The Evergreen State College

Residential and Dining Services

Resident Director Manual

THE building blocks OF LEADERSHIP

Updated August 2015

Table of Contents

Section 1: RD Position Descriptions & Expectations

- Resident Director Position Description page 5
- Senior Resident Director/Resident Case Manager Position Description page 9
- The Outdoor Program Resident Director Position Description page 14
- AD Expectations of RDs page 19

Section 2: Residential & Dining Services Overview

- Mission and Values page 23
- The RAD Staff Team page 25

Section 3: Duty & Crisis Response

- Duty Responsibilities page 29
- Duty Procedures page 31
- Duty Communication, Incident Reporting, and Resources page 33
- Crisis/Incident Protocols (alphabetical order)
  - Basic Steps to Crisis Response page 35
  - Bed Bugs (or modify for Insects/Communicable Disease) page 36
  - Bias/Hate Crime page 37
  - Drug Use and Drug Substance/Paraphernalia page 38
  - Marijuana page 39
  - Earthquake Evacuation page 41
  - Facilities Emergencies/Biohazards/Elevator Issues page 44
  - Fires/Fire Alarms page 45
  - Inclement Weather/Power Outage page 46
  - Lockouts page 51
  - Medical Emergencies page 52
  - Mental Health Concerns page 53
  - Sexual Assault and Domestic Violence page 54
  - Suicide Attempts/Thoughts of Suicide/Self-Harm page 57
  - Student Death page 59
  - Utilizing Emergency Spaces page 61
  - Vandalism page 62
  - When to Call the AD page 63
  - When to Key into a Space page 64

Section 4: Supervising & Advising

- The Basics of Supervision page 67
- The Basics of Advising page 69
- Resident Assistant Position Description page 70
- RAD Engagement Model page 74
- RA Disciplinary Standards and Procedures page 78

Section 5: Administration

- Administration and Technology Overview page 83
- A Brief Intro to Policies and Conduct page 85
- Checking into Housing page 86
- Checking out of Housing page 86
- Equipment Checkout Procedures page 87
- Key Information page 88
- Lock Changes page 88
- Lost Keys page 89
- Broken Keys page 90
- Room Transfers page 90
- Student Visitor Program (SVP) page 90

Section 6: Resources

- Greener Alphabet Soup page 93
- Confrontation and Conflict Mediation Tips page 95
- A Brief Intro to Student Development Theory page 98

Section 1:

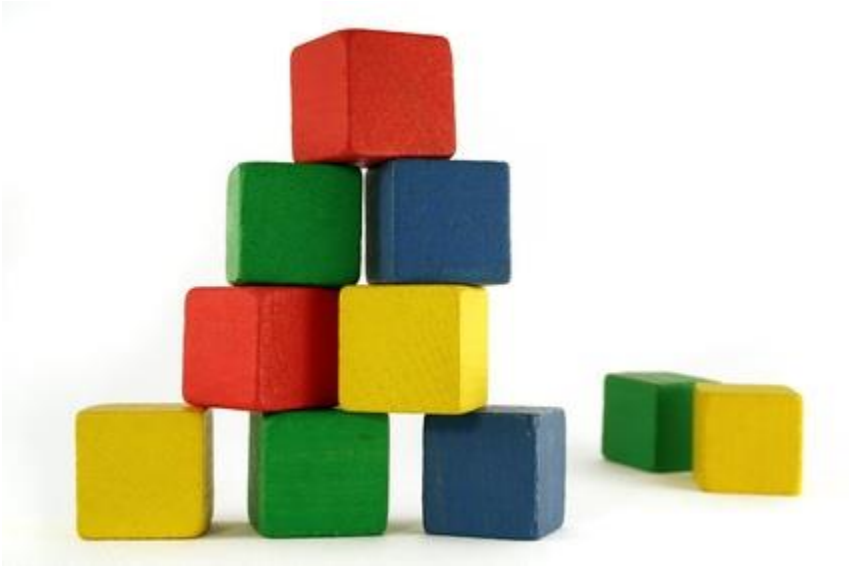
RD Position Descriptions & Expectations

Resident Director Position Description page 5

Senior Resident Director/Resident Case Manager Position Description page 9

The Outdoor Program Resident Director Position Description page 14

AD Expectations of RDs page 19



Resident Director (RD) Position Description

Position Purpose

The Resident Director (RD) is a live-in professional who facilitates, creates, maintains and promotes a safe and secure residential community supporting the learning mission of The Evergreen State College (Evergreen) and enhancing residents' academic and personal development. The RD supervises Resident Assistants (RAs) in Residential and Dining Services (RAD), coordinates their job responsibilities, oversees programming, student conduct, and has budgetary responsibility dependent on the size of the RA staff assigned. When on-call, this position is responsible for the entire residential system and serves as the emergency responder, directing all on-call/support student staff and a resident population of approximately one thousand. The RD works collaboratively with other Res Life professional staff and has opportunities to participate in student affairs and academic committees.

Essential Functions

The RD will be assigned to a geographic area of responsibility in RAD, which will determine the size of their RA staff. In addition, each RD will have one or more collateral projects for which they are responsible. Additional duties may change from year-to-year depending on the composition of the Residential Life staff. Examples of projects may include:

- Advising an organization: This may include advising the GO (Greener Organization), the NRHH chapter (National Residence Hall Honorary), a themed-housing area, or advising the HAP (Housing Appeals Board).
- Coordinating a project for the department: This may include coordinating orientation for new residents, an additional case load and/or administrative support for student conduct, the Resident Assistant hiring process, RA trainings (summer/fall/winter/in-services), opening/closing the residence halls, or academic initiatives within housing.
- Working as a liaison: This may include working with Student Activities, Recreation and Athletics/ the Costantino Recreation Center (CRC), and/or Student Academic Support Services (SASS) offices such as Academic Advising, First Peoples Multicultural Advising, the Career Development Center, TRIO Student Services, etc.

RA Staff Management:

- RDs provide supervision and leadership for RA staff through weekly individual meetings, on-going performance reviews, regularly scheduled staff meetings, and in-service training, ensuring area staff is meeting job expectations.
- Promote and facilitate the establishment of a safe, welcoming environment for residents.
- Ensure the RA staff actively participates in developing community with their residents, as per Res Life expectations.
- Supervise RA staff to be attentively curious of their residents and to persistently pursue a healthy living-learning environment for each resident.
- Supervise RA staff in the coordination of social, educational, and recreational programs that complement Evergreen's academic mission.
- Supervise the RA staff to encourage residents' self-responsibility, while honoring the philosophy of the Evergreen Social Contract and Residential and Dining Policies.
- Manage area discretionary budget ensuring control and accountability of funds.
- Maintain on going written individual performance assessments on all reporting student staff, conducting appropriate discipline when needed.

RD On-call:

- The RD serves as a member of the RD on-call rotation, providing backup and emergency support for the RAs and residential community on nights and weekends throughout the year, for an average of approximately three weeks per quarter. RD on-call coverage is also needed over academic and holiday breaks and other closure periods. The on-call schedule is determined in advance by the RD staff team.
- The RD is responsible for carrying the on-duty bag to include the on-duty radio, on-duty cell phone and the duty keys.
- The on-call RD responsibilities include, but are not limited to, responding to emergencies, troubleshooting RAD and resident concerns, and performing follow-up investigations where necessary.
- Remain on campus while on duty at all times with the exception(s) during campus break periods when a 20-minute physical response presence to the campus can be maintained.
- Ensure the on-call RA positions are on-duty. This includes producing an accurate schedule and distributing it, in a timely fashion, to all appropriate Evergreen staff and offices.
- Assist all staff and residents when requested, maintaining a five-minute verbal response time to all communiqués using appropriate communication equipment (cellular phone, and/or radios).
- Supervise and support the on-call RAs (on-duty). Ensure the on-call RAs check-in, perform their walkthroughs, communicate as required, spend time being present in the residential community, and complete administrative tasks. Ensure the on-call RAs' proper handling of all on-call equipment including but not limited to; duty keys, radios, resident room keys, check ins/outs, room transfers, and resident room consolidations.
- Check-in with Police Services at the beginning of each shift, weekdays at 4:45 p.m. and weekends/holidays at 10:00 a.m. Attend the evening on call staff meeting, attend the end of shift debrief meeting, and assist the on-call RA's with their final Residential and Dining Services walkthrough.
- Respond to questions and concerns raised by resident's parents and family members as allowable by FERPA.
- Assist and support all Student staff working in Residential and Dining Services, including but not limited to, the following; RAs, facilities maintenance and custodial staff, Resident Maintenance (RM) student staff, ResTech student staff, Front Office Assistants (FOAs), etc.
- Timely communication with supervisors regarding situations arising with residents and/or student staff.
- During major emergencies (disasters), the on-call RD may serve as the Residential and Dining Services Operations Officer to provide leadership, per the Residential and Dining Services Emergency Disaster Plan.

Policy Management:

- The RD proactively enforces, and ensures compliance with the policies and procedures delineated in the housing contract, RAD Policy, Student Conduct Code and the laws of the State of Washington.
- Ensure that policy violations are being confronted and addressed appropriately.
- Review incident reports (IR), and the RA and RD duty logs daily, providing appropriate updates to senior staff, follow-up with on-call staff and proper adjudication.
- Address student conduct matters as they arise and/or make referrals to the Assistant Director for Residential Life and/or the Senior Conduct Administrator.
- Accurately and expediently manage the implementation of sanctions, up to and including probation, as per training and the housing contract.

- Ensure due process is followed in all conduct meetings, sanctions, and processing of administrative paperwork.

Training:

- The RD will participate with the selection, training, and development of the Resident Assistant (RA) staff.
- The RD is responsible for ongoing RA staff development, taking an active role in planning and facilitating the Fall Training, In-Service training, RA retreats, and conference participation.
- At the beginning of each quarter, evaluate each RA's training needs, establishing a list of training goals and objectives to enrich the RA's skills and abilities.

Crisis Management:

- The RD provides individual advising with residents and staff as needed within the scope of their skills and training; makes appropriate referrals to appropriate campus and community resources when necessary.
- Provides crisis management, conflict management and mediation assistance for residents.
- Supports and refers residents with psychological and/or medical concerns to the appropriate Evergreen services or public agencies.
- Works collaboratively with Police, Fire and EMS Services, Counseling and Health Services, and Thurston County Mental Health Professionals to provide a supportive environment for residents in need of services.
- When crisis events and incidents occur within the residential communities, the RD must provide and maintain ongoing communication with Residential and Dining Services management, affected student staff, individual students, and appropriate authorities.
- The RD is responsible for providing appropriate documentation of crisis events and incidents, which occur in the residential community or with RAD residents.

Residential and Dining Services Management Team:

- Attend and participate in the weekly Residential and Dining Services staff meeting, the weekly RD staff meeting, a weekly residential student of concern meeting, a weekly RAD RD/facilities team meeting, quarterly Student Affairs meetings and retreats, and other meetings as deemed appropriate.
- Submit written quarterly reports to supervisor detailing each RA performance in your area of Residential and Dining Services.
- Maintain regular office hours and be readily available for residents, staff, and other members of the Evergreen community.
- Assist the Residential and Dining Services team to ensure the RA staff's proper handling of room transfers, key access, check ins/outs, and resident room consolidations.
- Assist in implementing unpaid rent, conduct-related, and unregistered student evictions from Residential and Dining Services.
- Communicate timely with supervisor, regarding resident room changes.
- Assist with all relevant Residential and Dining Services communications and publications.
- May serve on college committees and/or Disappearing Task Forces (DTF).
- Perform other duties as assigned.

Knowledge, Skills, and Abilities

- Ability to promote and maintain a strong commitment to creating living/learning environments, sustainability, cultural diversity, and a restorative justice style of student conduct.

- Ability to respond to crisis and emergency situations in an effective and timely manner.
- Ability to effectively interact with, supervise and lead student staff.
- Ability to effectively interact with a multicultural, diverse student community.
- Excellent interpersonal and written communication skills.
- Ability to use sound and appropriate judgment and reasoning; ability to identify strengths/weaknesses of alternative solutions, conclusions or approaches to problem solving.
- Ability to handle multiple tasks requiring a high degree of accuracy and attention to detail and prioritize competing demands.
- Knowledge of crisis response, conflict management and mediation techniques.
- Ability and desire to train and develop quality programming and leadership skills in a group living situation.
- Ability to maintain confidentiality of student related records and information.
- Ability to understand and comply with established college policies and procedures, local ordinances, and Federal and State laws.
- Ability to ensure controls and accountabilities of programming funds, and to manage resources.
- Ability to develop and maintain a working knowledge of computer programs in use by Residential and Dining Services.
- Ability to create, organize and maintain records, files and notes.

Conditions of Employment

- Persons hired must provide proof of identity and employment eligibility within three days of beginning work.
- This position is assigned to part of the college that is covered by a union shop provision and a collective bargaining agreement. Employees are required to pay an amount equal to the fees or dues required to be a member of the union to the Washington Federation of State Employees within thirty days of their date of hire.
- The RD must live in the residence assigned.
- The RD shall remain on campus for the first and last weekends of each quarter.
- The RD shall attend staff development, training, and meetings necessary for adequate performance of assigned tasks.
- The RD is required to uphold and obey established policies of Evergreen and Residential and Dining Services, and to uphold the laws of Thurston County, State of Washington and the Federal Government.
- The RD shall not advance personal, political, commercial, or religious enterprises through their employment.
- Breach of confidentiality is grounds for termination from employment.
- Successful completion of a pre-employment background check is required.

Senior Resident Director/Resident Case Manager (SRD) Position Description

Position Purpose

The Senior Resident Director (SRD)/Resident Case Manager (RCM) is a live-in professional who facilitates, creates, maintains and promotes a safe and secure residential community supporting the learning mission of The Evergreen State College and enhancing residents' academic and personal development. The SRD/RCM provides primary support within Residential and Dining Services for residents who are experiencing challenges related to substance abuse, mental health and physical health. The SRD/RCM supervises Resident Assistants (RAs) in two health-related themed communities within Residential and Dining Services, coordinates the RA job responsibilities, oversees RA programming, and has budgetary responsibility dependent on the size of the RA staff assigned. The SRD/RCM also plans and facilitates residential programming related to prevention and education around substance use/abuse/cessation and mental and physical health issues, as well as substance-free alternative late night and weekend social programming. When on-call, this position is responsible for the entire residential system and serves as the emergency responder, directing all on-call/support student staff and a resident population of approximately one thousand. This position also serves as an occasional backup consult for RDs when they are on-call and encounter residents who are experiencing serious emergent mental health issues. The SRD/RCM works collaboratively with other Res Life professional staff, Health and Counseling Services, the Office of Sexual Violence Prevention, Access Services, the Students of Concern group, and has opportunities to participate in student affairs and academic committees. This position will not take the place of a counselor, health care provider, or treatment program; however, this position will provide support and continuity for residents as they make a success plan, navigate resources and communicate with those resources, faculty, family, etc.

Essential Functions

The SRD/RCM will be assigned to a geographic area of responsibility in Residential and Dining Services, which will include two apartment buildings comprised of returning and transfer students, and one freshman residence hall. In addition, the SRD/RCM will be responsible for:

- Advising a themed-housing area: The SRD/RCM's housing area will include the themed living communities Substance Free and Clean Air. Responsibilities will include advising the residents, RAs, and programming in these communities.
- Facilitating conduct sanctions related to drug and alcohol use: The SRD/RCM will facilitate a harm reduction workshop series with sanctioned students who have violated the drug and alcohol policies.
- Working as a liaison: The SRD/RCM will establish an on-going working partnership with Health and Counseling Services (HC/CC), the Office of Sexual Violence Prevention (OSVP), Access Services, and the Students of Concern (SOC) team. SRD/RCM will attend the standing SOC meeting that occurs once each week. SRD/RCM will establish a regular meeting schedule with HC/CC, OSVP and Access Services.

Resident Case Management:

- The SRD/RCM provides primary departmental support for residents who are experiencing challenges related to substance abuse, mental health and physical health.

- When on-call, the SRD/RCM meets with, triages and makes appropriate referrals for residents in crisis around these health-related issues. When not on-call, the RD on-call may sometimes utilize the SRD/RCM as a backup consult if determined necessary to support a resident in a mental health crisis.
- The SRD/RCM will provide on-going case management for residents who are experiencing emergent short or long term issues with substance abuse/addiction, and/or mental health and physical health concerns, including but not limited to meeting with and checking on students as concerns arise, making appropriate referrals to campus and community services, following up with staff and faculty as needed, and reporting to supervisor and the SOC group as needed.

Supervision/Management of Staff:

- Provides supervision and leadership for RA staff during the academic year through weekly individual meetings, on-going performance reviews, regularly scheduled staff meetings, and in-service training, ensuring area staff is meeting job expectations.
- Provides supervision and leadership for the ACUHO-I intern in their project work during the course of their 10-week summer internship.
- Provides supervision and leadership to the summer RA and residents living on campus during the summer quarter.
- Promote and facilitate the establishment of a safe, welcoming environment for residents.
- Ensure the RA staff actively participates in developing community with their residents, as per Res Life expectations.
- Supervise RA staff to be attentively curious of their residents and to persistently pursue a healthy living-learning environment for each resident.
- Supervise RA staff in the coordination of social, educational, and recreational programs that complement Evergreen's academic mission.
- Supervise the RA staff to encourage residents' self-responsibility, while honoring the philosophy of the Evergreen Social Contract and Residential and Dining Policies.
- Manage area discretionary budget ensuring control and accountability of funds.
- Maintain on going written individual performance assessments on all reporting student staff, conducting appropriate discipline when needed.

On-call:

- The SRD/RCM is responsible to be on-call an average of three (3) times per week, and will occasionally serve as a backup source for consult when another RD is on-call and working with a student with serious emergent mental health issues.
- The SRD/RCM is responsible for carrying the on-duty bag to include the on-duty radio, on-duty cell phone and their PDA's.
- On call responsibilities include, but are not limited to, responding to emergencies, troubleshooting Residential and Dining Services and resident concerns, and performing follow-up investigations where necessary.
- Remain on campus while on duty at all times with the exception(s) during campus break periods when a 20-minute physical response presence to the campus can be maintained.
- Ensure the two on-call RA positions are on-duty. This includes producing an accurate schedule and distributing it, in a timely fashion, to all appropriate Evergreen staff and offices.
- Assist all staff and residents when requested, maintaining a five-minute verbal response time to all communiqués using appropriate communication equipment (cellular phone, and/or radios).
- Supervise and support the two on-call RAs (on-duty). Ensure the on-call RAs check-in, perform their walkthroughs, attend the on-call staff meeting, spend time being present in the Residential

and Dining community, and complete administrative tasks. Ensure the on-call RAs proper handling of all on-call equipment including but not limited to; duty keys, radios, resident room keys, check ins/outs, room transfers, and resident room consolidations.

- Check-in with Police Services at the beginning of each shift. Attend relevant on call staff meetings, attend relevant end of shift debrief meetings, and assist the on-call RAs and Police Services with their walkthroughs during the fall quarter.
- Respond to questions and concerns raised by resident's parents and family members as allowable by FERPA.
- Assist and support all student staff working in Residential and Dining Services, including but not limited to, the following; the Prime Time Advising student staff, Resident Maintenance (RM) student staff, the Res Tech student staff, SVP Greener Guides.
- Timely communication with supervisors regarding situations arising with residents and/or student staff.
- During major emergencies (disasters), the on-call RD (SRD/RCM) may serve as the Residential and Dining Services Operations Officer to provide leadership, per the Residential and Dining Services Emergency Disaster Plan.

Policy Management:

- Proactively enforces, and ensures compliance with the policies and procedures delineated in the Residential and Dining Services Contract, Residential and Dining Services Policies, Student Conduct Code and the laws of the State of Washington.
- Ensure that policy violations are being confronted and addressed appropriately.
- Review incident reports (IR), the RA log daily, providing appropriate updates to senior staff, follow-up with on-call staff and proper adjudication.
- Address student conduct matters as they arise and/or make referrals to the student mediators and/or the Residential and Dining Services Grievance Officer.
- Make appropriate referrals to the Campus Grievance Officer as described in the Residential and Dining Services Policies and Evergreens' Rights and Responsibilities.
- Accurately and expediently manage the implementation of sanctions, up to and including probation, as per the Residential and Dining Services contract.
- Ensure due process is followed in all conduct meetings, sanctions, and processing of administrative paperwork.

Programming/Training:

- The SRD/RCM will participate with the selection, training, and development of the Resident Assistant (RA) staff and the ACUHO-I summer intern.
- The SRD/RCM will plan and facilitate training sessions for the RDs around substance use, mental and physical health.
- The SRD/RCM is responsible for on-going RA staff development, taking an active role in planning and facilitating the Fall Training, In-Service training, RA Class, RA retreats, and conference participation.
- At the beginning of each quarter, evaluate each RAs training needs, establishing a list of training goals and objectives to enrich the RAs skills and abilities.
- The SRD/RCM will plan and facilitate departmental programming for all residents to address prevention and education around substance use, mental health, and physical health.
- The SRD/RCM will also plan and facilitate regular late night and weekend social programming for all residents to provide substance free, healthy opportunities for engagement on campus.

Crisis Management:

- The SRD/RCM provides primary support for residents who are experiencing emergent challenges related to substance abuse, mental health and physical health.
- Triages these issues as relevant and appropriate within the scope of their skills and training, contacts and makes appropriate referrals to Evergreen services and/or community resources, and provides on-going advising, support, and follow up with residents and staff.
- Serves as a backup consult for RDs as needed when they are on-call and encounter residents who are experiencing serious mental health issues.
- Provides crisis management, conflict management and mediation assistance for residents.
- Works collaboratively with Police, Fire and EMS Services, Counseling and Health Services, and Thurston County Mental Health Professionals to provide a supportive environment for residents in need of services.
- When crisis events and incidents occur within the residential communities, the SRD/RCM must provide and maintain ongoing communication with Residential and Dining Services management, affected student staff, individual students, and appropriate authorities.
- The SRD/RCM is responsible for providing appropriate documentation of crisis events and incidents, which occur in Residential and Dining Services or with Residential and Dining Services residents.

Residential and Dining Services Management Team:

- Attend and participate in the weekly Residential and Dining Services staff meeting, Res Life staff meetings, Student Affairs meetings and retreats.
- Submit written quarterly reports to supervisor detailing each RA performance in your area of Residential and Dining Services.
- Maintain regular office hours and be readily available for residents, staff, and other members of the Evergreen community.
- Assist the Residential and Dining Services team to ensure the RA staffs proper handling of room transfers, key access, check ins/outs, and resident room consolidations.
- Assist in implementing financial, judicial, and non-student evictions from Residential and Dining Services.
- Communicate timely with supervisor, regarding resident room changes.
- Assist with all relevant Residential and Dining Services publications.
- May serve on college committees and/or Disappearing Task Forces (DTF).
- Perform other duties as assigned.

Knowledge, Skills, and Abilities

- Ability to promote and maintain a strong commitment to creating living/learning environments, sustainability, cultural diversity, and a restorative justice style of student conduct.
- Ability to effectively interact with, supervise and lead student staff.
- Ability to identify, support and refer students experiencing mental health challenges or issues related to substance abuse, and work collaboratively with campus partners and parents/guardians through this process.
- Ability to plan and facilitate educational outreach and programming for campus residents around substance use and mental health issues.
- Ability to effectively interact with a multicultural, diverse student community.
- Excellent interpersonal and written communication skills.

- Ability to use sound and appropriate judgment and reasoning; ability to identify strengths/weaknesses of alternative solutions, conclusions or approaches to problem solving.
- Ability to handle multiple tasks requiring a high degree of accuracy and attention to detail and prioritize competing demands.
- Knowledge of crisis response, conflict management and mediation techniques.
- Ability to respond to crisis and emergency situations in an effective and timely manner.
- Ability to maintain personal wellness, balance and a positive attitude while supporting students through crises.
- Ability and desire to train and develop quality programming and leadership skills in a group living situation.
- Ability to maintain confidentiality of student related records and information.
- Ability to understand and comply with established college policies and procedures, local ordinances, and federal and state laws.
- Ability to ensure controls and accountabilities of programming funds, and to manage resources.
- Ability to develop and maintain a working knowledge of computer programs in use by Residential and Dining Services.
- Ability to create, organize and maintain records, files and notes.

Conditions of Employment

- Persons hired must provide proof of identity and employment eligibility within three days of beginning work.
- This position is assigned to part of the college that is covered by a union shop provision and a collective bargaining agreement. Employees are required to pay an amount equal to the fees or dues required to be a member of the union to the Washington Federation of State Employees within thirty days of their date of hire.
- The SRD/RCM must live in the residence assigned.
- The SRD/RCM shall remain on campus for the first and last weekends of each quarter.
- The SRD/RCM shall attend staff development, training, and meetings necessary for adequate performance of assigned tasks.
- The SRD/RCM is required to uphold and obey established policies of Evergreen and Residential and Dining Services, and to uphold the laws of Thurston County, State of Washington and the Federal Government.
- The SRD/RCM shall not advance personal, political, commercial, or religious enterprises.
- Breach of confidentiality is grounds for termination from employment.
- Successful completion a pre-employment background check is required.

Outdoor Programs Coordinator/Resident Director (TOP RD) Position Description

Position Purpose

The Outdoor Program (TOP) Coordinator/Resident Director position is responsible for two programmatic areas:

The Outdoor Program (TOP) Coordinator – 75%

Provides leadership, fiscal management, and programmatic administration and coordination for the Evergreen Outdoor Program (TOP), Outdoor Club Sports, the Challenge Course, and the indoor and outdoor climbing walls. This position oversees 8-12 student employees and interns and develops policies and procedures, provides guidance, assigns responsibilities, and establishes goals/priorities for the outdoor programs and outdoor club sports.

Resident Director – 25%

Serves on the Resident Director (RD) "on call" rotation and responds to community needs that promote and ensure a safe and secure residential community.

Nature and Scope

For the outdoor programs and club component of this position, the incumbent reports to the Assistant Director for Operations and plans, organizes, directs, and manages all outdoor College club sports and outdoor programs and must work closely with the Director, Business Operations Manager, Assistant Director for Operations, and Recreation Program Coordinator to manage service provision, promote recreation and steward the student employment program.

The following positions report directly to the position:

- Student Coordinators of the Outdoor Program. These positions are responsible for promoting recreation opportunities, and providing outdoor program activities (including trips, workshops, and managing a challenge course).
- Climbing Supervisors: These positions are responsible for managing the indoor climbing gym and outdoor climbing wall program, while providing basic training and assistance to users.

This position will receive assistance from the full- and part-time coaches during their off-seasons; however, this position will not have supervisory authority over the coaches.

For the residential life component of the position, the incumbent reports to the Assistant Director of Residential and Dining Services and is a live-in professional who facilitates, creates, maintains and promotes a safe and secure residential community supporting the learning mission of The Evergreen State College and enhancing residents' academic and personal development. When on-call, this position is responsible for the entire residential system and serves as the emergency responder, directing all on-call/support student staff and a resident population of approximately one thousand. The RD works collaboratively with other ResLife professional staff and has opportunities to participate in student affairs and academic committees.

Essential Functions

The Outdoor Program (TOP) Coordinator

- Develop and oversee The Outdoor Program (TOP), the indoor and outdoor climbing walls, the Challenge Course, and outdoor club sports; develop programming in collaboration with other CRC staff, TOP interns, etc.
- Lead and participate in daytrip and overnight outdoor excursions in a wide variety of climates and terrain with various group sizes and skill levels.
- Recruit, hire, schedule, train, and evaluate students and temporary staff, TOP Floor resident program participants, and volunteers.
- Oversee paid and volunteer TOP staff including TOP Floor residence hall participants.
- Promote and manage the Challenge Course including operations, staffing levels per event, scheduling, and billing; facilitate activities on the course and arrange for facilitation; negotiate fees; provide safety training. Manage facility use agreements, liability insurance certificates and associated waivers.
- Manage funds and perform budgeting duties including: track funds from a variety of sources; make staffing decisions based on available funds; identify missing funds and resolve issues; provide revenue information as needed; provide advice to clubs and others related to fund raising and allocation; and issue invoices and follow up as needed on payments.
- Organize and advertise all TOP programs including: the use of social media, website updating, community outreach, tabling events, fliers, staffing College functions, etc.
- Maintain professional memberships, facility specifications, inspections and certifications associated with the Climbing Wall Association (CWA), Association for Challenge Course Technology (ACCT), and Association of Outdoor Recreation and Education (AORE).
- Provide safety training and protocols related to all outdoor programs and outdoor club sports participants, employees, and facilitators before, during, and after all programs and activities.
- Respond to crisis and safety related emergencies as needed.
- Manage TOP items in equipment checkout including: check-out / check-in procedures; equipment maintenance; source and procure new and replacement equipment; and schedule and perform inventory. Manage TOP equipment rental program including camping, climbing or mountaineering equipment as well as kayaks, boats, or paddleboards.
- Act as person on call during all TOP trips (when not in attendance).
- Support all efforts related to indoor and outdoor climbing walls including staffing, budgeting, and safety training.
- Oversee all outdoor club sports including: gather and manage interest, guide students through the club creation process, provide information and guidance as needed on topics such as orientation, fund raising, budgeting, communication among participants, etc.
- Evaluate outdoor programs, rules, and policies through participation evaluations and staff input in collaboration with Director and other Recreation & Athletics staff.
- Comply with national safety guidelines (including CWA, ACCT and AORE), College, state, and departmental policies; ensure participant compliance with safety guidelines and policies.
- Participate in meetings and on committee as needed, or designee, including CRC Advisory Board.
- Follow risk management procedures, protocols, and training to minimize College exposure to legal liability.
- Cross-train in the operation of other Recreation & Athletics program areas.
- Carry out other duties as assigned that support Recreation & Athletics programs.

- Provide backup CRC building and staff supervision in the absence of the Director and Assistant Director.

Resident Director

RD On-call

- The RD is responsible to be on-call for a seven day long rotation on average every four to five weeks.
- The RD is responsible for carrying the on-duty bag to include the on-duty radio, on-duty cell phone and their PDA's.
- The on-call RD responsibilities include, but are not limited to, responding to emergencies, troubleshooting Residential and Dining Services and resident concerns, and performing follow-up investigations where necessary.
- Remain on campus while on duty at all times with the exception(s) during campus break periods when a 20-minute physical response presence to the campus can be maintained.
- Ensure the two on-call RA positions are on-duty. This includes producing an accurate schedule and distributing it, in a timely fashion, to all appropriate Evergreen staff and offices.
- Assist all staff and residents when requested, maintaining a five-minute verbal response time to all communiqués using appropriate communication equipment (cellular phone, and/or radios).
- Supervise and support the two on-call RAs (on-duty). Ensure the on-call RAs check-in, perform their walkthroughs, attend the on-call staff meeting, spend time being present in the Residential and Dining community, and complete administrative tasks. Ensure the on-call RAs proper handling of all on-call equipment including but not limited to; duty keys, radios, resident room keys, check ins/outs, room transfers, and resident room consolidations.
- Check-in with Police Services at the beginning of each shift, weekdays at 4:45 p.m. and weekends/holidays at 10:00 a.m. Attend the evening on-call staff meeting, attend the end of shift debrief meeting, and assist the on-call RA's with their final Residential and Dining Services walkthrough.
- Respond to questions and concerns raised by resident's parents and family members as allowable by FERPA.
- Assist and support all student staff working in Residential and Dining Services, including but not limited to, the following;, Resident Maintenance (RM) Student staff, the ResTech Student staff, SVP Greener Guides. Respond to questions and concerns raised by residents' parents and family members.
- Timely communication with supervisors regarding situations arising with residents and/or student staff.
- During major emergencies (disasters), the on-call RD may serve as the Residential and Dining Services Operations Officer to provide leadership, per the Residential and Dining Services Emergency Disaster Plan.

Policy Management

- Proactively enforce and ensure compliance with the policies and procedures delineated in the Residential and Dining Services Contract, Residential and Dining Services Policies, Student Conduct Code and the laws of the State of Washington.
- Ensure that policy violations are being confronted and addressed appropriately.
- Review incident reports (IR), providing appropriate updates to senior staff, follow-up with on-call staff and proper adjudication.

- Address student conduct matters as they arise and/or make referrals to the Senior Resident Director/Resident Case Manager or Assistant Director for Residential Life.
- Make appropriate referrals to the Senior Conduct Administrator as described in the Residential and Dining Services Policies and Evergreens' Rights and Responsibilities.

Crisis Management

- Provide crisis management, conflict management and mediation assistance for residents when on duty.
- Support and refer residents with psychological and/or medical disorders to the appropriate Evergreen services or public agencies.
- Work collaboratively with Police, Fire and EMS Services, Counseling and Health Services, and Thurston County Mental Health Professionals to provide a supportive environment for residents in need of services.
- When crisis events and incidents occur within the residential communities, the RD must provide and maintain ongoing communication with Residential and Dining Services management, affected student staff, individual students, and appropriate authorities.
- Provide appropriate documentation of crisis events and incidents, which occur in Residential and Dining Services or with Residential and Dining Services residents.

Residential and Dining Services Management Team

- Attend and participate in the weekly Residential and Dining Services staff meeting, Resident Director staff meetings and individual meetings with Assistant Director for Residential Life.
- Assist with the opening and closing of campus housing and other important events and processes in Residential and Dining Services.
- Assist in other College events (e.g., Orientation, Commencement) as needed.
- May serve on College, Division or Department committees and/or Disappearing Task Forces (DTF).
- Perform other duties as assigned.

Knowledge, Skills, and Abilities

- Thorough knowledge of national, industry, and local guidelines of currently accepted theory and practice in outdoor recreation activities and programming.
- Extensive knowledge, skill, and ability related to safety protocols and techniques including the ability to provide training to others and respond to crisis and emergency situations in an effective and timely manner to safety concerns and emergencies.
- Advanced skill and ability in leading groups in various outdoor activities including proper use of equipment and safety procedures.
- Ability to provide leadership on complex programming and scheduling demands of a multi-faceted outdoor recreation program and outdoor club sports.
- Excellent administrative, interpersonal and written communication, customer service, fiscal accountability and management, and long-term planning skills and ability.
- Ability to effectively interact with a multicultural, diverse student community.
- Knowledge and competence with application of student development theory in programmatic initiatives and organizations, student employee supervision and advising
- Knowledge of crisis response, conflict management and mediation techniques.
- Ability to understand and comply with established college policies and procedures, local ordinances, and federal and state laws.

- Knowledge of a wide variety of outdoor equipment including the ability to train others in its use.
- Ability to supervise student employees and interns.
- Ability to plan and manage purchasing and budgets including tracking funds, allocating resources, preparing reports, and advising others on financial matters.
- Ability to handle multiple tasks requiring a high degree of accuracy and attention to detail and prioritize competing demands.
- Ability to maintain confidentiality of student related records and information, including ability to create, organize, and maintain records, files, and notes.
- Ability to develop and maintain a working knowledge of computer programs and technology.
- Ability to be active in the learning opportunities and activities presented.
- Ability to work irregular shifts and extended hours when required.

Conditions of Employment

- Must provide proof of identity and employment eligibility within three days of beginning work.
- This position is assigned to part of the college that is covered by a union shop provision and a collective bargaining agreement. Employees are required to pay an amount equal to the fees or dues required to be a member of the union to the Washington Federation of State Employees within thirty days of their date of hire.
- Must live in the residence assigned.
- Shall remain on campus for the first and last weekends of each quarter.
- Shall attend staff development, training, and meetings necessary for adequate performance of assigned tasks.
- Required to uphold and obey established policies of Evergreen and Residential and Dining Services, and to uphold the laws of Thurston County, State of Washington and the Federal Government.
- Shall not advance personal, political, commercial, or religious enterprises.
- Breach of confidentiality is grounds for termination from employment.
- Successful completion a personal background check is required.
- Must provide proof of current Wilderness First Responder (WFR) certification and current First Aid/CPR/AED certification or must obtain certifications within the first six months of employment

AD Expectations of RDs

RDs should:

- fulfill and strive to excel within the responsibilities of the position
- be honest, ethical and accountable
- trust your training and make gut calls as needed when responding to student issues
- be timely with meetings and deadlines, and be flexible
- be respectful and supportive of your colleagues and supervisors
- demonstrate a positive attitude toward work and the department
- contribute in meetings and discussions
- provide and receive positive and constructive feedback
- go directly to the source when concerns arise
- present ideas for possible solutions when bringing forward a concern
- communicate openly, thoughtfully, clearly, and regularly
- show commitment to professional growth
- seek balance and health between personal and professional lives
- be creative with the position and have fun!

Communication

This is the most important component of our work together. Respond promptly and professionally to email and phone communication (office, home, cell). Use your Outlook calendar and keep it up to date with your appointments, time away, breaks, etc. Email AD when needing to be out ill, when requesting vacation time, or if you are hoping to flex your daily schedule due to night meetings, on-call responsibilities, etc. Submit leave requests in a timely manner. Complete an RD Weekly Report each week as outlined under "*Administration*."

Schedule and Office Hours

RDs will generally work 9am-5pm (a 7-hour office day, rather than 8) because you also balance evening meetings/commitments and duty. If you have scheduled evening meetings, programs, etc., you may flex your time. Keep your Outlook calendar updated to reflect your hours and where you will be. Coordinate with AD in advance about your schedule and email AD to provide info in advance about changes to your schedule that aren't routine. We have the option to stagger RD schedules for broader office coverage in support of our students. It is important that you are timely to work when you are scheduled to be there.

Strive to spend at least 1 office hour in your community each week. This could take the form of walking through your buildings connecting with residents, hanging out in a visible community lounge space with your laptop, etc. It is important that you are a visible and approachable presence with your residents.

Regular Meetings

You should keep your Outlook calendar up-to-date with all of your meetings. My expectation is that you will attend the meetings below (and any others that relate to your responsibilities) to ensure that information is disseminated consistently and that you stay in the loop about various business and student

issues. If you aren't going to be able to attend a meeting, please notify me, the participants and/or convener in advance and update your calendar.

- Weekly 1-1 meeting with AD – as scheduled for 30 mins to 1 hr
- Weekly RD staff meeting – Tuesdays 1-3pm
- Biweekly RAD staff meeting – every other Tuesday 10am-noon
- RD/Facilities check-in meetings – Mondays 1-2pm
- Student of Concern (SOC) meeting – Thursdays 1-2pm
- Weekly 1-1 meetings with RAs – as scheduled for 30 mins to 1 hr
- Biweekly RA in-services/Biweekly individual staff meetings – Wednesdays 3-5pm
- GO and NRHH meetings – advisor(s) attend as scheduled
- Conduct meetings – as needed/scheduled
- Meetings with residents, miscellaneous – as needed/scheduled
- Collateral/committee/liaison meetings – as needed/scheduled

Attire

The RAD office dress code is generally business casual Mon-Thur with jeans allowed on Fri. While I encourage you to follow this rule of thumb, as an RD, you have more flexibility. In general, please dress cleanly and appropriately for the content of your day — i.e., if you have an important meeting on upper-campus, dress in professional clothing (slacks, skirt, khakis, etc.); if you will be setting up for a program with your RAs, tennis shoes, jeans and a t-shirt might be a better choice. Overall, dress in a way that will define you as a pro-staff member, allows you to be comfortable, and will enable you to be approachable to students.

RAD gear is provided for you to wear during duty, RAD event days (opening, closing, etc.), and day-to-day at the office. This gear is loaned to you for your tenure with RAD and must be returned when you leave employment with us. Please take good care of it. If you need a different size, another shirt, etc. just ask.

Professionalism

Professional conduct with students, staff, faculty, and parents/families is very important. Strive to maintain open and clear lines of communication, demonstrate respect in your interactions, set healthy boundaries with regard to your work-life balance and relationships, and represent the department and your job positively. Feedback is important in a healthy work environment; share your positive and constructive feedback with others in an appropriate setting and productive way. Be authentic and true to your experience, but also push yourself to look for positives even in challenging situations.

Availability

It is important that you complete your office hours and make yourself a presence in your community, with your residents and staff, and at the RAD office. Remember to keep your Outlook calendar up-to-date and communicate with the AD about your schedule. Your role is unique in that you will sometimes have evening and weekend responsibilities, and may need to assist in the event of campus emergencies. Even if you aren't on duty, be prepared to be called upon to respond in those types of circumstances.

Keeping all of that in mind, remember that this is your job not your life. Work to live, do not live to work. Balance and wellness is important, especially when you live where you work. As an example, if you are up late handling a difficult emergency, adjust when possible on the front side of the next day for self-care.

Utilizing Facilities

Your apartment is your home and should be considered as such by everyone including your staff and residents. If you choose to open your apartment to students, it is your choice not an expectation and should be managed in a professional way. Keep in mind that you have passed a criminal background check to live in our community. You are responsible for the behavior of any visiting guests or a live-in partner (who must also successful complete a background check). We do not allow RD campus apartments to be listed on travel exchange sites including but not limited to CouchSurfing.org. As a rule, we aren't able to provide extra storage space, closets, etc. for RDs, but can discuss on a case-by-case basis.

Your office should be a work space in addition to a place to meet with students and staff. You should feel free to personalize it, however keep in mind that all students should feel comfortable and supported here.

Know your buildings. You should know where things are, have a pulse on the community dynamics, know when things are missing or need to be repaired, etc.

Administration and Keys

Master keys should only be carried when needed, otherwise should be kept in the designated lock box. Admin and master keys should only be used for as intended for duty and response purposes. Any lost keys should be reported to the AD for Res Life immediately.

Administrative tasks should be completed on time and according to instruction. This includes paperwork, IRs, PRFs, weekly Reports, duty logs, returning duty supplies, etc. Communicate in advance if you are having any difficulty completing your work so we can be proactive rather than reactive. I will do my best to be flexible whenever possible.

In terms of the flow of a work day, each morning you should read the RD and RA Duty Logs and any new IRs in the IR system from the prior weeknight or weekend. This daily administrative task will keep you apprised of any recent issues in the community and help with our communication.

The *RD Weekly Report* is due via email to me each week on the day before our scheduled one-on-one meeting. If your one-on-one is on a Monday, the weekly report is due by 10:00am that morning. The purpose of the report is to maintain open communication and improve the quality of our one-on-ones.

Team

We are a team. I care about each of you as people. I hope to get to know you well both professionally and personally, and will challenge and support you along your RD and higher ed journey! Please know that this is a team you can share and grow with, and my expectation is that this will be a safe, inclusive, and respectful home to do so.

Section 2:

Residential & Dining Services Overview

Mission and Values page 23

The RAD Staff Team page 25

Residential & Dining Services Mission and Values

As a member of Residential and Dining Services (also known as RAD), it is important to familiarize yourself with our mission and purpose. Take some time to learn about our values as a department and institution. It will help you better understand your position and why you are an integral part of the RAD team.

Residential and Dining Services is comprised of Residential Life, Residential Facilities, Dining Services, Residential Technology, and the Front Desk. Residential and Dining Services works collaboratively together to be...

- A **purposeful** community where students, staff, and faculty share a passion for learning and collaborate to enhance student growth
- A **just** community where the individual is honored, our interdependence is acknowledged, diversity is pursued, freedom of expression is protected and civility is affirmed
- A **sustainable** community that values, cultivates and maintains its human, natural and physical resources

Purposeful

Our goal is to provide a welcoming and supportive environment with space for each Evergreen student to pursue their academic and social interests in a supportive learning environment. In Residential and Dining Services we are committed to creating a purposeful community by:

- Promoting academic and social programs and initiatives
- Providing social spaces in the halls for students to gather and socialize for personal growth
- Encouraging students to collaborate and be involved in their community
- Hiring student staff to work in collaboration with professional staff to develop life skills
- Supporting a smoke-free living environment and quiet hours in the halls
- Supporting academic learning in the residence halls
- Providing nutritional information about the food served in our dining facilities

Just

Residential and Dining Services strives to create, maintain and celebrate a just community. We as a staff are committed to creating a safe, positive and welcoming community for all members of our community. Residents should feel included, valued and at home while living on-campus. Resident Assistants foster inclusion and care in our community by:

- Developing good relationships with each individual resident
- Facilitating Living Learning Agreements
- Building community through programming and events
- Upholding the principles of Evergreen's Social Contract
- Addressing non-inclusive behavior
- Participating in on-going social justice training

Sustainable

In Residential and Dining Services, our commitment to examine our individual and collective environmental impact stretches beyond the classroom. Various "green" projects in the halls model ways to learn about - and have fun with - incorporating concepts of sustainability in daily life. We work to build relationships with local communities, organizations and agencies who share this commitment to sustainability. These relationships serve to support on-campus services as well as academic programs. In Residential and Dining Services we are committed to sustainability by:

- Recycling and composting stations throughout the residence halls
- Utilizing toilet paper in common restrooms made of 100% recycled paper
- Using electric powered vehicles
- Cleaning supplies are part of the “Sustainable Earth” certification
- Purchasing appliances that meet the “Energy Star” requirements
- Utilizing sustainable buying practices
- Supporting the Sustainability House living community
- Instituting a sustainable check out process at the end of the year that incorporates donating usable goods to local charities to reduce waste.
- Creating a free store on campus for students to exchange usable items
- Supporting local vendors and contractors
- Decreasing electrical use by using energy efficient ballasts and bulbs
- Purchasing carpet that is made of at least 50% recycled material and is 100% recyclable
- Utilizing low flow toilets and shower heads in many of our halls, and soon to be all of our halls
- Utilizing paint that is free of VOCs (Volatile Organic Compounds)
- Integrating a pest management program that is pesticide free
- Replacing flooring with laminate wood flooring that is made of 100% recycled products
- Providing laundry facilities that meet the energy star requirement

The RAD Staff Team

Residential and Dining Services is comprised of many professional and student staff members in several smaller departments and programs, all working together to provide the best support and services to our residential community. Please continue to read the manual for more information on each department, how you will collaborate with them.

Professional Staff

Director of Residential and Dining Services: The Director of Residential and Dining Services provides strategic leadership and is responsible for the residence halls and dining services at Evergreen. The Director supervises two assistant directors, facilities and residential life, and provides leadership to eight full-time professional staff and approximately 75 to 150 undergraduate staff members in Residential and Dining Services. The Director of Residential and Dining Services reports to the Vice President of Student Affairs.

Assistant Director for Residential Life: The Assistant Director for Residential Life is responsible for the daily administration and management of the residence life program consisting of 900 resident students. This person supervises four professional full-time RD staff members and one ¼-time professional RD staff member, and provides leadership to 25 undergraduate staff members. This position has responsibility for occupancy management, emergency planning and assessment.

Assistant Director for Residential Facilities: The Assistant Director for Residential Facilities is responsible for the daily administration of the facilities in Housing. This position supervises three professional full-time staff and provides leadership to 45 to 150 undergraduate student staff members, depending on the time of year.

Office Support Supervisor: The Office Support Supervisor provides staff support and reports to the Director of Residential and Dining Services, manages and coordinates the activities of the front office and provides office and administrative support for professional staff in the department.

Fiscal Specialist: The Fiscal Specialist provides services related to room billing, payroll, purchasing, and department budgeting.

Building/Grounds Supervisor: The Buildings/Grounds Supervisor oversees day-to-day operations of custodians, grounds, residential maintenance (day and night), linen, auxiliary services and the key shop. This position supervises two professional positions, acts as in-house project foreman and provides leadership to 45 to 150 student staff, depending on the season.

Safety, Security and ADA Compliance Coordinator: This position is responsible for maintaining all locks, doors and keys within the residential complex, ensuring the proper function of the residential fire-safety systems, managing injury and illness reporting systems and coordinating the RAD Emergency Response Plan.

Engineering Technician: The Engineering Technician provides heating, ventilation and air-conditioning (HVAC), electrical, plumbing and AutoCAD services. This position reports to the Maintenance/Custodial Supervisor.

Residential Information Technology Manager: The Residential Information Technology Manager provides planning, implementation and maintenance of information technology resources. This person supervises six student Resident Technicians and is responsible for network and communications infrastructure, databases, web applications, and technology support services.

Resident Director: The Resident Director (RD) is a live-in professional who facilitates, creates, maintains and promotes a safe and secure residential community supporting the learning mission of The Evergreen State College (Evergreen) and enhancing residents' academic and personal development. The RD supervises Resident Assistants (RAs) in Residential and Dining Services (RAD), coordinates their job responsibilities, oversees programming, student conduct, and has budgetary responsibility dependent on the size of the RA staff assigned. When on-call, this position is responsible for the entire residential system and serves as the emergency responder, directing all on-call/support student staff and a resident population of approximately one thousand. The RD works collaboratively with other Res Life professional staff and has opportunities to participate in student affairs and academic committees.

Senior Resident Director/Resident Case Manager (SRD): The Senior Resident Director/Resident Case Manager (SRD) is an RD with additional specialized responsibilities. Beyond the traditional RD description described herein, the SRD provides primary support within Residential and Dining Services for residents who are experiencing challenges related to substance abuse, mental health and physical health. The SRD/RCM oversees the development of two health-related communities within housing—Substance Free and Clean Air. The SRD/RCM also plans and facilitates residential programming related to prevention and education around substance use/abuse/cessation and mental and physical health issues, as well as substance-free alternative late night and weekend social programming. In addition to serving on the RD on-call rotation, this also serves as an occasional backup consult for RDs when they are on-call and encounter residents who are experiencing serious emergent mental health issues. The SRD/RCM works collaboratively with other Res Life professional staff, Health and Counseling Services, the Office of Sexual Violence Prevention, Access Services, the Students of Concern group, and has opportunities to participate in student affairs and academic committees.

The Outdoor Program Coordinator and Resident Director (TOP RD): The TOP RD works in two functional areas—75% with Recreation and Athletics coordinating The Outdoor Program and advising outdoor club sports; 25% with Residential and Dining Services serving on the RD on-call rotation and helping support and program with TOP Floor themed housing. The TOP RD lives in a RD apartment on campus. The TOP RD attends and participates in many RAD trainings and meetings. The TOP RD supervises student employees and interns in Recreation and Athletics; this position does not directly supervise RA staff in RAD, but does fill the professional staff supervisor role for the RAs while on duty.

Student Staff

Residential & Dining Services is proud to be one of the largest employers of students on-campus. Please view our Student Employment website for more information. Our student worker program includes:

Front Office Assistants: This position provides clerical and receptionist support in the Residential and Dining Services Office. FOAs answer questions from residents and prospective students, manage our key system with support from the Office Support Supervisor and Locksmith, file, update and maintain housing records, and provide administrative support to the department.

Facilities Student Workers: Facilities employs a number of student workers to assist with the maintenance, beautification and security of the residential campus. Facilities staff includes custodial, grounds, linens, and maintenance. The staff completes work orders, cleans common spaces, promotes sustainability and executes new projects throughout the year to improve residential social and academic spaces. Facilities workers work in collaboration with other RAD student staff members to provide an inclusive, safe and welcoming campus community.

Residential Maintenance: Residential Maintenance workers provide after hour emergency maintain services. RMs live on-campus and work in collaboration with the on-call Resident Assistants.

RAD Sustainability Intern: The sustainability intern supports Residential and Dining Services' mission to be sustainable by researching sustainable products and practices, initiative residential education programs, training student staff and providing leadership for the Greener Living Program.

ResTechs: ResTechs - or Residential Technicians - provide support for staff and resident computers, maintain the Internet connection in housing, and assist with cable and phone services. ResTechs maintain ResNet, a resident-centered web site. The ResTech office is located on the third floor of A.

Resident Assistants: Resident Assistants (RAs) are paraprofessional student staff members who work for RAD and live in the residential community on campus. RAs support the mission of Residential and Dining Services (RAD) to be a purposeful, just and sustainable community by fostering safe, healthy, inclusive, and thriving living environments on campus. We further define this ideal community as an environment in which individuals are positively engaged, respect each other's values and beliefs, feel a sense of belonging, and focus on academic success. There are two primary areas of responsibility for RAs: 1) working in the first-year residence halls with approximately 20-40 freshmen and transfer students; 2) working in the apartments with approximately 30-60 returning students and transfer students.

Section 3:

Duty & Crisis Response

Duty Responsibilities page 29

Duty Procedures page 31

Duty Communication, Incident Reporting, and Resources page 33

Crisis/Incident Protocols (alphabetical order)

- Basic Steps to Crisis Response page 35
- Bed Bugs (or modify for Insects/Communicable Disease) page 36
- Bias/Hate Crime page 37
- Drug Use and Drug Substance/Paraphernalia page 38
- Marijuana page 39
- Earthquake Evacuation page 41
- Facilities Emergencies/Biohazards/Elevator Issues page 44
- Fires/Fire Alarms page 45
- Inclement Weather/Power Outage page 46
- Lockouts page 51
- Medical Emergencies page 52
- Mental Health Concerns page 53
- Sexual Assault and Domestic Violence page 54
- Suicide Attempts/Thoughts of Suicide/Self-Harm page 57
- Student Death page 59
- Utilizing Emergency Spaces page 61
- Vandalism page 62
- When to Call the AD page 63
- When to Key into a Space page 64

Duty Responsibilities

Resident Director Duty Responsibilities

The entire RAD Staff, from the Assistant Director to the Resident Assistants, collectively share responsibilities to ensure a safe and supportive environment exists for all residential students. The network of support available is as varied as the student population and ranges from psychological or emotional crisis support to assisting with lockouts. However, Resident Directors play a key role in the safety, security and well-being of the community by training and supporting Resident Assistants, intervening on concerning behavior, and providing emergency support and resources after-hours.

General Expectations

- RDs should be thorough and immediate in their communication about incidents and students of concern. This includes completing Incident Reports immediately after an incident, calling the AD (or designated backup), and communicating with the RD team if additional follow up is needed.
- Resident Directors should be active in investigating incidents in general and checking on siren sounds by calling dispatch and/or walking over to the event/incident location.
- The RD on duty is expected to be in the residential community by 10 p.m. on weekdays and 7 p.m. on Friday and Saturdays (or extended weekend days). Otherwise, the RD must be within a 20-minute response radius of campus.
- Resident Directors are expected to exercise sound judgment while on-call; therefore, drinking alcohol or using drugs is prohibited while on duty. The RD on duty should not be at a bar establishment whose primary business is to serve alcohol, even if the RD on duty is not drinking. Being at a restaurant that also has a bar is appropriate for the RD on duty as long as they are not drinking. It is not appropriate at any time to drink alcohol with residents or RAs.
- Resident Directors are expected to accompany Resident Assistants on the first 6 weeks of rounds during Fall Term. While on rounds, the Resident Director on-call should provide support to the on-call Resident Assistants in addressing policy violations and provide feedback appropriately.
- While on rounds with Resident Assistants or if sitting behind the front desk, RDs should wear RAD duty gear (provided office shirt and/or jacket). While it is not required, it is helpful for the RD to wear RAD gear when called to respond to an incident. For the rest of a duty shift, the RD should dress appropriately for the weather and professional response (no sweat pants or pajamas, etc.).

The Resident Director should make the best decision with the information they have to keep residents and/or the community safe. RDs are trained to make decisions in the field and are empowered and trusted to do so. If the Assistant Director and/or others disagree with a Resident Director's decision, the AD will discuss that with the RD in private and provide coaching, but will back up the decision the Resident Director has made in the moment so long as it is within accepted norms.

The Duty Crew

The duty crew is comprised of one RD, three (weekdays) or four (weekends) RAs (weekdays: Phase I RA1, RA2 and Phase II RA1 / weekends: Phase I RA1, RA2 and Phase II RA1, RA2), and a Resident Maintenance (RM) worker. The RAs work together to address most policy concerns and low-level safety concerns and confrontations in the residential community, and the RMs are responsible for lockouts, maintenance and cleaning issues, and supporting response to fire alarms. The RD is available for emergencies and backup. Police Services Officers also support the duty crew by routinely accompanying them on walkthroughs during the fall and winter quarters.

Responsibilities of RAs:
Phase I RA1 and RA2
Phase II RA1 (and RA2 on weekends)

- Addresses policy violations throughout the entire campus community
- *Phase I RAs* - Respond to requests for assistance from residents in Phase I (Buildings A, B, C & D)
- *Phase II RA(s)* - Respond to requests for assistance from residents in Phase II (apartments & mods)
- Work a shift at the front office from 5:00-6:00pm or 6:00-7:00pm M-F
- Lock A building entrances, RADAR and front office at 7:00pm M-F when finishing front office shift
- Lock the HCC entrances and close Mod laundry room door during final set of rounds
- On Saturdays, Sundays, and school closure weekdays, unlock the HCC at 10 a.m.
- The Front Office Staff unlocks HCC and A building when the office opens at 8 a.m. on weekdays

Responsibilities of the RM:

- The RM on duty does not sign into duty with the duty crew, but is on-call and available via radio and cell phone during the same times as the rest of the duty crew
- The RM on duty is supervised by the Resident Maintenance Supervisor (RMS) who is on-call to assist with troubleshooting and large-scale emergencies
- Completes a walkthrough of the community to ensure buildings are safe and secure
- Does lockouts, and responds to emergency maintenance needs, including: broken windows, plumbing leaks, toilet clogs, fire alarms or alarm failure, biohazard clean up, etc.

Duty Rotation and Shift Schedule

There will be an RD on duty at all times during the calendar year, including winter break. The RD duty schedule will be determined in advance by the AD and RD team on a quarterly basis.

Duty shifts for staff are as follows:

- Weekdays (Mon-Thur): duty begins at 4:45 p.m. until the following morning at 8 a.m.
- Weekends (Fri-Sun or end of weekend in case of holiday): duty begins on Friday at 4:45 p.m. until Monday (or in the case of holiday weekends, the next business day) at 8 a.m.

Duty Procedures

It is important to familiarize yourself with the duty procedures for RAs. Please read through the sign-in procedures and expectations for Resident Assistants in the RA Handbook. The on-call Resident Director is responsible for ensuring the Resident Assistants on-duty fulfill these tasks and expectations.

Duty Sign-In Procedures

When it is time to sign-in for duty:

- Meet the Resident Assistants on-call in the RA office. A duty schedule is posted in the RA office to verify which RAs are on duty that evening.
- Gather a radio, RD duty phone, phone charger and the RD duty bag from the RA office. Make sure all batteries are charged and all supplies are in the bag. Sign out keys, radio, phone and phone charger on the master log.
- Radio to dispatch to let them know your name and that you are signing on as the RD on duty.
- Discuss any pertinent issues, community concerns or tasks with the on-call Resident Assistants.

Duty Rounds

In order to monitor the safety and security of the community and our facilities, the duty crew walks around the residential campus after-hours several times. Staff members are checking for and addressing maintenance issues, disruptions in the community, policy violations, and other safety concerns.

- At 7pm and 9pm, RAs are expected to complete one walkabout of their area (Phase I A & B, Phase I C & D, or Phase II). The RAs should walk around the exterior of the area, check for facility concerns and policy violations. This time should also be used to chat with residents.
- The duty crew as a team completes one walkthrough of housing at 11 p.m. on weekday evenings (Sunday - Thursday). On Friday and Saturday evenings, walkthroughs are done at both 11 p.m. and 1 a.m. The duty crew is accompanied by Police Services during walkthroughs during the fall and winter quarters. Officers will walk through the interior of A-D for the first 8 weeks of the fall, after which time, they will only go on exterior walkthroughs and wait downstairs while RAs complete the interior of A-D. Officers will no longer routinely do walkthroughs with the RAs as of spring quarter. At the designated times, the duty crew assembles at the HCC to begin.
- After the last set of walkthroughs, the duty crew returns the radios to the RA office to be charged. Each member must first call dispatch to let them know they are signing off of the radio and will be reachable by the duty cell phone for the rest of the evening.
- The next morning, RDs and RAs should submit their duty logs by 10 a.m. All duty equipment should also be returned by 10 a.m. Plug in the phone to charge, lock up keys, and return duty bag.

Using the Duty Equipment

All duty equipment (keys, phones, radios and duty bags) is kept in the RA office. Keys are stored in the key cabinets on the backside wall. The other equipment is stored on the shelving unit with the charging

stations. All staff members must sign out the duty equipment at the start of each duty shift, and sign equipment back in when their shift is over.

Radio

The radio is used as the primary means of communication for the duty crew and Police Services. Unless a Resident Director is off-campus, meeting with a student, or going to bed, the Resident Director should remain on radio and respond to radio communication as necessary. If you will be unreachable by radio for one of these reasons, RDs should sign off the radio so the RAs and Police know they will reachable by cell phone. All radio communication is monitored by Police Services and is *not* confidential. All confidential or sensitive information should be communicated using the duty phones only.

- To use the radio, turn on the power and set the volume. Switch the radio to **channel 3**.
- To radio someone, say the title of the person you want to talk to (e.g. "RA2" not "Chen") and then who you are. Every radio communication should begin with something like "RA2 to RD" or "RD to Dispatch." Then, pause and wait for the person to respond before continuing.
- When you are finished communicating, you say "RD Clear."
- When the battery is low, you will hear a repetitive beep. You must take the radio back to the RA office to charge and pick up another radio that is charged.

Duty Cell Phone

Each duty crew member must carry a duty cell phone at all times. The duty phones are used to communicate sensitive information or talk to other duty staff at length. The phones are for duty-related work only and are not to be used for personal calls at any time. The cell phone numbers are never given out to students—if a student needs to get ahold of a person on duty, they must call Police Services and Dispatch will forward the call as appropriate. Only give out the number to Police Services when giving students your after-hours contact information. You can also use the RD duty phone to take photos to add to an IR, and look up helpful information on websites or on our database using Wi-Fi.

Duty/Master Key Use

It is important to be extremely careful when using or possessing the master key set. The master key set allows Resident Directors access to any room in the residential campus—if the keys fall into the hands of a non-staff member it could jeopardize the safety and security of the community. Resident Assistants are given an expanded administrative key set when they are on call. These keys allow them to access event equipment storage rooms and lock residence halls. The Resident Assistants on duty can check out the keys at the start of their duty shift.

If keys are misplaced or lost, it must be reported immediately. Rekeying buildings may be necessary when safety or security is compromised. RAs must report lost or missing keys to you within 24 hours.

See also the "***When to Key into a Space***" section in this manual for more details

Duty Communication, Incident Reporting, and Resources

Incident Call Order

As a Resident Director responding to crises and critical incidents, there are a number of support resources available to you. During or after higher-level incidents, it is important to consult and inform the Assistant Director for Residential Life or other senior administrators. The incident call order is as follows:

1. Assistant Director or designated backup person
2. Director of RAD (The Director should be contacted only when the AD/backup is not available)
3. Other (including but not limited to): Senior Conduct Administrator, designated staff member in the Vice President for Student Affairs office, Director of Health and Counseling Services, Lead Psychologist for Counseling Center, Coordinator for Sexual Violence Prevention.

- The phone numbers should be in the duty cell phone (and some are noted on the next page of the manual). If not, Dispatch will have access to after hour contact numbers.

After hour contact information for the Assistant Director and Director can be found in the RD duty phone contact list. It is the discretion of the Assistant Director whether to contact the Director of RAD or other senior administrators. The Assistant Director and/or Director will come to campus when their presence will add value to the situation. See also the "***When to Call the AD***" section in this manual for more details.

RD Duty Log

By 10 a.m. on the morning following a weeknight or weekend duty shift (the same time duty equipment should be returned), the RD on duty should add a report in the online RD Duty Log. The RAs on duty must also post in the RA Duty Log by 10 a.m. on the morning following a weeknight or weekend duty shift.

Incident Reporting

An IR should be submitted by a RD or RA after any incident that either a) involves a potential violation of housing policies or the Student Conduct Code, b) involves a medical or mental illness concern, c) was a concerning interaction with a student worthy of record. IRs can be viewed only by Resident Directors and other conduct administrators; RAs only have access to write and submit reports.

Guide to Incident Report Writing

Remember, an IR:

- is a legal document and should be written professionally
- requires accurate, careful details in order to be used effectively by hearing officers, staff, etc.
- should be written as soon as possible while your memory of the incident is fresh
- should be submitted on time to ensure appropriate, timely follow up with those involved

Guidelines for Writing an IR:

- Make sure the report is written professionally with accurate spelling and grammar. Write in a Word document first and then copy and paste into an IR if that helps.
- Complete every section of the report form.
- Include time, date, location and reason for you being there in the body of text, not just in the required fields. Write chronologically.
- Use third person voice. In order to be clear who you are talking about, try to use names as much as possible and avoid too many "he", "her", "they", etc. references. If you need to use a gender pronoun, default to "they/their" unless you know the preferred pronoun of that person.
- Upon first reference, use person's title, first name and last name.
    - Examples: Assistant Director (AD) Kelly Lundy; Resident Assistant (RA) Sam Smith; Officer Tony Perez; Resident Jay Byrd.
- For subsequent references, use person's last name, or if staff member use title (can use abbreviation) and last name.
    - Examples: AD Lundy; RA Smith; Officer Perez; Byrd.
- Be detailed! Provide accurate, clear details about your observations and knowledge of the incident. The better this is done, the more effective the follow up with the individuals will be.
- "Just the facts, Ma'am." Don't provide commentary, subjective opinions or speculations. Just articulate the who, what, why, where, why, how. If there is any additional context you feel it is important to share, email it separately to your supervisor and let them decide how to include it.
- It is sometimes helpful to include whether someone was compliant/respectful or non-compliant/disrespectful. If you do, provide evidence of that interaction.
    - Example: Byrd did not comply with RD Smith's request to provide identification. Byrd yelled, "Screw you, RD!" three times in a row.
- Before submitting, re-read the IR. Ask yourself, do I understand what happened by reading this?

Helpful Duty Resources

Spacebook and IR System	http://adminweb.evergreen.edu/spacebook7/ http://www.evergreen.edu/housing/office/fulltime
Emergency Roster	K:\EmergencyResponse\emergency_roster.zip password: dontpanic
RAD Emergency Numbers Card	Provided to you
RA Duty Phones	RA1 – (360) 239-7486 / RA2 – (360) 239-7487
Police Services Emergency	(360) 867-6140
Police Services Non-Emergency	(360) 867-6832 Will also have other helpful afterhours contact info (Senior Conduct Admin, OSVP, etc.)

Basic Steps to Crisis Response

If you can't recall a specific protocol in the heat of the moment, don't panic! Just remember to:

the evergreen state college
olympia, washington

Residential and Dining Services

KEEP CALM AND ACT SMRT

A – Assess situation	**S** – Support involved parties
C – Call for back up	**M** – Make referrals
T – Triage response	**R** – Report (IR & up)
	T – Take care of yourself

Responding to: Bed Bugs (or modify for Insects/Communicable Disease)

In the case of a bed bug sighting and/or an infestation, the following procedure must be followed to insure the protection of the resident and the Housing Facilities employees.

1. Housing Facilities staff will inspect the bedroom and talk to the other residents before making a call to Pest Control. If Housing Facilities staff believes there may be an infestation, the resident(s) will be asked to begin the moving process immediately.

2. Pest Control will thoroughly examine and issue a diagnosis. They will inspect the room and all adjoining rooms. **When the diagnosis concludes a positive sighting for bed bugs, the RA and RD will be notified. In this case, the RA, RD and Facilities staff will be responsible for assisting the resident(s) in proper procedures for residents with bed bugs. An Incident Report (IR) will also need to be completed.**
   Note: refer to "Procedures for Residents with Bed Bugs".
   **At this point the resident will be asked about the status of their previous residence (on campus and off). If it is verified that the previous off campus residence is infested, Housing will require that the resident provide proof of professional treatment (in the form of a copy of the receipt) and the phone number of the treatment company. (Please see attached form)

3. The resident will then be assigned to a temporary room. The keys for their currently infected room assignment will be turned in to housing and the temporary room keys will be issued. The locksmith will be responsible for changing the infested room's lock to a J1 configuration. Residents will be contacted in one week to see if they choose to remain in their new room or move back after treatment. *Remember: treatment will take 4 weeks or possibly longer.*

4. The resident is not allowed to return to their old room until Housing Facilities staff gives them permission. They are not allowed to re-enter the infested room until the treatment has been completed.

5. Housing will also provide the resident with laundering their clothing, bedding, and any other miscellaneous linen. When needed, bedding for the temporary room will be provided. Laundry will be considered a "top priority" and will be available for pick up by 4pm the same day. When the resident informs housing of bedbugs in the afternoon of that day, the laundry will be completed the following day at 4pm.

6. Housing will try to remove items that can be visually inspected and washed off. All other remaining personal items that may need treatment (i.e. mini-fridge, lamp, computer, etc…) must be treated and will not be removed until treatment is complete. An authorization/*acknowledgement form* must be signed by the resident allowing use of a pesticide to be used on/or around their personal belongings for treatment. These forms are in the bridge and the front office.

7. Two weeks after the room has been sprayed, another inspection will be conducted. If it is cleared by Facilities staff, the Custodial Crew will clean the room and the old mattress will be removed.

8. The bed is to be taken apart and inspected thoroughly, then treated. The infested mattress that was treated will be sealed up, and put directly into the dumpster labeled with a warning.

Note: Before the resident can reenter the room, Pest Control will come and re-inspect the room.

Responding to: Bias/Hate Crime

1. Upon contact with student who may be experiencing a bias incident the Resident Assistant (RA) will provide emergency services if needed by contacting Police Services at 867.6140 and calling the on-duty Resident Director (RD) immediately regarding an incident which is or has the potential to be characterized as a hate crime/bias incident of any kind.

2. The on-duty RD shall assess situation and provide support for targeted student(s).

    a. assess and determine the need for emergency services, which may include emergency medical or psychological treatment, or moving to a different location on campus

    b. contact Police Services

    c. help determine if there continues to be a threat to parties involved and provide appropriate protection to the targeted individual or group through Police Services

3. The scene where hate crimes or bias incidents have occurred should not be disturbed prior to the arrival of Police Services. Any physical evidence of the incident (messages written on doors, physical objects, etc.) must be left in place when practical and secured for police to document and investigate. If applicable, you can temporarily cover hurtful messages until Police arrive.

4. The on-duty RD shall contact Police Services to document and take photos of any written "hate speech" or expression.

5. The on-duty RD shall notify a senior Residential and Dining Services and/or senior College official immediately after assessing the situation.

    - Assistant Director for Residential Life
    - Director of Residential and Dining Services
    - Senior Conduct Administrator
    - Vice President for Student Affairs

6. The on-duty RD shall gather relevant information and file an Incident Report.

    - Target's name(s): A number, contact information, and relationship if any to the accused.
    - Accused name(s): A number, contact information, description and relationship if any to the target and/or the college.
    - Nature of the Bias incident: date, time, location, witness(es), and as much detail as possible describing the incident.

Responding to: Suspicion of Drug Use and Drug Substance/Paraphernalia

If RD receives information that a campus resident may be using and/or in possession of drugs…

1. Look student up in Spacebook to confirm campus room location
2. Check IR system to review student's prior conduct history
3. Did another student make the report? If so, make sure they are safe.

- **If no or limited prior history of drug reports involving this student; reported level of use and/or alleged amount of substance(s) in possession is more minor-level:**
  4. Call resident to meet with you at the office, or go to student's room for a "knock and talk"—ideally, take another RD with you
  5. If you can't reach student, try again later and/or leave a Resident-RAD Communication Notice on their door
  6. When you talk to the student:
     - Identify yourself and establish rapport
     - Determine where the best place is to talk so student's privacy is respected
     - Explain why you are concerned
     - Ask if they are using drugs
     - Ask if they have any drugs or paraphernalia
     - Ask if they would consent to showing you their space
     - If drugs/paraphernalia are found, proceed with *confiscation protocol below*
     - Explain IR and conduct process
     - Provide support, make referrals
     - Submit an IR documenting the interaction
     - Follow up with student in a timely and appropriate fashion
- **If history of several incidents involving drugs in IR system; resident has been discussed related to substance use in Student of Concern meetings; reported level of use and/or alleged amount of substance(s) in possession is significant; student is suspected of manufacturing and/or distributing drugs:**
  4. Consult with AD for Residential Life, Police Services, and/or Senior Conduct Administrator to determine a plan of action, which may include but is not limited to the following:
     - We may do a "knock and talk" similar to above procedure
     - We may utilize Police Services to contact student
     - We may file an IR and wait while Police and/or Conduct devise a strategy to address possible drug manufacturing, dealing, etc.

Basic protocol for confiscating drugs and paraphernalia:

Marijuana substance	flush small amount; call Police Services for large amount
Marijuana paraphernalia	confiscate, issue receipt, RD puts in paraphernalia closet
Prescription drugs	consult with Police and AD for who should take these
Illicit drugs	call Police Services to take, log, and dispose of
Illicit drug paraphernalia	call Police Services to take, log, and dispose of

Responding to: Marijuana in Campus Housing

Evergreen is a federally funded institution, so marijuana possession and use remains against policy despite the shift in Washington State law. Resident Assistants (RAs) are permitted to directly confront *certain situations* in which marijuana possession or use is suspected, regardless of the age of the students involved. Should RAs have questions about these expectations, they should consult with their supervising RD or the RD on Duty.

Resident Assistants Must Call for RD and/or Police Assistance If . . .

- a group of 5 or more is suspected; **(call RD)**
- the person(s) fails to comply with requests of RA to open the door (*RD would key in*), provide substance/paraphernalia/identification, or other requests necessary to confront in a safe and timely manner; **(RD)**
- there is any reason to believe the person(s) will be hostile upon confrontation; **(Police)**
- illicit drugs *other than* marijuana are suspected or witnessed; **(Police)**
- illicit drug paraphernalia is witnessed; **(RD and Police)**
- a large amount of marijuana is suspected or witnessed (more than approximately 1 ounce; see photos); **(Police)**
- there is suspicion that the person(s) may be selling or distributing marijuana; **(Police)**
- drug substance or paraphernalia is witnessed that could indicate possible selling or distribution; **(Police)**
    - cannabis extracts or hash oil
    - marijuana plant(s), grow lights, etc.
    - grinder *(if found with other items on this list)*
    - balancing scale
    - supply of small baggies
    - cannisters or pill bottles for holding the substance
    - large amount of cash, usually in similar denominations

➢ If none of the above apply, RAs may confront suspected marijuana incidents as described below.

In Situations Addressed Directly By Resident Assistants . . .

- RAs must confront the situation in pairs;
- One RA should accompany the person in possession to the bathroom to flush substance down the toilet (do not flush plastic bags – discard them in the trash after being completely emptied into toilet); if it is an edible item (sports drink, brownie, cookie, etc.), one RA should escort the person in possession to pour out and/or dispose of the substance in a community compost receptacle, respectively.
- If paraphernalia is present, the RAs should provide resident with a **RECEIPT FOR COLLECTION OF DRUG PARAPHERNALIA**. The RAs should then confiscate the item(s) and take them to the location designated by RAD for secure storage and destruction (contact RD on Duty for access). Give second copy of receipt to RD on Duty.

Marijuana

Paraphernalia Receipt – When paraphernalia is present and confiscated / **Incident Report** – Always

- Confirm the smell with another staff member and identify the location.
- Assess for safety. If there are more than five people present or if the situation feels unsafe, contact RD. Remain at the scene until RD arrives. If the situation seems safe and there seem to be fewer than five people present, confront the residents. If marijuana substance is present, proceed with disposal protocol. If paraphernalia is present, proceed with confiscation protocol; issue a Paraphernalia Receipt. If hostility or safety issues, call Police.
- If you call Police, inform the RD on Duty of the situation.
- Allow officers to confront the situation upon arrival.
- Collect information, file IR whether marijuana or paraphernalia was present or not, note incident in the RA duty log.

Examples of amounts typically acceptable for confrontation by Resident Assistants will be no more than approximately what would fit in a small mason jar or sandwich-sized baggie

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Examples of larger amounts (large or multiple jars, multiple sandwich baggies, quart or larger sized baggie), must be confronted with Police Services assistance

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Examples of prohibited paraphernalia

Bong **Pipe** **Bowl** **Grinder**

NOTE: **Hookahs** <u>are not considered drug paraphernalia</u> unless they contain drug residue. Therefore, hookah possession by itself or containing simply tobacco is not a violation. If there is doubt, call Police Services.

Hookah Examples

Responding to: Earthquake Evacuation

Note: The following outline describes RAD's initial response to an earthquake. An earthquake is a sudden and violent shaking of the ground, often lasting only a matter of a few seconds and sometimes causing great destruction, as a result of movements within the earth's crust and/or volcanic action. It is assumed an event of this magnitude will greatly overwhelm our standard operations.

PHASE I: EVACUATION (FIRST HOUR)

A. Protect yourself! Get under something sturdy and cover your head. This is the time to scream and/or cry, doing whatever it takes to pull yourself together. Hold on and ride out the movements of the quake. When the shaking subsides, make sure you're wearing shoes and appropriate clothing (seasonal, rain). Grab your keys and your emergency kit as you immediately exit your room and building. Be sure to lock your door behind you.

B. **Begin to evacuate your area.** Loudly instruct bystanders to *"Get out of the building now!"*, knocking and rattling doors as you proceed toward the nearest safe exit. If available, use your emergency whistle to draw the attention of residents occupying sub-corridors. Direct evacuees to the Giant Voice speaker bank nearest The Pavilion. Activate the building's manual fire alarm pull station if nobody has already done so. After you have completed one sweep of your area, go to the main entrance of your building and stand by the entrance to keep residents from re-entering the building. Remain in place until contacted by a representative of the Evacuation and Roll Call branch of the RAD DOC Logistics section. **Note: It is imperative you mind your own safety throughout this process. Situational severity will determine your safe, allowable proximity to residential structures.**

C. Assess your area and inform the RAD DOC of pertinent damages. Are there injuries? Do you have any volunteers to assist you in further securing the building's perimeter? You'll communicate this information to Incident Command at the RAD DOC. Residents are not allowed re-entry into an evacuated building until having received notification from an approved campus official as designated by the Campus EOC and/or RAD DOC.

PHASE II: INITIAL MEETING AT RAD DOC AND EVACUATION SITE (1-3 HOURS INTO EVENT)

A. All available RAD staff will convene at the HCC in order to initiate the opening of the RAD DOC. The assignment of roles and responsibilities are dependent on who's available. **Note: See RAD EMP Section 2 (Charts) for detailed assignments.** Incident Command's delegation of assignments is understood to be a dynamic process as disaster pays no mind to our convenience. The worst of circumstances involves a 3am quake and a DOC comprised of an RD, an RM (or two), and a small handful of RAs.

B. Based on incoming information, RAD Incident Command will make a "go / no-go" decision regarding whether to proceed with evacuation or to wait it out. If it becomes apparent

significant danger has passed, and buildings have passed a post-seismic structural evaluation, residents are permitted to re-enter the buildings.

C. After significant danger has passed, and if confirmed we've sustained significant structural damage, RAD Incident Command activates necessary RAD DOC sections including Operations, Planning, Logistics, and Finance / Admin.

D. The Operations Chief activates the Response and Recovery branch in order to assist in the further evacuation of buildings. Efforts include search and rescue, medical (triage), initial structural damage assessment and perimeter security. Secondary evacuation requires close communication with the Evacuation and Roll Call branch of the Logistics section. **Note: Severely and/or mortally wounded residents and/or staff requiring advanced life support need to be identified immediately via triage. Report any findings to RAD Incident Command.**

E. At the conclusion of secondary evacuation, the Perimeter Security unit is tasked with keeping residents outside by establishing a secure perimeter around each affected building. Response and Recovery branch then reports back to Operations Chief at RAD DOC.

F. The Communication and Data Recovery unit is activated at the RAD DOC. Efforts are directed at the inflow and outflow of situational updates. Our combined modes of both incoming and outgoing communication are expected to be significantly overwhelmed by a voluminous influx of calls, emails, and posts from concerned families/friends and local, regional, and national media.

G. The Planning section is activated for the purpose of identifying resources (internal and external) and providing detailed documentation of all actions and communications associated with the RAD DOC.

PHASE III: SECOND MEETING AT RAD DOC AND EVACUATION SITE (1-3 HOURS INTO EVENT)

A. Buildings and Infrastructure branch has been deployed at this point. Damage Assessment unit conducts, and subsequently reports findings of, secondary structural damage assessment to RAD DOC.

B. Buildings deemed unsafe are not, under any circumstance, cleared for re-entry. Affected residents remain at evacuation site.

C. The Student Services branch is activated at the evacuation site to assist with further medical aid, dispersal of food and water, crisis intervention, and emergency shelter for the injured and/or displaced.

D. Operations and Logistics sections begin to merge as search, rescue, and secondary assessment functions come to a close. Efforts post-merge are chiefly directed toward the designation of, and restoration of basic infrastructure to, safely habitable residential structures.

E. Operations and Logistics Chiefs perform a resident needs assessment. Resident needs dictate best next step in the deployment of available personnel (staff, volunteers) and supplies (medical, bio, food, water, tools, shoring materials).

PHASE IV: ASSIGNMENT OF TASKS AT RAD DOC AND EVACUATION SITE (3-5 HOURS INTO EVENT)

A. The disaster is significant and it is unclear how long the residents will remain displaced.

B. RAD Incident Command continues to coordinate overall response effort. Operations, Logistics, and Planning Chiefs continue to provide timely reports to Incident Command. Finance / Admin

section is activated in order to manage procurement and maintain records for time, cost, compensation, and claims.

C. Operations and Logistics Chiefs meet to evaluate resident needs assessment and coordinate the assigning of tasks in order to:

1. Continue and/or conclude the evacuation.
2. Isolate and disable compromised utilities.
3. Shore up and restore basic infrastructure to residential structures designated safely habitable.
4. Establish an emergency shelter external to the residential complex.
5. Maintain internal and external communication channels.
6. Provide ongoing medical aid and crisis intervention services.
7. Develop and implement ongoing resource distribution plan (food, water, meds, etc.).
8. Develop and implement ongoing building security plan.

Note: Refer to RAD EMP Section 3 for detailed position checklists.

Responding to: Facilities Emergencies/Biohazards/Elevator Issues

For all maintenance and facilities emergencies, call Police Services to dispatch the RM on Duty to respond. Such emergencies may include:

- Potential compromises to building structures
- Electrical problems such as stoves smoking, broken light fixtures, damage to electrical sockets
- Smoke detectors that do not reset or have been reset more than 4 times in 24 hours
- No heat (with temperatures lower than 50 degrees)
- Water leaks or broken water pipes
- Plugged/overflowing toilets
- Broken windows or locks
- Biohazard clean-ups
- Any problem that cannot wait until the next working day

Please also follow up the situation with an Incident Report.

Biohazards

If you respond to a situation with biohazard materials such as blood, needles or other bodily fluids:

- Avoid contact with potential biohazards
- If you know the student responsible, try to get the resident to clean it up (using RM cleaning products if needed) and the situation needs to be documented in an IR
- Call the RM On Duty for cleanup if the source is unknown or the student won't/can't clean it
- If the biohazard is located in a public area, close off the area until it is cleaned
- Post signage as needed
- Stand by to assist RM if needed

Elevator Extrication

There are five elevators within Evergreen's residential complex. Two of these are at A-building; one each at buildings B, C, and D. Despite our collective best efforts at maintaining and servicing them, elevators do tend to malfunction and/or break down from time to time. Elevators are capable of breaking down and/or malfunctioning in a variety of ways. This protocol focuses primarily on scenarios requiring the safe, timely extrication of entangled passengers.

Of concern at the time of break down is whether the elevator is carrying passengers. Communicate with the elevator car by using the intercom located next to the elevator call buttons on the first floor of each building. Once you've confirmed the elevator car is carrying passengers, notify the campus ECO immediately via radio (ch. 3) or phone at ext. 6832. During regular business hours the ECO will attempt to contact the elevator technician as they're often on, or in close proximity to, campus. If after hours or over the weekend, the extrication will likely be performed by McLane Fire Department with the assistance of the on-duty RM. While waiting for elevator technician and/or McLane FD, notify the on-duty RMS.

Responding to: Fires and Fire Alarms

Types of Fire Alarms – There are three calls from dispatch in relation to fire:

1) Local smoke or pull cover
2) Panel Trouble
3) Building Alarm

Local Smoke

- Most likely someone has set off their smoke detector off by burning popcorn/food, burning incense or smoking.
- *In the residence halls:* The RM on call responds first and assesses the situation. The RM must find the alarm, declare that no fire is present, and turn off the alarm. Turn-off stations are located along the main hallway near a pull station. The RMs insert the key into the little key hole and turn it all the way one direction and back. The alarm should stop. If there was a policy violation (e.g. smoking in the room), RAs/RDs should then address that issue and follow up with an Incident Report.
- *In the apartments*: The RM on call responds first and assesses the situation. The RM must find the alarm, declare that no fire is present, and turn off the alarm. The key turn is outside near the pull station. Most likely an apartment local smoke is a building alarm. The pull cover, however, gets knocked frequently and has its own alarm. To reattach hit very hard back into place.
- *In the mods*: The local turn off is a black button under the fire panel in the A side of the mod.

Panel Trouble

The Residential Maintenance person on-call responds to these calls. If the cause is determined to be a policy violation, a Resident Assistant will provide support and document the situation.

Building Alarm

- The entire duty crew (RAs, RM and RD) responds to a building alarm. Dispatch will call the RD on duty if everyone has gone off radio and it is the Resident Director's responsibility and discretion to call the rest of the crew
- Police and/or fire personnel also respond and will help clear the building of residents.
- Residents must stay out until fire department clears the scene. Residents must stay in the area until fire department responds, clears situation and panel, and gives okay to enter building
- The Fire Marshall (white or red hat) will let the Resident Director know of the problem —RDs should be assertive in obtaining information from the Fire Marshall

Responding to: Inclement Weather/Power Outage

****Note: ALL members of the nighttime duty staff are required to respond to a power outage. The RM is the point for the Facilities effort. The RD is the point for the ResLife effort (see *ResLife* below).**

Areas of Responsibility (listed according to priority):

1.) Emergency Generators (corridor, stairwell, and exit lighting; mechanical rooms)
2.) Elevators (buildings A, B, C, and D; see *ResLife*)
3.) Fire Panels (mods, buildings E – U)
4.) Walkways and Service Roads
5.) Secondary Protocol (generator failure; no emergency power available)

Emergency Generators:

RAD Services has four emergency generators:

Generator #1, located in the loading dock of A-building, is responsible for maintaining corridor/stairwell lighting, exit lighting, heating and domestic hot water circulation pumps, sump pumps, and fire panels in buildings A, B, C and D. This generator also provides emergency power to the elevators in A-building.

Generator #2, located in the storage shed behind the HCC, is responsible for maintaining full service -- power, lighting, heating, domestic hot water, fire panel -- in the HCC while also maintaining heating/domestic hot water and fire panels in buildings E through U. This generator also provides power to the sump pumps located in the lower HCC mechanical room.

Generator #3, located in the grounds shed at the Mod Shop, is responsible for maintaining full service -- power, lighting, heating, fire panel, internet, pbx phone connections -- in the Mod Shop.

Generator #4, located in the RAD Response storage container, is a much smaller portable generator. Wheels and handles allow for much ease in the transporting process. Generator #4 has a manual pull-start motor and has two 110volt outputs, each with a 20amp capacity. This generator is primarily used during scenarios requiring Secondary Protocol (see below). The fuel tank for Generator #4 is a fraction of the size of the fuel tanks for Generators #1, #2, and #3. Be sure to check the fuel level every 2-3 hours. Refuel by hand with STANDARD UNLEADED.

It is important to be mindful of the fuel levels of all generators in the event of an extended outage. Contact your full-time standby regarding the refueling of generators 1-3.

RESPONSE PROCESS: NOTIFY FULL-TIME STANDBY IMMEDIATELY. Generators #1, #2, and #3 will automatically kick on in the event of a power outage. It is the responsibility of the RM, with the support of full-time standby, to make sure that these generators have kicked on in order to ensure that we've successfully crossed over from utility power to emergency power. As soon as the generators have kicked on, the RM will immediately proceed, with the support of RA1, RA2, and the RD, in doing a visual inspection of ALL corridors and stairwells in buildings A, B, C, and D to make sure the lights are receiving emergency power. All exit signs are also scheduled to receive emergency power. Once the visual

inspection of the phase one stairwells and corridors has been completed it will then be important to report directly to the A-building electrical vault so you can manually transfer the circulation pumps to emergency power. After throwing the transfer switch it's important you perform a visual inspection of ALL Phase One mechanical spaces to ensure circulation pumps have successfully transferred. Note this manual transfer process (specific to Phase One housing) will need to be reversed as soon as utility power has been restored. After completing the visual inspections of Phase One, proceed to the HCC and do the same for the Phase Two and Phase Three systems. If any of the generators failed to kick on, or if any of the circulation pumps failed to transfer to emergency power, notify your on-duty standby and skip down to **Secondary Protocol**.

Elevators:

Elevators in **Building A** are scheduled to automatically receive emergency power in the event of an outage. Car #1 will continue to operate at full service. Car #2 will recall down to the first floor and will remain inoperable for the duration of the outage. Check the status of both cars while performing lighting inspection.

Elevators in **Buildings B, C, and D** are not scheduled to receive emergency power and will therefore remain inoperable for the duration of the outage. It is important to perform a thorough inspection of these elevators to make sure there are no trapped passengers. Notify Evergreen Dispatch immediately if elevators are discovered to be occupied. An emergency extrication will be in order. Gather as much information as you can prior to notifying Evergreen Dispatch. This will help the dispatcher make an informed decision regarding the best course of action. ResLife staff will be responsible for monitoring the emotional and physical stability of the trapped passenger/s. At no time is it acceptable for a trapped passenger to be left unattended.

Option A: The preferred option is to have a licensed elevator technician perform the extrication. Not only is this the safest option, this is also the best for ensuring that the procedure is performed in a manner non-damaging to the elevator. The goal is for the elevator to be operable post extrication. The use of this option implies the trapped passenger is emotionally and physically stable. Should ResLife notice a decrease in the emotional and/or physical stability of the trapped passenger, refer to *Option B.*

Option B: If a trapped passenger appears to be emotionally and/or physically unstable, McLane Fire Department should be notified immediately. The use of this option is both quick and safe. It can, however, cause costly damage to the elevator. The damage can often render the elevator inoperable.

Fire Panels:

The following is specific to buildings E – U and the Mods. In the event of a power outage, all of the residential fire panels in these buildings convert from AC power to backup DC power. Backup DC power is supplied by Generator #2 at the HCC. When converting to DC power, all panels go into a trouble status. This status alert is both audible and visual, oftentimes serving as a nuisance to residents and/or guests. All of the audible alerts need to be silenced.

RESPONSE PROCESS: Access the panels using the key labeled LL805. Start silencing the panels in the Mods as these are in closest proximity to actual bed spaces. Once all Mod fire panels have been silenced proceed with buildings E – U. Specific to the Mods, DC power will be available (via battery) for 20 hours, at which point a secondary audible alert will be present at the fire panels. Contact your full-time standby in order to disconnect backup battery power. An hourly fire watch will be required of all occupied Mod units in the event backup battery power has failed. See *ResLife*.

Walkways and Service Roads:

Storm Debris

Once you've confirmed all generators are providing emergency power, and all fire panels have been silenced, you'll need to clear all service roads and pathways of storm debris. Being sure to mind your own personal safety first, start with the service roads as our buildings need to be readily accessible to emergency and campus service vehicles. Once the service roads have been cleared of the debris, proceed with clearing all of the smaller pathways. While clearing these pathways, be sure to make note of any damaged trees posing a threat to the structural integrity of our buildings. These are a considerable hazard and will become top priority. Chainsaws, both standard and extension, are located in the grounds shed. Contact your full-time standby before removing limbs from, and/or dropping, a damaged tree. NOTE: Chainsaws are only to be used while wearing the proper personal protective equipment and are never to be used while alone.

Snow and/or Ice

All hands are required on deck in the event of a snow and/or ice storm. All walkways and stairways throughout the residential complex are ours to maintain. This includes service roads. A good rule to follow: If it's paved, it needs to be shaved. Please also keep in mind we're Residential *and Dining* Services. A campus closure generally doesn't change the fact we've got nearly 500 residents on a mandated meal plan. This means the residential walkways don't officially come to an end until you reach the front doors of the Greenery. Shoveled and/or de-iced walkways need to be no less than 60" wide. That's roughly the width of two snow shovel blades. Walkway width is important as the walkway between A-loop and main campus is to be maintained as an ADA accessible route. All curb cuts near accessible parking spaces will also need to be cleared. Residential curb cuts are located at A-loop, F-lot, and Mod lot. See *campus map* detailing RAD's areas of responsibility in snow/ice removal effort.

Breakdown of clearing process keeping in mind, depending on the forecast, snow runoff turns into ice.

1.) SNOW – Clear your 60" wide walkway of all snow. This includes all compacted snow. You should see nothing but pavement. Check local forecast to determine whether to follow with a layer of sand, ice melt, or nothing at all. Note that your fulltime standby will be aware of weather conditions and will be able to assist in determining best next step.
2.) ICE / COMPACTED SNOW – This process assumes you're about to enter temperatures at – or below – freezing. Scatter de-icer. Allow at least 10-15 minutes for de-icer to penetrate surface prior to attempting to clear 60" wide walkway with shovel. Avoid waiting any longer than 15 minutes to clear as your surface will refreeze before you've even had a chance to make a

dent. De-ice; clear the surface; repeat. You should see nothing but pavement. After clearing ice and/or compacted snow with shovel proceed in spreading sand atop all of the red brick surfaces near A-building. These surfaces are especially slippery with the slightest bit of accumulation. Most of the other paved walkways are just fine without sand however you'll want to give a liberal dose to all sloped surfaces and stairways. These slopes and stairways also get another dose of de-icer (new liquid application!) as determined by your standby. The weather pattern will determine the interval at which you'll repeat the process. ****NOTE:** Be safe: no slips; no trips; while throwing snowballs at each other be sure to avoid taking aim at our residents. Keep hydrated: helps regulate body's core temp. Keep warm: drink warm liquids (go easy on the coffee – dehydration), take breaks as needed in order to change into dry clothing.

Secondary Protocol:

Secondary Protocol stems from a scenario where campus has lost utility power and the generators have failed to produce emergency power. **You must immediately contact your full-time standby when dealing with a scenario requiring Secondary Protocol.**

Areas of immediate concern are (listed according to priority):

1.) Stairwells and corridors of buildings A, B, C and D.
2.) Steam converters for phase one, phase two, phase three and HCC.
3.) Sump pump in lower HCC mechanical room.
4.) ALL residential fire panels

Stairwells and corridors of buildings A, B, C and D need to be illuminated immediately. Illuminate using the battery operated touch-activation lights and/or glow sticks located in the RAD Response storage container. Be sure all corridors and stairwells, both interior and exterior, receive adequate lighting. Walk through every 1-2 hours to make sure lighting is still in place. Replace batteries and/or lights as necessary.

Steam converters for Phase One, Phase Two, Phase Three and HCC need to be monitored. Each phase of housing, minus the mods, has two steam converters. One is for domestic hot water. The other is for heating hot water. RAD Services receives steam from the Central Utility Plant (CUP). The steam enters our converters and is sent out to all of the buildings in the form of heating and domestic hot water. Without power going to the circulation pumps, steam continues to collect in the converters without being properly dispersed throughout housing. This situation will continue to escalate to the point where the converters become unstable unless all of the inlet isolation valves are manually closed. ****NOTE:** Your full-time standby must be on site when manually closing inlet isolation valves. Full-time standby will also give you direction in the gradual opening of said valves. Lastly, be sure to verify the Central Utility Plant is actually producing steam. A similar failure at the CUP renders this process ineffectual.

Sump pump in lower HCC mechanical room: The sump pit in the lower HCC mechanical room will overflow and cause extensive damage unless the sump pump is draining the pit properly. In this scenario it will be necessary for you to use generator #4 to provide power for the sump pump. Be sure to position the generator near the entry to the mechanical room. This will allow most of the exhaust to safely exit the room. Plug the pump into an extension cord. Run the extension cord across the room and plug it into one

of the 110v outlets located on the side of the generator. Flip the generator control switch to the 'On' position before attempting to start the generator. Remember to check the fuel levels every 2-3 hours, refilling with standard unleaded fuel. Another person must be present when entering the mechanical room while the generator is running.

Residential fire panels: In a Secondary Protocol scenario we assume we've got 20-hours of panel supervision before we lose backup battery power, thereby placing critical responsibility on our duty staff. During an outage exceeding the 20-hour threshold it becomes the responsibility of the on-duty Resident Director to design a 24-hour fire watch with ALL available Resident Assistants. A fire watch is a labor intensive process requiring all available ResLife personnel.

ResLife:

Areas of responsibility:

1.) Assist with initial corridor/stairwell walkthroughs in buildings A, B, C, and D.
2.) Assist with the clearing out of all Phase One elevators. Monitor the emotional and physical stability of any trapped passengers until a licensed technician and/or representative from McLane FD arrives to perform an emergency extrication.
3.) Maintain head counts and respond to needs/concerns of residents during extended outage.
4.) Assist with the delivery of any/all information as it relates to the outage.
5.) Assist with delivery and/or maintenance of temporary illumination to corridors/stairwells of buildings A, B, C, and D during a Secondary Protocol scenario.
6.) Coordinate 24-hour fire watch as needed (at 20hrs+). See *Secondary Protocol: Residential Fire Panels*.

Standby:

Areas of responsibility:

1.) Immediately notify AD of RAD Services in charge of Facilities. Provide updates as necessary.
2.) If automatic utility-to-emergency transfer failed: Arrive at A-building electrical vault in order to perform manual transfer from utility to emergency power. **Step one:** Turn all breakers in the crossover panel, labeled XA, to the OFF position. **Step two:** Open the transfer station (located between panels XA and XXA); insert lever and lift switch in an upward motion from the 'N'(utility power) position to the 'E'(emergency power) position. **Step three:** Turn all breakers in the crossover panel back to the ON position. Reverse the process in order to restore the utility feed.
3.) While on site, take command of overall response and design the best course of action for the duration of the storm and/or outage.

Essential Personnel:

1.) Assistant Director for Residential Facilities
2.) Buildings/Grounds Supervisor (RMS Standby)
3.) Engineering Technician (RMS Standby)
4.) **All available RMs** must be report for duty in the event of an outage, holidays included, reporting to professional staff as listed above.

Responding to: Lockouts

Overview: Residential lockouts are a part of everyday life here at RAD. Lockouts are often the result of the unintentional closing of a self-locking door. Buildings A, B, C, and D have self-locking exteriors. Each of our apartment-style units also has a self-locking front door. Residents often leave their keys in their bedrooms, propping the front and/or exterior door on their way out. These residents are therefore left without access to their own bed space whenever another resident and/or RAD staff member locks the front/exterior door behind them. Instances of this nature are resolved via the use of our Residential Grand Master sets. Every so often a lockout will be the result of lost or stolen keys. Instances of this nature are resolved via the use of our temporary key cabinet. All temporary keys are due back – with the exception of campus closures – within 72 hours of having been issued. Failure to return temporary keys to the RAD Services Front Office will result in a lock change.

Business Hours (Monday – Friday, 9:00am to 4:30pm):

1.) All lockouts are reported to the RAD Services Front Office.
2.) Front Office Assistants will determine the nature of lockout (unintentional vs. lost or stolen keys).
3.) If unintentional, FOA will verify the identity of the resident and will key the resident into room with Residential Grand Masters. This key set must be signed out prior to removal from box and then signed back in upon return. Lockout will be entered into our internal key tracking system.
4.) If keys are lost or stolen, FOA will verify identity of the resident and will then issue the temporary key/s for the appropriate bed space. Temporary keys will be assigned via our internal key tracking system. Temporary keys are activated; active keys are deactivated. The resident will electronically accept financial responsibility for the lock change/s should the temporary key/s not be returned.

Evenings, Weekends, Holidays:

1.) During *non-business* hours, all lockouts are reported to the on-duty RM via campus dispatch.
2.) RM will determine the nature of lockout (unintentional vs. lost or stolen keys).
3.) If unintentional, RM will verify the identity of the resident and will key the resident into room with Residential Grand Masters. Lockout will be entered into our internal key tracking system.
4.) If keys are lost or stolen, RM will verify identity of the resident and will then issue the temporary key/s for the appropriate bed space. Temporary keys will be assigned via our internal key tracking system. Temporary keys are activated; active keys are deactivated. The resident will electronically accept financial responsibility for the lock change/s should the temporary key/s not be returned.

Emergencies:

An emergency lock change may be requested upon any of the following circumstances:

1.) Keys reported stolen with malicious intent.
2.) Keys reported lost with resident displaying obvious concern for safety.
3.) Intense roommate conflict resulting in room transfer or eviction, especially in the instance of a double bed space.

Responding to: Medical Emergencies (Including Overdose/Over-Intoxication)

Typically Resident Directors are called to respond to medical emergencies or illnesses via Resident Assistants or Dispatch. Residents or their roommates often contact RAs or call Police Services to request medical assistance. The Resident Assistant or Dispatch then calls the Resident Director to respond. Medical situations could include alcohol poisoning, drug overdose or side effect, physical injuries, and other illnesses.

If you are contacted because someone has requested medical assistance:

1. Call for or accompany Police Services to check out the situation
2. If the resident is at risk of imminent harm or suffering from severe pain, Police Services will call McLane Fire Department for EMT medical assistance. The EMTs will make a recommendation for whether the student should be transported. The student can decline but must sign a waiver.
3. Gather the relevant information about the student, including:
    - Name
    - Room number
    - Symptoms and length of symptoms
    - How, when and where the injury occurred
    - If and what alcohol and/or drugs were consumed
    - Relevant medical and/or mental health history
4. Call the Assistant Director of Residence Life if the student is being emergency transported to the hospital, or if they are going to the hospital for a potentially serious medical reason
5. If the individual does not need to go to the hospital but may need some sort of medical attention, refer the student to the Student Health Center.
6. Write and submit an Incident Report
7. Place a Resident-RAD Communication Notice on the resident's door requesting the student to contact you when they return to campus

Responding to: Mental Health Concerns

When RAD becomes aware of a campus resident experiencing a mental health or personal crisis which has the potential to place that student's or the community's health or safety at risk, the RD is often called upon to respond. Crisis mental health situations may include but are not limited to: anxiety, eating disorders, psychotic breaks, erratic and unpredictable behavior, self-harm, and/or suicidal ideation. For self-harm, suicidal acts, or suicidal ideation, see also "*Responding to: Suicide Attempt/Thoughts of Suicide/Self-Harm"* protocol.

1. The RD on duty shall assess the situation and provide support for the student who may be experiencing a mental health/ personal crisis.
    a. The RD shall assess the fundamental issues of the student situation
    b. The RD shall determine if the student may harm themselves or others
    c. The RD shall determine the stability of the situation and call Police Services if there is concern for an individual's health and safety, or the health and safety of the community
2. At the first appropriate opportunity in a higher-level mental health scenario, the RD shall notify the Assistant Director for Residential Life (or the designated backup).
3. The RD shall remain with the student of concern in consultation with AD until an action plan is in place. On-duty Resident Assistants may be utilized to assist with crowd control or additional support.
4. Action plans may include but are not limited to: walking student over to TESC Counseling Center, written no harm agreements and/or referrals to Counseling Center, consultation with TESC Health and Counseling Services, a request for Thurston County CMHP (mental health professional) to conduct an evaluation, parental contact, and/or transport by EMS or Police Services to St. Peter's Hospital.
5. The RD shall gather relevant information and create an Incident Report.
    - The student name, student A number, contact information, emergency contact information if noted in Spacebook.
    - Nature of the incident: date, time, location, witness(es), and as much detail as possible describing the incident, including any knowledge of alcohol and/or drugs involved.
    - Additional relevant information including past and current mental health issues, any known triggers or on-going challenges the student is experiencing, and family and off campus support.
6. The RD may need to follow up with involved or bystander students who may be impacted or have questions or concerns. Referrals to the Counseling Center may be appropriate.

Responding to: Sexual Assault and Domestic Violence

For an incident where the individual is in immediate danger or needs urgent medical assistance:

1. **Call Police Services.**
2. Once in a private, calm, safe space for the student, gather the following information:
    - Name of the student
    - Is there anything the student needs or that would feel helpful in the moment?
    - Nature of the incident
    - When the incident occurred
    - Where the incident occurred
    - Where the student lives
    - Information or identity of the alleged assailant (if known)
    - If the incident was reported to Police Services.
    - Does the student have current or immediate concerns for personal safety?
3. **Contact the Assistant Director for Res Life or Director of RAD to report the incident**.

For an incident that occurred in the last 72 hours:

1. **Encourage the person affected to seek medical attention.**

    A medical exam can help ensure the safety and wellbeing of the person affected. The exam is not only about collecting evidence. Encourage a medical exam as self-care. As you speak with the student, repeatedly (and gently) suggesting medical attention may convince the student to seek care. Medical services are available at:

St. Peter's Hospital	(360) 493-7289 at 413 Lilly Road
Group Health	(360) 456-1700 at 700 Lilly Road (members only)

    If the student decides to seek medical care, transportation can be arranged through police services, by taxi, or with a friend.

2. **Give student your contact information** and ask them to get in touch with you when they return.
3. **Advise the student** the Coordinator for OSVP will make contact to follow up.
4. **File an incident report.**

If the student does not seek medical attention and for incidents the occurred more than 72 hours ago:

1. **Assess and attend to the immediate needs and requests of the student affected.**

   Some information on immediate needs may be available from the initial screening. Other considerations and questions are:

   - Does the student need an alternate housing space?
   - Does the student want to report the incident to the police at this time?
   - For after-hours incidents, what will help the student until a more permanent plan can be put into place (usually the next morning)?
   - In the case of past incidents, what caused this concern to resurface?
   - Is the student still being contact be the alleged assailant?

2. **Give the student your contact information** and let the student know you are available for future assistance.
3. **Advise the student** the Coordinator for OSVP will make contact to follow up.
4. **File an incident report.**

The nature, severity, time frame, or student need may indicate concerns outside of the checklist for response to a sexual assault. This document provides additional information.

Coordinator, Office of Sexual Violence Prevention (OSVP)

Any RAD staff can contact the Coordinator for OSVP during business hours at x5221. The Assistant Director, Director, or Police Services can reach the Coordinator during evenings and weekends. The Coordinator can consult with the RD on Duty to answer questions or respond in person if needed.

Emergency Room Change

Offer individual temporary emergency housing (or encourage individual to get to a safe place, such as a friend's house). Complete the RD Room Transfer form if the individual wants to be relocated.

Medical Attention

The exam will take approximately 3-4 hours and there is no cost to the individual. Individuals seeking a medical exam are encouraged not to shower or bathe, comb hair, use the restroom, change clothes, or clean up the area where an incident took place. Many people will not want to seek medical help because they do not want to report an incident to law enforcement. Evidence will be collected and available in the future, but the priority is to encourage the person affected to take care of their wellbeing. The 72-96 hour time frame is the best time to consult a medical professional to address injuries, including those that may

be less obvious like sexually transmitted infections. Evidence collection during this time will also keep options open later on for engaging law enforcement. If the student is not accompanied by the Coordinator for OSVP, and advocate from Safeplace will be called by the ER staff at St. Peter's.

Resources

Office of Sexual Violence Prevention	(360) 867-5221 during business hours
	(360) 867-6140 emg contact via Police Dispatch
SafePlace Crisis & Advocacy Line	(360) 754-6300 24 hours a day
Crisis Clinic	(360) 586-2800 24 hours a day

Reporting Options

The decision to report a sexual assault is the decision of the student. Providing clear information to the student will help them make a better informed decision. The Coordinator for OSVP is available to discuss reporting options and accompany students as they go through the reporting process. Reporting options include:

- Campus Police Services. An officer will take a report and investigate the incident thoroughly. Officers are directed to call the Coordinator for OSVP to be present when a student makes a report. Following an initial report and investigation, the report may be forwarded to the Thurston County Prosecutor. A student can file a report and decide later not to participate in prosecution.
- Student Conduct. If the alleged assailant is a student, the individual can complete a report with the On Call Resident Director or Campus Conduct Administrator (Andi Seabert Olsen).

Responding to: Suicide Attempt/Thoughts of Suicide/Self-Harm

As an RD, you will sometimes receive information about campus residents who may be experiencing thoughts of self-harm or suicide. This information can come from multiple sources including but not limited to: RAs, AD, Dispatch, faculty/staff, family, other residents, etc. You will respond to this information by contacting the student of concern.

Remember, your safety and the safety of others is the first priority—always request Police Officer or emergency assistance if you determine that a situation is volatile or unsafe.

1. Conduct a welfare check – make sure others know you're going
    a. Find and meet with the student
    b. If you don't find the student, consult with AD regarding whether to key into their room
2. Triage the situation and respond:
    a. Remember **SafeTALK skills**: Suicide Alertness for Everyone; TELL, ASK, LISTEN, KEEP SAFE
    b. Share your observations and concerns with the student and gauge how they're doing
    c. Ask them directly about suicide
    d. Ask them directly about self-harm
    e. Ask them directly about plans and means
    f. Ask about alcohol and drug use
    g. Ask about past and current mental health issues
    h. Listen to the student and provide support
    i. Connect the individual to appropriate resources (see steps below)

- ***If low to moderate risk:***
    - Fill out a no-harm agreement and/or Counseling Center referral
    - Call or take student to Counseling Center if during business hours
    - Make other referrals
    - Email AD for Res Life
    - File IR, send referral form to Counseling Center for care coordination
    - Follow up

- ***If high risk:***
    - Utilize Police Services as a partner to assess level of risk and make a safety plan
    - Call Counseling Center if during business hours, or call 911 and Police Services (x6140--emg) if after hours and unable to contract for safety
    - Take student to Counseling Center during business hours and/or after hours encourage student to go to St. Peter's Hospital for an evaluation (if student won't go voluntaril y to hospital, involuntary transport may be deemed necessary)
    - Separate student from means if possible and safe to do so
    - Call AD for Res Life (AD may contact Health and Counseling standby and or CMHP)
    - Make other referrals as needed

- File IR, send referral form to Counseling Center for care coordination
- Follow up

- ***If suicide attempt has already been made or is in progress:***
  - Call 911 and Police Services (x6140--emg) and request emergency medical services
  - Keep student(s) calm and stay with them until EMTs arrive (unless unsafe situation)
  - Separate student from means if possible and safe to do so
  - Support Police and EMTs on transport
  - Provide support to other impacted students and make referrals as appropriate
  - Report up to AD for Res Life
  - File IR, send referral form to Counseling Center for care coordination
  - Follow up

Low to moderate risk:

- No immediate threat of harm to self or others
- Able to contract for safety
- May be considering suicide
- May be very depressed
- May be acting in self-destructive ways

High risk:

- Thinking and/or talking about doing harm to self or others, but has not acted on threats
- Has a plan and/or means identified (ability to fulfill threat)

Suicide attempt:

- Has used or is using means to harm self with intent of death

RESOURCES

➢ TESC Counseling Center	(360) 867-6800
➢ TESC Police Services Emg	(360) 867-6140
➢ TESC Police Services Non-emg	(360) 867-6832
➢ St. Peter Hospital ER	(360) 493-7289
➢ St. Peter Crisis Services	(360) 493-7999
➢ Crisis Resolution Services (MHP)	(360) 754-1338
➢ Crisis Clinic Resource Network (24/7)	(360) 586-2800

- **www.crisis-clinic.org/services/resources.html**

Checklist for Responding to: Student Death *(updated 7/14/2015)*

- First responder to the scene calls 911

  - If possible check person's airway and pulse.
  - Call dispatch after calling 911 to make sure that campus police arrive at the scene.
  - Call the RD back up person (Sharon/Kelly) to begin the phone tree.
  - Sharon → Wendy, Elizabeth, and Mark. Elizabeth → Kelly Brown. Kelly Lundy → all of the RDs. Folks informed to come meet at command central.

- First responder secures the room/suite/apartment

  - Lock the room and wait for the police to arrive and secure the scene.
  - If outside or in a public area, help the police secure the scene. This may include helping with crowd control, covering a body with a blanket or tarp, creating pathways for students to walk around the scene. If not a suicide, work with police services to secure the scene and assist with an investigation.

- First responder secures a congregation point

  - Find a secure location where roommates, and other folks directly involved with the incident can gather. RADAR in A building is a good location.
  - Direct roommates to this location
  - Talk with students about providing privacy to the deceased student and family.
  - Contact on call Professional facilities staff to do bio-hazard assessment of space of deceased student.

- Response Team initiates phone tree

  - VP of Student Affairs Contacts the Director of Communications to help deal with the press.
  - This doesn't necessarily fit under the phone tree and is already stated under "first responder secures a response location" Coroner contacted by the police
  - Call RAD staff –all RDs contacted and duty team Contact RA of the student
  - Contact roommates to inform them of the situation and direct them to the response location.

AFTER FAMILY CONTACTED

  - Get counselor to talk with roommates if possible. Have counseling hours set up next day if needed on a weekend. Prepare a group meeting if student was popular and/or student staff.

- RAD Director or AD sets up command central in A building conference room

  - Get check list on the white board
  - Start compiling the timeline and information of what is known and what has been done

- Dispatch staff as needed to meet with roommates, secure the location, etc.

- Prepare Logistics for Roommates or people directly affected by this situation

  - Change the locks on the suite/apartment
  - Relocate roommates/suitemates to another location - get keys, linens if needed, food if needed. Contact the RM if needed to prepare rooms for this move.

- Communication about death to family and the campus community

  - Contact to family usually done by Coroner or Police (family needs to know prior to an official notification)
  - After contact, VP of Student Affairs will contact family. Offer counseling resources to students.
  - VP or RAD Director contacts faculty of the student and roommates to alert of the situation.
  - VP sends out an all campus email to alert the community of the event.
  - Dir. Of RAD or AD arranges for family visit to the room if requested.
  - Case manager starts collecting information about students circle and who else to reach out to. Roommates, significant others, friends, etc.

- Case Management Assignment and Discussion

  - Assign case managers to roommates, family members, and others as needed.
  - Checkup should occur that day and daily for the first week.
  - Assign someone to contact faculty of deceased student prior to all campus email, if possible.

- Interfaith Minister is contacted and arranges memorial service for campus.

  - May work with family.

- Logistical preparation and communication/support after the incident

  - Director of RAD works with staff in office to cancel meal plans, refund housing rent. Talk to the business office about tuition refunds, and contract registrar. This should ideally take place the next business day after the student death if can't be done on the day of the event.
  - Director of RAD or AD check in with professional staff that found student. Refer to Employee Assistance Program for support. Ask Employee Assistance Program to come and help professional staff debrief the event.
  - Set up a meeting for the RAs to talk about communication.
  - Set up a meeting for facility student staff to provide information.
  - Set up a meeting for the next day for professional staff so that follow up can continue.

- Debrief of the event by staff.

  - Director of RAD will call the group together to debrief this event after one week.

Utilizing Emergency Spaces

At any given time, RAD has designated a handful of rooms on campus as "emergency spaces." The purpose of these rooms is to have a safe place for a student to go in the event of a crisis. The Front Office Support Supervisor will provide regular updates via email to the RD group about what emergency spaces are available.

Examples of when you may utilize an emergency space:

- Imminent health, safety, or security concern involving a resident
- Roommate conflict that has risen to the level of an imminent safety/security concern
- Facilities issue that created a serious health, safety, or security concern and/or impacted the structural integrity or critical functionality of a resident's permanent space
- Conduct situation in which a resident is being required to temporarily move pending determination of responsibility and/or until a permanent move is processed
- Off-campus student has a severe health, safety, or security concern and needs temporary accommodations
- Off-campus student is homeless and has requested temporary housing while navigating community resources and options

Checklist for providing an emergency space:

- ☑ Ask the student if they feel safe and offer a temporary room to the student
  - Proceed to following steps if the student accepts the offer to move
- ☑ Assess the list of available emergency rooms and select one for the student
  - Consider gender assignments and preferences, private vs. semi-private bathroom needs, and any other special needs the student may have
- ☑ Have the student pack a bag of the belongings they'll need that night and/or the next few days
  - Remind them to grab phone and device chargers, school work/books, clothing and shoes, toiletries, ID/money/purse/wallet, any medicines/prescriptions, towels, sleeping bag and/or bedding for the night (if feasible), etc.
- ☑ Go to RAD office and follow protocol to issue the student keys to the temporary space
  - Complete necessary log and contract paperwork
- ☑ If it is a conduct situation and deemed necessary, collect permanent space keys from student
- ☑ If student wasn't able to provide own bedding and/or towels, go to linen room on 1st floor A-building and grab a set of **blue linens** for the student to use
- ☑ Escort student to the space and make sure they feel comfortable with the accommodation
- ☑ Remind that the space is temporary and that staff will follow up to provide further support and make a plan for getting them back into their original space or moving to a new permanent space
- ☑ Encourage (or require) the student NOT to return to the permanent space until follow up occurs
- ☑ Provide student with contact info for relevant resources (Police Services, RAD, OSVP, H&C, etc.)

Responding to: Vandalism

Facilities staff creates weekly reports, with pictures, of vandalism and damage throughout the week and email that to the other Facilities staff, the AD-Res Life and the RDs.

RAD staff who encounter vandalism will contact Police Services (to document and take pictures) and the appropriate staff to initiate clean-up afterwards (RAD front office during business hours; RM on call after-hours).

Facilities staff that encounters graffiti/vandalism will contact Police Services to document and take pictures. If the police are delayed and the graffiti/vandalism is extensive and offensive it should be covered with paper and/or a tarp until police can document. After documentation the site can be cleaned up according to procedure.

RAD staff also document by writing an incident report, or providing information to Residence Life staff member to write an incident report.

AD – Res Life and/or Director of RAD will review vandalism incident reports to determine if referral to Bias Incident Response Team is warranted.

RD's go through reports with the AD-Res Life in weekly RD meetings. Determination is made about individual follow-up with effected residents, AD-Res Life and RD discuss additional necessary follow-up and any results during AD-RD one-one-one weekly meetings (additional follow-up might include, but isn't limited to, email to effected residents, door-to-door RA visits, RD interaction/discussion).

If there is an ongoing pattern of vandalism/damage, or a high concentration or single large event, AD-Res Life will alert the residential community and request their assistance in addressing the issue.

If vandalism/excessive clean-up/damage occur in A-D common spaces:

- Facilities staff communicates to RD and/or AD when situation is serious or potentially hazardous
- RD and AD-Res Life discuss options for follow-up (email to residents; RA door-to-door enlisting help for clean-up, etc.)
- If follow-up isn't possible/realistic in time frame, decision about closing common spaces are made between Facilities staff and Res Life staff (AD and RD)
- Email from Res Life is sent to residents prior to locking of common space
- Facilities and RD or AD-Res Life discuss length of common space closure
- Repeated consideration of common space closure may result in longer closures or quarter-long closure (if group billing is considered, discussion occurs between AD-Facilities and AD-Res Life)

When to Call the AD

Call the AD:

- Student death
- Higher-level mental health concerns (suicide attempt and psychotic break)
- Resident emergency transport to the hospital (medical, alcohol/drug, mental health)
- Resident voluntarily goes to hospital (non-transport) for potentially serious health issue
- Incidents involving physical assault, domestic violence and/or sexual assault
- Incidents of bias/hate crime
- Contact with identified students of concern that seems emergent
- High risk/large-scale drug or alcohol incident in residential community
- Facilities emergency involving residents being hurt or displaced (serious fire, flood, etc.)
- Any developing campus emergency or disaster that AD may not be aware of
- If it is likely the incident will be picked up by local media and/or published in any way
- Anytime you feel stuck, want to consult, or would like immediate support

Email the AD:

- Resident voluntarily goes to hospital for medical treatment but doesn't look like an emergency
- Fire system goes offline and building(s) placed temporarily on fire watch (RM or RD should call Facilities Standby)
- Lower-level mental health concerns (depression, anxiety, suicidal ideation with no plan/means, self-harm that didn't rise to a level of transport or emergency, eating disorder)
- Conflict that resulted in a resident moving temporarily into an emergency space
- Contact or follow up with students of concern that seems important but not emergent
- When you want to share information or check in but aren't looking for an immediate response

Info to have ready for AD:

- Contact info of primary resident(s) involved from Spacebook (first & last name, room #, phone #)
- Emergency contact info from Spacebook (first & last name, relation, phone #, location)
- Basic summary of incident—what happened leading up to, during and after (now), location, etc.?
- Any conduct history or other contextual knowledge about involved resident(s)
- Were drugs and/or alcohol involved?
- Is there any history of mental illness involved?
- What follow up you have already done (and plan to do) with the primary student(s) involved and any other students impacted (roommates, neighbors, friends, etc.)

Note: On occasional nights and weekends, the AD backup role may be covered by another professional Student Affairs staff member (Director of RAD, SRD, Senior Conduct Administrator, Coordinator of OSVP). You will be notified of this coverage in advance so you know who to call.

When to Key into a Space

- **As a rule, you should <u>not</u> key into a private bedroom, suite, or apartment.** Residents have a reasonable right to privacy in their spaces and we are required to provide at least 24 hours' notice for most access.

- **RAD's Access Policy**:

  "Residential and Dining Services reserves the right to enter your unit/suite/apartment for any of the following reasons: concerns you may harm yourself or others; cleaning, maintenance and animal inspections; emergency repairs; and noise complaints.

  Except in emergencies, when a repair has been requested, or when it is impractical, the College will give at least 24 hour notice of its intent to enter a unit/suite/apartment.

  College Police Officers may enter community areas outside of units/suites/apartments unannounced to conduct rounds concerning health, safety or security checks, to enforce policies, or to investigate possible criminal activity. Students will have no expectation of privacy in the hallways, lounges, and other interior and exterior shared community spaces within housing. Residents will have an expectation of privacy in their individual room and suite/apartment per the access provisions set forth herein."

- **If a resident isn't answering their bedroom, suite, or apartment door, when can you key in?**
  - If you believe a resident is smoking or burning something, or it appears fire safety systems are covered, it would be considered a fire hazard
  - If you believe a resident's health and safety is at risk (overdose, self-harm, suicide, etc.)
  - If there is excessive noise in the space that is disrupting the community
  - If you believe the community's health and safety is at risk based on your observations
  - If you believe the students are violating policy and they are not complying with staff requests to open their door and show you the space—ties back into health and safety risks
  - If you and/or the RM determine an emergency facilities repair is required
  - To shut windows related to a wind storm, power outage or other related emergency.

- **<u>Never</u> key into any bedroom/suite/apartment alone.** For your own safety and liability reasons, always take another RAD professional staff member or Police Officer with you. Only utilize a student staff member/RA as your backup for keying into a space if you aren't concerned about what you might find behind the door (i.e., to turn off an alarm clock, shut a window, etc.).

- Anytime you are keying into a space to conduct a welfare check for a serious student of concern issue, or entering a potentially volatile or unsafe situation, a Police Officer should enter the space first. *Note*: RDs may still be the ones to unlock the space depending on the circumstances.

- **File an IR** if you've keyed into a space to address an issue.

Section 4:

Supervising & Advising

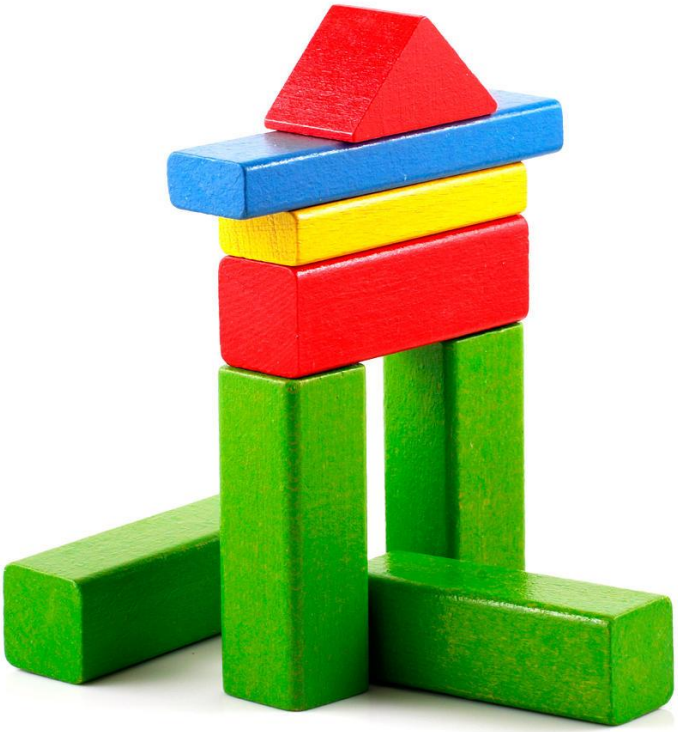
The Basics of Supervision page 67

The Basics of Advising page 69

Resident Assistant Position Description page 70

RAD Engagement Model page 74

RA Disciplinary Standards and Procedures page 78



The Basics of Supervision

As defined by Ginny Arthur, Associate Director for Residence Life, Iowa State University

Supervision. You can't work in residence life without it. You either supervise or are supervised…or both. You have probably read about it, attended workshops on it, or been trained how to do it. And on any given day, you probably love it or you hate it.

If you love it more often than you hate it, you've probably discovered that supervision is one of those phenomena where the whole is greater than the sum of its parts. You can break supervision down into several parts or functions, such as setting expectations, providing appropriate training, giving on-going feedback, and conducting regular performance appraisals. And all of these functions are important and necessary in order to be an effective supervisor...but they are not sufficient.

Really excellent supervisors understand that the essence of their role is teaching and learning. Like good teachers, people who are good at supervision do the following:

- Know their subject matter and their staff
- Identify and share measurable outcomes
- Understand and use a variety of teaching methods
- Create an active learning environment
    - Engage in dialogue
    - Encourage risk taking and exploration
    - Learn from their staff
- Provide resources
- Insist on excellence
- Experience teaching as a calling

Let's look at the elements identified above.

Good supervisors know their subject matter and their staff.

It is important to understand the basic elements of supervision, and how to implement them. Assessing the knowledge and skill level of staff members, providing necessary training, and keeping staff informed about issues as well as their performance are crucial to successful supervision. Clearly, supervisors must understand something about who their staff members are and what they value in order to successfully implement basic supervisory functions.

Identify and share desired outcomes, and their measures.

In order for staff to succeed and meet supervisory expectations, they need to know what the goals or outcomes are. Just as in the classroom, the supervisor as teacher must clearly state the outcomes, and how they will be measured. How will the staff know when they've achieved excellence? How will the supervisor know? What are the minimum outcomes? What will the consequences be of great

achievement (in other words, what is the workplace equivalent of earning an "A") or of lack of achievement?

Understand and use a variety of teaching methods

Just as in the classroom setting, a variety of teaching methods are necessary to both stimulate the learning environment and respond to different learning styles. Knowing your staff will help you figure out which style(s) will be most effective with which staff members. If a staff member isn't responding in the way you would like, a different approach might do the trick. Likewise, when working with a group of staff, using a variety of techniques or teaching methods can keep the group's interest and lead toward greater understanding of issues.

Create an active learning environment

- Engage in dialogue
- Encourage risk taking and exploration
- Learn from their staff

If you want staff to grow, learn and become more skilled, then you must create an active learning environment within the workplace. The overall goal of supervision should be to assist staff to become creative, out of the box problem solvers and critical thinkers who understand and effectively function within the political and cultural environment in which they work. To achieve this goal, the supervisory environment must be dynamic and interactive. Staff must be encouraged to speak their minds, challenge the status quo, take risks, and explore alternative methods of operating. Time to dream, to read, to think and to dialogue must be made available. The teacher-learner concept must be embraced: we are all learning, and all teaching. It is not a one-way street.

Provide resources

Resources, be they in the form of professional development, funding, access to institutional leaders and faculty, collateral experiences, advanced course work, or time to reflect and/or dialogue, are critical. And providing access to them is a supervisory responsibility. It is not necessary to have a large budget to make this happen (although monetary resources are certainly a benefit!) Cultivating relationships with people within the university who will share their expertise by engaging in the learning environment with staff members costs you nothing but time.

Insist on excellence

Just as in the classroom, when one expects excellence and provides the necessary tools cited above, the chances of achieving excellence become higher than if one expects mediocrity. Challenge problem identifiers to become problem solvers; fuzzy thinkers to sharpen their critical thinking; people comfortable with business as usual to break the mold; staff content to operate within their comfort zone to stretch their boundaries. And challenge them to do these things in pursuit of the outcomes that have been identified for them and their work unit.

Experience 'supervision as teaching' as a calling

This is why the whole of supervision is greater than the sum of its parts. You can perform all of the functions of supervision, and maybe even do them with technical skill, but if you don't experience supervision/teaching as a calling, then you won't be an inspired supervisor. If you experience supervision solely as an administrative or management responsibility, your supervision will be lacking. If you delight in engaging with the people you supervise, if you see yourself as an educator first and an administrator second, then your supervisees will be fortunate. And so will you…because the days you love what you do will far exceed the days when you wish you were responsible for and to no one but yourself.

The Basics of Advising

Advising is different than supervising. As a supervisor, you provide direction and vision and hold your supervisees accountable. As an advisor, you support the group's vision for the direction of the organization, and you coach and motivate them on the path to achieving their goals.

A great article about advising student organization can be found in the November/December 2006 edition of Campus Activities Programming via naca.org. The article is by Erin Morrell and is called, "*Advising Student Organizations: Strategies for Establishing and Maintaining Successful Advisor/Student Relationships*."

From Morrell's article:

To Be a Successful Advisor:

- Establish relationships with students, based on appropriate boundaries and limits.
- Help the student organization establish its identity on campus.
- Invest time in the organization.
- Set expectations and encourage respect.
- Balance and prioritize your responsibilities.
- Provide effective training for new members.
- Establish goals and deadlines for difficult students and strive to understand their perspectives.
- Create recognition opportunities.
- Help students manage multiple leadership roles.
- Keep your students—and yourself—motivated and strive to avoid burnout.
- Recognize the challenges and rewards of advising.

Resident Assistant Position Description

Position: Resident Assistant
Location: Office of Residential and Dining Services
Organization: Residential Life
Reports to: Resident Director

POSITION PURPOSE:

Resident Assistants (RA) support the mission of Residential and Dining Services (RAD) to be a purposeful, just and sustainable community by fostering safe, healthy, inclusive, and thriving living environments on campus. We further define this ideal community as an environment in which individuals are positively engaged, respect each other's values and beliefs, feel a sense of belonging, and focus on academic success.

DIMENSIONS:

This is a 10-month position beginning no earlier than September 1, 2015 and ending no later than June 12, 2016. The RA position is a stipend position based on an average of 19 hours a week with the number of hours in any given week fluctuating greatly.

NATURE AND SCOPE:

RAs are paraprofessional student staff members who work for RAD and live in the residential community on campus. There are two primary areas of responsibility for RAs: 1) working in the first-year residence halls with approximately 20-40 freshmen and transfer students; 2) working in the apartments with approximately 30-60 returning students and transfer students. The RA position requires an individual to have effective time management and organizational skills in order to balance their responsibilities as both an Evergreen student and a RAD staff member. The RA position is a valuable leadership role which provides many excellent opportunities for personal and professional development. Some of the core responsibilities of the position include but are not limited to the Essential Duties listed herein.

ESSENTIAL DUTIES:

1. COMMUNITY DEVELOPMENT

- The RA is responsible for facilitating the development of a healthy, safe and inclusive community, primarily within their area of responsibility and secondarily to the entire housing community.
- The RA is expected to act as a role model on campus, within their community, and when on duty, demonstrating a healthy lifestyle and promoting healthy choices with their residents. The RA must address and report policy violations and health or safety concerns observed both on and off duty.
- The RA is expected to maintain regular contact with all of their residents and develop an in-depth knowledge of their residents, reporting potential concerns to their supervising Resident Director (RD) and/or other professional Residential Life staff.
- The RA is expected to refer individuals experiencing academic, personal, emotional, or other challenges to their RD and/or appropriate campus or community resources. These may include but are not limited to: issues with time management or study skills, alcohol or other drug abuse, depression, anxiety, suicidal thoughts, mental or physical health issues, financial issues, roommate conflicts, etc.

- The RA is expected to follow the departmental Engagement Model which outlines requirements for community development. This model includes a hybrid of having one-on-one conversations with residents and facilitating group community gatherings within their area based on the needs of the residents. RAs are encouraged to collaborate with various campus partners and services in planning and implementing these events.
- The RA is expected to promote involvement opportunities within housing and the Evergreen community to residents. RAs will be aware of individual resident interests and needs and make connections to people/organizations, involvement opportunities, and leadership positions.
- The RA is expected to perform other duties as assigned.

2. ADMINISTRATIVE
- The RA is required to assist residents with the development of their living environment by facilitating Living Learning Agreements (LLAs) with roommates, mediating roommate conflicts, notifying an RD and front office staff of potential room transfers, and forwarding pertinent resident information to an RD.
- Each RA manages a programming budget. The RA is responsible for requesting programming funds in advance using the online Programming Request Form (PRF), spending as approved, saving all receipts, and submitting receipts and paperwork as required. The RA should not exceed their allotted programming funds and, if needed, may seek additional funds from their RD.
- The RA is required to make entries to the RA Duty Log by 10:00am on the day after their duty shift and to file all Incident Reports (IR) no later than the same night of the incident.
- The RA is required to attend all weekly staff meetings and in-service trainings. These meetings and trainings will occur every Wednesday from 3:00pm to 5:00pm. No academic classes, field trips, or other meetings should be scheduled during this time. Requests to miss a scheduled meeting or training must be submitted to the supervising RD in advance and are not guaranteed.
- The RA is required to attend a scheduled weekly individual meeting with their RD to discuss community issues, staff development areas, problem solving and regular performance feedback.
- The RA is required to submit an online Weekly Report to their RD prior to the weekly RD meeting.
- The RA is required to participate in the Residential Life mid-year evaluation/feedback process.
- The RA is expected to assist with departmental processes including but not limited to quarterly opening and closing of housing, quarterly fire drills, quarterly Health and Safety Inspections, RA hiring, Preview Day and Admitted Student Day, etc.
- The RA is expected to perform other duties as assigned.

3. ON DUTY
- Each RA is expected to participate in the on-duty rotation for the residential community. Weekday duty shifts occur from 4:45pm to 8:00am Monday through Thursday, and weekend duty shifts occur from 4:45pm on Fridays to 8:00am on Monday.
- The on-duty RAs must attend a daily on-duty meeting with the RD on duty at the time of sign-on to cover updates and other pertinent information.
- The on-duty RAs are required to wear RAD provided apparel when on duty.
- The on-duty RAs are required to conduct multiple walkthroughs of the entire housing area.
- The RA duty responsibilities include but are not limited to the following: operating the front desk from 5:00pm to 7:00pm on week nights, engaging residents, checking the condition of community spaces and locking designated community spaces, ensuring the health and safety of residents in the community, ensuring that campus and residential policies are upheld and confronting policy violations, following up with students of concern, responding to resident emergencies, responding to

residential building alarms, providing backup support for fellow on-duty RA(s), and partnering with the on-duty RD, Resident Maintenance (RM) staff, and Police Services staff.

- The RAs are required to document incidents involving policy violations or health and safety concerns in the RA Duty Log and/or by Incident Report.
- The on-duty RAs must remain on campus at all times. RAs may change duty assignments in advance by following the duty shift change guidelines.
- The RA is expected to perform other duties as assigned.

COMPENSATION:

The compensation for this position is approximately the equivalent of $873 a month, which includes cost of rental of a furnished residence and a stipend, or a stipend plus a meal plan, depending on placement. Other benefits may include staff retreats, opportunities to attend regional RA conferences and staff exchanges with other campuses, and ongoing training.

CONDITIONS OF EMPLOYMENT:

To be eligible to be hired for and keep an RA position, a student must:

1. Have lived on campus at Evergreen or another post-secondary institution for at least one full academic term, or have related/transferrable experience.
2. Be enrolled as a full-time student of The Evergreen State College and registered for a minimum of twelve (12) academic credits and no more than sixteen (16) academic credits each quarter during their employment, unless approved for an exception by the Assistant Director for Residential Life. The student must not be planning to study abroad during the academic year for which the department is hiring in order to eligible for an initial hiring placement (******see Exception for Study Abroad below***).
3. Prioritize the RA position over all other responsibilities except academic coursework. Academic requirements take precedence when conflict arises between the two responsibilities, however, the RA expectations must be met or the RA may be relieved of them. RAs may participate in other activities or co-curricular opportunities, not to exceed 20 hours per week, with written approval by the supervising RD. RAs must notify the RD in advance of any major commitments (i.e., paid employment off campus, holding an office in an organization or club, field placement or internship, involvement in a sport, participation in a theater or dance group, etc.).
4. Be in good academic standing at the College and maintain that academic status during the tenure of employment as an RA. "Good academic standing" is defined as not being on academic warning or a required leave of absence at the time of hire or during the year of employment, not receiving a status of incomplete for any coursework at the end of a term while employed, and earning at least 75% of attempted credits for each academic term during employment. Hired RAs who do not meet the academic performance standards may be subject to both academic disciplinary action by the College and employment action, including possible job termination.
5. Be in good conduct standing at the College and maintain that conduct status during the tenure of employment as an RA. "Good conduct standing" is defined as not having any open or outstanding student conduct cases or sanctions. Students with previous conduct violations who have met with a hearing officer and completed any required sanctions will be considered for an RA position. RAs incurring conduct violations during their term of employment may be subject to both disciplinary action through Student Conduct and employment, including possible job termination.
6. Live in the residence hall or apartment area to which the RA is assigned. As a general rule, RAs are expected to be present in their community of responsibility and sleep in their designated rooms

on a regular basis in order to maintain visibility and availability to residents and staff members. Specifically with regard to weekends, RAs must be present in their community for at least 2 weekends each month. RAs must remain on campus the weekends immediately preceding each academic quarter, the weekends following weeks 1 and 2 of fall quarter, and the weekend following week 1 of winter and spring quarters.

7. Attend and participate in all required meetings, trainings, and departmental processes as outlined.
8. Exercise sound judgment in upholding established policies and protocols of the College and Residential and Dining Services; support and obey all federal, state, and local laws and ordinances; and obey all College regulations. If concerns arise as to appropriate action, the RA must consult with an RD.
9. Not use the position as a platform to advance personal, political, commercial, or religious enterprises.
10. Provide proof of identity and employment eligibility within three (3) days of beginning work and pass a background check.

*** ***Exception for Study Abroad***: A student may still apply for an RA position if they plan to study abroad for one or more quarters during the academic year for which the department is hiring. The student will not be eligible for an initial hire, but will be considered for possible placement in the alternate candidate pool for hiring mid-year if a position becomes available.

Note: An RA who has been terminated will be required to move out of their residential space after a short transition period not to exceed one month. The terminated RA will be required to pay a prorated balance of the remaining room and board bill. The terminated RA must return provided RAD work apparel and keys within 24 hours of their dismissal.

RAD Engagement Model

Guiding Principles

- Departmental mission: Purposeful – Just – Sustainable
- Kuh's definition of Student Engagement
- Sanford's Challenge and Support
- Schlossberg's Marginality and Mattering

Definition of Engagement

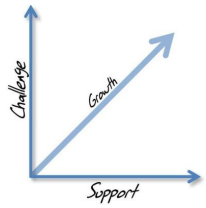
"Student engagement represents the **time** and **effort** students devote to activities that are empirically linked to desired outcomes of college *and* what institutions do to induce students to participate in these activities (Kuh, 2001, 2003, 2009)."

George D. Kuh is a professor of higher education at Indiana University Bloomington and director of the National Institute for Learning Outcomes Assessment (NILOA).

Sanford's Theory of Challenge and Support

Support: too much support with too little challenge creates a comfortable environment for the student, where little development is possible.

Challenge: too much challenge with too little support makes development an impossible and negative experience.



Readiness: an individual cannot grow until they are physically or psychologically ready to grow

- A balance of challenge and support, paired with a student readiness, is necessary to foster a student's developmental growth.

Schlossberg's Theory of Marginality and Mattering

Marginality: A sense of not fitting in and can lead to self-consciousness, irritability and depression. For members of minority groups these feelings can be permanent conditions. Feelings of marginality often occur when individuals take on new roles, especially when they are uncertain about what a new role entails.

Five aspects of Mattering:

1. Attention- the feeling that one is noticed
2. Importance- the belief that one is cared about
3. Ego Extension- the feeling that someone else will be proud of what one does or will sympathize with one's failure
4. Dependence- the feeling of feeling needed.
5. Appreciation- the feeling that one's efforts are appreciated by others.

Programming Considerations

- Passive vs. Active
- Variety of content and day/time (incorporate late night and weekend events)
    - Utilize geoducks@nite program opportunities
- Needs-based
- Inclusion
- Accessibility
- Sustainability and sustainable use of resources
- Budgeting
- Physical space needs
- Relation to RAD mission

Assessment

- RAs submit Wufoo program Purchasing and Planning Request Form
    - Serves as proposal and funding request
    - RD approves and forward to Fiscal Specialist to process funding
- RDs record RA progress in programming spreadsheet

RA Engagement Requirements

Per Quarter

- 1 needs-based program (can be with another organization or department on campus)
- 1 take-to event (on or off campus)
- 1 on-going traditional program with assigned group
- Talk-Abouts (one-on-one conversations with residents)
- Large scale collaborations with campus partners (i.e., GO/NRHH, Geoducks@nite, OSVP, First Peoples, RAD Sustainability, etc.)
- Large scale RAD events
- Submit PRFs one week in advance for programs
- Weekly Report for RD
- On-going communication with residents

RA Quarterly Engagement Calendar

FALL (September – December)

Purposeful

- Door decs (week 0)
- Bulletin Boards (weeks 0, 4, 7)
- Move in

- O-Week events
- First community meetings (FY RAs – Sunday of O-Week / Apt RAs – Sunday after classes start)
- LLA roommate conversations (Due end of week 2)
- Talk-Abouts (November)
- Health and Safety Inspections w/mirror info about closing (week 8)
- Fall closing meeting (week 9)

Just

- New Student Orientation – attend and support Green Dot bystander education (week 0)
- Promote events put on by First Peoples
- Consent Prom (week 6)

Sustainable

- Sorting Center education (@ first community meeting) (week 0/1)
    - What to recycle/how to compost/garbology-awareness of waste
- Promote projects and events put on by RAD Sustainability

WINTER (January – March)

Purposeful

- Door decs (week 0)
- Bulletin boards (weeks 0, 4, 7)
- Welcome back community meetings (week 1)
- New resident LLAs (due week 2)
- Talk-Abouts with new residents/as needed (Jan-Feb)
- RA nominations (Jan-Feb)
- Health and Safety Inspections (week 8)
- End of quarter meeting (week 8-10)

Just

- Promote events put on by First Peoples

Sustainable

- Promote projects and events put on by RAD Sustainability

SPRING (April – June)

Purposeful

- Door decs (week 0)
- Bulletin boards (weeks 0, 4, 7)

- Welcome back community meetings (week 1)
- New resident LLAs (due week 2)
- Talk-Abouts with new residents/as needed (due week 2)
- Health and Safety Inspections w/mirror info about closing (week 8)
- Exit LLA roommate conversations (weeks 8-9)
- Closing meeting (week 7)
- Pass the Torch RA Event

Just

- Day of Absence – Wednesday (person of color retreat/reflection off campus; everyone else on campus attending workshops and exploring privilege)
- Day of Presence – Friday (everyone back on campus, keynote speaker, etc.)

Sustainable

- Promote projects and events put on by RAD Sustainability
- Promote and support sustainable move-out (weeks 10 and 11)

RA Disciplinary Standards and Procedures

Duty Responsibilities

Tardy is defined here as being late to sign in for duty by less than 10 minutes without prior notice to a supervising Resident Director (RD). A missed duty shift is being more than 10 minutes late without prior notice to a supervising RD.

Action	1st Incident	2nd Incident	3rd Incident
Tardy to Duty	Reminder from RD On Duty, email Sup.	Verbal Warning from Supervisor	Written Warning from Supervisor
Missed Duty Shift	Verbal Warning from Supervisor	Written Warning from Supervisor	Probation
Not in RAD Gear	Reminder from RD On Duty, email Sup.	Reminder from RD On Duty, email Sup.	Verbal Warning from Supervising RD
Unsatisfactory or Late Incident Report	Verbal Reminder & Additional Training	Verbal Warning	Written Warning
Improper Duty Switch	Coaching Conversation or Verbal Warning from Supervisor	Verbal Warning from Supervisor or Written Warning from Supervisor	Written Warning from Supervisor or Probation
Misuse of Duty Keys	Written Warning from RD on Duty or Supervisor	Probation	Termination

Meeting Attendance & Participation

Tardy is defined here as being late to a meeting by less than 15 minutes without prior notice to a supervising RD. Absence from a meeting meaning more than 15 minutes late without prior notice to a supervising RD.

Action	1st Incident	2nd Incident	3rd Incident
Tardy to RA Meeting	Verbal Reminder from Supervisor	Verbal Warning	Written Warning
Unexcused Absence from RA Meeting	Verbal Warning from Supervisor	Written Warning	Probation

Inattentiveness or Distracting Behavior at RA Meeting	Verbal Reminder from any RD, email Supervisor	Verbal Reminder *and* Restorative Project	Verbal Warning from Supervisor
Tardy to One-on-One Meeting	Verbal Reminder	Verbal Warning	Written Warning
Unexcused Absence One-on-One Meeting	Verbal Reminder	Verbal Warning	Written Warning
Tardy to Required RAD Event	Verbal Reminder	Verbal Warning & Restorative Project from Supervisor	Written Warning
Unexcused Absence from Required RAD Event/Contracted Dates of Employment	Verbal Warning & Restorative Project from Supervisor	Written Warning	Probation

Administrative Responsibilities

Weekly Reports are due to the supervising RD on Sunday evening or before a one-on-one meeting based on expectations set by the supervising RD. The Program Tracking Log is expected to be updated no later than one week after the program date. Bulletin boards are expected to be posted by Sunday at midnight during Weeks 0, 4 and 7 of each term.

Action	1st Incident	2nd Incident	3rd Incident
Incomplete or Late Administrative Work	Verbal Reminder	Verbal Warning	Written Warning
Incomplete or Late Weekly Report	Verbal Reminder	Verbal Warning	Written Warning
Incomplete or Late Living Learning Agreements	Verbal Reminder/Coaching Conversation, & Additional Training	Verbal Warning	Written Warning
Unsatisfactory or Late Talk-Abouts	Verbal Reminder	Verbal Warning & Additional Training	Written Warning
Incomplete Program Tracking Log	Verbal Reminder	Verbal Reminder & Additional Training	Verbal Warning

Unsatisfactory, Incomplete or Late Bulletin Boards	Verbal Reminder & Additional Training	Verbal Reminder & Restorative Project	Verbal Warning

Programming Responsibilities & Expectations

Action	1st Incident	2nd Incident	3rd Incident
Failure to Meet Programming Requirements	Verbal Warning & Restorative Project	Written Warning & Restorative Project	Probation & Restorative Project
Failure to Participate in Group Programming	Verbal Warning & Restorative Project	Written Warning & Restorative Project	Probation & Restorative Project
Misuse of State Funding	Written Warning	Probation & Loss of Privileges	Termination

Front Office Expectations & Responsibilities

Action	1st Incident	2nd Incident	3rd Incident
Misuse of Keys	Written Warning from RD on Duty or Supervisor	Probation	Termination
Mistreatment of RAD Front Office	Verbal Warning & Restorative Project from Supervisor	Written Warning & Restorative Project	Loss of Privileges
Unsatisfactory Office Performance (i.e, duty logs, resident check-ins/outs, professionalism)	Verbal Reminder & Additional Training from Supervisor/Jaycie	Verbal Warning & Additional Training	Written Warning

Behavior

Action	1st Incident	2nd Incident	3rd Incident
Conduct Unbecoming of RA	Written Warning from RD on Duty or Supervisor	Probation	Termination

Concerning Use of Social Media	Written Warning & Coaching Conversation	Probation & Restorative Project	Termination
Violation of Campus and/or Housing Policies, State and Federal Laws	Written Warning & Conduct/Restorative Follow Up	Probation & Conduct/Restorative Follow Up	Termination & Conduct
Failure to Respond According to RA Expectations	Verbal Warning	Written Warning	Probation
Insufficient Academic Progress	Coaching Conversation & Resources	Success Plan & Resources	Discussion about Continued Employment
Inability to Balance Academic and RA Workloads	Coaching Conversation & Verbal Warning	Success Plan & Written Warning	Probation

Section 5:

Administration

Administration and Technology Overview page 83

A Brief Intro to Policies and Conduct page 85

Checking into Housing page 86

Checking out of Housing page 86

Equipment Checkout Procedures page 87

Key Information page 88

Lock Changes page 88

Lost Keys page 89

Broken Keys page 90

Room Transfers page 90

Student Visitor Program (SVP) page 90

Administration and Technology Overview

RAD Web Resources – There is a series of hidden pages on the web that store RAD, RA, and RD resources. You can find the home page here: http://evergreen.edu/housing/office/. Click on "RA Resources" to view the RA page and "Full Time Staff Resources" for the RD page. This is a centralized place where you can always find links to Spacebook and the IR System, the RD Log for duty, work orders, webmail, the duty calendar, etc.

RA Handbook – It will be helpful for you to be very familiar with the information provided to student staff in this student staff manual. Additionally, this is a helpful supplement to the RD manual and training. For example, there is a great deal about how to program and campus programming resources in the RA Handbook. Also, the RA Handbook has a section on group development where this manual provides resources about student development theory.

Email/Calendar – As a campus we use Outlook and an Outlook-based webmail client. It is important that you are checking your email and responding regularly, and keeping your calendar up-to-date. If you will be out of the office make sure you've set your "out of office" greeting and blocked your calendar accordingly. You may want to consider using an email signature.

Spacebook – Spacebook is our housing database. This is where housing assignments, residents' personal contact information and emergency contact information, billing, etc. occurs. This database automatically pulls select information from students' Banner records. This will be the system you use to look up basic resident info and pull rosters for your communities. This is also where you will place room holds related to room transfers. Note: you must be connected to the campus network via Ethernet not Wi-Fi to use this.

IR System – The IR system is where you will file incident reports about student policy violations, welfare checks, student of concern interactions, basically anything involving campus and students that you want to communicate or document in an official way. This is also where you will manage your conduct cases as a hearing officer. Note: you must be connected to the campus network via Ethernet not Wi-Fi to use this.

Network Drives – The network drive is a shared resource where we can save documents that multiple people will need to access, and allows us to preserve processes for continuity over time. The R drive is specifically for residential life (AD for Res Life and RDs), the K drive is the general housing drive, and you also have a personal drive. It is important to keep the materials on these drives organized. Make sure not to save over or make changes to documents that aren't yours and thus shouldn't be changed—just save a new copy to edit. The K drive is where you will find the emergency housing roster for duty/crisis purposes and the budget spreadsheet(s) provided and/or maintained by the Fiscal Specialist. Keep the drives mapped on your work laptop (and personal if you'd like) so that you'll always have easy access. Note: you must be connected to the campus network in order to access these (Wi-Fi or Ethernet).

Reports/Forms – Some regular reports and forms you will use include an RD Weekly Report that you will submit to the AD for Res Life each week on the day before your one-on-one meeting (or by Monday morning if your one-on-one is on a Monday). The RD Log is a duty log that can be accessed via Public Folders on Outlook and you will need to log an entry at the end of each weekday and weekend duty shift.

The RAs do the same on the RA Log. You'll use the RA Evaluation mid-year to provide feedback to each RA staff member about their performance. You'll use it again at the end of the year for RAs who are hired to return to staff the following year. Room transfer forms are also one you'll see regularly. During the open room transfer period, you'll meet with residents who want to move into or out of your area. You will also use some forms via Wufoo (see below). Work orders can be submitted online via the RAD website.

Wufoo – The RA Purchasing and Planning Request Form (program proposals) is a Wufoo form that the RAs will link to through their RA Resources page. Upon submission, the form will automatically email a copy to the direct supervising RD. That RD must review the proposal and funding request and, if approved, forward the report to the Fiscal Specialist if there was funding required. RA Weekly Reports are also submitted by RAs through a Wufoo form.

CaterTrax – Online Dining Services catering order system. RAs aren't able to submit their own orders, so if a PRF comes through with a request for catering (and you've approved it), you'll have to input the order. There is a special student menu with customized options and pricing. This is found through the RA Resources page.

Duty iPhone – You have this tool to use while on duty. It enables you to not only call, but effectively look some things up online in the course of duty, as while as email.

RD Laptop – Your laptop is a great resource for work in that you can use it at your desk and around campus. Because you can be mobile with it, we encourage you to take it to meetings, but make sure you're also being extra careful not to lose or damage it. When utilizing state resources such as the computer you should only be conducting work and not personal business. This means that Facebook, Google hangouts, Gmail, and other favorite websites and social media shouldn't really be used at work. There is a de minimis rule that allows for the infrequent and occasional conducting of personal matters while at work—example: quick check of bank account, quick check of personal email, etc.

Social Media/Facebook/Evergreen Confessions/Greener Commons – There are occasional times in which using social media is part of your work. RAD has a departmental Facebook page, for example. We often use this as a platform to promote events and share important information with residents. On Facebook, there is also a page called "Evergreen Confessions." This forum is a place where students may post musings anonymously or with their identity attached. The content of the page has at times been a source of controversy, and caused us concern for the safety and/or well-being of a student or the community. Greener Commons is an online medium that rolled out in the spring of 2014 for Evergreen community members to post information about campus events, have discussions about hot topics, etc. You access Greener Commons through your "my.evergreen" account. It may be a good idea for you to check the Evergreen Confessions page and Greener Commons threads (particularly Campus Life) on a semi-regular basis so you are aware of the positive discussions and anything potentially problematic.

A Brief Intro to Policies and Conduct

It will be helpful for you to familiarize yourself with Evergreen's Social Contract, RAD Policy, and the Student Conduct Code. These can be found through the Evergreen website:

The Social Contract - www.evergreen.edu/about/social

RAD Policy - www.evergreen.edu/housing/policy

Student Conduct Code - http://apps.leg.wa.gov/WAC/default.aspx?cite=174-123

You will learn much more about the Student Conduct Code, the Conduct System and philosophy, and your role as a policy enforcer and hearing officer at Evergreen during RD training from the Senior Conduct Administrator.

With regard to RAD Policy, the most commonly seen violations and incidents in housing involve (in alpha order, and consolidated based on policy type):

- Alcohol
- Assistance Animals/Pets
- Candles/Incense
- Cleaning/Health and Safety Inspections
- Fire Alarms/Fire Safety/Smoke Detectors
- Guests
- Keys
- Marijuana
- Musical Instruments
- Noise and Quiet Hours
- Smoking
- Windows

Checking into Housing

Sometimes check-ins will happen after regular hours. Follow these steps and you should have a smooth check-in.

- **Step 1**: First off – figure out if the person is checking in for the first time (which they will have a contract to sign) or is doing a room transfer. If we are aware the person will be checking in, their keys and contracts will be ready for them ahead of time. If they are asking to transfer into a room and you were not told the room was ready, do not issue the keys and get the persons info. Jaycie will call them in the morning when the room is ready. If you are unsure you can always call Jaycie's cell phone. There should be a bin of rental contracts and a box containing keys on top of the form storage table behind the front desk. If you cannot locate the bin of contracts or box of keys, contact Jaycie.
- **Step 2**: Request photo identification from the resident to find their housing contract (preferably Evergreen I.D.). Find the corresponding keys for the room listed on the contract.
- **Step 3**: Compare key serial and hook to the rental contract. This information should match exactly. You may find the information on the back side, just below the signature line.
- **Step 4**: If the information matches, ask the resident to read over the contract and sign when they are ready. If the information doesn't match (this should never happen) grab the spare keys from the spare key cabinet.
- **Step 5**: Once the resident has given you back the signed and dated contract, then you may give the resident their keys and a key chain. You can find key chains in the second drawer next to the computer closest to Jaycie's office.
- **Step 6**: Ensure that the resident knows where they live. You can give them their envelope with their assignment and MB written on it.
- **Step 7**: Send them on their way and put the signed contract on the black filing tray on the form storage table. Jaycie will check it in the morning and check the person in on SB.

Checking out of Housing

If someone asks you about checking out of housing (with the intention of vacating their space and no plan to return), follow these simple steps.

- **Step 1:** Determine whether the resident will be breaking their contract or if they are eligible for a release.
  - *Contract Break* - when a resident decides to leave campus simply because they wish to move elsewhere while still attending Evergreen.
  - *Contract Release* - if they will be out of Thurston County for 30 days or more for academic reasons (internship, Independent Learning Contract, study abroad) or if they are withdrawing from Evergreen, taking a leave of absence, or graduating. Residents can also apply for a release on medical grounds.
    - **For a Break –** Ask the resident if they are familiar with our contract break policy. If not, let them know that they will be fined $300 per successive quarter if they do not obtain a contract

release. For example, if they move out in Fall quarter they will be billed $600 in addition to Fall quarter rent.
    - **For a Release -** We have Release from Contract forms located in the file storage table. Give them this form to read – it explains in detail the contract release process. The resident can check out before filling out this form, but they will need to complete it and bring it back to the office as soon as possible in order to avoid fines.

- **Step 2:** Ask if their door and windows are locked and secured. If their windows and doors are not locked and secured, they will face an improper checkout fee. Have them go back and lock everything up. If they have a roommate still inhabiting the room and it is impossible to lock the door, this fee will not apply.

- **Step 3:** Collect all keys from the resident. A resident could potentially return two or three keys depending on where they lived.

- **Step 4:** Record all key information on the key log accordingly. Refer to the back of the key log for a picture of the anatomy of a key if you are unsure.

- **Step 5:** Obtain the resident's signature on the key log.

- **Step 6:** Put the keys in a key envelope (you can find these in a box in the lower left-hand corner of the paper storage cabinet) and label it with the resident's name and/or space. If there is any other information that you think might be helpful, feel free to include it. Leave the keys and any other information in the black filing tray.

Equipment Checkout Procedures

- **Step 1:** After confirming that the resident has their Student I.D. for collateral, retrieve the black Equipment Checkout binder, which is located in the cubby next to the shredder with the other binders.

- **Step 2:** Have the resident fill out one line of the Equipment Checkout Form. They must complete each piece through "Date" (up to the highlighted line).

- **Step 3:** While the resident is filling out the form, retrieve the equipment (vacuum, broom, shopping cart, or dolly. Vacuums are in the nook by the vacant key closet and everything else is in the RA work room)

- **Step 4:** Record time of check out and equipment number

- **Step 5: Notify the resident that they have up to one hour**

- **Step 6:** Take the resident's Student I.D. as collateral. It goes in the envelope located in the front pocket of the binder. (Swipe the resident up the elevator if necessary.)

- **Step 7:** When the resident comes back with the equipment, make sure the number matches what is written down, return their Student I.D., then put the equipment back.

***Note*:** Sometimes our vacuums short out. There is a reset button you can push on the bottom of the backside. Plug the vacuum back in to see if it is working. If that doesn't work – check the vacuum bag and replace if full. Vacuum bags are on the top shelf of the vacant key closet.

Key Information

Hook/Serial Numbers:

The hook and serial number will be used for keycards, issuing temporary keys, and pretty much all key-related situations. Our locksmith (Matt Lebens) uses these numbers for his key identification purposes. These numbers will also help us identify what room and/or resident a lost key belongs to.

- **Hook:** The hook will have a series of letters and numbers (for example, B15J4). The hook is located on the back of the key in the top middle section. It is the largest print number series on the key. The "B" before the "15J4" is not relevant for our purposes.
- **Serial:** The serial number will have four to five numbers (i.e. 9578 or 14366). It is located on the back of the key in the lower right-hand corner. Most of the time there will be an "A" after the numbers. That "A" is not relevant for our purposes.

Differentiating Keys:

On the back of all housing keys, the lower left-hand corner will indicate what the key is used for. It will have two letters followed by two to three numbers (i.e. EA181). This is called the code. The second letter of that grouping will indicate what the key is for. Residents will have keys for the bedroom, and/or front door and a mailbox key.

- **Front Door:** All keys with the "B" as their second letter will open the front door of an apartment.
- **Bedroom Door:** All keys with the "A" as their second letter will open the bedroom door of an apartment.
- **Mailbox:** The mailbox key is the smallest key and only has a hook number on the back of it. It **is** pertinent to include the "PO" or the "AN" when recording key information.
- **Student IDs:** Students must swipe the bar code on the front of their ID card to get above the third floor in A building.

Lock Changes

Once a lock change has gone through, the student will need to swap out their keys. All of the other residents with the same front door will need to swap out their keys as well.

- **Step 1:** Grab the key log and flip to the second tab labeled "lock changes". Everyone's name and key information will already be written down.

- **Step 2:** Swap keys with the resident. This is when knowing which key is what really matters! Have them sign.

- **Step 3:** Put the old key in "Matt's Magical Box" – next to the vacant key box

***Note*:** Only the person who lost the keys will be charged. Let them know their student account will be charged. Roommates/suitemates have no charge.

Lost Keys

When residents lose their keys we issue them spares. First ask the student if they think their keys are definitely lost or if they may find them. Sometimes it is a security issue (if they were stolen, lost them running) and we issue a lock change right away.

- **Step 1:** Check the students ID. Look them up in SB to see where they live and what their MB key is.

- **Step 2:** Grab the Lock Change Book located with the other binders across from the computer. Fill out the persons contact information

- **Step 3:** Using your small H-105 key grab "KIKI" in the key cabinet in the RA work room. Using KIKI open the spare key cabinets to get the front door, room, and MB key. (Remember some people have just 1 key that opens everything…this is for people living in the residence halls in an actual hallways. Example: A-905 of A-907)

- **Step 4:** Write down the hook and serials for the spares. Sometimes there is not a spare MB key. That is okay. Let the resident know there isn't a spare but they can ask the mailroom to open their box for them until they either find their originals or we do a lock change.

- **Step 5:** Have the student read the small blurb and sign. This basically tells them they will pay $50 for each house key and $10 for MB. They have 2 business days to find their keys. If they do not we will push a lock change through.

- **Step 6:** Issue keys. Let the student know to hold onto their keys if they do not find their originals. Matt (locksmith) will then change their locks, and put a notice on the door. The student will then come to the office to switch out their keys.

- **Step 7:** If applicable – write a note in the "note" section. This is helpful if the student's keys were stolen, if they left them in another city and are getting them mailed, etc. This lets us know if we need to shorten or extend the 48 hour period.

Broken Keys

Sometimes student's keys get broken/bent/don't work anymore. Follow the same procedure as if you were doing a lock change. Issue them a spare key. The only thing you need to do different is to write in the "note" section of the lock change book that the key was broken and you issued the spare. Put the key in an envelope and label it. Put the key in the black tray. Jaycie will switch the keys in the system the next day. Students are not charged.

Room Transfers

If a resident comes in asking about switching rooms, you may need to ask a few questions.

1. Have you previously met with your RD and started the paperwork process?
   If so, please refer to Question 2. If not, you must schedule a meeting with your RD to get the paperwork started. Request that they please stop by the office on the following business day between 9am and 5pm.

2. Have you obtained all signatures for the apartment? (If they have more than 50% that is okay)
   If not, request they continue to try and contact their roommates and return to the office on the next business day.

If they have the completed paperwork (with an RD signature, roommate signatures, and their own signature), check the box of keys to the left of computer, next to the clipboards. If the keys are present, the information should also be listed on the key log. Ensure that the key information matches. Fill in the date and obtain a signature from the resident. **Before handing over the keys, be sure to notify the resident that they have one business day to return the keys of their previous space.**

Note: You will already be informed (or the RAs on duty) that we are expecting someone to come in for a room transfer. If you are not informed and the keys aren't out – do not give them the keys. If you aren't sure you can always call Jaycie.

Student Visitor Program (SVP)

Step 1: When an SVP arrives you must check the calendar on the wall to make sure they are scheduled for that night. If they are not scheduled for the evening, you need to contact the Admissions office to work something out. If nobody is available to help, then you should talk to Jaycie.

Step 2: *Permission Form*. If the SVP doesn't come prepared with a signed permission slip, there are extra forms in the back of the SVP binder. You need to check their ID. When a visitor is under 18 years of age, their parent/guardian must sign. If the visitor is 18 years of age or older they do not need a parent signature. If the visitor has already sent in their permission form, call the SVP coordinator in Admissions x6172 to verify. Please make sure that all parts of the form have been completed! We need a signature from the visitor (and parent if under 18), an address, and an emergency contact's name and cell phone number. If the student is under 18 and doesn't have a signature from their guardian, you must call their guardian and get permission. Cut off the bottom half of the form and return the top half to the visitor.

Step 3: The calendar will say where the student is assigned. Grab the envelope with the corresponding room number. There will already be paperwork filled out. Have the student sign the "Student Visitor Program - Check-In" form. Attach the permission slip to the back of the form and put back in the envelope.

If there is no Student Visitor Program Check-In form prepared:

Check what rooms are available. Not all rooms may be clean; you can have the RM on duty clean and set them with linen.

Room 1	A-414-1
	A-414-2
Room 2	A-412-A
Room 3	A-412-B
Room 4	A-412-C
Room 5	A-412-D

IMPORTANT NOTES:

- A-414 is a showroom for tours – only use if you HAVE to
- A-412 is a 4-person suite with a private bathroom

Step 4: Once you have issued keys, you need to explain a few things. Current SVP rooms are located in A-building on the 4th floor. Explain to the SVPs how to get to their rooms. SVPs will have one housing key (it will work for both the bedroom and exterior door) and an elevator key. Explain how to use the card (the student Ambassadors should be escorting them and can explain). Remind the guest they must lock their room and return their keys by 9:30 AM the following morning. They can turn their keys into the front office or drop the keys in the drop-box of the staff entrance door. Bedding is provided for them. If they have not received any clean bedding, then you can call the RM on duty to set the space. Make sure they understand the suite layout and how the bathroom is setup.

Step 5: After checking in the guest and allowing them to leave, staple the permission slip to the back of the Student Visitor Program – Check-In form. Place the paperwork in the appropriate room's envelope in the SVP box.

Section 6:

Resources

Greener Alphabet Soup page 93

Confrontation and Conflict Mediation Tips page 95

A Brief Intro to Student Development Theory page 98

Greener Alphabet Soup

RESIDENTIAL AND DINING SERVICES

People

- **AD** – Assistant Director for RAD
- **FOA** – Front Office Assistant
- **GO** – the Greener Organization (RHA Board)
- **NRHH** – National Residence Hall Honorary
- **RA** – Resident Assistant
- **RAD** – Residential and Dining Services
- **RD** – Resident Director
- **ResTech** – Resident Technologist
- **RM** – Resident Maintenance Program staff member
- **RMS** – Resident Maintenance support (backup for RMs)
- **SRD** – Senior Resident Director/Resident Case Manager
- **TOP RD** – The Outdoor Program Coordinator and Resident Director

Programs/Processes

- **Clean Air** – Themed living option for residents who don't smoke and aren't around smoke
- **CLW** – Community Living Workshop
- **EF** – Education First program (International School of English)
- **ESCEI** – Evergreen Student Civic Engagement Institute
- **HAP** – Housing Appeals Panel
- **LLA** – Living Learning Agreement
- **Over 30** – Themed living option for residents who are 30 years of age or older
- **PRF** – Purchasing and Planning Request Form
- **Rainbow Fort** – LGBTQ and allies, gender neutral apartment community
- **SVP** – Student Visitor Program
- **TOP Floor** – The Outdoor Program themed living community

Places

- **Corner Store/P.O.D. Market** – convenience store located in the HCC
- **HCC** – Housing Community Center
- **Flaming Eggplant** – student run café on 3rd floor of CAB
- **The Greenery** – main dining venue on ground floor of CAB
- **The Market** – dining venue on the 2nd floor of the CAB
- **Mods** – modular housing
- **Mod Shop** – RAD Facilities shop
- **The Nook** – open lounge area on 2nd floor of A Building
- **Phase 1** – first-year residence halls A, B, C, D
- **Phase 2** – campus apartment buildings E-U and Mods
- **RADAR** – lounge space on 2nd floor of A Building
- **RAWR** – RA Work Room in the RAD office
- **SGS office** – study lounge and customer service window 2nd floor of A Building

Greener Alphabet Soup

CAMPUS COMMUNITY

People

- **CASV** – Coalition Against Sexual Violence (student group)
- **CLUC** – Campus Land Use Committee
- **Greener** – a student/member of TESC community
- **GSU** – Geoduck Student Union (student government)
- **OSVP** – Office of Sexual Violence Prevention/Coordinator of
- **SASS** – Student Academic Support Services
- **SGS** – Summer Guest Services
- **SMA** – Student Medical Assistant with the Health Center
- **SSSSU** – Student Services Support Staff Union (see also CBA)
- **TESC** – The Evergreen State College

Programs/Processes

- **Academic Statement** – required component of all students' academic work at Evergreen
- **CBA** – Collective Bargaining Agreement (see also SSSSU)
- **DoA/DoP** – Day of Absence/Day of Presence social justice events in spring quarter
- **DTF** – Disappearing Task Force
- **Eval Week** – week after classes during which students conduct end of course evals with faculty
- **FTE** – Full time equivalent
- **Geoducks@nite** – Campus board for planning late night and weekend substance-free activities
- **O-Week** – new student orientation
- **Primetime –** after-hours advising service provided by SASS
- **RCW** – Revised Code of Washington
- **SOC** – Students of Concern
- **SVP** – Student Visitor Program
- **WAC** – Washington Administrative Code

Places

- **CAB** – Campus Activities Building
- **CCBLA** – Center for Community-Based Learning and Action
- **CRC** – The Costantino Recreation Center
- **CUP** – Central Utility Plant
- **Sem I** – Seminar I building housing Police Services, Parking Services, the Health Center, etc.
- **Sem II** – Seminar II building housing academic classroom spaces
- **Unity Lounge** – Lounge gathering space in First Peoples (SASS) on 2nd floor of the library

Confrontation and Conflict Mediation

What is confrontation?

- A confrontation is the direct expression of one's view (facts, thoughts, and feelings) of a conflict situation, and often an invitation for the other party to express their views.

What is conflict mediation?

- Mediation is used to help individuals find common ground and peaceful solutions to problems.

Thinking about confrontation and conflict mediation, what are some scenarios an RD may see?

- Roommate conflicts
- Disagreements between staff members
- Disagreements between/with coworkers
- Disagreement with supervisor
- Policy violations
- Students of concern

What are the steps to take when mediating conflict?

1. Confront directly
2. Diffuse immediate situation
3. Provide support and be neutral
4. Communicate clearly
5. Mediate and coach, support the participants in sharing and reaching an agreeable compromise
6. Hold accountable to policy, community standards, and job performance expectations
7. Remain professional and appropriate
8. Follow up

Helpful mediation skills, techniques, resources:

- Collaborative Communication Skills
    - Active Listening Skills
        - SOLER – sit squarely, open posture, lean forward slightly, eye contact, relaxed
    - Questioning Skills
    - Dialogue Skills
    - Self-Monitoring Skills
- Adaptability
- AD for Res Life
- Police Services

Collaborative Communication Skills

Communication competence in conflict situations is necessary to promote collaborative interaction. The "communication competence" skills of collaboration include:

1. **Listening skills.** Active, open-minded listening is essential. Guidelines include:
    - Commit to understanding; paraphrase and acknowledge
    - Focus on the essential message rather than detail
    - Provide undivided attention; avoid interruption
    - Withhold judgment; maintain an open mind
2. **Questioning skills.** Questioning is both a way to learn and to empower others. Questions should be thoughtful and constructive. Types of questions include:
    - Clarification - questions to better understand (e.g., "Who," What," "When")
    - Probing - questions to learn more (e.g., "Why")
    - Hypothesis/scenario testing (e.g., alternatives) - questions to explore alternatives and introduce new perspectives (e.g., "What if")
    - Doubt raising - asking critical questions, exploring feasibility (e.g., "How," "What about")
    - Evaluation - questions to assess issues, ideas and proposals.
3. **Dialogue skills.** Competent communication interaction in collaboration often occurs as dialogue. Dialogue emphasizes mutual learning, recognition, and empowerment. Dialogue is fostered through the following techniques (in addition to the other six communication competence skills areas):
    - Perspective taking - trying to understand the other person's point of view or experience thoughtfully (cognitively).
    - Empathy - trying to understand the other person's experience or viewpoint emotionally.
    - Bilateral focus, role reversal, and mirroring - techniques designed to promote perspective taking, empathy, and mutual learning.
    - Mutual (other and self-centeredness) - focusing on the interests of all primary parties.
    - Patience and tolerance - giving people time to contemplate, speak, and respond.
    - Equal opportunity/time/turns - supporting everyone's opportunity to participate.
    - Acknowledgement and reinforcement - recognition for people's positive engagement.

4. **Self-monitoring skills.** Communicating well includes a heightened awareness of our own behavior. We need to consider our own behavior in a number of areas:

    - Semantic sensitivity - monitoring the language we use and be sensitive to the others' interpretations, the meanings we intend, and the meanings others construct.
    - Nonverbal sensitivity - monitoring our nonverbal behaviors and be sensitive to others' interpretations of those behaviors; welcoming others' concerns about our behaviors.
    - Face sensitivity - monitoring our verbal and nonverbal behaviors so as to minimize threats to another party's "face."
    - Cultural sensitivity - monitoring our verbal and nonverbal behaviors so as to respect and be sensitive to cultural norms, values, and meanings.
    - Personal identity sensitivity - monitoring our verbal and nonverbal behaviors so as to minimize threats to another party's identity and sense of self.
    - Stress sensitivity - assessing the situation and monitoring our actions to be responsive to the stress and pressures the other party is experiencing.
    - Time sensitivity - assessing the situation and monitoring our actions so that we time our confrontation, feedback, and intervention constructively and appropriately.

Confrontation Skills

A confrontation about actions should be specific and timely. It should help the other party examine the consequences of their behavior rather than causing them to defend their actions.

Communicate:

- Your observation of the other person's behavior (description).
- Your reaction to that behavior.
- Your interpretation of what that behavior means.
- Your desire to increase your understanding of the person's behavior.
- Your concerns about that behavior and its possible consequences.

Things to keep in mind:

- *Always assess the situation* –health and safety of you and others is #1
- *Be familiar with history, context, and expectations* –review relevant policies, documents, ask questions, gather as much information as possible before responding

A Brief Intro to Student Development Theory

What is Student Development Theory?

Student development theory is the way that a student grows, progresses, or increases his or her developmental capabilities as a result of the enrollment in an institution of higher education. There are three types of development:

- *Change* is an altered state, which may be positive or negative and progressive or regressive.
- *Growth* is an expansion, but may be positive or negative to overall functioning.
- *Development* is positive growth.

Theory is used to describe, explain, predict, and/or control student development. In other words, student development theory can help you to better understand, support, and serve students. However, use caution when referring to student development theories. Students are individuals and theory is simply a guide; it is not applicable to all students is every situation. You should be aware of the use of labels and avoid using theory to categorize and manipulate students.

Types of Student Development Theory

- ***Psychosocial Theories:*** Deal with interpersonal and identity development of students, such as how to define themselves, their relationships with others, and what to do with their lives.
- ***Cognitive-Structural Theories:*** Illuminate changes in the way people think and make decisions. Examine both intellectual and moral development.
- ***Typology Theories:*** Examine individual differences in how people view and relate to the world. Typologies are not developmental; they are used simply to observe innate individual differences (e.g., Myers-Briggs, Strengths, etc.)

Psychosocial Theories

Chickering's Theory of Identity Development

The Seven Vectors:

1. Developing Competence – Intellectual & interpersonal competence, physical & manual skills
2. Managing Emotions – Recognize & accept emotions and appropriately express and control them
3. Moving Through Autonomy Toward Interdependence – Increase emotional freedom
4. Developing Mature Interpersonal Relationships – Develop intercultural & interpersonal tolerance, appreciate differences; create healthy, intimate relationships
5. Establishing Identity – (Uses the vectors before it) Acknowledge differences in identity development based on gender, ethnic background & sexual orientation
6. Developing Purpose – Develop career goals, make commitments to personal interests & activities, establish strong interpersonal commitments

7. Developing Integrity – Humanize & personalize values & develop congruence

- Applications: Programming, Evaluation of programming, "Residential Learning Contract"

Josselson's Theory of Identity Development in Women

Themes:

1. Foreclosures: Purveyors of the Heritage – Women who graduate from college with identity commitment with no experience in identity crisis, little identity change, seek security in relationships
2. Identity Achievements: Pavers of the Way – Break psychological ties to childhood & form separate, distinct identities, reorganize sense of self and identity, commit to who they are in relation to others & decide how they want to contribute to other's lives
3. Moratoriums: Daughters of the Crisis – Unstable time of experimenting & searching for new identities, internalize the paradox there are many ways to be right, sticks with one way and if challenged, crisis will ensue.
4. Identity Diffusions: Lost and Sometimes Found – Lack of crisis & commitment, low ego development, high anxiety, withdraws from situations, fails to internalize varied experiences, little attachment to inner self

- Applications: Participation in college activities = achievement identity, student affairs, structure, facilitation, guidance

Racial and Ethnic Identity Development (3)

The Cross Model of Psychological Nigrescence (1/3)

Stages:

1. Preencounter – Race is unimportant, prefer to be accepted as "human beings"
2. Encounter – Undergoes an encounter & powerfully affected by it
3. Immersion-Emersion – Discard remnants of old identity, commits to personal change
    a. Phase 1: Total immersion into blackness while withdrawing from other groups
    b. Phase 2: Progression from dualistic reactionary mode into critical analysis of black identity
4. Internalization – Beginning of resolution involving old identity and new black worldview
5. Internalization-Commitment – Translates new identity into meaningful activities that address concerns and problems shared by African Americans

Helm's White Identity Development Model (2/3)

Stages:

Phase 1: Abandonment of Racism

- Status 1: Contact – Encounter the idea of black people

- Status 2: Disintegration –Conflicted acknowledgement of whiteness while recognizing moral dilemmas associated with being white2
- Status 3: Reintegration –Acknowledge white identity while attending information confirming stereotypes of African Americans

Phase 2: Defining a Nonracist White Identity.

- Status 4: Pseudo-Independence – Acknowledging responsibility for racism while trying to understand which ways white people perpetuate racism
- Status 5: Immersion-Emersion – Whites replace stereotypes with more accurate information about being white in the U.S.
- Status 6: Autonomy – Requires white people to internalize, nurture, and apply new definition of white identity

Phinney's Model of Ethnic Identity Development (3/3)

Stages:

- Stage 1: Diffusion-Foreclosure – Not explored feelings, attitudes regarding own ethnicity
- Stage 2: Moratorium – Becomes increasingly aware of ethnic identity issues, exploration starts
- Stage 3: Identity Achievement – Achieves a healthy bicultural identity

➢ Applications: Professors are encouraged to use to improve classroom climate, useful for understanding of white privilege

Gay, Lesbian, and Bisexual Identity Development (2)

Cass's Model of Homosexual Identity Formation (1/2)

- Stage 1: Identity Confusion – First awareness of gay, lesbian, bisexual (GLB) thoughts, feelings, attractions; with confusion & anxiety
- Stage 2: Identity Comparison – Accept possibility they might be GLB, confronted with issue of how to manage social alienation that accompanies a GLB identity
- Stage 3: Identity Tolerance – Acknowledge they are GLB and seek others to reduce feeling of isolation
- Stage 4: Identity Acceptance – Positive connotation on GLB, become comfortable with self & others
- Stage 5: Identity Pride – Individuals focus on GLB issues and activities
- Stage 6: Identity Synthesis – GLB & heterosexual worlds are less dichotomized and individuals are judged on basis of their personal qualities not sexual identity

D'Augelli's Model of Lesbian, Gay, and Bisexual Development (2/2)

Processes:

1. Exiting heterosexual identity – Recognition that feelings and attractions are not heterosexual, coming out
2. Developing a personal lesbian/ gay/ bisexual identity status – Challenge myths about being GLB

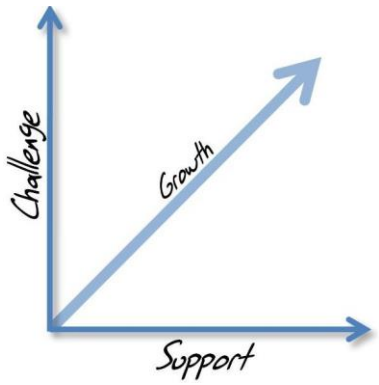
3. Developing a GLB social identity – Create a support network of people who know and accept sexual orientation
4. Becoming a GLB offspring – Disclose identity to parents and redefining relationship
5. Developing a GLB intimacy status – Establish first meaningful relationship
6. Entering a GLB community – Make commitment to social and political action

- Applications: Counseling GLB individuals, providing healthy and supporting student groups in support of the GLB lifestyle

Sanford's Theory of Challenge and Support

- *Support*: too much **support** with too little challenge creates a comfortable environment for the student, where little development is possible.
- *Challenge*: too much **challenge** with too little support makes development an impossible and negative experience.
- *Readiness*: an individual cannot grow until they are physically or psychologically ready to grow

- A balance of challenge and support, paired with a student readiness, is necessary to foster a student's developmental growth.



Schlossberg's Theory of Marginality and Mattering

Marginality:

- A sense of not fitting in and can lead to self-consciousness, irritability and depression. For members of minority groups these feelings can be permanent conditions.
- Feelings of marginality often occur when individuals take on new roles, especially when they are uncertain about what a new role entails.

Five aspects of Mattering:

1. Attention- the feeling that one is noticed
2. Importance- the belief that one is cared about
3. Ego Extension- the feeling that someone else will be proud of what one does or will sympathize with one's failure
4. Dependence- the feeling of feeling needed.

5. Appreciation- the feeling that one's efforts are appreciated by others.

Student Characteristics:

- Clash of institutional and student characteristics causes feelings of alienation and disconnection
- Requires additional support
- Question ability, self-worth, and feeling inferior

Environmental Characteristics

- Homogenous
- Unaware of minority experiences
- Assume minorities would conform
- Appear to reject students of color

Scholossberg's Transition Theory

The 4 S's: "4 major factors that influence a person's ability to cope in transition"

- Situation – Trigger & timing of situation, person's control, if situation causes a role change, duration, previous experience with transitions, concurrent stress, & assessment of transition.
- Self – Personal and demographic characters: affecting how an individual views life. Psychological resources: Aids in coping with transition
- Support – Type, function & measurement of support as well as intimate relationships, family units, networks of friends, institutions and communities
- Strategies – Those that modify the situation, those that control the meaning of the problem, and those that aid in managing the stress in the aftermath
- Applications: Attendance, developmental interventions, consulting, advocacy, and self-help groups, orientation programs, counseling

Cognitive-Structural Theories

Cognitive-Structural Theories: The mind's structures are viewed as arising one at a time, always in the same order, regardless of cultural conditions. The age and rate the person travels through each stage varies. Each stage builds upon the one before it.

Perry's Theory of Intellectual and Ethical Development

Positions:

1. Basic Duality - Seeing the world dichotomous: good-bad, right-wrong, black-white, facts, authorities have correct answers
2. Multiplicity Prelegitimate - Seeing there may be other answers, facts might not always tell the truth & authority isn't always correct
3. Multiplicity Legitimate but Subordinate - Know there are other answers, not living by that thought

4. a. Multiplicity Coordinate - Know &understand there are multiple answers & ways to view situations
   b. Relativism Subordinate - Know & understand there are multiple answers & ways to view situations and start to think about supporting those opinions
5. Relativism - Looking at each viewpoint or answer and seeing what makes the most sense or what the right answer is for them
6. Commitment Foreseen - Making a commitment or trusting in the opinions of others or the viewpoints they feel are correct for them
7. 7-9. Evolving Commitments - Revisiting commitments and making changes when necessary

- Applications: Developmental Instruction model, classroom, career counseling, viewing residence hall staff, policies and roommate conflicts, academic advising

Belenky, Clinchy, Goldberger, and Tarule's Women's Ways of Knowing

Five epistemological perspectives from which women know and view the world:

1. Silence - Mindless, voiceless and obedient.
2. Received knowledge - Listen to others voices, truth resides in others, not in self
3. Subjective knowledge - Inner knowledge is considered superior to others, truth resides in self
4. Procedural knowledge - Learning and applying objective procedures for receiving and conveying knowledge, separate knowing to find the facts, connected knowing
5. Constructed knowledge - Provides integration of subjective and objective knowing with both feeling & thought

Baxter Magolda's Model of Epistemological Reflection

Guiding Assumptions:

1. Ways of knowing & patterns within them are socially constructed
2. Ways of knowing understood through naturalistic inquiry
3. Fluid use of reasoning patterns
4. Patterns are related to, but not dictated by, gender
5. Student stories are context-bound
6. Ways of knowing are "patterns"

- Stage 1: Absolute Knowing - Receiving & mastering knowledge
- Stage 2: Transitional Knowing - Interpersonal & impersonal knowing
- Stage 3: Independent Knowing - Interindividual & individual
- Stage 4: Contextual knowing

King and Kitchener's Reflective Judgment Model

- Stage 1: Knowledge is absolute, Secure by observation, truth & beliefs
- Stage 2: Knowledge is certain, but not immediately accessible, obtained through senses or authority figures

- Stage 3: Knowledge is certain or temporarily uncertain, comes from authorities, personal opinions serve as justification with uncertainty
- Stage 4: Knowledge is uncertain, knowing contains some ambiguity
- Stage 5: Knowledge is contextual and subjective, justification involves interpretation of evidence
- Stage 6: Knowledge is constructed in conclusions, justification involves comparing evidence & opinion

➢ Applications: Connecting, role modeling, group discussions, programming, understanding diverse student populations

Moral Development (2)

Kohlberg's Theory of Moral Development (1/1)

Stages of Moral Reasoning:

- Level 1: Preconventional

  Stage 1: Heteronomous Morality - Obeying rules to not be punished

  Stage 2: Individualistic, Instrumental Morality - Follow rules if it is in their interest to do so

- Level 2: Conventional

  Stage 3: Interpersonally Normative Morality - Living up to expectations of those one is close to

  Stage 4: Social System Morality - Social system is made of a consistent set of rules and procedures equally

- Level 3: Post conventional or Principled

  Stage 5: Human Rights and Social Welfare Morality - Rightness of laws are evaluated to promote fundamental human rights and values

  Stage 6: Morality of Universalizable, Reversible, and Prescriptive General Ethical Principles - involves equal consideration of the points of view of all individuals in a moral situation

Rest's Modifications of Kohlberg's Moral Development Model

Stage 1: Obedience ("Do what you're told.")

Stage 2: Instrumental egoism and simple exchange ("Let's make a deal.")

Stage 3: Interpersonal concordance ("Be considerate & kind, and you'll get along with people.")

Stage 4: Law and duty to the social order ("Everyone in society is obligated & protected by law.")

Stage 5: Societal consensus ("You are obligated to whatever arrangements are agreed to by due process procedures.")

Stage 6: Nonarbitrary social cooperation ("How rational and impartial people would organize cooperation is moral.")

- Applications: "Just communities" for schools and prisons, personal development, self-reflection, group counseling, moral development on campus

Gilligan's Theory of Women's Moral Development (2/2)

- Level 1: Orientation to Individual Survival – Individual is self-centered & preoccupied with survival, unable to distinguish amid necessity & wants

  First Transition: From Selfishness to Responsibility – Issues of attachment & connection to others, integrates responsibility & care into repertoire of moral decision-making patterns

- Level 2: Goodness as Self-Sacrifice – Survival becomes social acceptance, reflect conventional feminine values, may give up own judgment to achieve consensus & connection with others

  Second Transition: From Goodness to Truth – Questions why she puts others first at her own expense, examines needs to determine if they can be included in her responsibility, examines needs as truth, not egoism

- Level 3: The Morality of Nonviolence – Elevated to care by a transformed understanding of self & redefinition of morality

- Applications: Personal values system, counseling, career planning, residence life, leadership development, teaching, social work, psychology, philosophy

Suggested References

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