

Section 3: Introduction to Residential Life and the CF Position

The Mission of Gustavus Adolphus Residential Life

Gustavus Adolphus College Mission Statement

Gustavus Adolphus College is a residential, church-related, liberal arts college firmly rooted in its Swedish and Lutheran heritage.

The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The purpose of a Gustavus education is to help its students attain their full potential as persons, to develop in them a capacity and passion for life-long learning, and to prepare them for fulfilling lives of leadership and service in society.

Student Affairs Mission Statement

The Student Affairs Division of Gustavus Adolphus College intentionally creates and supports environments in which students pursue a challenging liberal arts education, gain an understanding of themselves and each other, and uphold the mission, traditions, and values of the College.

We ask students to be invested, contributing members in a community of learners from diverse backgrounds. To this end, we encourage students to recognize, engage, and appreciate their own and others' diversity and commonality. We also espouse citizenship, integrity, respect, and compassion as foundations that help students engage in lives of service and leadership in their communities.

Our work is centered on relationships. We collaborate with students, faculty, staff, and members of the greater community to provide programs, services, and experiences that contribute to student learning and positively impact the developmental process. We embrace the teachable moments in students' lives with appropriate presence, care, reflection, challenge, and support. We encourage them to take responsibility for their learning, actions, and selves.

As teachers and learners, we contribute to the Gustavus experience, and, with our colleagues, seek to inspire in our students a commitment to the values of excellence, community, justice, service, and faith.

Mission of Residential Life

The mission of the Residential Life Office at Gustavus Adolphus College is to complement the academic mission of the institution by providing a living environment for students conducive to learning and development. Residential Life staff is committed to fostering a community in which students respect and affirm the dignity of all persons and develop the responsibility and values that will allow them to assume roles of leadership and service in society.

To this end, the Residential Life Office focuses on four areas of student learning in Gustavus Residence Halls:

Sense of Belonging

Includes having the ability to get along with others, feel acceptance and approval, and know one's role within a group or relationship. It can be seen and evaluated in several areas: emotional autonomy, interdependence, relationships with peers, and intimate relationships.

Acquiring Knowledge and Skills

Knowledge is sought and acquired in all environments and situations that a college student experiences. Acquiring knowledge includes increasing self-awareness, adjusting to one's surroundings, gather and incorporating information, and learning effective decision-making and problem-solving skills.

Choosing Informed Attitudes

Developing and acceptance of one's self and others. That acceptance encompasses backgrounds, lifestyles, belief and values systems, and cultures. To attain this, students must begin to evaluate their own attitudes and values, be willing to listen to and try to understand, and make a commitment to be constantly relearning. Consider how a person's values influence a person's self-esteem, relationships with others, academic involvement, and career and lifestyle choices.

Self-Responsibility

Integrating one's sense of identity and purpose. It involves having trust in one's skills and abilities, accepting responsibility for one's decisions and actions, determining one's career and life plans, and taking risks in order to achieve personal growth

Charlie Strey
Director of Residential Life
Assistant Dean of Students

Susan Myhra
Administrative Assistant
Central Staff Responsibilities:
Office Management, Student
worker supervision

Andy Hagen
Area Coordinator, Complex/ILS
Houses
Central Staff Responsibilities:
ILS Program, Housing
Administration Support

Erin Berreth
Assistant Director,
Housing Admin.
Area Coordinator, Uptown
Central Staff Responsibilities:
Housing Selection Wellness &
Social Justice Living/Learning
Programs

Troy Seppelt
Assistant Director, Staffing
Area Coordinator, South Side
& Carlson International Center
Central Staff Responsibilities:
CF Program, Crossroads
Program

Jody Goldie
Area Coordinator,
Norelius/Prairie View
Central Staff Responsibilities:
PLEDGE Program, Staffing
Support

North Hall
Head Resident
Becca Hohag
Collin Lehman
Nick Lindquist
Nicole Kwapick

College View Apartments
**Brian Koeneman, Head
Resident**
Laura Mahowald*
Lauren Bennett

**Carlson International
Center**
Thia Cooper, Head Resident
Domic Xiong*
Lou Bellolio*

Norelius Hall
**Jody Goldie, Head
Resident**

Alyssa Ringdal
Sam DeFranco
Adria Faciszewski
Xiu Xiao
Kelsey Cowdin
Dan Mellema*
Elise Fitzgerald
Demetria Brown
Abby Williams
Colby Citrowske*
Alyssa Rogers
Rose Schwichtenberg
Allison Kasmiskie
Justin Lund*
Stephanie Snyder
Ben Carlson
Cydni Smith*

Gibbs Hall
Head Resident
Jigme Ritzekura
Amanda Unruh*
Mason Siirila
Anja Swenson

Arbor View Apartments
**Terena Wilkins, Head
Resident**
Christopher Stewart*

Pittman Hall
**Barb Larson Taylor,
Head Resident**
Emma Oseland
Chloe Goldade
Peter VanDer creek
Patrick Abbott
Wayne Felton
James Freetly
Julie Tumbarello
Sarah Eide

Southwest Hall
**Megan Ruble,
Head Resident**
Katie Jorgensen*
Adam Shultz*
Chelsey Krusemark*

Rundstrom Hall
**Kate Knutson, Head
Resident**
Mandy Halfen
Chenyu Yang*

Sorensen Hall
**Heidi Meyer,
Head Resident**
Annabel Landaverde
Ally Hannemann
Hans Lodge
Ashley Debilzen

Uhler Hall
**Stephanie Otto,
Head Resident**
Tanya Rupp
Bekah Jorgenson*
Chad Kumm*
Ben Schuth*
Taymara Williams
Jordan Barry*
Justin Anderson* (J-term & Spring)

Sohre Hall
**Heather Dale, Head
Resident**
Katie Asfeld
Devon Marschall
Chris Duhaime
Andrew Schmitt
Aaron Regla Breton*
Shay Staten

Prairie View Hall
**Melissa Rolnick, Head
Resident**
David Kreft
Nicole Welke*

Introduction to Residential Life and the CF Position

Collegiate Fellow Position Description

Title: Collegiate Fellow

Reports To: Regarding student conduct & performance responsibilities:
One of the following Residential Life Central Staff Members

- Area Coordinator
- Assistant Director of Residential Life
- Director of Residential Life

Regarding community-building activities:

- Head Resident

Coordinates With: Dean of Students
Assistant Director of Residential Life
Campus Safety
Physical Plant and Housekeeping Offices
Advising/Counseling Center
Coordinator for Alcohol and Drug Education
Residential Life Administrative Assistant

Position Goals:

1. To assist in providing a **safe and supportive environment within the residence halls** that is conducive to academic achievement and overall personal growth;
2. To assist in **performing administrative tasks related to the general operation of the residence halls** (e.g., record-keeping, key distribution, building maintenance and safety, damage assessment, hall opening and closing procedures, communication with residents, etc.);
3. To **support the orientation to college life and personal development of students**, by a) scheduling and implementing educational, social, cultural, recreational, and community building activities in the halls that complement comprehensive learning and development; and b) offering resource and referral information to students regarding academic and personal issues, relevant programs and services, and campus organizations and events;
4. To **represent, interpret, and enforce College objectives**, policies, rules, regulations, and goals to students, and to convey student attitudes, opinions, and actions to appropriate College officials;
5. To **serve as a role model** for students living in the residence halls.

Performance Responsibilities:

Agent of the College & the Residential Life Office

- Support the goals, objectives, and philosophy of the Residential Life program and the educational mission of the college.
- Assist in maintaining the College's image when dealing with students, parents, staff, and visitors to the halls.
- Be an active member of the Collegiate Fellow team both at the campus and hall level.

Administrative Duties

- Communicate official notices and other information to residents through postings or newsletters, meetings, etc.
- Maintain hall records as directed.
- Complete administrative duties and other work in accordance with established deadlines, timelines and procedures.
- Assist with distribution of keys as students occupy rooms and to be available as requested in the event of lock-outs.
- Conduct health and safety checks monthly, and report concerns to the Area Coordinator, as described in the Residential Life Manual.
- Assist in all openings & closings of residence halls as designated by the Area Coordinator.
- Remain or return to campus in time for the closing and opening of the halls at break periods (Fall Opening, Thanksgiving, Christmas, Spring Break, and Spring Closing) to assist as directed by the Area Coordinator.
- Assist in CF Selection, including recruitment, interviews, and other activities.
- To undertake all other reasonable duties in the hall that are requested by the Head Resident, Area Coordinator, Director, or the Dean of Students.

Ethical & Role Modeling Responsibilities

- Behave in a manner consistent with the Ethical Guidelines for Collegiate Fellows.
- Act as positive role models on and off campus, and set an example both in knowing and in abiding by College policies and local ordinances.
- Live in a single room and maintain it as a model for the community and to the credit of the institution.

Community Development and Programming

- In conjunction with, and reporting to the Head Resident, intentionally create community-building and learning opportunities through floor/section programming, personal interaction with all floor/section members, and all hall social and educational activities.
- Assist with initiating peacekeeping, mediation, and conciliation to deal with interpersonal conflict within the residence halls as directed by and in consultation with the Area Coordinator.
- Serve as a resource and advisor for those seeking to develop activities and events for the halls.
- Work with the hall staff to schedule and promote a meaningful program of cultural/educational/social activities and events.
- Attend hall activities as appropriate.
- Identify, promote, and assist student leadership in the halls, including hall governance initiatives.

Community and Behavioral Standards

- Understand, abide by, and enforce all College policies, and assist students in understanding the College's housing philosophy and rules as well as policies established for community living.
- Monitor the hall environment and develop an atmosphere conducive to self-discipline and a consistent expectation that noise and other distractions not prevent residents from having adequate time for study and sleep.
- Confront students when violations of rules or standards are observed, and to intervene appropriately as outlined in the Residential Life Staff Manual.
- Work with the Head Resident, Area Coordinator, Director, or other staff in dealing with inappropriate behavior trends as they encounter.
- Respond appropriately to emergencies as discussed in the Residential Life Manual, and as directed by the Central Staff or representatives of the Dean of Students Office.
- Participate regularly in the hall duty schedule.

Individual Support & Referrals

- Collegiate Fellows charged with violation of campus regulations, ethical standards or civil law will be subject to suspension and/or dismissal from the position.
- Have sufficient knowledge of College resources to provide effective referral to various counseling services.
- Advise, counsel, and listen to residents and to monitor staff concerns about individuals or situations.

Availability & Time Commitment

- Maintain visibility in assigned residence hall and accessibility to residents.
- Participate fully in staff training activities. Training is a year-long process consisting of: 1) Fall Training prior to the beginning of the academic year, and 2) Continued Training sessions throughout the academic year, including significant time in January. Excused absences must be approved by the Area Coordinator, and CF's are expected to complete make-up assignments.
- Participate fully in regularly scheduled staff meetings and individual supervision meetings with Head Residents and Area Coordinators.
- Participate fully in any necessary meetings as determined by the Head Resident or Central Staff.
- Remain on campus for the duration of January Term unless receiving prior permission by supervising Area Coordinator and according to established guidelines. Time away during J. Term is approved by the Area Coordinator in consultation with the Central Staff.
- Weekends away must be communicated ahead of time to Area Coordinators, and are generally limited to one per month, with exceptions made by the Area Coordinator in consultation with the Central Staff. Special weekends (including but not limited to Homecoming and Case Day) are designated as "closed weekends" that require CF's to remain on campus. Expectations for these weekends are determined by the Area Coordinator in consultation with the Central Staff.
- Arrange in advance and in writing all absences from campus for an extended period of 3 or more days with the Area Coordinator.

Conditions for Employment

- A student may not be awarded or maintain a Collegiate Fellow position while on academic or disciplinary probation.
- Students must be full-time and maintain a 2.50 cumulative GPA or be subject to release of service.
- Involvement in other employment or activities (as proscribed below) is contingent upon satisfactory performance by the Collegiate Fellow.
- Collegiate Fellows may not be otherwise employed off campus without prior written approval from the Area Coordinator, and then are limited to a maximum of 10-12 hours per week.
- Significant on-campus employment and extracurricular involvement (e.g., varsity athletics, touring ensembles, and student organization leadership positions) should be approved in writing and in advance.

Introduction to Residential Life and the CF Position

COLLEGIATE FELLOW CONTRACT for 2009-2010

_____ is hereby extended appointment as a Collegiate Fellow at Gustavus Adolphus College for the 2009-2010 academic year beginning **Monday, August 24, 2009** and ending on **Monday, May 31, 2010**. In accepting this appointment, NAME agrees to fulfill the duties, responsibilities, and expectations of the program, as set forth here and in the position description, and further defined by supervising staff. Unless specific written exceptions are granted, shall comply with all terms listed below.

I agree to maintain full-time student status during fall and spring terms; reside on campus during January Term unless receiving prior permission by my supervising Area Coordinator and according to established guidelines; be a student with sophomore, junior or senior credit standing; be free of academic and disciplinary probation; and maintain a cumulative GPA of 2.50.

I will attend and participate in all training sessions and new student orientation including the following:

- A. **Fall Training:** Monday, August 24, 2009 through Thursday, September 3, 2009.
- B. **New Student Orientation:** Friday, September 4– Monday, September 7, 2009
- C. **Staff Development** programs scheduled during the school year.
- D. **Winter Training:** one day-long training session January 17, 2010

I will remain on campus for the following periods:

- A. **Interim Experience** (January Term): Halls open at noon on Sunday, January 3, 2010 unless granted an exception
- B. **Homecoming weekend:** October 9-11, 2009
- C. **Case Day(s)**

I understand that during the following periods, a MINIMUM of half-staff in each hall is required and will be negotiated by the supervising Area Coordinator:

- A. **Fall Break:** October 24-27, 2009
- B. **Touring Week:** January 30-February 7, 2010

I will assist in the openings and closings of residence halls during the following breaks as coordinated by my supervising Area Coordinator. (See Position Description for details.):

- A. **Thanksgiving:** Halls close at 9am on Wednesday, November 25, 2008 and reopen at noon on Sunday, November 29, 2009.
- B. **Christmas:** Halls close at 9am on Tuesday, December 22, 2009 and reopen at noon on Sunday, January 3, 2010
- C. **Spring Break:** Halls close at 9am on Saturday, March 27, 2010, and reopen at noon on Monday, April 5, 2010.

I will arrange in advance and in writing all absences from campus for an extended period of 3 or more days with my supervising Area Coordinator.

I have read and understand the ethical guidelines established for the program. I understand that I am expected to act as a positive role model--on and off campus--and set an example both in knowing and abiding by College policies and state/local ordinances. I also understand that my position has priority over ALL other areas of activity with the exception of academic work.

First time staff members will be compensated for the cost of a room equal to the guaranteed cost plan for current juniors with half being credited to his/her student account each term (subject to change); expanded basic cable television service (if desired for personal use only); and a parking permit for the red lot (if desired for personal use only). In addition, all Collegiate Fellows register first for J-Term courses and are assigned the highest housing priority number for the housing selection process occurring in Spring 2010.

If performance falls below acceptable standards, or fails to fulfill the duties, responsibilities, or expectations of the position as set forth in this contract, job description, and ethical guidelines, he/she will be subject to immediate termination of employment. It is understood that with termination, this contract will become null and void and the student will be reassigned to a non-staff room. The Residential Life Office reserves the right to require restitution of the Collegiate Fellow compensation, or a portion thereof, in the event that the terms and/or conditions of the contract, job description, and ethical guidelines are not met. The Residential Life Staff would determine the specific amount.

I accept the position of Collegiate Fellow at Gustavus Adolphus College under the terms of this agreement:

Collegiate Fellow Date

Area Coordinator/Assistant Director of Residential Life Date

Charles Strey, Director of Residential Life & Assistant Dean of Students Date

Introduction to Residential Life and the CF Position

RETURNING COLLEGIATE FELLOW CONTRACT for 2009-2010

_____ is hereby extended appointment as a Collegiate Fellow at Gustavus Adolphus College for the 2009-2010 academic year beginning **Sunday, August 23, 2009** and ending on **Monday, May 31, 2010**. In accepting this appointment, Chris Stewart agrees to fulfill the duties, responsibilities, and expectations of the program, as set forth here and in the position description, and further defined by supervising staff. Unless specific written exceptions are granted, shall comply with all terms listed below.

I agree to maintain full-time student status during fall and spring terms; reside on campus during January Term unless receiving prior permission by my supervising Area Coordinator and according to established guidelines; be a student with sophomore, junior or senior credit standing; be free of academic and disciplinary probation; and maintain a cumulative GPA of 2.50.

I will attend and participate in all training sessions and new student orientation including the following:

- E. **Fall Training:** Sunday, August 23, 2009 through Thursday, September 3, 2009.
- F. **New Student Orientation:** Friday, September 4– Monday, September 7, 2009
- G. **Staff Development** programs scheduled during the school year.
- H. **Winter Training:** one day-long training session January 17, 2010

I will remain on campus for the following periods:

- D. **Interim Experience** (January Term): Halls open at noon on Sunday, January 3, 2010 unless granted an exception
- E. **Homecoming weekend:** October 9-11, 2009
- F. **Case Day(s)**

I understand that during the following periods, a MINIMUM of half-staff in each hall is required and will be negotiated by the supervising Area Coordinator:

- C. **Fall Break:** October 24-27, 2009
- D. **Touring Week:** January 30-February 7, 2010

I will assist in the openings and closings of residence halls during the following breaks as coordinated by my supervising Area Coordinator. (See Position Description for details.):

- D. **Thanksgiving:** Halls close at 9am on Wednesday, November 25, 2009 and reopen at noon on Sunday, November 29, 2009.
- E. **Christmas:** Halls close at 9am on Tuesday, December 22, 2009 and reopen at noon on Sunday, January 3, 2010
- F. **Spring Break:** Halls close at 9am on Saturday, March 27, 2010, and reopen at noon on Monday, April 5, 2010.

I will arrange in advance and in writing all absences from campus for an extended period of 3 or more days with my supervising Area Coordinator.

I have read and understand the ethical guidelines established for the program. I understand that I am expected to act as a positive role model--on and off campus--and set an example both in knowing and abiding by College policies and state/local ordinances. I also understand that my position has priority over ALL other areas of activity with the exception of academic work.

Returning staff members will be compensated for the cost of housing with half being credited to the student account each term; expanded basic cable television service (if desired for personal use only); a \$750.00 stipend, with half being credited each term; and a parking permit for the red lot (if desired for personal use only). In addition, all Collegiate Fellows register first for J-Term courses and are assigned the highest housing priority number for the housing selection process occurring in Spring 2010.

If performance falls below acceptable standards, or fails to fulfill the duties, responsibilities, or expectations of the position as set forth in this contract, job description, and ethical guidelines, he/she will be subject to immediate termination of employment. It is understood that with termination, this contract will become null and void and the student will be reassigned to a non-staff room. The Residential Life Office reserves the right to require restitution of the Collegiate Fellow compensation, or a portion thereof, in the event that the terms and/or conditions of the contract, job description, and ethical guidelines are not met. The Residential Life Staff would determine the specific amount.

I accept the position of Collegiate Fellow at Gustavus Adolphus College under the terms of this agreement:

Returning Collegiate Fellow Date

Area Coordinator/Assistant Director of Residential Life Date

Charles Strey, Director of Residential Life & Assistant Dean of Students Date

Ethical Guidelines for Collegiate Fellows

One of the functions of your Area Coordinators and Head Residents is to help you make appropriate and ethical choices. We also want to help you to understand the power you have to influence and shape the attitudinal and behavioral norms of students in the residence halls. It is of primary importance for us that you wield that power and influence responsibly and with intentional care of individual students and the larger community. When possible, consult with your supervisors about these gray situations before they occur. We believe in supervision as a developmental tool and understand that everyone can make a mistake. In situations where serious errors of judgment are evident, however, employment termination may be required both to maintain the integrity of the entire CF program and to meet our ethical obligations to residents.

We have put together the following list to help you understand the types of behavior that we believe to have ethical implications. Please understand that there will always be gray areas and that no list ever seems to cover all the situations and issues. **You are responsible for knowing, understanding, and following ALL College policies and, in addition, for representing, monitoring, and enforcing those policies for other students.** You compromise your effectiveness if you fail to follow or represent them. If you choose to act against these policies, there will be consequences ranging from reprimand to dismissal.

Put simply, you should use common sense and exhibit responsibility:

- **If the behavior is illegal, DON'T DO IT.**
- **If the behavior appears to violate policy, DON'T DO IT.**
- **If the behavior may jeopardize your credibility, or the credibility of the CF program, DON'T DO IT.**
- **If you have any doubts, DON'T DO IT, until you ask and find out if it is appropriate.**

Unacceptable Behavior

Use of Alcohol:

- Possessing or consuming alcoholic beverages if you are underage.
- If you are of legal age, consuming alcohol or using illegal substances with any underage students. Consuming alcohol with residents of your area of responsibility who are of legal age is discouraged.
- Purchasing alcohol or illegal substances for any underage students. Purchasing for others is discouraged regardless of age.
- If you are of legal age, consuming alcohol or using any substances, illegal or otherwise, that affects your ability to respond during or before Hall Duty. It is expected for the duration of one's Duty shift that CF's BAC will be 0.000.
- If you are of legal age, using alcohol in an irresponsible manner at any time when on campus (the rationale being that you would be unable to respond in an appropriate official capacity if required in an emergency or similar unexpected situation.)

Other:

- Violating Residential Life or College policies or violating Statements in the Student Responsibilities.
- Engaging in questionable or illegal activities in off-campus situations where other students could be aware of your actions.
- Not making any effort to meet expectations.
- Breaching confidentiality with regard to information discussed as a staff or with residents.
- Being placed on academic or disciplinary probation.

You are expected to...

- Be a positive role model, both in your academic work and your behavior.
- Build positive relationships with your residents and fellow staff members (Area Coordinator, Head Resident, and Collegiate Fellows).
- Assess the needs of your residents and plan programs and/or activities in response to those needs.
- Participate in your staff duty rotation, which may include College breaks.
- Stay for hall closings and assist with room checks, as determined by your Area Coordinator.
- Set standards for a positive, just, safe, and inclusive community in your area of responsibility.
- Serve as a referral and resource person for residents.
- Maintain a positive and professional attitude, without misusing your position or authority.
- Be on duty for some specific days or weekends, including Homecoming and Case Day.

You should...

- Be supportive of fellow staff members, their decisions, and their policy interpretations.
- Demonstrate consistency throughout entire area and staff in dealing with situations or conflicts that may arise.
- Be firm with your residents and model behavior that they can learn from. The distinction is subtle, but your emphasis should be concern for acceptable behavior rather than simply enforcement and discipline.
- Be fair and honest with yourself and with residents, which may involve placing disciplinary actions before friendships.
- Attempt to build a community that respects and celebrates a variety of opinions.
- Attempt to provide a living environment that is pleasant and enjoyable, both for your residents and for yourself.
- Be prepared to give and take.

Residential Life Supervision

Residential Life Professional Staff members provide ongoing accountability and supervision for the Collegiate Fellow role. This is done both informally through weekly/bi-weekly one-on-one's and formally through quarterly evaluation processes.

One-On-One's

Collegiate Fellows will meet bi-weekly for approximately a half hour with both their respective Head Resident and Area Coordinator. During these meetings, Professional Staff will give ongoing input about strengths and areas of growth regarding job performance and ethical expectations, as well as ideas of how to grow and improve.

Quarterly Evaluation Processes

Collegiate Fellows will also go through three formal evaluation processes throughout the academic year: a quarter-year evaluation after the Satisfaction Survey is collected in November, a mid-year evaluation around January, and a three-quarter evaluation around March. Each evaluation may include input from Head Resident, Area Coordinator, fellow student staff members, students from the floor or section, and self. The evaluation will use scales based on the desired CF expectations shown below.

Desired CF Expectations

- Maintains balance
- Maintains ethical role model behavior
- Proactive
- Punctual
- Clear understanding of responsibilities

- Implements policy
- Supports student staff
- Supports AC/HR
- Maintains positive attitude
- Asks for help and/or clarification
- Timely communication
- Creative

Residential Life Accountability Process

The purpose of any supervisory accountability process is to ensure there is a defined and understandable process in place for those times when staff members either perform above expectations as well as those few times when performance and/or behavior is not up to expectations. This therefore is not a judicial process with strict definitions of rights and responsibilities. It is part of the supervisor's responsibility to hold accountable the staff member for the quality and quantity of work performed. Therefore, the following is offered to assist both supervisors and staff members in understanding the appropriate procedures in the process.

The Residential Life Office operates on the basis of relationships that are built and sustained through frequent interaction and feedback. Interaction will occur through staff meetings, one-on-one meetings, and occasional, less formal meetings. These meetings are conversationally based and provide an opportunity for constructive/positive feedback. Therefore, feedback is an on-going process that will intentionally occur in a variety of times and locations and may include positive feedback as well as constructive concerns. There are times, however, when a more formal feedback meeting may become necessary. At those times, the outcome of that meeting will come in a letter that is copied to the staff member's employment file.

Phase One Action: Meeting and Warning Letter

A meeting will be scheduled to discuss the concern as well as expected behavior. A warning letter will be created which will address the concern and outline expected behavior. It may also include referral information of help to the student. Letters will be copied to the Director (or designee) and the staff member's file.

Phase Two Action: Meeting and Probation

A formal meeting will be scheduled to discuss the concern, the manner in which it can be remedied, and a timeline for completion. These items would be put into a probation letter with the expectations, timeframe for change, and review deadline. This time frame for change and review deadline is the probationary period. Letters will be copied to the Director (or designee) and the staff member's file.

Examples of behaviors leading to this type of action:

- Not adequately following up on phase one issues
- Behaviors that endanger students or fails to keep them safe
- Integrity or dishonesty issues
- Failing to report severe situations
- Solving problems without the appropriate follow-up
- Not involving appropriate persons in crisis situations

Phase Three Action: Meeting and Employment Termination

This is the most severe action a supervisor can take to stop inappropriate behavior from occurring in the future or to address a single incident. When a staff member is terminated, a conversation between the staff member and the Director (or designee) will occur that will result in an understanding of reasons for the termination, a discussion about the housing for the remainder of the year, and an agreement as to a timeline for vacating the specific staff room area. These items will be put into a letter to be placed in the employment file. The supervisor will work in conjunction with the Director to coordinate the staff member's dismissal details.

Examples of behaviors leading to this action:

- Academic probation
- Disciplinary probation (underage alcohol consumption is included here)
- Misuse of the Master Key

Residential Life Student Staff Accountability Guidelines

This document partners the Staff Accountability Process that outlines the three phases noted below. Bear in mind that sanctions may adjust to fit the context of the violation. The Director of Residential Life, in consultation with the AC's, retains the right to make those adjustments.

<u>Violation</u>	<u>Minimum Sanction for 1st Time Violation</u>	<u>Source</u>
Missing staff meeting - unexcused	Phase One - Warning Letter	CF Contract
Not following duty procedures	Phase One - Warning Letter	CF Contract & Staff Manual
Consistent poor administrative skills	Phase One - Warning Letter	CF Contract
Attitude not supportive of Residential Life	Phase One - Warning Letter	CF Contract & Ethical Guidelines
Missing in-service training	Phase One - Warning Letter and make up training session	CF Contract
Exhibiting non-role model behavior	Phase One - Warning Letter	Ethical Guidelines
Missing duty	Phase Two - Probation	Staff Manual
Failure to confront policy violation	Phase Two - Probation	CF Contract & Ethical Guidelines
Non-confidentiality	Phase Two - Probation	Ethical Guidelines
Not fulfilling community development and programming expectations	Phase Two - Probation	Staff Manual & Ethical Guidelines
Off-campus implications of ethical guidelines	Phase Two - Probation	Ethical Guidelines
Being placed on academic or disciplinary probation	Phase Three - Termination	CF Contract & Ethical Guidelines
Violating the Alcohol/Drug Policy	Phase Three - Termination	CF Contract & Ethical Guidelines
Off-campus alcohol or drug citation	Phase Three - Termination	Ethical Guidelines
Loss of Keys	Phase Three - Termination & Restitution	Staff Manual
Violation of College Policy	Phase One - Warning Letter to Phase Three - Termination	CF Contract & Ethical Guidelines