to power and resources; punished for challenging norms; often very aware of oppression and of dominant group’s privileges (Obear, 2006).

Dominant/Subordinated Group Dynamics: Dynamics are not always about numbers (“minority” / “majority”); some group memberships are innate, some are chosen or relative; there are visible and invisible identities; you didn’t ask for most privileges and you can’t give most of them back; we all have multiple group memberships and experience various levels of privileges and oppression; the outcomes and impact of subordination, rather than the intent of members of dominant groups, determine the presence of oppression (Obear, 2006).

Defining Features of Oppression: Oppression is pervasive, woven throughout social institutions and embedded within individual consciousness; it is restricting, significantly constraining a person’s life chances and sense of possibility; it is hierarchical, where dominant groups benefit, often in unconscious ways, from the disempowerment of subordinated groups; it is complex, since most individuals hold multiple and cross-cutting social group identities; it is internalized, residing within the human psyche; it is within the everyday, operating through everyday practices and decisions and interpersonal dynamics that go unquestioned; and there are various, connected systems of oppression, which require us to build coalitions across social identities in order to struggle collectively toward liberation (Bell, 1997).

Systems of Oppression: An intricate system of institutionalized beliefs and values that strips power, resources, and social agency from one group of people and justifies their perpetual exploitation while giving more power and social agency to another group. Some examples include classism, ableism, heterosexism, racism, sexism, and anti-Semitism (Bell, 1997).
Dynamics of Oppression: Individual beliefs, attitudes, and prejudices create and influence institutional policies and societal norms which then further perpetuate individual beliefs. Oppression can also work both in covert (hidden, unconscious, unintentional) and overt (intentional, purposeful, apparent) ways (Derman-Sparks & Brunson Phillips, 1997).

Action Continuum: Used as a tool for self-evaluation and ally development, this continuum categorizes behaviors and attitudes ranging from active participation in systems of oppression to taking action against these systems. The categories are not necessarily sequential; individuals may begin at any point in the continuum and move in either direction over time (McClintock, 2000).

<table>
<thead>
<tr>
<th>Supporting Oppression</th>
<th>Confronting Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively participating</td>
<td>Denying, Ignoring</td>
</tr>
<tr>
<td>Recognizing, No Action</td>
<td>Recognizing, Action</td>
</tr>
<tr>
<td>Educating Self</td>
<td>Educating Others</td>
</tr>
<tr>
<td>Supporting, Encouraging</td>
<td>Initiating, Preventing</td>
</tr>
</tbody>
</table>
### Dominant/Subordinated Groups

<table>
<thead>
<tr>
<th></th>
<th>Dominant Group</th>
<th>Subordinated Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>Male</td>
<td>Female, Transgender</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td>White</td>
<td>People of Color</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>VPs, Directors, Deans, Supervisors etc</td>
<td>Direct Service Workers; Admin Staff; Students</td>
</tr>
<tr>
<td><strong>Gender Identity &amp; Expression</strong></td>
<td>Congruent with socially defined gender identity/roles</td>
<td>Not congruent with socially defined gender identity/role</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td>Heterosexual</td>
<td>Gay, Lesbian, Bisexual, etc</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>30’s-Early 50’s</td>
<td>Younger/Older</td>
</tr>
<tr>
<td><strong>Years of Experience</strong></td>
<td>More Experienced</td>
<td>New; Little Experience</td>
</tr>
<tr>
<td><strong>Religion/Spirituality</strong></td>
<td>Christian: Protestant &amp; Catholic</td>
<td>Muslim, Jewish, Agnostic, Hindu, Spiritual</td>
</tr>
<tr>
<td><strong>Size/Appearance</strong></td>
<td>Attractive, cute, handsome, beautiful</td>
<td>Fat, too short or tall, unattractive</td>
</tr>
<tr>
<td><strong>Use of English</strong></td>
<td>“Proper”, “King’s or Standard” English</td>
<td>Dialects, English as a second language</td>
</tr>
<tr>
<td><strong>Marital/Parental Status</strong></td>
<td>Married in a heterosexual relationship with children; or without children</td>
<td>Single parent, single, divorced, Lesbian/Gay parent</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>Upper &amp; Middle</td>
<td>“Lower” &amp; “Working”</td>
</tr>
<tr>
<td><strong>Educational Level</strong></td>
<td>Graduate/College degree; private school</td>
<td>High school or less; public school</td>
</tr>
<tr>
<td><strong>National Origin</strong></td>
<td>U.S. Born</td>
<td>“Foreign-Born:”</td>
</tr>
<tr>
<td><strong>Ableness/Disability</strong></td>
<td>“Able-Bodied”</td>
<td>People with a physical,</td>
</tr>
<tr>
<td>Ethnicity/Culture</td>
<td>“American”; Western European heritage</td>
<td>mental, emotional, or learning disability; people living with AIDS/HIV+</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Puerto Rican, Navajo, Mexican, Nigerian, Jewish, Russian, Chinese, Iranian, etc.</td>
</tr>
</tbody>
</table>
**Cycle of Socialization**

A model explaining the societal forces that work to shape and perpetuate individual beliefs and attitudes about social identities (their own and others’). 1) One is born into relative social group status, 2) they are taught by dominant interpretations of history and explanations for injustice, 3) these are reinforced by parents, role models, politicians, teachers, etc., 4) beliefs are further reinforced and sanctioned by cultural traditions, the media, government institutions, and religious institutions, 5) these beliefs are then both internalized and externalized, and one acts out prescribed roles, 6) finally, one can either chose to maintain the status quo or break the cycle and take responsibility for changing the system (Harro, 2000).
**DYNAMICS OF OPPRESSION**

- Institutional - Includes: the mission, policies, organizational structures, and behaviors built in to all institutional systems and services
- Cultural - Consists of the beliefs, symbols, and underlying cultural rules of the dominant culture
- Individual - Consists of attitudes and behaviors that carry out and maintain the power relationships; fueled by and reflect the institutional and cultural form
Cycle of Liberation

A model illustrating the stages, transitions, and core concepts involved in an individual’s journey in understanding their role within the systems of oppression and their responsibility to connect with others in a shared struggle for liberation. After a critical incident which causes one to wake up to the realities of oppression and inequality, 1) one must empower oneself through introspection, education, and dismantling their internalized subordination or domination, 2) one must reach out to others, seek new experiences, speak out and take stands, 3) one must build community among both like-minded individuals and those with different beliefs, 4) one must coalesce, organize with others to take action and educate one’s communities, 5) one must work to critically transform institutions and societal norms, and finally, 6) one must maintain the cycle, integrating new knowledge, evaluating old beliefs, and perpetuating hope and inspiration (Harro, 2000).
**Being an Effective Ally**

An ally is a member of an advantaged social group (dominant group) who uses social power to take a stand against social injustice directed at targeted groups (subordinated groups). An ally works to be an agent of social change rather than an agent of oppression.

**Strategies for Being an Effective Ally**

- Assume that you, in particular, are good enough and smart enough to be an effective ally.
- Assume that you have a right to be concerned with other people's liberation issues – your liberation is dependent on everyone else’s liberation.
- Assume that all members of subordinated groups want members of your group, and you in particular, as an ally.
- Assume that any apparent rejections of you as an ally are merely a reflection of personal experiences with identity group oppression and internalized oppression.
- Assume that members of subordinated groups are experts on their own experience, and that you have much to learn from them.
- Assume that members of subordinated groups are already communicating to you in appropriate ways at the present time. As you demonstrate your willingness to learn how to communicate, your communication with one another will develop.
- Recognize that as a person with certain privileges, you are an expert on the experience of having been conditioned to take on privileged roles.
- Assume that members of subordinated groups are survivors of a long history of resistance. Become an expert on this history and assist members of subordinated groups in taking full pride in that history.
- Do your best to become educated on issues of concern to members of subordinated groups, especially the issues which are most closely tied to internalized oppression.
- Assume that making mistakes is part of the learning process of being an effective ally. Acknowledge and apologize for mistakes; learn from them but don't retreat.
- Do not attempt to convince members of subordinate groups that you "are on their side;" just be there.
• Do not expect "gratitude" from members of subordinate groups; remember, being an ally is a matter of your choice. Graciously accept the gratitude that you may receive, but don't expect or demand it.
• Be a 100% ally; no deals; no strings attached.

What are Typical Ally Characteristics?
• Accepts self-identity and that of own social group
• Listens and respects perspectives and experiences
• Learns about culture, oppression, and personal stories
• Understands the life-long journey
• Commits to change within own sphere of influence
• Takes risks/resists fear of advantaged group members
• Acts against injustice
• Makes mistakes and tries again
• Accepts confrontation of own behavior
• Recognizes personal growth
• Believes in oneself as an agent of change
• Musters support of other allies

What an Ally Does on Campus:
• Supports programs, activities, policies, etc. that address issues/systems of oppression; Supports campus efforts that establish social justice and celebrate individual/group identity development.
• Builds relationships with members of subordinated groups. Recognizes that individuals across identity groups are equal.
• Supports other allies within the community (fellow staff or organization members; students, staff, and faculty on campus working to develop social justice efforts).
• Openly and honestly expresses their feelings.
• Uses appropriate language and speaks in encompassing, supportive terms. Learns new terms and adapts language as terminology evolves to include new settings, groups, people, etc.
• Values friendships.
• Asks questions.
• Makes mistakes, yet takes genuine steps to learn from mistakes and rebuild trust in their personal relationships and within the greater community.
• Takes responsibility for equalizing power.
• Confronts inappropriate language and behaviors.
• Appreciates the risk that members of subordinated groups take in addressing social injustices both on and off campus.
• Appreciates, supports, and assists with the efforts of members of subordinated groups to point out the mistakes an ally might (and will) make.
• Educates self on classism, racism, religious oppression, heterosexism, sexism, ableism, ageism, and other issues of oppression. Begins to educate others regarding issues/systems of oppression.
• Continues to work on their level of acceptance.
• Supports changes in others.

What an Ally Does NOT Do on Campus:
• Use language of oppression – language that devalues and/or demoralizes people.
• Support acts and behaviors that further propagate the cycle of socialization and suppress the cycle of liberation.
• Believe in rigid normalization within our campus community or within greater society.
• Assume that a member of a subordinated group can or will speak on behalf of all members within the identity group. Expect members of subordinated groups to educate the campus community about issues being faced within the identity group.
• Hold stereotypical beliefs about members of subordinated groups.
• Make jokes or slurs.
• Get offended when assumed to be a member of an identity group.
• Assume they are more competent than other people.
• Trivialize the concerns or issues of members of subordinated groups.
• Overlook history and equate all oppression.
• Expect to be trusted by members of subordinate groups.
• Think own view of reality is the only right one.
• Ignore effects of classism, racism, religious oppression, heterosexism, sexism, ableism, ageism, and other issues of oppression.
• Ignore issues relevant to members of subordinated groups.

(Adapted from Ohio University)

Talking with Your Hall About Multi-Gendered Bathrooms

Why do we need multi-gendered bathrooms?
Having only male and female restrooms is not inclusive to everyone’s gender identity. Not all students identify as male or female, and having male/female bathrooms forces them to fit into a standardized mold and may put them in a situation that makes them uncomfortable. Comfort with using the hall bathroom is something every resident should be able to have.

Are multi-gendered bathrooms just for people who identify as transgender?
A multi-gendered bathroom does not designate any gender expression and at the same time is accessible to everyone’s gender expression. It is not just for students who identify as transgendered, but for everyone (men, women, males, females, gender-neutral, genderqueer, transgender, etc). Students who identify as male or female may choose to use a multi-gendered bathroom because they are comfortable with this option and find that it fits their needs and comfort level.

Also, multi-gendered bathrooms do not make the students whose gender identity is outside the gender binary identify themselves or have to do any extra work to find a bathroom that is comfortable for them. Having a bathroom open to students of varying gender expressions ensures everyone has a bathroom they are comfortable using right from the time they move in.

Wouldn’t it be easier just to make all the bathrooms multi-gendered?
Not everyone feels comfortable using a multi-gendered bathroom. Male and female
restrooms will also be present. Everyone should have a bathroom that they feel comfortable using.

_Confronting Oppressive Remarks_

If you can tell at the beginning that a joke is likely to be offensive or involves stereotypes and putdowns, you can say something like:

- I don’t want to hear a joke or story that reinforces stereotypes or puts down a group of people.
- Please stop right there. It sounds like your story is going to make fun of a group of people and I don’t want to hear about it.
- I don’t like humor that makes it unsafe for people here.
- I don’t want to hear a joke that asks us to laugh at someone else’s expense.


To intervene when someone makes an inappropriate remark:

1. Check out what you heard:
   - Ask them to repeat what they said
   - Did I hear you say________?
   - I thought I heard you say________. Am I right?

2. If they disagree with your version, you may decide to end the conversation. If you suspect they are trying to “cover their tracks,” you may consider continuing the dialogue:
   - I’m glad to hear I misunderstood, because, as you know, those types of comments…”

3. If they acknowledge they said the comment:
   Explore their intent behind making the comment:
   - Help me understand what you mean by that?
• What were you hoping to communicate with that comment?

Explore the impact of their comment:
• What impact do you think that comment could have?
• Do you have any idea what people think of you when you make that type of comment?
• What type of message do you think that comment sends?

Share your perspective of the probable impact of these types of comments:
• When I hear you say that I think/feel…
• Many people would take that comment to mean…
• That comment only perpetuates negative stereotypes and assumptions…
• Negative comments only cause division, isolation, gossiping…
• People will judge you for making these negative types of comments and could you assume you are close-minded, bigoted, and difficult to work with…

Ask them to change their behavior
• I’d appreciate it if you’d stop making these types of negative comments…
• I respect co-workers who respect me and other team members…
• I expect you to stop making inappropriate comments…

Source: Kathy Obear, Alliance For Change (413) 283-2502 kobear@earthlink.net

Some of the kinds of reactions you can expect, and your potential responses include the following:

• “It’s only a joke.” - “It may ‘only’ be a joke, but it is at someone’s expense. It creates an environment that is less safe for the person or group being joked about. Abuse is not a joke.”

• “I didn’t mean any harm.” - “I’m sure you didn’t. But you should understand the harm that results even if you didn’t mean it, and change what you say.”

• “Is this some kind of thought patrol?” - “No, people can think whatever they want to.”
But we are responsible for what we say. A verbal attack is like any other kind of attack; it hurts the person attacked. Unless you intentionally want to hurt someone, you should not tell jokes or stories like this.”

““This joke was told to me by a member of that group.” - “It really makes no difference who tells it. If it is offensive, then it shouldn’t be told. It is sad but true that some of us put down our own racial or ethnic group. That doesn’t make it okay or less hurtful.”
Resources

Student Staff Basic Organization

As a ResLife Staff Member, you will have a lot of responsibilities and you will be faced with remembering a lot of information. One of the keys to managing all of the tasks you face is to be organized.

Here are a few skills that can help you have a successful year.

1. Organize your room.
Dedicate a part of your room for ResLife-related responsibilities. You have a lot going on in your life and if you don’t set aside a part of your room strictly for ResLife things, you won’t know where those things are when you need them.

2. Flag your Training Binder.
Your electronic Student Staff Manual can be a tremendous resource for you throughout the year if you use it. At the beginning of the year, while you have time, look through the manual and mark the information that you think you will use most frequently. This way when you are busy and need information quickly it will be right at your fingertips.

3. Familiarize yourself with the Office of Residential Life and the Resource Room.
As the year progresses and you become busier and busier, knowing exactly where things are will be a big help. Take some time to look around the staff office and find everything you think you’ll need. That way when you need it you will know exactly where to find it.

4. Familiarize yourself with online forms and paperwork.
As a staff member you will be responsible for completing many online forms and other paperwork. Now is the time to make sure you understand what you will be dealing with. Make sure you review the online forms and ask questions if you need to. It may seem time consuming now, but it gives you the opportunity to learn how to fill them out in the
most efficient way possible.

5. Set up a filing system and bookmark online forms.
Bookmark important online forms for easy access. Also, consider keeping a special file for urgent paperwork. Keep all your files in a crate or cardboard box for easy access.

6. Mark key dates on a calendar.
There are going to be more activities and events going on the further you get into the semester. Buy a calendar and make sure you use it. You can’t remember everything, so try writing information down.

7. Meet deadlines.
Do everything in your power to meet deadlines. They can keep you organized by making sure you get things done. As a member of a team, it is important to remember how your work will impact the work of others.

Self-Care
The role of a ResLife staff member includes a variety of responsibilities and roles, which you may be called upon at any time of the day or night to fulfill. It is difficult to be all things to all people without getting tired, frustrated and burned out. Therefore, it is extremely important that you take care of yourself, both physically and mentally.

Here are some areas of stress management you may want to explore in your daily routine:

*Social Life
*Academic Life
*Physical Self
*Emotional Self

Because all of these areas are affected by stress, it is important to provide relief in each area. Design a time management program that is easy to stick with. Don't make it too difficult or impossible to achieve. To better understand your own time management skills, take the following quiz.
TIME MANAGEMENT

Time Management Quiz
Respond to these statements with Yes or No to see how well you manage your time.

1. I think daily planning guides are a waste of time
2. My academic goals are pretty clear to me
3. Leaving assignments until the last minute is a big problem for me
4. I organize my time very well
5. I wish I were more motivated
6. It's easy for me to cut short visits with people who drop by when I'm studying
7. Visitors should feel free to see me whenever they want
8. I know which activities in my life are important to focus on and which ones aren't
9. I'm a perfectionist in everything I do
10. I have enough time to pursue leisure activities

SCORING
Odd-numbered statements, 1 point for each YES.
Even-numbered statements, 1 point for each NO.

IF YOUR SCORE IS:
1-2 -- You're probably on top of things but can still improve.
3-4 -- You're treading water
5-7 -- Managing your time well is a problem!
8-10 -- You're on the verge of chaos

Time Wasters
There are some time constraints you cannot control. These are called “External Time Wasters.” Often, it is fruitless to try and change these things; it is nearly impossible to eliminate external time wasters. The key to time management, however, is to be aware of your own “Self-Generated Time Wasters,” or your own habits. Once you are aware of how you spend your time, you can change your habits and become more effective.
External Time Wasters
1. Unexpected visitors
2. Telephone calls
3. Waiting for someone
4. Excessive noise
5. Waiting in lines
6. Traffic or parking congestion

Self-Generated Time Wasters
1. Lack of organization
2. Procrastination
3. Inability to say no
4. Lack of interest
5. Fatigue
6. Idle socializing
7. Unnecessary perfectionism

Activities to Lower Stress:
- Build a support system
- Keep/become physically fit
- Undergo counseling
- Create a schedule for work
- Say NO
- Plan fun activities
- Eat well
- Get plenty of sleep
- Take some time off campus

Whatever you do, take time for you. You are no good to yourself or to your residents if you are stressed and overwhelmed. Take care of yourself and please practice good time
management techniques.

TIME-OUT! TIPS ON HOW TO “TAKE A BREAK”

2-5 Minute Breaks
1) Read the comics or check the movie schedule in the newspaper
2) Listen to a favorite song
3) Close your eyes and visualize yourself skiing down a slope (or favorite activity)
4) Plan something enjoyable for that evening or weekend
5) Lay your head on the desk for a 5-minute nap
6) Get up and S-T-R-E-T-C-H!
7) Praise a colleague for a "job-well-done"
8) Browse through a catalogue or art book
9) Look at travel brochures and plan your next vacation
10) Play with a toy such as a yo-yo, dart board, silly putty, or slinky
11) Take a quick walk around the building
12) Work on a crossword puzzle or brain teaser
13) Tell someone a joke
14) Wash your face

5-30 Minute Breaks
1) Plan extra walking into your day (or some other quick exercise)
2) Read an article in your favorite magazine
3) Order something for a friend from a catalog
4) Read a book outside
5) Have an activity, hobby, and/or craft that you can easily pick up and put down
6) Plan something fun for this evening to look forward to
7) Watch a half hour TV show that you enjoy
8) Call a friend you haven't talked to in a while
9) Get a cup of coffee and/or a snack with a good friend

Ice Breakers/Team Builder Ideas
**Hometown:** Post a large outline of the country (or world) on the wall. Have participants put their hometown and first name of the map. Then ask them to share about their hometown and why they decided to come to Wesleyan.

**Human Taco:** Stick a labeled note card (with taco ingredients) on the back of everyone’s shirt. Explain the correct order of ingredients in a Human Taco: shell, meat, cheese, lettuce, tomato, salsa and then give them the start command, “I’m hungry! Let’s eat!” Have each player mingle around asking yes/no questions to find out the taco ingredient on their back. Each individual must find out which ingredient they are and then find enough to form a complete human taco.

**Important Item:** Have each person bring something to the meeting that means something special to them or that they would not have left home without, and then ask them to take turns sharing.

**Lollipop:** Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

**Sentence Stems:** In small groups, have participants complete the rest of the sentence. The leader can read the sentence to all of the participants or all participants can have sheets of paper with these listed and take their own time in covering them. This is an excellent activity for roommates!

Here are some examples:

Before I came to Wesleyan, my main interests were...

The way I would describe my family is...

The thing I remember most about high school is...

My fondest memories of another person are...

My favorite pastimes are...

Some of the things that make me happy are...
Where I hope to be five years from now…
The thing I would most like to accomplish this year…
The thing that concerns me most about college is…

M & M Swap: Have the group form a circle standing up. After everyone is given a plastic spoon, the first player is given 4 or 5 M&Ms to hold in his/her spoon. Everyone must put the spoon into their mouths holding the handle between their teeth with the scoop of the spoon facing up. The group must pass the M&Ms from the first person to the last, without using their hands. The object is to get ALL of the M&Ms to the end, without dropping any.

For some additional ice breakers/team builders please click here.

Click here for bulletin board samples and ideas.

Advertising

Color: the following colors are listed in most readable to least readable.

<table>
<thead>
<tr>
<th>black on white</th>
<th>white on black</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow on black</td>
<td>neon on neon</td>
</tr>
<tr>
<td>purple on white</td>
<td>white on purple</td>
</tr>
<tr>
<td>green on white</td>
<td>white on green</td>
</tr>
<tr>
<td>red on white</td>
<td>white on red</td>
</tr>
<tr>
<td>black on orange</td>
<td>orange on black</td>
</tr>
<tr>
<td>red on green</td>
<td>green on red</td>
</tr>
<tr>
<td>yellow on white</td>
<td>white on yellow</td>
</tr>
</tbody>
</table>

Borders – highlight important information with a border! Use cloth, buttons, textured paper, aluminum foil, cardboard, designs.

Objects – attach real or 3D objects pertaining to the event! Use paper plates, balloons, napkins, cookies, pencils, game pieces.
**Banners** – hang near entrances to supplement smaller advertisements and flyers!

**Posters** – use BOLD headlines. Cut posters into unusual shapes. Use drawings and photographs related to the program.

**Other ideas** – balloons with messages in them * Body painting * Bookmarks * Classroom blackboards * Bathrooms signs * Door tags * Lollipops in mailboxes * paper footprints leading to the program * Pocket calendars * Table tents * Computer Screen Savers *
Write on toilet paper * Change fonts * Notes in shower stalls * Snow people with messages * Funny hats*

Click here for some tips.

**Publicity Tips**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use catchy headlines</td>
<td>Personalized invitations</td>
</tr>
<tr>
<td>Make easy to read posters</td>
<td>Write on mirrors</td>
</tr>
<tr>
<td>Use colors that stand out</td>
<td>Buttons or stickers</td>
</tr>
<tr>
<td>Use creative shapes and fun fonts</td>
<td>Fortune cookies</td>
</tr>
<tr>
<td>Engage students on social media</td>
<td>Use resident’s message boards</td>
</tr>
<tr>
<td>Use creative, unique materials</td>
<td>Candy in mailboxes/on doors</td>
</tr>
<tr>
<td>Post signs in high traffic areas</td>
<td>Window painting (with permission)</td>
</tr>
<tr>
<td>Advertise in creative places</td>
<td>Use teasers to pique interest</td>
</tr>
</tbody>
</table>