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Section One: INTRODUCTION TO RESIDENCE EDUCATION

What you can get out of this section: a clear understanding of the Residence Education Mission, Vision and Goals, and the Living at Michigan Credo

QUICK REFERENCE:

As members of the Department of Residence Education, it is important to:

- Be people of integrity

- Be honest and ethical

- Be treated as partners in a workplace that provides support through flexible scheduling and compensation that matches the effort, skills and knowledge that our work requires

- Clearly articulate policies, procedures, and roles

- Communicate openly and inclusively

- Exercise freedom of thought and opinion in a spirit of mutual respect

- Keep an open mind

- Lead by example

- Meet students’ needs while respecting the needs of others

- Provide human interaction and practice compassion

- Respect others and show it

- Take pride in our work

- Take responsibility for our actions

- Trust and be trustworthy

- Uphold the standards of our profession and the Living at Michigan Credo

- Work as members of the same team - University Housing
A. Mission, Vision, & Values for Residence Education

Our mission is to foster the academic, cultural, intellectual, personal, and social development of students living in the residence halls, while encouraging and supporting each others’ development. We work in partnership with others to continually improve our services and create a safe and inclusive multicultural residence hall community.

To accomplish our mission, we work as academic support staff, administrative assistants, administrators, broadcasters, graduate and undergraduate resident staff, library assistants, office assistants, office coordinators, researchers, secretaries, student desk staff, and thespians.

We are dedicated to:

- Effectively serving and working with residence hall students, staff and faculty of diverse backgrounds and viewpoints
- Encouraging students to take responsibility and challenge themselves to grow, and to supporting each other’s growth
- Providing a safe environment that promotes both physical and emotional well-being
- Providing linkage and access to services both within and beyond Housing
- Supporting the academic mission of the University by providing opportunities for learning within and beyond the classroom-bringing learning into the living environment
- Working toward common vision and aspirations for the quality of life of the residence hall community

We believe that it is important to:

- Be people of integrity
- Be honest and ethical
- Be treated as partners in a workplace that provides support through flexible scheduling and compensation that matches the effort, skills and knowledge that our work requires
- Clearly articulate policies, procedures, and roles
- Communicate openly and inclusively
- Exercise freedom of thought and opinion in a spirit of mutual respect
- Keep an open mind
- Lead by example
- Meet students’ needs while respecting the needs of others
- Provide human interaction and practice compassion
- Respect others and show it
- Take pride in our work
- Take responsibility for our actions
- Trust and be trustworthy
- Uphold the standards of our profession and the Living at Michigan Credo
- Work as members of the same team - University Housing
B. Living at Michigan Credo

University Housing affirms its professional and personal commitment to a sensitive, tolerant and humane community in our residence halls and family housing apartments. We desire to build residence hall and family housing communities in which individuals are not harassed, excluded, or made to feel uncomfortable because of sex, color, religion, sexual orientation, lifestyle, or political beliefs. Many students use their college years to explore and develop their personal identity and values, and we strongly believe that this exploration can best take place in an atmosphere of mutual respect and understanding.

It is essential that human rights be a cornerstone of our enterprise, and we will continue to articulate it as such. As administrators, educators, and counselors, we are committed to work with students to help them look at themselves, examine their values and conduct, and keep questioning values when they reflect an origin of fear, anger, or ignorance. We will continue to convey to our residents, as well as to the entire University community, that acts of racial hatred and other forms of bigotry are acts against us all and that they will not be condoned or tolerated. Individuals, both on and off campus, must share in the personal responsibility of confronting discriminatory behavior and comments.

The University is a special place. It is a community designed to foster freedom of thought and unconventional, even uncomfortable opinions. It attempts to provide an environment for inquiry in which innovation and creativity are nurtured. We aspire to an ideal of openness - an allowance not only for people to be different, but a recognition that diversity is the virtual core of University life. We have a unique opportunity at the University of Michigan to celebrate diversity to its fullest - to visit the world and various American cultures through the eyes of our students. As an institution, we all must continue to strive towards fulfilling our ideals, and to do better than we are doing. Please join us in affirmation of our common humanity.
C. Organizational Chart for Residence Education
D. Did you know that...?

- Dr. Henry P. Tappan was the first permanent President of U of M.

- Co-education was first introduced at U of M in the 1870s.

- University Housing is the eighth largest in the United States, providing accommodations for approximately 10,000 single students and 1,700 families.

- University Housing employs over 400 service staff, 140 professional staff, 320 residence staff, and 2,500 part-time student employees.

- For the 1993-94 fiscal year, the University Housing revenue budget exceeded 60 million dollars.

- University Housing’s Off-Campus Department serves the two-thirds of the student body that resides in fraternities, sororities, student owned/operated cooperatives and privately owned rental rooms, apartments, and houses.

- University Housing facilities comprise 4.5 million square feet or 1/4 of the total floor space of the University of Michigan.

- During the summer months Housing facilities are utilized for University-related conference activities by over 20,000 guests of the University.

- University Housing manages the Lawyers Club, University Rental Properties, and the Executive Residence of the School of Business Administration.

- Helen Newberry House, Martha Cook Hall, Betsey Barbour, Couzens Hall and the Lawyer’s Club were obtained as gift facilities.

- Mosher-Jordan Hall, the first revenue bond facility, was built in 1930.

- West Quadrangle, Stockwell and East Quadrangle were constructed in the late 1930s with WPA grants.


- Family housing appeared following the heavy influx of veterans after World War II with the construction of University Terrace in 1947, followed by Northwood I in 1955, Northwood II in 1957, and Northwood III in 1958. The larger town-house apartments of Northwood IV were constructed in 1968 and 1972.
Section Two: RESIDENCE STAFF ROLES

What you can get out of this section: a clear understanding of the expectations for ResStaff positions, qualities of successful ResStaff members, position descriptions, a monthly timetable of ResStaff activities, a look at the first semester from the student, parent and faculty perspectives

QUICK REFERENCE:

As a ResStaff Member, please remember the following:

~ Remember, your first job responsibility is to develop community and get to know your residents. Learn their names and important aspects of their lives quickly.

~ Your actions are an example to residents.

~ Know all rules and regulations; adhere to them.

~ Carry out to the fullest all your responsibilities.

~ Confront residents and others, whether in your community or not, when you believe that you observe a violation of the Community Living Standards.

~ Be cautious in social relationships with residents. Remember you will be advising residents on problems involving drugs, drinking, partying, interpersonal relationships, etc. Recognize that it is difficult to question the actions of others if you are not making wise choices yourself.

~ You will be receiving confidential material and information. Keep it confidential.

~ Always discuss a resident or problem only with fellow staff members who need to know and only where you will have PRIVACY.

~ As residence staff members you are expected to be open to diversity in each other and accepting of others' differences. Try to project this acceptance as a role model to others.

~ Strive to help each individual student grow to the fullest of his/her capacities so that s/he is a better educated member of the residence hall community.

~ You are now in a position of leadership and authority. You have the maturity, experience and background to be a leader and the judgment to exercise authority wisely. At all times, try to live up to this trust.
A. Qualities of Successful ResStaff Members

It is the goal of University Housing to select the most qualified candidates for its residence staff regardless of age, gender, sexual orientation, race, religion, geographical and national origin, disability status, class, or any other characteristics that do not directly relate to bonafide job requirements.

You were hired as a member of Residence Staff because you possess the basic abilities to be an effective, caring, compassionate, responsible, and effective member of Residence Staff.

The most important aspect of a residence staff position is developing communities. One of the primary roles that residence staff play in the residence halls is the role of "educator". In order to best fulfill this role and other important aspects of the residence staff position, staff must get to know the residents in their community-learn their names, use their names, learn something about them. The better you know the residents, the better educator and community developer you will become.

The staff of Residence Education has identified four crucial areas that form the foundation of our work with residents. It is necessary and important that all members of Residence Staff understand and work to uphold these values in the residence halls.

1. Social Justice

RESIDENCE STAFF MEMBERS:
- Are sensitive to the individual beliefs and philosophies of all members of the residence community.
- Encourage and challenge students to experiment with new ideas and concepts.
- Provide an inclusive community where all residents feel respected.
- Prevent, discourage, and respond to issues of unfair treatment and harassment.
- Facilitate resident's understanding and appreciation of all members of the community.
- Are caring and sensitive to community members who are searching to understand themselves.

2. Community Development

RESIDENCE STAFF MEMBERS:
- Help residents find a proper balance between their lives as individuals and as members of a community.
- Help develop relationships between members of the community.
- Help encourage successful roommate relationships.
- Help residents discover solutions to their own problems.
- Refer residents to other resources, and accompany them along the way.
- Help community members understand the Community Living Standards and Statement of Students Rights and Responsibilities and their responsibilities to other community members.
• Hold residents responsible for the choices they make.
• Enforce the Substance Free rooming option where appropriate.

3. Academic Peership
RESIDENCE STAFF MEMBERS:
• Assist new residents in their adjustment to the college academic environment.
• Teach and encourage the development of new skills for academic success.
• Create a physical and psychological atmosphere where academic success can occur.
• Provide programs that assist in the pursuit of academic excellence.
• Provide referrals to others (HD/AHD, APA, MPA, HL, and LS&A advisor) when appropriate and follow-up to ensure resident success.
• Act as a successful role model in academic situations.

4. Staff Roles
RESIDENCE STAFF MEMBERS:
• Are motivated to support and assist in the success of others.
• Maintain communication with their Hall Director, Assistant Hall Directors, and/or Program Directors.
• Complete all administrative assignments on time, knowing that others depend on their work.
• Are proactive in anticipating difficulties and solving problems.
• See the learning potential in all aspects of Residence Hall living.
• Act as change agents.
• Challenge and support residents in all they do.
B. Goals and Expectations For Residence Staff

1. Following is a copy of the Residence Staff Expectations and Goals.

As a member of University Housing’s Residence Staff, I recognize that I am a vital part of Residence Education’s commitment to building strong communities within the residence halls. Therefore, I accept the following expectations for myself in addition to all conditions listed in my Letter of Appointment:

I will seek to be a role model for my residents in my professional, academic, and personal behavior. In all situations, I agree to conduct myself in a way that will elicit the respect of my residents, co-workers and supervisors and that will reflect positively on the department and staff that I represent. I will also model balanced living by setting appropriate boundaries for my staff position, which will allow me to fulfill my staff responsibilities while maintaining a personal life and personal space in the residence hall. If necessary, I will seek the assistance of my supervisors in negotiating this balance before I become burned out or jeopardize my academic standing. Finally, I will restrict my academic commitments, other work opportunities, and extracurricular involvements so that I have adequate time to dedicate to my Residence Staff position and the needs of my residents.

I will demonstrate a commitment to building community in the residence hall by learning my residents’ names and significant things about them in a timely manner, spending time with them in casual social interaction (eating meals together, socializing in lounges and public areas, etc.), organizing programs that promote social interaction between residents and encourages their participation in the community, and being consistently available to them in the residence hall (spending a significant amount of time on the hall, with my door open).

In order to assure my accessibility, I will limit my absences from the residence hall to a maximum of three weekends (six nights) per term, in addition to breaks and holidays outlined in the Letter of Appointment; and I will have all absences pre-approved by my direct supervisors. I recognize that breaks in the University academic calendar do not necessarily coincide with the residence hall schedule; thus I may be required to work during breaks when my residence hall remains open (e.g. Labor Day, Thanksgiving, MLK Day, Spring Break, Memorial Day and Independence Day).

I will model a commitment to multiculturalism through my behavior and attitudes, striving to create a tolerant and understanding community where all individuals are treated with dignity and respect. I will respond immediately to any acts, statements, or displays that reflect intolerance, prejudice, or hatred, seeking assistance from other ResStaff members or community resources when necessary, and reporting such incidents to my supervisors. I will organize and participate in activities designed to educate myself and my residents about diversity and multicultural issues, including minority council
meetings and events and MPA/A programs, and will seek to allow multicultural perspectives to inform all of my programming.

I commit myself to positive interactions with my fellow staff members that will promote effective teamwork and successful collaboration on programming and building projects. I will be consistent and thorough in my work performance, carrying my fair portion of the building workload, so that my co-workers are not burdened with tasks that should rightly be mine. When appropriate, I will provide honest, but constructive feedback to my co-workers, and will be receptive to constructive criticism from my peers and supervisors. I will support other staff members by attending their programs and heeding their requests for assistance; and I will not participate in discussions or activities that in any way disparage fellow staff members or undermine their authority with residents. Furthermore, I will show public support for all ResStaff decisions and University or Housing policies. If I disagree with a policy, I will discuss it calmly and respectfully with my supervisors, but will continue to enforce the policy unless directed otherwise by my supervisors.

I will follow through on all assignments given to me by my supervisors in a timely manner. I understand that there will be additional staff requirements assigned by my supervisors and the Housing Division which are not explicitly stated in the ResStaff Application booklet or Letter of Appointment. As it is not expected that these assignments will transcend the 20-hour per week commitment to my staff position, I will comply with all work requests. I will also participate in those campus-wide Housing and Residence Education processes which significantly impact all residence hall communities, such as Fall and Winter Move-In, Fall and Winter Closing, survey distribution, and Residence Staff Selection, completing tasks as assigned. Finally, I will keep all sensitive staff matters and resident information confidential; I will share important information with my direct supervisors but refrain from openly discussing sensitive building and resident issues with other students or staff.

I will protect the rights of the community by consistently enforcing Community Living Standards. I will educate residents about appropriate behavior in a community setting by elucidating the rationale behind Housing policies and Community Living Standards and encouraging mutual respect amongst hallmates. I will calmly and consistently address all observed violations of Community Living Standards, documenting the behavior in an Incident Report when appropriate. I will assist my supervisors, Housing Security and DPS in their investigation and follow-up of incidents being adjudicated in the Housing or University judicial system. Furthermore, as a role model for my residents and a representative of University Housing, I will assure that my personal behavior in and out of the residence hall is consistent with Community Living Standards, the University Code of Student Conduct, and all state and federal laws. Finally, I will responsibly carry out on-duty responsibilities, following the specific guidelines set forth by my Hall Director.

I will be a good role model for my residents in my use of and attitudes toward alcohol and other drugs.

- If under the age of 21, I will not possess or consume alcoholic beverages.
- If 21 or older, I will not provide alcohol to nor consume alcohol with any staff or students under the age of 21.
I recognize that residents and peers may also observe my behavior outside of the residence hall. Therefore, I will avoid becoming intoxicated or engaging in any behavior inside or outside of the hall that promotes irresponsible or illegal alcohol consumption.

I will refrain from consuming alcohol 12 hours prior to duty, and will ensure that my thinking is unimpaired by alcohol at any time I am in the residence hall so that I am always ready to respond to emergencies.

I will abide by substance free policies of my residence hall and house.

I will educate my residents on the responsible use of alcohol and suggest alternatives to alcohol-related events.

I will refrain from using any illegal drugs (including marijuana) in or out of the residence hall.

I will confront all observed alcohol or drug violations and will report such activity to my direct supervisors. I will also assist students in obtaining medical or counseling treatment when necessary.

I recognize that engaging in any of the following activities is cause for immediate termination:

- Committing any infraction of the Community Living Standards
- Violating University, State or Federal policies concerning alcohol such as underage possession or use of alcohol, providing alcohol to minors, drinking in public areas of the residence hall, or public intoxication in the residence hall
- Violating University, State and Federal drug policies concerning controlled substances
- Misuse of University property
- Physical assault
- Unexcused absences from duty, staff training, or staff meetings
- Loss or misuse of master or submaster keys, including lending the keys to a non-Staff member for any reason.

I expect regular evaluations of my work performance, to ensure that I am meeting the needs of my residents by effectively fulfilling my Residence Staff responsibilities. These evaluations may be formal or informal and may be conducted by any of my direct supervisors, including the Hall Director, Assistant Hall Director, and Living-Learning Director or Special Programs Director, if applicable.
2. Ethical Standards for Residence Staff

As a residence staff member, you will be in the position of acting as a leadership role model for residents and carrying out policy for the University. This requires an understanding of ethical standards of your position. "Ethical" is defined as conforming to accepted and professional standards of conduct. The following standards outline these expectations for your position:

1. Remember, your first job responsibility is to develop community and get to know your residents. Learn their names and important aspects of their lives quickly.

2. Your actions are an example to residents.

3. Know all rules and regulations which govern the students of the University of Michigan and the residence halls; adhere to them.

4. Carry out to the fullest any responsibility which is a part of your residence hall position.

5. Confront residents and others, whether in your community or not, when you believe that you observe a violation of the Community Living Standards.

6. Be cautious in social relationships with residents. Remember you will be advising residents on problems involving drugs, drinking, partying, interpersonal relationships, etc. Recognize that it is difficult to question the actions of others if you are not making wise choices yourself.

7. Remember, you will be receiving confidential material and information. Keep it confidential.

8. Always discuss a resident or problem only with fellow staff members who need to know and only where you will have PRIVACY.

9. Suggestions for residence hall improvements are welcomed. Please discuss suggestions for improvements with appropriate individuals.

10. As resident staff members you are expected to be open to diversity in each other and accepting of others' differences. Try to project this acceptance as a role model to others.

11. Strive to help each individual resident grow to the fullest of his/her capacities so that s/he is a better educated member of the residence hall community.

12. You are now in a position of leadership and authority. You have the maturity, experience and background to be a leader and the judgment to exercise authority wisely. At all times, try to live up to this trust.
3. **Residence Staff Availability**

Within the parameters of educational and emotional well being, staff availability is paramount to successful fulfillment of the position.

It is expected that all staff members will take an active role in the life of the residence hall. As fully participating members of the building community, staff will demonstrate a commitment to residents by viewing the hall as their primary place of meals and residence and participating in social and educational activities. These expectations exist in balance with the staff person’s role as student and part-time employee.

4. **Training and Welcome Expectations: Fall 2001**

Residence staff training and Welcome Week activities are vital to beginning the process of community building for all of our residents. I realize that I am an important team member of both the community within my building and the campus-wide community. Therefore, I accept the following expectations for myself regarding ResStaff Training and Welcome Week, in addition to all conditions listed in my Letter of Appointment.

---

**I will attend and fully participate in Fall Training.**

**1. I will be moved into my room on the assigned start date and be ready to begin training by 4pm on that date.**

**Start dates:**
- August 14th for MPAs, MPAAs, HLs, and APAs
- August 14th for WISE, UIR, HSSP and MCSP RAs
- August 19th for all other RAs.

**2. I will not make any other commitments (work, extracurricular, etc.) during the training period.**

- I will not make any other plans from the start of my training period through the first day of classes. I recognize that time will be built into the Training and Welcome Week Schedule for me to purchase books, arrange academic schedules, etc.
- I recognize that Training activities may be scheduled during all times of the day, evening and weekends and that I am expected to be at all sessions and activities.
- I also recognize that Training schedules provided in the summer months are subject to change, without notice. Therefore, I will not make any other plans during this time that can not be easily changed to accommodate changes in the Training schedule.
3. I will arrive on time for each training session.
   - I will be present and ready to begin at the time assigned by my supervisors.
   - I will do my fair share in setting up for and cleaning up after each session, arriving early when possible to help presenters set up, and staying afterwards to assist with cleanup.

4. I will fully participate in all aspects of training.
   - I will remain alert and responsive to the presentations and exercises.
   - I will come with a positive attitude, prepared to willingly participate and to make Training a pleasant experience for both ResStaff and presenters.
   - I will come to each session prepared to take notes.
   - I will share my thoughts and experiences as appropriate.
   - I will come with an open mind, prepared to take risks and have fun.
   - I will make a genuine effort to bond with my building and campus-wide team members.

5. I will fully support and participate in Welcome Week Activities.

5. I will not make any other commitments (work, extracurricular, etc.) during the Welcome Week period (Aug. 26th - Sep 4th).
   - I recognize that Welcome Week is an important time for community building in the residence halls. Therefore, support of building and campus-wide welcome activities will be a priority for me during Welcome Week.
   - I will be present on campus for the duration of Welcome Week and will not be involved in other activities that would limit my ability to actively participate.

6. I will ensure Welcome Week’s success by offering my full participation and support.
   - I will participate in the planning and implementation of welcome activities in conjunction with my ResStaff team, Welcome committee, and building councils, as directed by my supervisors.
   - I will actively recruit residents to attend building- and campus-wide welcome activities, and will attend programs with them. I will continue to commit to any welcome activities planned by my building- or campus-wide after September 4th.

7. I will commit myself to intensive community building throughout the month of September.

7. I will continue providing orientation and bonding activities for my residents throughout the month of September.
   - I fully recognize the importance of the first few weeks of classes as a bonding time for my residents. I accept my responsibility to begin the community building process with my residents during these weeks through intensive informal and formal activities.
I will be conscientious and thorough in planning my first hall/house meeting, knowing that this program will set the tone for community on my hall throughout the semester.

I will make introductions between residents and provide opportunities for residents to get to know one another and to begin building substantial and positive relationships.

I will provide positive alternative activities to social options available in the campus community that revolve around alcohol and other drugs.

8. **I will demonstrate a significant presence in the residence hall during these crucial weeks.**

- I will be present on the hall for regular informal contact with my residents.
- I will commit to learning all of my residents' names and significant details about them in the first month.
- I will role model positive community living through my personal involvement in residence hall life (eating in the dining hall, attendance at council meetings, attendance at other ResStaff and community programs, etc.).

Having read and understood this document and the Letter of Appointment (LOA), I accept all of the above expectations and those presented in the LOA, and commit myself to returning in the Fall semester ready to carry out my ResStaff responsibilities.

5. **Other Expectations**

The Residence Staff (ResStaff) member role is a challenging one. In order to provide successful and educative efforts to residents, the following general qualities are expected of all ResStaff members. All staff should work to extremes to ensure that personal and professional expectations are foremost in their minds. Remember, student ResStaff positions exist to serve the needs of students.

- **PROFESSIONALISM**
  1. Be on time and attend all staff meetings.
  2. Come prepared and on time - with paper and pen. The meeting starts at 6pm, so plan to arrive by 5:55pm!
  3. Remember, you are a role model - you are constantly observed by residents.
     a. Always uphold policy.
     b. You are always a ResStaff member.
     c. Support other staff members in public, confront in private.
     d. Support programming attempts.
  4. Present Residence Staff in a positive light. If you have a concern, discuss it with your supervisor.
  5. Alcohol use at designated staff events (such as staff outings, professional development seminars, conferences, and other events so designated by the HD or AHD) is prohibited, even for those members aged 21 or more. Alcohol use at private, unofficial events is up to the discretion of the members present. Any negative behavior resulting from alcohol use may result in job action.
CONFIDENTIALITY - Resident Staff will often deal with sensitive residents, situations, and information
1. Discuss sensitive information only with staff members who need to know - if you are unclear, consult with your HD/AHD.
2. Be careful about promising confidentiality - never promise a resident complete confidentiality.
3. Refrain from privately or individually discussing residents and incidents. Your supervisor is the only person with whom you should be discussing confidential matters.

COMMUNICATION
1. Check mailboxes at least once a day - preferably once in the morning and once again after 4:00 PM.
2. Check and respond to e-mail messages at least once a day.
3. Submit written reports in a timely fashion.
4. Always approach the individual in case of issues. Approach your direct supervisor only after.
5. Contact the HD/AHD on call in case of ALL emergencies.
6. Communication from the HD/AHD:
   a. Appropriate information obtained about a resident on your floor will be passed to the RA and other specialized staff as needed.
   b. Staff will be notified as quickly as possible regarding major hall issues. E-mail may be used to expedite communication.
C. Resed Position Descriptions

1. Resident Advisor (RA)

RAs are responsible for assisting the students on their corridor, floor and throughout the building. They are directly supervised by the Hall Director (HD) and Assistant Hall Director(s) (AHD). The Hall Director holds final authority for their professional conduct.

**Time Commitment:** 20 hours per week

**Responsibilities Include:**
- Building community within the residence hall through formal and informal interactions with residents.
- Organizing programs that promote social interaction between residents, educate the community, and encourage resident participation in the community.
- Spending time with residents in casual social interaction (eating meals together, socializing in lounges and public areas, etc) as well as being consistently available to residents by spending a significant amount of time on the hall.
- Modeling a commitment to multiculturalism and striving to create an understanding and accepting community where all individuals are treated with dignity and respect.
- Being the first to respond, advise, and counsel residents in crisis situations; making referrals to the Hall Director/Assistant Hall Director and/or other agencies when appropriate.
- Keeping the Hall Director/Assistant Hall Director informed about any event or condition that affects an individual or individuals within the building.
- Serve on-duty time as established by the Hall Director.
- Maintain the provisions of the Residence Hall Contract and Community Living Standards.
- Prepare reports as required by the Hall Director/Assistant Hall Director and University Housing.
- Living-learning and/or specialty floors may have unique programming requirements.

2. Minority Peer Advisor/Assistant (MPA/A)

MPAs assist their Hall Director with administrative, advising and counseling responsibilities related to the retention of ethnic minority students (African Americans, Native Americans, Asian Americans, and Hispanic/Latino/Latina Americans). They also supervise Minority Peer Advisor Assistants (MPAA) in the residence halls where applicable. MPAs are directly responsible to the Coordinator of Minority Programs (CMP) and to the Hall Director of their hall.

**Time Commitment:** 30 hours per week

**Responsibilities Include:**
- Assisting the Hall Director in the planning and implementation of required staff orientation and in-service training sessions.
- Preparing reports as required by the CMP and Hall Director.
Assist in conflict resolution, particularly involving student of color concerns.
Assist in the development and implementation of multicultural lounge usage.
Assisting with academic and personal advising in order to assist students of color in making academic and personal decisions that are consistent with their life goals.
Advising, assisting, and supporting the multicultural organization in development and coordination of student of color programs in the residence hall.
Planning and implementing a minimum of one cultural program per month for residents and staff.

Special Qualifications: Previous residence staff experience or extensive experience working with students of color.

3. Academic Peer Advisor (APA)

APAs are responsible for linking residents, residence staff, and building organizations to appropriate academic support resources both within the residence halls and in the University community. They provide academic advice and information, and plan programs in areas of academic development.

APAs are jointly supervised by the Coordinator of Residence Hall Academic Advising and the Hall Director of their hall.

Time Commitment: 20 hours per week (including at least 6 regular office hours per week and weekly hall and APA staff meetings)

Responsibilities Include:
- Advising and counseling residents on study strategies and academic time management.
- Referring students to appropriate academic resources, services, & special academic programs.
- Planning and implementing special academic programs and services.
- Working closely with the residence staff and LSA academic advisor assigned to the hall to enhance the academic experience of residents.
- Compiling monthly reports of statistics and activities.

Special Qualifications:
Graduate students and seniors are preferred; however, other qualified applicants will be considered.

4. Head Librarian (HL)

Each HL is responsible for the daily operation of a small resource center in a residence hall. The Residence Hall Libraries have been established as educational, cultural and social centers within each building to foster the living-learning experience in the residential setting.

The Director of Residence Hall Libraries and the appropriate Hall Director jointly supervise HLS.
**Time Commitment:** 30 hours a week

**Responsibilities Include:**
- Establishing library goals and objectives.
- Compiling monthly reports and an annual report of statistics & activities, including analyses and recommendations.
- Selecting library materials based upon the needs of the collection and the interests of the residents.
- Proposing, implementing, monitoring, reporting, and evaluating an annual budget.
- Interviewing, selecting, training, supervising, and developing a team of Library Information Assistants to help achieve library goals and objectives.
- Establishing communications with other residence staff members, the Shapiro Undergraduate Library, building-specific academic programs, special groups, and residents to promote the use of the library and its resources and to fully integrate the HL into residents' lives.
- Sponsoring at least two (2) special programs per term through the library.
- Working with computers and the Residence Hall Library automated system.

**Special Qualifications:** Candidates must be registered graduate students in good academic standing in the School of Information & Library Studies. At the time of application, each candidate must have had some type of library work experience within the past eight (8) years.

5. **Resident Computer Systems Consultant (RCSC)**

The RCSC is supervised by the Director of ResComp in conjunction with full time ResComp staff and the Hall Director for their building.

**Responsibilities Include:**
- Selecting, training, evaluating and supervising ResComp site consultants
- Maintaining inventory of all hardware, software and furnishings in ResComp sites
- Repairing hardware/software
- Teaching computer workshops to residents
- Providing consulting assistance in the ResComp site when needed
- Making referrals to other campus resources when appropriate
- Assisting ResStaff with their staff computer needs
- Attend weekly scheduled ResComp and residence staff meetings
- Participate in RCSC on-call duty rotation

6. **Assistant Hall Director (AHD)**

**Overview**
The Assistant Hall Director (AHD) is a 30-hour per week position within University Housing. The position is designed to provide a professional experiential opportunity in residence life and higher education for graduate students with academic or career interests related to graduate and undergraduate students. AHDs assist in the supervision of 10-45 student staff in halls of 200-1300 students.
Responsibilities
AHDs work in collaboration with the full-time professional Hall Director in the planning, implementation, and evaluation of a comprehensive, community-oriented residential environment. AHDs are focused on enhancing and bridging the academic and social lives of students. AHDs have the opportunity to apply their graduate program knowledge regarding community and student development. They work as a change agent, possess sensitivity to and understanding of multicultural issues, and support a diverse, inclusive environment.

In order to facilitate and develop a nurturing residential community, AHDs, in conjunction with the Hall Director are expected to:

Resident Interaction
1) Create a positive learner-centered community
   - Develop formal and informal relationships with residents
   - Nurture a learner-centered environment in the residence hall by promoting, enhancing, and rewarding student learning and academic success

2) Provide crisis management intervention
   - Serve as part of a primary crisis response team
   - Implement policies and procedures and train staff to respond to crisis situations

3) Serve as on-site conflict resolution officer

Residence Staff Supervision, Support, and Development
1) Assist with the development, supervision and evaluation of resident advisors, minority peer advisors (and MPAA), academic peer advisor, head librarian, head resident and resident fellows.

2) Assist with recruitment, selection, and training of residence staff members

Administrative Duties
- Assume on-call/on-duty responsibilities as required
- Participate in weekly AHD functional group meetings
- Assist with the opening and closing of residence halls
- Assist with maintenance of budgets and records
- Write and provide reports as requested.
- Participate in residence education and building meetings as needed
- Serve on/assume leadership for Residence Education committees
- Provide support for the formation of collaborative relationships with University or community organizations
- Develop programs and activities to orient new students and staff to the larger University community
- Facilitate a collaborative partnership with any living-learning programs in the residence hall
7. Hall Director (HD)

Overview
The Hall Director (HD) is a full-time professional, 12-month appointment, live-in position within University Housing. The Hall Director is responsible for the administration and operation of a living-learning community that houses approximately 400-1300 students. Hall Directors supervise 1-3 graduate level Assistant Hall Directors, 1-2 professional office staff and 14-45 paraprofessional student staff.

Responsibilities
The Hall Director will coordinate the planning, implementation, and evaluation of a comprehensive community-oriented residential environment. S/he is focused on enhancing and bridging the academic and social lives of students. HDs work as a change agent, possess sensitivity to and understanding of multicultural issues, and support a diverse, inclusive environment.

In order to facilitate and develop a nurturing residential community, Hall Directors are expected to:

Resident Interaction
1. Create a positive learner-centered community
   - Serve as an educator to develop both formal and informal relationships with residents
   - Nurture a learner-centered environment in the residence hall by promoting, enhancing, and recognizing student learning and academic success
   - Advise and support residence hall student groups, including hall and multicultural councils

2) Serve as on-site conflict resolution officer
   - Teach, communicate, interpret, and administer residence hall community living standards, the Housing Conflict Resolution Process and other University policies and procedures
   - Utilize campus resources to help students resolve conflicts (including mediation)
   - Assist with educating residents in the understanding and ownership of the community in which they live

3) Provide crisis management intervention
   - Develop and implement policies and procedures and train staff to respond to crisis situations

Residence Staff Supervision, Support, and Development
1) Develop, supervise and evaluate resident advisors, minority peer advisors (and MPAA), academic peer advisor, head librarians, head resident, and resident fellows.

2) Assist with recruitment, selection, and training of residence staff members
Administrative Duties

- Assume on-call/on-duty responsibilities as required
- Coordinate the opening and closing of the residence hall
- Develop and manage budgets up to $120,000
- Prepare reports as requested
- Serve on Student Affairs or university-wide committees as requested
- Assume leadership for Residence Education committees
- Assist students and staff of Residence Education in working with University or outside organizations
- Develop programs and activities to orient new students and staff to the larger University community
- Facilitate a collaborative partnership with living-learning program staff in the residence hall
D. Timetable for Residence Staff

**August**
* Residence staff training;
* Last minute hall opening details;
* Registration and drop/add;
* New resident orientation;
* Halls open;
* Get to know residents and learn residents' names;
* Welcome to Michigan activities

**September**
* Spend time meeting new residents and answering questions;
* Form relationships with staff and students;
* First hall meetings;
* Get to know residents and learn residents' names;
* Program planning;
* ResComp World Tour

**October**
* Complete the planning for at least one program by the end of the month;
* Work on time management skills and increase your study effectiveness;
* Prepare for mid-terms;
* Remember helping people handle stress is hard--if you feel overwhelmed, use support networks and do nice things for yourself;
* Homecoming (10/13/01) also occurs during this month

**November**
* Finalize details of all remaining fall programs;
* Parent's weekend (11/9-11/11/01);
* Anticipate extra anxiety spurred by trips home-some may need support when they return;
* Winter term registration

**December**
* Anticipate high anxiety level and erratic behavior from residents because some students are behind in their class work due to finals;
* Some residents will be depressed around the holidays;
* Finals;
* Hall closing procedures

**January**
* Residence staff training;
* Last minute hall opening details;
* Checkouts for people who should have left but didn’t take their things if they were not returning;
* Winter check-in;
* Drop/add;
* MLK Day activities;
* Resident staff selection begins;
* Program planning;
* Get to know new residents who move in mid-year

**February**
* Program planning should continue to take place this month;
* Watch for the winter blahs among your residents;
* Continuation of residence staff selection;
* Spring Break usually occurs at the end of this month

**March**
* Complete winter term program planning this month;
* Reapplication for residents

**April**
* Prepare for the end of the term -- finals, stress, exhaustion, separation, graduation;
* Checkout;
* Graduation;
* Building closing;
* Staff computer return;
* Submit all paperwork before leaving
# E. The First Semester: What it's like for Students, Parents/Guardians and Faculty

<table>
<thead>
<tr>
<th>Week</th>
<th>STUDENT</th>
<th>PARENT(S)/GUARDIAN(S)</th>
<th>FACULTY</th>
</tr>
</thead>
</table>
| 1    | ~ saying goodbye to parents/guardians, siblings, friends, pets  
~ enthusiasm  
~ all new faces  
~ getting used to and along with roommates  
~ learning to live with someone's habits, friends, relationships, tastes and preferences  
~ getting lost  
~ fear of the unknown ("can I be successful personally and academically?)  
~ homesickness and letting go  
~ long distance relationships  
~ discovering fraternity parties | ~ saying goodbye to student  
~ dependent/independent behavior by student  
~ excitement for student  
~ hoping that the student's experiences will be good ones  
~ feeling concerned because the reality of the student leaving really hits  
~ feeling sad about the separation  
~ fear of the unknown  
~ struggling to keep the perspective that this is just one more milestone among many, not an end in itself | ~ looking forward to teaching again  
~ looking forward to new students  
~ updating course syllabi and course content  
~ receiving class lists  
~ placing material on reserve in libraries  
~ for some, nervous about teaching for the first time |
| 2    | ~ deciding whether or not to join a sorority, fraternity or other student organizations  
~ following the crowd for weekend activities  
~ experimenting with alcohol  
~ homesickness continues  
~ adjusting to lectures  
~ waiting for the mail  
~ care packages from home  
~ time management-study or have fun?  
~ doing own laundry or finding a way for someone else to do it | ~ re-evaluation of parent or guardian/student relationship  
~ show interest in what is going on at school  
~ reality of student's departure is confirmed by new quiet in the house  
~ availability of the phone increases tenfold  
~ the family car is in the garage  
~ parents/guardians struggle with when, how and how often to contact their student | ~ beginning to identify students personally  
~ pace and intensity of faculty/students interaction picks up |
| 3    | ~ being sick alone for the first time; figuring out UHS  
~ homesickness!!  
~ test preparation and finding a systematic way to study  
~ not hearing from friends from home | ~ concern about student being sick  
~ some family members want to go take care of the student while others suggest the student take advantage of UHS | ~ spends more time answering questions about course requirements  
~ reminded by behavior and responses that they are dealing with new students who are making the adjustment from high school to college |
| 4    | ~ first exams  
~ feeling overwhelmed  
~ first reality check on level of academic performance  
~ new romance  
~ roommate conflicts-initial politeness wears off  
~ getting used to fire alarms  
~ computer problems  
~ concerns that professors do | ~ parents/guardians analyzing first visit home and beginning to recognize the changes that are occurring  
~ mail relevant clippings from local newspapers such as high school football stories | ~ students are asking for some form of evaluation; instructors are saying grades are not that important this early in the semester and to just stay with the learning process  
~ develops first impressions of students' individual and group capabilities  
~ tries to control response to |
<table>
<thead>
<tr>
<th>Page</th>
<th>Parents/Guardians' Concerns and Student Needs</th>
<th>Student Activities and Adjustments</th>
</tr>
</thead>
</table>
| 5    | not know you parents/guardians treat students like a child when home  
|      | now see the need for time management related to sleep, work, social activities and sports  
|      | "I don't understand-I got all As and Bs in high school!"  
|      | seemingly unsympathetic professors  
|      | feelings of discouragement  
|      | request for money to meet "special needs"  
|      | siblings want to visit res halls to see how student lives  
|      | adapting to student being gone  
|      | wonder if student is studying hard enough  
|      | would appreciate a real letter from the student  
|      | would like to lecture the professor who gave student a poor grade  
|      | outline mid-semester expectations such as assignments or exams  
|      | hands back first major paper/exam  
|      | prepares for complaints/appeals  
|      | administers "first-aid" to the academically wounded  
| 6-8  | papers are due  
|      | group projects are assigned  
|      | friendships have been established and will continue to change  
|      | learning the campus culture  
|      | deliberate experiments with personal identity  
|      | parents are comparing reports of progress with other parents of college freshmen  
|      | planning a visit for parents' weekend  
|      | "I really wish we knew how s/he is doing academically"  
|      | starts to force more integration in the learning process including writing styles and content  
|      | expectations are more clearly articulated, such as spelling and grammar, scope and rigor of work expected  
| 9    | mid-semester grades  
|      | second reality check as more work is evaluated and returned  
|      | maybe I need to rethink my major  
|      | thinking about winter registration  
|      | interest in student's personal life  
|      | is s/he making ethical and moral decisions  
|      | enthusiasm over meeting new students has tempered substantially by the challenges students present  
|      | "why didn't they learn this in high school?!"  
| 10-13| busy with academics  
|      | need time for myself  
|      | thanksgiving break-time to touch base with old friends  
|      | many people have already found off campus housing for next year  
|      | student spending too much money  
|      | "I wonder if my child needs me for anything besides money. Other people have become so important in their lives".  
|      | recognize only a week and a half left of class and a lot of material left to cover  
|      | negotiation with students to alter syllabus  
|      | decide if teaching next term  
| 14   | frustration about class selection for second semester  
|      | crunch time begins  
|      | pressure from home regarding grades  
|      | students realize they have changed and high school now seems in the past  
|      | hopes social life is not out of control  
|      | "Must they have a car?"  
|      | wonders if student is partying too much  
|      | wants student to live in res hall one more year but student wants to live off-campus  
|      | first time to breathe easy since start of semester (Thanksgiving)  
|      | time to finish grading papers  
|      | make sure essential material in course is covered  
| 15   | everything is due  
|      | "all-nighters" are pulled  
|      | 22 hour quiet hours in res halls  
|      | even the library isn't quiet  
|      | stressed out student calls home  
|      | parents/guardians wonder how to deal with student's love relationship ending  
|      | parents try to express love and support  
|      | preparation for finals  
|      | conferences with individual students  
|      | reminder that students should have read the syllabus  
| 16   | finals week  
|      | packing to go home  
|      | holiday stress  
|      | need money for gifts  
|      | great time for big care package  
|      | early holiday present-gift certificate to restaurant  
|      | giving finals  
|      | grading finals  
|      | finishing up semester |
| Winter break | ~ final semester grades sent home  
| ~ adjusting to living at home  
| ~ changing relationships with family members  
| ~ seeing how friends from home have changed  
| ~ missing school friends  
| ~ long distance relationships and introductions to family  
| ~ relaxation  
| ~ working in hometown  
| ~ anticipation of going back to a place where the students now feels familiar  
| ~ student being home is not like it used to be  
| ~ “it’s different--we just got used to living this way”.  
| ~ “I don't believe it!! S/he wants to major in Philosophy?!”  
| ~ preparation for the upcoming semester  
| ~ catch up on reading, writing, and/or research  
| ~ write grants  
| ~ travel to conferences |

Section Three: PROGRAMMING

What you can get out of this section: programming guidelines, steps to a program and programming ideas and resources

QUICK REFERENCE: NEED IDEAS?! Check out http://www.umich.edu/~housing/resstaff/

Steps For An Active Program

1. Get an Idea. Determine what you will need. An itemized list is a must.

2. Complete any required Program Proposal Forms and submit to your supervisor.

3. Reserve the Space. To reserve lounges in your building, see the Office Assistant.

4. Refreshments and Dining Services. Purchase food and drink through Dining Service. All food orders need to be completed two weeks ahead of time.

5. Gather the Supplies Needed.

6. Publicity!!! Begin to publicize a week before your program.

6. Follow-up. Fill out any required Program Evaluation Forms, and submit it to your supervisor within 24 hours of program completion.

Websites That Are Very Useful In Getting Ideas for Bulletin Boards and Programs:
http://www.umich.edu/~housing/resstaff/

http://wwwresidentassistant.com

http://wwwreslife.net

http://wwwstudentaffairs.com

Other colleges and universities that maintain resource websites for ResStaff:

California State University, Northridge http://housing.csun.edu/RaResource

Western Illinois University http://www.wiu.edu/users/mirac/main_page.htm

Oregon State University http://www.orst.edu/instruct/cssa406-506/dynamic/
A. Why ResStaff Offers Programs

1. Introduction:
“The role of the Residence Education staff is to contribute to the development of students through the creation of a positive environment. At the heart of the University of Michigan’s Residence Education program is an approach to educate with a concern for the well-being and holistic growth of each resident. Providing an appropriate balance of challenge and support variables accomplishes this goal, while allowing students to take responsibility for themselves and their own development. We achieve our success when we create an environment that supports individual choice, develops a sense of community, and emphasizes individual and group responsibility.”

-From the Residence Education Program Statement

Is there a difference between Community Development and Programming? Yes, there is. To put it simply, programming is one tool by which strong communities are developed. The responsibility to oversee primary social, personal, academic, and cultural development of college students residing in residence hall falls on the Residence Education division of universities. Because residence halls are made of up communities of students, it is important that communities exist and operate independently and synergistically. Several different levels of community make up any residence hall:

- The individual
- The room/suite mates
- The section, wing, house, or small living group
- The floor or hall
- The like-minded peers
- The academic peers
- The gender peers
- The race/ethnic group/religion peers
- And many others

Each of these groups has their own special desires and needs. Additionally, each group will have needs and desires in common with the other groups. Many times these groups intermingle and interact. It is rarely this easy to simply place one individual into a single group. Because groups of individuals interact, their needs co-mingle and change.

ResStaff members are tasked with recognizing these needs and addressing them. Activities and programs in U of M’s residence halls are organized with an underlying philosophy and purpose. In these living and learning environments, programming plays a critical role in developing various skills and talents among the residents and ResStaff. Programming makes the community living experience more meaningful and complete. Programming, therefore, is integral to the total development and educational process of each member of the hall community. It fosters leadership, builds community, develops interpersonal skills; expands curiosity, critical thinking, and knowledge; and offers opportunities for creativity and self-exploration. Generally, programming falls in the following categories:
Critical Thought and Understanding
- Seeing things not as right or wrong, black or white, but in shades of gray.
- Learning to share, compromise, accept others views, and experience interpersonal conflict.

Independence
- Establishing an identity separate from the past.
- Demanding self-discovery and self-reliance.
- Needing to test boundaries of freedom through trial and experimentation.

Value Exploration
- Belonging to a peer group and explore their value system.
- Experimenting with different beliefs and attitudes.
- Making decisions about why they believe the things they do.

Social-Sexual Development
- Beginning to develop a sexual identity
- Challenging their own beliefs and those around them.

Intellectual Development
- Beginning to challenge the unquestionable authority of those around.
- Realizing that those in charge are not necessarily right, but are there to help facilitate understanding.

The hall communities of U of M are well-known for providing unique, high-quality programming to students. With your help, we will continue this tradition, and reach new heights this year.

2. The Model:
Residence Education’s goals for programming are as follows:

To Enhance the Residence Hall Community:
Programming creates interaction among residents on topics related to their common interests. This interaction can help build understanding and acceptance within the group. The process of community development (in regard to programming) is much like the snowball effect. Once there is some level of acceptance and understanding within the group, the group becomes mutually supportive of one another, and then a respect for the other person’s position and rights are achieved.

To Educate the Residents:
Through programs, residents have the opportunity to learn new hobbies, develop new leisure-time activities, explore new interests, and learn valuable information. Skill development programs for personal growth (i.e. time management, study skills) serve to educate just as parties, dinners, etc. can teach social and interpersonal skills.
To Encourage Residents’ Involvement and Growth:
Programming provides students with the opportunity to become involved in activities such as Hall/Multicultural Council, discussion and/or prayer groups, and other situations where residents play an active role in their own learning and growth.

To Entertain and Provide an Outlet for the Release of Emotion:
Participation in programs such as intramural activities, aerobics, basketball/volleyball tournaments, or canoe trips allows residents an opportunity to release aggression, tension, stress, anxiety and similar emotions. It also promotes physical wellness.

PROGRAMMING IS TEACHING! Programs give residents the opportunity to explore and experiment in different fields of interest. It is an important part of the residential life program and a satisfying one, both for residents and ResStaff.

A ResStaff Program:

- Is educational in that it meets the needs of members of the community and provides opportunity for growth.
- Is not determined by a mandated number of people. The effect on one person is valuable.
- Requires and is enhanced by using creativity and advanced planning.
- Can be spontaneous (on some occasions).
- Can (with supervisor’s permission) be interactive or passive (bulletin boards).
- Can and should be repeated, modified, or enhanced. Remember imitation is the highest form of flattery.
- Can involve other campus resources.
- Is enhanced by the use of interest surveys in order to better meet community needs.
- Is strengthened by the collaboration of staff members, especially other ResStaff members (RAs, MPA/As, APAs, RFs, HLs, HRs, RCSCs), Leadership Team staff, academic advisors, living learning program staff, faculty members, multicultural council members, hall council members, and community members.
- Can utilize other programs (i.e., UUSA, RHF, etc.)
- Is enhanced by a good publicity scheme.
- Should develop some skill in the organizer.
- Must be evaluated in order to improve future programs.

B. Guidelines

Programs are designed to meet specific needs. A program always starts by setting objectives and outlining the need or interest, and they take ADVANCED planning. There are three types of programs:

Active Programs: require people in attendance at a planned event.
Passive Programs: require planning, but do not require people to meet at a location, date and time. The intent is to educate, expose, challenge and inform residents. This include bulletin boards, newsletters, sign campaigns addressing an issue, etc.
Activities: are designed to build community, increase interactions between floor members, provide release time from academics, and expose floor members to the
various opportunities available from Hall/House/Multicultural Council and other University organizations. Activities are aimed at spending time together and are not necessarily planned in advance like a program.

Residence Staff programming is an essential component of positive community development; thus, all residence staff members will be expected to create and implement social and educational programs within their residence hall. In an effort to ensure that Residence staff programming meets the needs of the hall's population, each leadership team will be given the opportunity to structure the exact programming model for their residence hall. However, the following minimum requirements should be adhered to in all halls (HDs/AHDs can decide to require more, but not to exceed 6 per semester):

**Resident Advisors:**

All RAs will be expected to plan, present or coordinate 3 - 6 active programs per semester (Sept – Dec and Jan – Apr). HD/AHDs will define what programs will be educational in nature in their buildings. In addition, RAs should be involved in the planning and implementation of co-programming beyond your floor/hall. This could be house, wing or building-wide. RAs are also encouraged to program with Hall/Multicultural Councils and other support team members (e.g. HL, MPA, APA, RCSC).

In recognition of the RA's numerous other job responsibilities and academic workloads, the maximum number of required programs per semester will be restricted to 6 total per semester.

**Living-Learning and Academic Support Program Requirements:**
Programming requirements will be assigned by the Living Learning and Academic Support supervisors, but should also be discussed with and approved by the supervising Hall Director. In addition, RAs are strongly encouraged to utilize academic support program staff in planning their programs.

**Administrative Procedures**
Program proposals and evaluations should be submitted for each program, in order to provide accountability and to create a resource base for future programming. The departmental proposal and evaluation form may be used, or the HD may develop their own.

All programs must be pre-approved by the supervising AHD or HD. Programming credit may be denied at the AHD’s or HD’s discretion for failure to obtain pre-approval or failure to follow through with programming objectives and details as outlined in the proposal.

**Funding**
The HD will be responsible for developing a fair and equitable distribution of ResEd programming funds to each RA or hallway. Programming funds will come primarily from the HD’s Programming and Training account, in some cases, from allocations from Residence Hall Councils (multicultural or house). Use of ResEd programming funds must be consistent with departmental guidelines.
ResStaff are encouraged to seek additional funds from other sources as needed. These sources may include: RHA, Academic departments, Office of Academic and Multicultural Initiatives (OAMI) or Dialogues on Diversity. The acquisition of additional funding must also be in compliance with SOAS guidelines.

**Dining Service Component:** ResStaff are encouraged to take advantage of the opportunity to raise additional funds for programming and staff development use by working in their dining units and having those appropriations transferred to the Hall Director’s programming and training accounts.

**Expenditures made without prior approval will be reimbursed at the discretion of the Leadership Team.**
C. Steps to a Program

There are several steps you will need to consider when planning a program. They are not difficult, but need to be followed in order to insure that documentation and funding issues are resolved before the program date.

1. First Things First...
These are the general steps you will want to go through when preparing for a formal active program:

1. Once you have an idea for a program, begin to determine what you will need. Make appropriate phone calls and gather the information you will need for your proposal.

2. Complete any required Program Proposal Forms. These forms may ask you to provide a description of the event, or request a budget and a publicity plan. In regards to the requested budget, keep in mind that you will need to have an approximation of the costs of your program. An itemized list is a must.

3. Once you have been given approval by your supervisor (usually takes a day or so), begin to secure your space and food.

2. Facilities
To reserve lounges, or other spaces in your building, please see the Office Assistant. A facilities form must be filled out 2 weeks prior to the event and all security deposits and rental fees, if applicable, must be paid in advance (there is no fee for building staff if held in hall).

3. Refreshments and Dining Services
Food and drink must be purchased through Dining Service (after talking with your supervisor) or from an approved vendor when using House Council, Multicultural Council, or RHA funds.

Dining Service provides free unpopped popcorn and oil.

Stop by the Dining Service Office during non-meal hours and ask the service supervisor to place your order. All food orders need to be ordered two weeks ahead of time.

4. Supplies
Should you need to purchase items, arrange to go shopping for your items.

5. Publicity
Begin to publicize at least a week before your program.

6. Follow-up
When the program is complete, fill out the evaluation portion on the Program Proposal Form and turn it into your supervisor within 24 hours of program completion.
The Programmers Check List

One month before the program...
- Assess the needs, interests, and wants of residents for possible programming ideas.
- Develop an idea or topic for the program. Check out www.umich.edu/~housing/resstaff/ for suggestions.
- Discuss idea with supervisor.
- Identify resources.
- Contact your resources. Set up an appointment if necessary.
- Things to discuss with the speaker (if you need one):
  ~ Make sure the speaker has a clear topic description.
  ~ Give the speaker information about the type of audience.
  ~ Discuss the time frame and if there will be a question and answer session.
  ~ Discuss possible dates.
- Set a time and date for your program and confirm with your speaker.
- Check for calendar conflicts.
- Submit Program Proposal to supervisor.
- Make any arrangements needed for reserving the location of your program.
- Reserve any special equipment that you may need.
- Prepare a budget for your Hall/Multicultural Council for funding if necessary.
- Order refreshments.

The week before your program...
- Contact your speaker and confirm date and times as well as the topic being presented.
- Publicize your program.

A few days before the program...
- Set up the location of the program.
- Make sure all the props and equipment are prepared and functioning.
- Meet the speaker.
- Have a good introduction prepared for your speaker.
- Have a sign-up sheet at the program to get attendee’s names and room numbers so you can send thank you notes.

After the program...
- Try to get some feedback from those involved in the program.
- Return any borrowed equipment.
- Pay any expenses.
- Take down old publicity.
- Clean up after your program.
- Write thank you notes to all who helped you prepare and implement your program.
D. How Do I Find Out What My Residents Need Or Are Interested In?

1. Assessing Needs

Before planning your programs for the semester, it is important to assess the needs on your floor. You can do this in a variety of ways since each floor is different. Programming by monthly concerns and stress periods can help you to understand what most students may be feeling during certain time frames. However, more importantly you must get out on your floor and talk with the residents and listen to what they are talking about.

There is a distinct difference between a programming need and a desire. A **PROGRAMMING NEED** is a topic that residents need to learn more about. You determine needs by listening to conversations and monitoring floor behavior. A **PROGRAMMING DESIRE** is an activity the floor wants to participate in. More often than not, the desired programs will be social or athletic in nature. The goal of programming is to combine the two into a program that the floor needs yet is desirable for attendance.

2. Staff Reports and l-on-l's

You should be asking yourself questions and writing about issues which reflect each of the functional areas of the Model (Critical Thought and Understanding, Independence, Value Exploration, Social-Sexual Development, and Intellectual Development) in order to determine whether or not there are any issues/concerns that can be best addressed through a community development action-oriented response. Talk to your HD/AHD about what's happening on the floor. Block some time in each of your l-on-l's with your HD/AHD to talk about programming as a response to what you wrote on your Weekly/Monthly Report. In areas with a Living-Learning program, spend time with that LLP director or program staff talking about programming options. These individuals can be a valuable resource for you.

3. Interest Inventory

A great way to assess residents' needs and interests is through an Interest Inventory. You can approach this either formally or informally. Put up a large poster with a list of different programming areas. For example, you can use the seven dimensions of the Wellness Model: Academic Development, Social Development, Physical Development, Emotional Development, Spiritual Development, Cultural Competence, and Life Planning. Allow residents to mark those areas that most interest them. An alternative is to have residents complete an interest inventory for themselves. Any way you decide to do this Interest Inventory, it accomplishes two important goals:
- You will better be able to target the activities and topics that your residents are interested in.
- It will help you identify those residents who may be interested in helping with the program because they have expressed an interest.
4. Informal Group Discussion

Another way to discover the needs of others is to simply ASK! Bring your floor(s) together and talk about the activities that your residents may find interesting and enjoyable.

5. Suggestion Box

A suggestion box is always a good method of tapping into the interests of the floor(s) or hall. Place a box outside your door, in the bathroom, or by the RA Office and ask residents to place program ideas in there.

6. Brainstorming Session

Call together those residents you have identified as leaders, as well as other RAs, and conduct a brainstorming session. Brainstorming can be used to generate new ideas for programs, new approaches to old topics, new publicity approaches, etc. The point in brainstorming is to think up as many alternatives and approaches as possible.

7. Resources

The following pages offer some ideas and forms that you can read and use in planning your programs. We strongly suggest that you look over these resources now, and then refer to them each time to begin to plan a program. Remember to work with your colleagues and supervisor(s) when planning. Also be sure to check out http://www.umich.edu/~housing/resstaff/, a new website for ResStaff members that includes programming ideas, links to other pertinent sites, bulletin board materials that can be printed and posted, and other information that can help you be a successful programmer and community builder.
AN INTEREST INVENTORY

Name:__________________________________________________
Residence Hall Room Number:__________________________________

In order to better meet your needs and interests, this Interest Inventory has been compiled so that we can make this a fun and exciting year for EVERYONE! So please take a minute to fill out this survey. Your cooperation is immensely appreciated.

Instructions: Please circle each item in which you would like to participate. If you are also interested in helping plan a program, place a check next to that event.

- Tutoring Programs
- Study Skills
- Time Management
- Stress Management
- Relaxation Techniques
- Interpersonal Communication
- Nutrition
- Financial Aid
- Career Planning Issues
- How to Write a Resume
- Looking for a Summer Job
- Alcohol and Other Drug Awareness
- Improving Family Relationships
- Managing a Long Distance Relationship
- Gay/ Lesbian/ Bisexual/ Transgender Issues
- Women’s Issues
- Current Events
- Racism/ Prejudice
- Personal Decision-Making
- Leadership Development
- Assertiveness Training
- Roommate Relationships
- Coffeehouse Get-Together
- Talent Show
- Baking/ Cooking
- Holiday Festivities
- Hiking
- Automobile Maintenance
- Interviewing Skills
- Writing Skills
- Getting to Know Faculty Outside of the Classroom
- Study Abroad
- Conflict Mediation Skills
- Sexual Assault Awareness
- Self-Defense Training
- First Aid/ CPR
- STDs/ AIDS
- Contraceptive Choices
- Intimate Relationships
- Environmental Awareness
- Camping
- Slumber Party
- Skin Care / Make-Over
- Arts and Crafts
- Financial Management
- Breast Cancer Awareness
- Meditation Techniques
- Non-Western Religions
- Poetry Reading
- Yoga
- Aerobic Exercise
- Fitness Walking
- Eating Disorders
Thank you for your help in making this a great year! ! !

If you have any questions/interests please let your RA know as soon as possible.
## LINKING PROGRAMMING TO WHAT WE KNOW ABOUT RESIDENTS' NEEDS

### SEPTEMBER
- Homesickness
- Roommate Conflicts
- Initial Adjustment to Academic Environment
- Values Exploration
- New Social Life Adjustments
- Alcohol Use/Abuse
- Sexual Assault Awareness
- Initial Social Rejections
- Campus Familiarization
- Long-distance Relationships
- Financial Adjustment
- Developing Study Skills
- International Student Adjustment Problems
- Test Anxiety
- Sorority and Fraternity Rush

### OCTOBER
- Homesickness Continues
- Roommate Conflicts Continue
- Academic Stress from Midterms
- New Study Habits
- Time Management
- Increased Alcohol Consumption
- Values Exploration Continues
- Dating/Non-dating/Friendship/Relationship Anxieties
- Grief from Not Being Part of a Group
- Family Problems Seem Amplified
- Residents Begin to Consider Withdrawing
- Begin Search for Off-Campus Housing

### NOVEMBER
- Increasing Thoughts/Deliberations about Suicide
- Hometown Relationships Begin to End or Change
- Academic Pressure Begins to Mount
- Pre-Finals Stress
- Time Management Conflicts continue
- Social Apathy Causes Frustration
- Depression and Anxieties Increase
- Eating Disorders
- Deteriorating Health Begins to Affect Student Performance
- Most Students Have Given Up Attempts to Establish New Friendships
- Students Begin Preparing for New Situations Next Semester
- Roommate conflicts
- Job Search Continues to be a Major Focus for Midyear Graduates

### PROGRAM IDEAS

**SEPTEMBER**
- Social Mixers
- Nonalcoholic Alternatives
- Roommate Game
- Assault/Date Rape Prevention
- Contraceptive Choices
- STD/AIDS
- Homesickness
- Gender Issues
- Interpersonal Communication
- Study Skills
- Time Management
- Exercise
- Nutrition
- Financial Management
- Alternatives to Going Greek

**OCTOBER**
- Human Sexuality
- Assertiveness Training
- Stress Management
- Values Clarification
- Study Breaks
- Hiking/Biking/Camping
- Community Service
- Registering for Classes
- How to Rent an Apartment

**NOVEMBER**
- Nutrition
- Personal Health
- "Breaking Up is Hard To Do."
- Introduce New Challenges
- Test-Taking
- Exploration of Spirituality
- Stress Management
DECEMBER
- Final Exam Pressures
- Increasing Thoughts/Deliberations about Suicide
- Extracurricular Time Strains
- Financial Worries
- Friendship Tensions
- Midyear Graduates and Students Leaving
- Pressure Increases to Perform Sexually
- Pre-holiday Blues Emerge
- Many Students Feel Anxious About Returning Home

PROGRAM IDEAS
- Study Breaks
- Relaxation/ Yoga/ Tai Chi/Exercise
- Alcohol/ Drugs
- Sleep
- Holiday Sharing
- Therapeutic Coloring

JANUARY
- Anxiety about Second Semester Performance Begins
- Loss of a Loved One
- New Residents Move In
- Money Problems Continue
- Unwanted Weight Changes
- Reincorporating Social and Academic Life
- Internships/Co-op Experience Searches Begin
- Seniors Begin Planning for Job Search

PROGRAM IDEAS
- Welcome Back
- Improving Second Semester
- Study Skills
- Writing and Reading Skills
- Interviewing
- Resume Writing
- Exercise
- Meet your new neighbors

FEBRUARY
- Cabin Fever
- Exams and Other Academic Pressures
- Approach with Deadlines and Midterms
- Relationship Anxieties Increase
- Senior Job Interviewing Causes Increased Levels of Anxiety
- Trying to Find Money to Use for Spring Break is a Problem
- Summer Job Hunting
- Spring Break

PROGRAM IDEAS
- Black History
- Healthy Lovin’
- Choosing a Major
- Coffeehouse
- Talent Show
- Diversity Programming
- Dancing
- Self Esteem

MARCH
- Increased Use of Alcohol and Drugs
- Existential Crises for Seniors
- Crash Diets
- Social Pressures Increase
- Senior Job Interviewing
- Living Arrangements Anxiety
- Everyone Wants to Fall in Love
- Frustration Rises from Becoming Ill
- Selecting A Major

PROGRAM IDEAS
- Job Searching
- Sophomore Slump
- Sensible Weight Loss
- Work Place Ethics
- How To Buy A Car
- Women’s History
- Do It Yourself!

APRIL
- Academic Pressures Mount
- Social Pressures
- Job Recruitment Panic
- Anxiety Because It’s Almost Over
- Realization that It is Too Late to Raise A Grade
- Panic about Jobs (or Lack of Jobs)
- Cabin Fever
- Student Must Begin to Say Good-Bye To Friends

PROGRAM IDEAS
- One Last Fling
- Spring Day BBQ
- Study Breaks
- Going Home
- Field Day
- Scavenger Hunt
- Traditional Events
HELPFUL PROGRAMMING HINTS

Program Design
- Set attainable, feasible goals.
- Spontaneity can work in your favor. Listen to those impulsive ideas, develop them and see where they lead!
- Get input from experienced, knowledgeable people. Get help from other staff members!
- Know that not everyone will be excited about the same kinds of programs. You need to remember that your residents come from different backgrounds and experiences. BE SENSITIVE IN ALL OF YOUR PROGRAMS!
- Involve others in your planning, it will help residents feel involved and also help to generate enthusiasm.
- Be inclusive and aware of the diversity on your hall.

Location and Environment
- Ensure your location is easily accessible.
- If the location is not familiar, provide easy directions.
- Make the environment as comfortable as possible (i.e., enough seating, appropriate temperature, enough lighting, etc.)

Publicity
- The more creative the better! Try different approaches.
- Make sure your publicity answers who, what, where and when.
- Publicize early.
- Publicize enough to attract the numbers you want.

More Important Hints
- Don't schedule a program opposite a major event or popular TV show.
- Reconfirm reservations and guest speakers.
- Check equipment to make sure it functions.
- Don't be discouraged by small turnouts. Numbers in attendance are not an indication of program success. If those residents who attended left having learned something new and/or had a good time, then that is what counts.

Check out [http://www.umich.edu/~housing/resstaff/](http://www.umich.edu/~housing/resstaff/) for more helpful hints and suggestions.
The 10 Steps To A Perfect Program
(Adapted from suggestions from Greg Blimmling's The Resident Assistant)

1. Needs Assessment
   - Interest surveys
   - Informal discussion with community members
   - Suggestion box

2. Staff Support
   - Use cooperation to enhance programming performance
   - Do joint programs with other staff members, including those in other buildings
   - Acknowledge other staff members’ programming successes and offer feedback

3. Objective Setting
   - Identify your target audience
   - Identify your goal and what will constitute successes
   - Identify the specific activity
   - Brainstorm ideas with your fellow staff members

4. Involve Others (people support what they help create)
   - Delegate authority
   - Encourage, support, reward, and publicly recognize those who help

5. Pre-Program Planning
   - Ensure that facilities are available and reserved
   - Ensure necessary resources are available and reserved
   - Ensure the program’s date does not conflict with another event

6. Publicity
   - Publicity is the key to programming success
   - Be creative and make it fun
   - Change your publicity tactics from program to program

7. The Day of the Program
   - Confirm speaker/equipment/ guests etc., and refreshments
   - Remind residents of program topic and location
   - Ensure facilities and resources are available and ready for use

8. At the Program
   - Introduce speaker
   - Start on time
   - Do not run overtime
   - Keep things interesting

9. After the Program
   - Evaluate the program's strengths and suggest ways to enhance
   - Complete the Program Evaluation Form
   - Publicly thank speakers and community members who attended and especially those who assisted
   - Send appropriate thank-you notes

10. Keep a Sense of Humor
    - Do not count on too many "thank you's" and congratulations from your residents. Count on your fellow staff members to recognize your work. Your accomplishment will come in knowing that you have presented a successful program.
Why Programs Fail

1. Poor Publicity
   - Not eye-catching or colorful enough
   - Not enough flyers, posters, tents, banners, etc.
   - Put up too late
   - Not creative or informative
   - Posted in an area that's too cluttered
   - Poorly located
   - “Blends in to the background”

2. Poor Design
   - Not getting enough input/support from residents
   - Not using information to set goals
   - Trying to reach the wrong group
   - Not planned well

3. Choosing a Poor Location
   - Too far from students
   - Not comfortable
   - Temperature wrong
   - Too many distractions
   - Location not known to residents

4. Choosing Poor Facilitation
   - Poor interpersonal skills
   - Poor speaking style
   - Not knowledgeable enough in area
   - Lack of agreement on topic to be covered
   - Shows up late/doesn't show up
   - Program runs too long

5. Timing
   - Scheduled opposite popular/important program
   - Started planning too late
   - Other helpers don't come through
   - Scheduled on the same night and time of a very popular TV show

6. Equipment
   - Equipment doesn't work
   - Room not set up
   - Lights don't work
PROGRAMS ABOUT SAFETY AND SECURITY

Remember that the keys to prevention are preparation, planning, and practice. All can be accomplished with service, programs, and activities. Be creative! What preparation needs to be done to develop and implement a safety/security program? These three easy steps will help:

1. **ASSESS THE NEEDS OF RESIDENTS:**
   Do floor members have a lot of personal equipment that might be traced if engraved with an identifying mark? Do floor members need to know how to travel safely at night on campus? Do floor members need coaching and reminders on the values of the escort policy? Have floor members expressed interest in personal defense? How about a buddy system? Has there been a fire drill? Is the exterior lighting near the residence hall sufficient? Do residents test their smoke detectors?

2. **RESPOND WITH AN INTERVENTION / PROGRAM:**
   Arrange to borrow an engraver from Housing Security or your front desk so that residents may mark their property. Develop a series for posting throughout the semester. Plan a self-defense class for floor members. Show a fire safety video and discuss the issues. Prepare an eye-catching bulletin board. Invite a speaker from the police or fire department.

3. **EVALUATE THE IMPACT OF THE INTERVENTION / PROGRAM:**
   Have any risky behaviors changed? Do residents report feeling more secure on the hall? Have fewer incidents of theft been reported? Have safety techniques and strategies become routine practice? Do residents confront strangers on their floors? Do residents evacuate the building according to plan? What else needs to be done . . . has the program raised more questions and concerns?

**How should staff be involved in the planning and implementation of safety and security programs?**

- Provide a thorough review of safety issues and security practices at the beginning of each semester and post the information visibly during the year. Encourage positive response from residents, praise success.
- Some level of "passive" programming should be in place. At all times, flyers, bulletin boards, signage, door tags, or "factoids" are some ideas.
- Residents should have the opportunity to attend at least one program per semester designed to raise awareness and promote skill development. When unusual or serious situations develop, it is important to provide timely information through meetings, memos, phone mails or other means. De-briefing is an important strategy and helps to keep residents informed and involved.
Publicity is the crux of a successful program. To produce a successful publicity campaign, staff should understand the following:

**Purpose of Publicity:**
- Create a favorable image
- Attract attention
- Arouse interest
- Stimulate involvement
- Explain the program
- Communicate ideas
- Provide opportunities for being creative
- Target an audience
- Sell the program
- Bring people together

**Publicity Timing:**
- Publicize seven to ten days in advance for most events.
- Publicize three to four weeks in advance for special events.
- Saturate with publicity a few days before the event.

**Publicity Planning Checklist:**
- Know where you are headed at the beginning of the project.
- Plan ahead by writing your strategies down.
- Be expedient; avoid procrastination by doing it right away.
- Give yourself plenty of time to complete the work and get it out so others may hear about it in advance.
- Identify peak places and times for placement of the publicity.
- Distribute publicity in plenty of time to be posted.
- Proof carefully before the material is posted/sent out.

**Ways to Advertise**

- Bathroom publicity
- Doorknob hangers
- "Flush Flash" on bathroom doors
- helium balloons with the title
- T-shirt
- Body paint
- Mail box stuffer
- Crossword puzzles
- Frisbees
- Post cards
- Package slips
- Billboards/Bulletin Boards

- Door-to-door
- Huge calendar
- Singing advertising
- Blackboard teasers
- Fortune cookies
- E-mail
- Public access TV station
- Post-it notes
- Buttons
- Leaflets
- Door prizes
- Dress in costume
Bulletin Board Tips

Bulletin boards located in high traffic areas can be an effective means of visual communication. Good bulletin boards promote, educate, inform, sell, and arouse the curiosity of viewers about programs, services, facilities, and educational topics. Good bulletin boards cause viewers to stop and read; if done poorly, people pass them without a single glance. Constructing well-designed bulletin boards involves a sufficient time commitment, a plan of action, and the available resources. When completed, the bulletin board should be gratifying to the creator and to the viewer.

To plan and organize effective bulletin boards, begin by following these steps:

- Use brainstorming to develop ideas; one idea will spark another.
- Determine a central theme or subject.
- Sketch ideas, then select a title that is brief, easy to read, gets to the point, and captures attention immediately.
- Choose illustrations that support and develop the theme.
- Create brief captions to further clarify the theme. Make them interesting and easily understood.
- Repeat designs, colors, and shapes to create a unifying effect.
- Complete the design with a brief summary or challenge to the viewer.

Once the theme has been decided and the materials prepared, proper arrangement is necessary. A good arrangement should:

- Lead the eye from one point to another.
- Allow the eye to stop at points of interest for emphasis.
- Bring the eye to a logical conclusion.
- Group and place words and illustrations for quick and clear comprehension.
- Avoid clutter by leaving open spaces and limiting illustrations and designs to only those that are necessary to tell the story.

Design techniques:

- Plan a bulletin board that will last over a period of time so that the time it takes to produce it is worth it. Then you can trade with another staff member or save it for the next year to reuse.
- When producing bulletin boards throughout the year, use various techniques to keep interest high.
- Keep design balanced and simple. Avoid clutter as too much information detracts.
- Use contrasting color, open space, directional lines, various shapes and textures to contribute to the impact of capturing the viewer’s attention.
- Create color combinations that are pleasing and well-balanced. Use high color tones and contrast to attract attention. The mood of the caption or theme should suggest the color scheme to use.
- Select large enough artwork to be clearly visible from across the room or hall.
A good caption is the key to a successful bulletin board. Select a caption that is short, appealing, and thought-provoking. It should convey at a glance what the board covers.

- Use the opaque or overhead projector to enlarge designs.
- Use three-dimensional shapes from time to time to create interest.
- Mount photographs and illustrations to the board with rubber cement.
- Create attractive frames for paintings, prints, artwork, etc.
- Make an effective use of posters, as they are often the focal point of any display.
- Make the background material subordinate to the main design.

**Lettering:**

- Create a variety in lettering by using various sizes.
- Make letters uniform within a word.
- Emphasize one or more words by increasing the size or changing the color.
- Select large enough type to be clearly visible from across the room or hall.

**Other Suggestions:**

- Observe bulletin boards in libraries, museums, and around campus to gain ideas for techniques and materials that can be used.
- Check the library for resource books that contain sample bulletin board techniques and ideas.
- Find education majors to help or any individual who would like to lend a helping hand.
- Maintain a file of drawings and former bulletin boards to salvage from.

Websites That Are Very Useful In Getting Ideas for Bulletin Boards and Programs:

- [http://www.umich.edu/~housing/resstaff/](http://www.umich.edu/~housing/resstaff/)
- [http://www.residentassistant.com](http://www.residentassistant.com)
- [http://www.reslife.net](http://www.reslife.net)
- [http://www.studentaffairs.com](http://www.studentaffairs.com)

The following is a list of other colleges and universities that maintain websites full of resources and ideas for ResStaff:

- California State University, Northridge
  [http://housing.csun.edu/RaResource](http://housing.csun.edu/RaResource)
- Western Illinois University
  [http://www.wiu.edu/users/mirac/main_page.htm](http://www.wiu.edu/users/mirac/main_page.htm)
- Oregon State University
The First Floor Community Meeting

The first two weeks of the academic year are crucial. What you do and how you do it will set the mood for the remainder of the year. The importance of a positive first impression cannot be over-emphasized. Successful planning in the beginning will save you and your residents a lot of conflict later on. Each hour you put into planning now will certainly save you at least 10 hours later on. The first community meeting will be the basis for everything you are doing. Be PREPARED, ORGANIZED, EXCITED, ASSERTIVE, and ENTHUSIASTIC. This meeting will dictate how seriously your residents take you and the policies and resources of your building. Set guidelines and state your expectations for your community: fair and respectful living. **NEVER SAY “IT’S OK AS LONG AS I DON’T SEE OR HEAR ABOUT IT.”**

Sample Outline For The 1st Floor Meeting
(Your HD/AHD may have more specific guidelines for you)

<table>
<thead>
<tr>
<th>I. Introduction</th>
<th>III. Policies and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce yourself and provide a brief biography</td>
<td>A. Community Living At Michigan</td>
</tr>
<tr>
<td>B. Icebreaker</td>
<td>1. The CLS</td>
</tr>
<tr>
<td>C. Role Explanation</td>
<td>2. Alcohol policy</td>
</tr>
<tr>
<td>1. Your Role</td>
<td>3. Illegal substances and equipment</td>
</tr>
<tr>
<td>2. The RA on duty</td>
<td>4. Weapons</td>
</tr>
<tr>
<td>3. The staffing and administration of the building (HD, AHD, Specialized staff)</td>
<td>5. Pets</td>
</tr>
<tr>
<td>D. Things they can expect from you</td>
<td>6. Incense</td>
</tr>
<tr>
<td>E. Time Availability</td>
<td>7. Smoking</td>
</tr>
<tr>
<td>1. Open Door Policy</td>
<td>8. Bicycles</td>
</tr>
<tr>
<td>2. Sources of Referral</td>
<td></td>
</tr>
<tr>
<td>3. Mediation and Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>4. Programming</td>
<td>B. Facilities Issues</td>
</tr>
<tr>
<td>5. Community Development</td>
<td>1. Custodial Services and FIXIT</td>
</tr>
<tr>
<td>II. Community</td>
<td>2. Laundry Room Locations</td>
</tr>
<tr>
<td>A. Define community and ask for thoughts from the group</td>
<td>3. Telephone and Cable TV</td>
</tr>
<tr>
<td>B. Introduce Community Contracting</td>
<td>4. Elevators</td>
</tr>
<tr>
<td>C. Items which are to be covered by the Community Contract</td>
<td>5. Room and Lounge Furniture</td>
</tr>
<tr>
<td>1. Noise and Quiet Hours</td>
<td>C. Fire Safety and General Security</td>
</tr>
<tr>
<td>2. Respect for Facilities - Damages and Vandalism</td>
<td>1. Elect Fire Marshall(s)</td>
</tr>
<tr>
<td>3. Behavior and Respect for Peers</td>
<td>D. Room Personalization</td>
</tr>
<tr>
<td>4. Use of kitchenettes and lounges</td>
<td>E. Lock-Outs</td>
</tr>
<tr>
<td>5. Academic Commitment</td>
<td>F. Healthy Living Conditions</td>
</tr>
<tr>
<td></td>
<td>G. Appreciation of Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Living and Learning Programs and Building Councils</td>
<td></td>
</tr>
<tr>
<td>A. Hall Council: elect floor reps</td>
<td></td>
</tr>
<tr>
<td>B. Multicultural Council: elect rep</td>
<td></td>
</tr>
<tr>
<td>C. Building Administration</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>V. Closing</td>
<td></td>
</tr>
<tr>
<td>A. Welcome Week Activities</td>
<td></td>
</tr>
<tr>
<td>B. Questions and Answers</td>
<td></td>
</tr>
</tbody>
</table>
Section Four: RESIDENCE STAFF DUTY

What you can get out of this section: clear understanding of staff duty procedures, expectations and responsibilities.

QUICK REFERENCE:

Duty responsibilities:

- Be available and accessible from 8:00pm until 7:00 am on each day you are assigned (until 10:00am or when your front desk opens on Thursday - Saturday).
- Act as a resource and referral agent for residents.
- Get to know the residents in your residence hall. Invest in informal interactions with the residents while on rounds. Say hello.
- Assist residents as a referral agent in cases of medical or psychological needs.
- Respond to maintenance emergencies.
- Communicate appropriate information to other staff that should be aware of potential or existing problems (the HD/AHD on call, or Housing Security, etc.).
- Confront Community Living violations and assist Housing Security upon their request.
- Perform rounds at time intervals determined by your HD/AHD.
- Adjust all appropriate Duty Signs which assist residents in contacting the Duty RAs when needed (this includes front lobby duty signs and individual RA room door boards. Some front desks are also responsible for these duties).
- Perform lockout procedures and key returns for residents after your front desk closes.
- Record all duty-related activities in the duty log and/or an information report (whichever is appropriate).
University Housing is committed to providing assistance and awareness of the state of the community in our residence halls. For the safety and security of all residents of our hall communities, both a Leadership team member and student staff member(s) will be available 24 hours a day.

**What?!?! I’m on call 24 hours a day?!?**

No, not you, but someone is. During the business day, from 8am through 5pm, front desk staff members in each building are charged with assisting students and guests with emerging problems in the halls. During these hours, Leadership Team members (AHD or HD) are also on call in each building area. The front desk is also available between 5pm and 10pm.

At 8pm every night, each hall community has at least one RA on duty (though there may be more in some areas). RAs serve a duty shift from 8pm through 7am.

1. **The Purpose of RA duty:**
   - To develop relationships and facilitate community building through interaction and role-modeling.
   - To provide residents assistance and referrals during hours when the University offices are closed (8:00pm - 7:00am).
   - To insure the initial, quick, and safe handling of emergencies and crisis in U of M residence halls.
   - To insure the safety and security of the whole community.
   - To develop and support the academic environment

2. **What are your responsibilities?**
   - Be available and accessible assigned from 8:00pm until 7:00 am on each day you are (Thursday - Saturday until 10:00am or when your front desk opens). As long as the RA has the Duty Keys, s/he is to be considered on duty.
   - Act as a resource and referral agent for residents in need of prompt and timely assistance.
   - Assist residents as a referral agent in cases of medical or psychological needs.
   - Respond to maintenance emergencies.
   - Communicate appropriate information to other staff that should be aware of potential or existing problems (the HD/AHD on call, or Housing Security, etc.).
   - Confront Community Living violations and assist Housing Security upon their request.
   - Perform rounds at time intervals determined by your HD/AHD.
   - Adjust all appropriate Duty Signs which assist residents in contacting the Duty RAs when needed (this includes front lobby duty signs and individual RA room door boards. Some front desks are also responsible for these duties).
   - Perform lockout procedures and key returns for residents after your front desk closes.
   - Record all duty-related activities in the duty log and/or an information report (whichever is appropriate).
3. Requirements for Duty:

RAs on duty must remain in the building or assigned building areas at all times (unless an emergency arises, which requires special emergency procedures- see Fire Alarm Procedures). This includes Thanksgiving and Spring Break when rounds are still required.

a. Accessibility:

- Residents should always be able to quickly locate an RA either by phone or in person (or by pagers where appropriate)
- RAs on duty must remain in their rooms unless:

  1. Responding to the needs of a student(s)
  2. Participating in duty rounds
  3. Attending to other administrative or safety needs

If the RA(s) on duty cannot remain in the room for one of the above reasons, a note should be left on the door with the number or location at which the RA can be reached. A voice mail message should also inform callers how you can be contacted.

Notes:

- After 8pm, you may not leave the building for any reason.
- Your supervisor may approve that you attend a program or other event in your building during your duty shift. Be sure that residents know where you are in case of an emergency.

b. Signing On:

Before 8:00pm the duty RA(s) should go to the Front Desk, sign out the duty keys and binder, and place their names and room/phone plates in the duty cabinet. (Some residence halls have special procedures and your supervisor will discuss this with you). A Desk Clerk MUST ALWAYS initials the clipboard when signing out the keys. Never leave the building with your duty keys. Each RA should also check the HD/AHD duty calendar and call, page, or make personal contact with the Leadership Team person on call for the evening within 15 minutes of starting duty.

The requirements for duty rounds differ in each building community. Be sure that you know what is required of you. A security meeting is also typically scheduled around 10pm each night. Be sure you are aware of this requirement for your specific area too.

c. On-Duty Responsibilities:

- Rounds/Community Building: Use rounds to meet residents and build relationships in the hall. Look for ways to interact with residents and provide them support through your presence. This is not a time to look for trouble. While on duty, you should conduct your assigned rounds at various times. Doing rounds means that the RA(s) on-duty walks each floor sequentially to get a feel of what activity is occurring throughout the building. RAs should carry their assigned duty equipment, which may include keys, a duty log, notepaper, instructions, and a building roster. Should you encounter an occurrence, you’ll want to be able to take all relevant information to assist you in accurately writing your IR.

- If it is an active night, having an extra staff person for support makes confronting situations easier. Rounds can be done individually, with your duty partner RA, with the HD/AHD on call, or with a volunteer off-duty staff member. Security staff, friends, or family members SHOULD NOT accompany an RA on
rounds. The RA(s) on duty should communicate frequently with the HD/AHD on call, and as necessary, with Security. On some occasions you may have a guest such as a student completing an assignment or sanction. If this is to be the case, you will receive a heads-up from your supervisor.

- At the conclusion of each round (and after all occurrences have been resolved) the RA(s) on duty should return to his/her room. This is a time to complete related assignments such as submitting IR files or filling out a duty log. Failing to complete these additional tasks usually results in information being forgotten.

- **Occurrences and IRs:** Inevitably, while on a building round, you are going to encounter difficult situations. We’ll call these occurrences, or problems that the RA(s) on duty responds to. It is important to respond appropriately to these occurrences. Chances are that you will **ALWAYS** need to complete some kind of documentation, be it an entry into your logbook or an IR. Remember to protect confidential information, especially if a serious situation is encountered that requires the logging of confidential information. If information is serious, you’ll probably want to complete an IR. The duty log should simply make reference to an IR, which should be e-mailed directly to the HD.

- Complete an IR for any situation which is out of the ordinary. This is left to your judgment. Remember, you are never wrong to write an IR, but please use common sense. For example, there is no need for an information report to be completed for turning on a circuit breaker (yet this should probably be logged in whatever Duty Log you may be asked to keep). However if an underage individual in possession of alcohol is encountered, an IR should **ALWAYS** be completed. The IR should then be e-mailed directly to the HD. When in doubt, consult with your HD or AHD(s).

d. **Signing Off:**

- After the Front Desk opens in the morning, you must turn in the duty keys, and other equipment. You should also change any signage that you are responsible for. Remember to have the Office Coordinator or the Desk Clerk initial the time you returned the Duty Keys. **Keys should be returned at a time designated by your HD/ AHD.**

- As long as you have the Duty Keys signed out and/or your name and room/phone plates are in the duty cabinet YOU ARE CONSIDERED ON DUTY and will be responsible for any calls and/or emergencies.

- If you leave the building with the duty keys signed out and/or your name in the duty cabinet, it is viewed as a violation of Duty Policies. If you misplace your keys, notify your HD and AHD immediately.

e. **Duty Scheduling:**

Be sure that you are aware of your responsibilities to the RA duty schedule. One member of the Leadership Team in your building will be responsible for keeping the schedule. You should be aware of the procedure for your building including how changes are to occur (if they are even allowed).

It is crucial that you manage your schedule and remain aware of your responsibilities for staff duty. If you repeatedly request changes to the schedule you are likely to upset a number of people, and you may even face a job action! If you’re having trouble managing your time, seek assistance from your APA, supervisor, or others. Don’t ignore the problem.
Section Five: CONFLICT RESOLUTION

What you can get out of this section: a clear understanding of the Housing Student Conflict Resolution Process, tips on how to handle conflict, and a brief introduction to writing an information report.

QUICK REFERENCE:

Seven Tips for Conflict Mediation:
1. Remember to use your resources! Call Student Mediation Services for a consult. 
   Student Mediation Services
   (734) 647-7397 4354 Michigan Union
   mediation@umich.edu 530 State Street
   www.umich.edu/~sdrp/ Ann Arbor, MI 48109


3. Employ a strategy of win-win to resolve conflicts when possible so that all participants can walk away feeling that their feelings are understood and that they have won at least part of the conflict.

4. Help to assure that each person's integrity is maintained. It is never acceptable to have participants feel insulted or humiliated.

5. Get conflicts out in the open. Assist in identifying issues and feelings.

6. Be aware of barriers to conflict resolution such as defensiveness, put downs, judgmental reactions, manipulation, and aggressive attacks.

7. Do not involve more people than necessary.

Using the Information Report (IR): The IR is an electronic document, which you will need to download.

- go to http://www.umich.edu/~housing/resstaff/irtemplate.html
- Click on the link for your computer (Macintosh or PC), and save the file to a place on your computer you will remember.
- Double-click on the program and the Word document will self-extract to a location on your computer of your choosing.
- Open the file with Microsoft Word.
- Enter the relevant information in the gray blocks of space.
- Save the file with a different name using this model: <IR_YourLastName_MonthDayYear.doc>  
  ex.: IR_Wen-Lee_121102.doc
- E-mail the file to your supervisor, as instructed.
It is not possible to be trained on every kind of event that will happen, so we’ve tried to give you some information about dealing with conflict in general, and then touch on a few of the most common types of conflicts that you will likely face. We also talk about your role in the Housing Student Conflict Resolution (HSCR) process. This is important stuff, so be sure that you’re comfortable talking about it.

A. Housing Student Conflict Resolution

University Housing and Residence Education believe that it is crucial that residents be encouraged to resolve their own conflicts, but we also know that many residents, especially first year students, have not had the opportunity to learn how to solve conflicts. As a ResStaff member (RA, MPA, MPAA, APA, HL, or special living-learning staff member) your primary role is to be an educator about the Community Living Standards! ResStaff use conversations, programming, activities, and group discussions to show community members the value of our standards, and help them to understand that group living requires standards so that all members can live together. To that end, the Housing Student Conflict Resolution Process (HSCR) was created in the summer of 2001 to both teach and act on behalf of the community. HSCR helps to keep up the Community Living Standards and deal with the variety of conflicts that arise in the residence halls.

The Housing Student Conflict Resolution Process (HSCR for short) is a piece of the University-wide Student Conflict Resolution process, which is centrally administered by the Office of Student Conflict Resolution (OSCR), which is located in the Fleming Administration Building.

OSCR is charged with maintaining and enforcing the Statement of Students’ Rights and Responsibilities, a set of standards that all students agree to when they are admitted into the University of Michigan. This is a portion of the text of the Statement:

The following behaviors contradict the values of the University community and are subject to action under this Statement:

A. Physically harming another person including acts such as killing, assaulting, or battering
B. Sexually assaulting or sexually harassing another person
C. Hazing, stalking, or harassing another person
D. Possessing, using, or storing firearms, explosives, or weapons on University-controlled property or at University events or programs (unless approved by the Department of Public Safety; such approval will be given only in extraordinary circumstances)
E. Tampering with fire equipment or other safety equipment or setting unauthorized fires
F. Illegally possessing, using, distributing, manufacturing, or selling alcohol or other drugs
G. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official
H. Stealing, vandalizing, damaging, destroying, or defacing University property or the property of others
I. Obstructing or disrupting classes, research projects, or other activities or programs of the University; or obstructing access to University facilities, property, or programs (except for behavior that is protected by the University's policy on Freedom of Speech and Artistic Expression)
J. Making, possessing, or using any falsified University document or record; altering any University document or record, including identification cards and meal cards
K. Failing to leave University-controlled premises when told to do so by a police or security officer with reasonable cause
L. Violating state or federal law if such action has serious impact on the University community
M. Misusing, failing to comply with, or jeopardizing Statement procedures, sanctions, or mediated agreements, or interfering with participants involved in the resolution process
N. Violating University computer policies

(Taken from: http://www.umich.edu/~oscr/20010701SRR.html#Rights)

The Statement of Students' Rights and Responsibilities applies to ALL U of M students who are actively enrolled at the University. University Housing is charged by OSCR with enforcing the Statement in the Residence Halls. In addition, Housing has additional policies that are not covered by the Statement, but are important to living in the residence halls (like quiet hours, etc). These additions, along with the Statement's 14 points listed above, are called the Community Living Standards (CLS for short).

University Housing produces its own document, to help residents understand how the Statement and CLS work together to set standards for personal choices and responsibility in the residence halls. This document is called The Community Living at Michigan Handbook (CLAM for short).

You should have a copy given to you by your HD/AHD. He or she will probably take some time reviewing the standards with you, so you are familiar with them. You should
periodically review them on your own as well. Remember, these standards apply to all residence hall students, including you!

## B. The HSCR Process

### Mission Statement: Housing Student Conflict Resolution

The Housing Student Conflict Resolution Process supports and promotes the academic mission of the University of Michigan by training residence hall staff to meet the educational and developmental needs of students in relation to community living standards, conflict management and resolution, civility, respect for others, respect for self, and an appreciation for living in a pluralistic society.

To accomplish this endeavor, HSCR promotes and encourages standards designed to foster a positive and safe living/learning community where students learn to make healthy personal decisions that take into consideration the needs of a residential academic community. HSCR helps to promote University Housing's mission statement of creating and sustaining diverse learner-centered communities by emphasizing and focusing on a teaching philosophy with students whose behavior falls outside our standards of behavior. It also respects the integrity of students by protecting student rights and insuring basic fairness in enforcing the Community Living Standards and Statement of Student Rights and Responsibilities. HSCR also serves as a resource to the Housing community regarding conflict management and resolution.

In serving the residence hall community, HSCR recognizes the importance of a highly trained, diverse, and professional student, faculty, and administrative staff, and is committed to enhancing professional effectiveness through skill improvement and the acquisition of new knowledge. Furthermore, HSCR strives to be a national leader in higher education conflict management, resolution, and student conduct issues.

**The HSCR process is saying that:**

- ResEd believes that students come to live in our residence halls because they want to live in an environment that is conducive and supportive of both their academics and their own individual development.
- Conflict is a valuable and necessary part of any healthy community. Unresolved conflict and individuals that refuse to help be part of a solution are hard on a community.
- Community Standards (in this case the CLS) exist to protect the opportunities of each individual to be all that s/he chooses to be. Standards also protect the needs of the community as a collective group.
- The HSCR Process is based on the belief that every individual member of the community has a right to learn from his or her mistakes. So, we work to make sure that students truly learn from their experience in the process. This comes from a belief that teaching and learning about inappropriate behavior is more successful in changing it than punishment.
The HSCR Process does not attempt to resemble any kind of legal system. The University community is a special one, and student misconduct deserves a special process and language that recognizes the learning-center environment of the University.

Residence Staff members help to make the CLS work by making sure that all community members are familiar with them and identifying, on behalf of other community members, those that are not holding up their agreement to live by the CLS. ResStaff are teachers about community and use every chance they have to help community members understand and support community standards.

While ResStaff members are good at facilitating conflict resolution, be it through peer to peer advising, soliciting help from Professional Staff, or working with Student Mediation Services, or another outside agency, they cannot and should not be expected to solve every situation.

ResStaff are not “cops” and do not look for problems, but do address every potential violation of the CLS they think they observe.
1. The HSCR Flowchart
So that you are able to understand how the process works for all students who find themselves in conflict with the Community Living Standards, here is a brief flowchart, which explains the process:

![Housing Student Conflict Resolution Process Flowchart]

2. The RA’s Role in the Process:
The role ResStaff play in the HSCR process is an important one -- the role of problem identifier. It is the only role ResStaff serve in the HSCR process. RAs (though occasionally MPA/As, APAs, HLs, or any other ResStaff member) serve in a role which is
designed to help students accept responsibility for their actions. RAs are charged with documenting what they perceive are violations of the Community Living Standards.

How might you, as an RA, identify a problem?
~ You observe what you perceive as a violation of the CLS while on duty rounds.
~ You observe what you perceive as a violation of the CLS while simply walking through the building.
~ A resident tells you about an occurrence, and you investigate.
~ An HD/AHD asks you to investigate and document an occurrence.

**The Confrontation:**
When you think that you observe a violation of the Community Living Standards, YOU MUST confront all students involved. This confrontation is not optional; you do not have the choice to say, “I’ll let it go this time.”

Steps in confronting what you think may be a violation of the CLS:
- Identify yourself by name as a ResStaff member and your building.
- Inform the student(s) you believe that you have witnessed a potential violation of the CLS.
- Request, in a polite manner, that the student(s) cease his or her behavior immediately. Should the students resist conforming to the CLS, remind them that you can always involve Housing Security officers, but you would prefer to not involve them.
- If students are aggressive or uncooperative, find a phone and call for Housing Security at 3-1131. At that point, allow Housing Security officials to take the lead in addressing aggressive behavior, though you should remain to collect information.
- If students cooperate and heed your request, inform them that you will be documenting this occurrence and submitting that report to your supervisor. You may answer questions as students have them, but remember to avoid specifics, as each situation is unique and will be handled individually.
- Before you depart, remind students that you or another RA may be returning shortly to confirm that the disruptive actions have ended.

3. **A Word About Sanctions**

RAs or ResStaff should never promise or hint at what kind of sanction a student might receive. Why? The HD/AHD who has the initial meeting with the student may create a new sanction that you are unaware of, or the situation could be changed in someway. Rather than make a promise you cannot keep, simply say, “The question of sanctions is going to be between you and my supervisors”.


C. Types of Conflict and Techniques

1. Dealing with Conflict- A Checklist for Residence Staff

A. What is the nature of the conflict?
Ask yourself early on, “Is this something that I can solve on my own?” or “Do I want to be the only one dealing with this situation?” Sometimes, ResStaff may not be the best person to help a group of students resolve their own problems. Talk with your Hall Director about the appropriate venue for helping residents address their problems. Mediation is a formal resolution technique that stresses development of a joint agreement between two aggrieved parties. Student Mediation Services is a group of professionally trained mediators who are willing to come into the residence halls to help ResStaff assist residents in solving problems (see #5 below for more information).

<table>
<thead>
<tr>
<th>Suitable for Mediation</th>
<th>Not for Mediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise Complaints</td>
<td>Alcohol Violations</td>
</tr>
<tr>
<td>Name Calling</td>
<td>Mental Health Issues</td>
</tr>
<tr>
<td>Miscommunication</td>
<td>Theft</td>
</tr>
<tr>
<td>Shared Space Use</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Visitors</td>
<td></td>
</tr>
</tbody>
</table>

These lists are not intended to be comprehensive, but represent common examples of residence hall conflict.

B. Do all parties realize that the conflict exists?
Be aware that the true conflict could be different than what is perceived/explained by the disputants. For example, if the offending party is unaware that they are offending someone, the behavior may stop once informed of the effect of their behavior. Alternatively, the offending party could be retaliating for previous insults made by the party who brought the conflict to your attention.

C. Have the parties met to discuss the conflict in terms of positions versus interests?
The goal for resolving conflict is to ensure that the interests of both parties are served. These examples illustrate that people's true interests are often the same or very similar, but their positions can be extremely far apart. It is important to try to move past non-productive discussions about the offending behavior to discussions about interests.

<table>
<thead>
<tr>
<th>Source of Conflict</th>
<th>Position</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of room for studying</td>
<td>Music on</td>
<td>Helps student concentrate</td>
</tr>
<tr>
<td></td>
<td>Music off</td>
<td>Helps student concentrate</td>
</tr>
</tbody>
</table>

Visitors
Friends 24/7
Have fun
D. If after going through steps A-C, the conflict still exists and is appropriate for mediation, then please contact Student Mediation Services at mediation@umich.edu or 647-7397.

NOTE: Initial work on any case involves steps A-C. The process of setting up mediations will be expedited if you can provide information about the conflict. Also, please be aware that you may not be able to bring the disputants through steps A-C because perceptions the disputants may have about your neutrality or willingness to take disciplinary action. If you have any questions, please e-mail or call SMS.

REMEMBER:
Conflict occurs in a number of ways, and between a number of different kinds of parties.

- Between two or more students
- Between a student and a faculty/staff member
- Between a student and a policy or regulation
- Between a student and the whole community (the standards of the community).

You will often encounter these kinds of situations when you talk with the residents in your community, or as you walk around meeting and listening to residents. So what do you do when you stumble across it?

2. Things to Say
Here are some tips to remember when you enter into a confrontation:

- Know the individual being confronted as well as possible.
  This may mean asking some questions to learn more about the problem:
  ~ Where do you live?
  ~ What's your academic program?
  ~ How long have you known your roommate?
  ~ How long has the problem been going on?
  ~ (To the student) Do you realize why this is a problem?
- Remember the Platinum Rule: **Treat others as they would like to be treated.**
- Confront behaviors, not values: ex. Don't debate the rationale behind the 21-years age limit to consume alcohol; instead, confront the choice the student made to drink alcohol.
- Be well-informed and know the facts about the behavior when confronting.
- Be simple, direct, specific, and clear.
- Be assertive, but be careful not to overreact or be too aggressive.
- At every available opportunity, communicate your interest in the person and seek to understand their behavior.
Above all, be yourself when confronting others. Conclude all confrontations by issuing an invitation for future discussions.

These 9 steps are not the end-all, be-all of conflict resolution, but they will get you started.

When you deal with conflict, especially when you find a resident in conflict with the Community Living Standards, residents may try to avoid responsibility and try to pull the proverbial wool over your eyes. Here are a few ways to respond:

A. DENIAL:
   What they say: "That never happened," or, "I didn't do that!"
   Response: "My job is to report the information as I have seen it. It will be up to my supervisor to determine what happens from here."

B. MISDIRECTION:
   What they say: Anything that can take away from their actions- 'That is a dumb policy!' "Why do you have to confront this?" or "Nothing is going to happen anyway."
   Response: Keep the discussion on track. Refer them to your supervisors concerning their disagreement with the policy. "I appreciate your feelings, but I still need to document this situation. You'll have more of a chance to talk about it with my supervisor."

C. THIRD DEGREE QUESTIONING:
   What they say: "How do you know that?" "How can you prove it?"
   Response: Do not argue. Simply state your belief. "It's not a case of needing proof or having to prove things. I'm simply reporting what I saw. It's up to the HD/AHD to decide, not me."

D. HOSTILE RESPONSE
   What they say: "You're picking on me!!" "Why Me? You RAs are out to get us!!"
   Response: Do not justify their allegation with arguments. Simply state that you are sorry that they feel that way. State that you will be reporting the information as you have seen; others will make the final decision, and you have no intention to pick on anybody."

E. CONTRITION
   What they say: "I did it." "Go ahead, write me up!!"
   Response: Make sure they understand why what they did was hurtful to the community. Remember that the goal here is to make sure that they begin the learning process. Good follow-up is necessary. "Well, I'm glad you have recognized your mistake. I hope we can work together to prevent it from happening again. I'm simply going to document what I saw and turn it over to my supervisor."

F. SHIFTING GUILT
   What they say: "I did it, but please don't turn me in." "I can't get another referral, or I will be kicked out of here!!"
Response: “I’m obligated to you, myself, and this community to document what I’ve seen. However, I can appreciate your concerns. I encourage you to share them with my supervisors when you have a chance to talk with them. Please don’t think of it as ‘turning you in’. I just want to help you learn from your mistake. And I think my supervisor will be able to help you do that.”

3. Conflict Management

"Conflict is a natural, inevitable consequence of human interaction."

Most group problems result not from conflict, but, ironically, the way it is handled. Conflict can have some positive results if the group responds in a skillful and appropriate manner. For example, conflict can bring about change, clarify values, and stimulate the development of new methods of task accomplishment. Let’s examine some of the options that leaders have in handling conflict.

AVOIDANCE. To use this option is to simply ignore the conflict. It may not seem worth the effort to resolve it, or to make it work for the good of the individuals involved or the group itself. Sometimes, you may want to avoid it at the present and come back to it later when conditions are more favorable. However, on many issues, avoidance can lead to emotional tension and misunderstanding.

ACCOMMODATION. Accommodation is agreement through yielding or conforming to the positions of others. It is cooperation in an effort to create harmony, even at the expense of your own ideas and values; agreement in the name of peace, knowing you don’t agree. Accommodators are known for resolving conflict by using social tact and diplomacy.

COMPROMISE. Compromise involves a search for a solution that is mutually acceptable, where each side sacrifices something to get something else. Everybody wins something, but not everything. This may not be the best possible solution for everyone, but it’s usually not the worst, either. People who compromise settle for “the best they can get” rather than take the time to work together to find a solution everybody wants. Compromise may be the only way to go when time is short, or when total agreement is impossible.

COMPETITION. This is the offensive, aggressive approach to conflict resolution. It is especially attractive to those in power and authority who like to get things done and win. It is exploitative, in that it takes advantage of the opposition's weaknesses by resorting to all sorts of strategies and tactics, many of which are subtle and disarming. In a competitive situation, there is little listening, information sharing, and reasoning. Those who favor this approach believe that group discussion slows down decision-making, and that the group should support the “best” decision as decided by one or a few leaders.

COLLABORATION. Collaboration is a total-membership approach to conflict resolution that blends all the positive aspects of group processes. In the collaborative approach, the group (1) accepts the fact that there is a conflict; (2) takes time for sharing of values, needs, and interests; (3) discovers many possible solutions and weighs the consequences of each; (4) selects the alternative that best meets the needs and
concerns of each member; and (5) plans and implements and evaluates the outcome.

It should be clear that there is not a single “best” approach to conflict resolution. Each of the above has merit under certain conditions, and it is up to the mediator to select the appropriate one(s) to achieve the most positive results.

Although all of the approaches may be appropriate at some time, collaboration is commonly the “preferred” method and provides the most long-lasting and mutually satisfying solutions: In collaboration, the problem is attacked, not the people.

For collaboration to work:
1. Both sides must perceive that a problem exists.
2. Both sides must believe that a solution is possible and desirable.
3. Neither party must see the other as an enemy.
4. The problem must be redefined together in terms of needs.
5. The broad range of possibilities must be considered.
6. There must be mutual trust and respect.

5. Seven Tips for Conflict Mediation
A. Use your resources! When you find yourself in a situation that you believe may be resolved by mediation, consider calling Student Mediation Services for a consult. Often, you can help students reach a solution by making a referral to SMS:

   Student Mediation Services
   (734) 647-7397 4354 Michigan Union
   mediation@umich.edu 530 State Street
   www.umich.edu/~sdrp/ Ann Arbor, MI 48109

B. Avoid taking sides. This means that you should never become the decision-maker. Try not to side with one individual against another. Avoid defending one person’s point of view. When necessary, you may ask questions for clarification or feedback your perceptions. Do not devalue one person’s position, but try to bring attention to how other people perceive what is being said.

C. Employ a strategy of win-win to resolve conflicts when possible. It is almost always possible that all participants can walk away feeling that their feelings are understood and that they have won at least part of the conflict.

D. Help to assure that each person’s integrity is maintained. It is never acceptable to have participants feel debased or humiliated. This simply lays a foundation for greater hostility and it is not an adequate resolution to any conflict.

E. Get conflicts in the open. Assist in identifying issues and feelings, and provide a safe forum for airing those feelings.

F. Be aware of barriers to conflict resolution. Defensiveness, put-downs, judgmental reactions, manipulation, discounting, aggressive attacks and similar types of behavior are barriers of communication. They are counterproductive in the resolution of conflicts.

G. Do not escalate conflicts by involving more people than necessary. Resolve the conflict at the lowest possible level between the people directly involved. When too
many people are involved, some individuals become too concerned with maintaining loyalties and are therefore less interested in resolving the conflict.

(Adapted from The Resident Assistant by G.S. Bliming and L.J. Miltenberger, 1981)
D. Using the Information Report (IR)

The Information Report (IR) is the primary way in which you will relate potential violations of the Community Living Standards to your supervisor. The IR is an electronic document, which you will need to download from the ResEd server. The IR is a Microsoft Word template document, and you are not able to change its structure.

- Use your web browser to go to [http://www.umich.edu/~housing/resstaff/irtemplate.html](http://www.umich.edu/~housing/resstaff/irtemplate.html)
- Click on the link for your computer (Macintosh or PC), and save the file to a place on your computer you will remember.
- Double click on the program and the Word document will self extract to a location on your computer of your choosing.
- Open the file with Microsoft Word.
- Enter the relevant information in the gray blocks of space. Be sure to fill in as much information as you have. Your HD/AHD may ask you to submit the file again if it is not correctly completed.
- Save the file with a different name using this model:
  - `<IR_YourLastName_MonthDayYear.doc>`
  - ex.: `IR_Rzazewska_090201.doc`
  - ex.: `IR_Wen-Lee_121101.doc`
- E-mail the file to your supervisor, as instructed.

You will receive training on IR writing and your ResStaff computer at the beginning of the year. Remember to use your supervisor, RCSC, or co-staff members if you have questions about this procedure.

7. IR-Writing Tips:
It is important to complete IRs in a consistent and coherent manner. An IR that is full of errors and inconsistencies will likely be given back to you to redo. These steps should help you:

- Always use 3rd person to refer to yourself when writing the report:
  - **AVOID:** “I saw them play with a soccer ball in the third floor hall.”
  - **DO:** “RA Ramirez observed residents Johnson and Al-Hrzin engaged in play with a soccer ball in the 3rd floor hall nearest room 328.”

- Avoid opinions and stick to the facts:
  - **AVOID:** “They were really making me angry with all their lies.”
  - **DO:** “Martin and Al-Hrzin were uncooperative and refused to give RA Jones their names.”

- Be precise in describing events and occurrences:
  - **AVOID:** “They threw some stuff on the floor and then left.”
  - **DO:** “Martin and Al-Hrzin threw soda cans and gum wrappers on the floor as RA Gupta approached them, and then walked away, down the stairwell nearest room 328.”
You will receive training in IR writing throughout the semester. Remember clarity, thoroughness and brevity are very important.

8. A Sample Information Report:
The next page is a sample Information Report. Please note that changes may occur as the semester goes on. If this happens, you will receive new files to use.
sample IR form
Section Six: GENERAL POLICIES

**What you can get out of this section:** a clear understanding of Housing's policies about alcohol use, drug use, smoking, social functions, telephone harassment, substance free rooming and quiet hours.

**QUICK REFERENCE:**

*Remember:* ResStaff set an example and influence others with their behavior.

A few points about alcohol for ResStaff:

- Follow and support policies and procedures related to alcohol.
- Do not aid in the illegal consumption of alcohol by residents. Specifically, do not purchase or transport alcohol for minors.
- Do not drink with underage residents/ at any time. If you’re at a party and you see an underage student, let him/her know that you know. You may have to make a tough choice about whether to stay or not.
- If you choose to drink, drink responsibly. Remember that residents see you as a role model.
- Do not return to the residence halls visibly intoxicated. Find an alternate place to sleep for the evening.
- Provide alcohol education information to residents through bulletin boards and Programming.
General Policies for Students and Staff

Your best source for information about policy for students and for staff is the COMMUNITY LIVING AT MICHIGAN (CLAM) handbook. Every student who comes to U of M gets a copy of the CLAM. There is a specific part of the CLAM that is called the CLS, or Community Living Standards, which are the guiding principles that help the residence halls function as successful communities. One of your jobs as a ResStaff member is to help the community uphold these standards.

The CLAM should be a part of your basic reading for preparing for your ResStaff position and you should be familiar with it. While you don’t have to know every word, you do need to know the basic meaning behind the CLS. Your HD/AHD will go over the CLS with you in some detail during training and probably again during the year.

It is important to highlight a few of the most common community conflict situations so that you are VERY clear about them.

1. Alcohol Use in the Residence Halls:

Basically, if you are not 21 years old, it is illegal for you to consume alcohol. It doesn’t matter what your parents say, nor does it matter what you think about the value of the law. YOU CANNOT CONSUME ALCOHOL. Residents and ResStaff are both equally bound by this policy. The University of Michigan is very clear on this policy, and so is the CLS (CLS F.1).

If you see students consuming alcohol in the residence halls:
- You should confront them EVERY TIME.
- You should ask to see student IDs and driver’s licenses to verify that the individual is or is not 21 years of age.
- If individuals are 21 years old, you need to warn them about public display of alcohol. Alcohol CAN be consumed in residence hall rooms which ARE NOT designated SUBSTANCE FREE (Ask your supervisor about which rooms are substance free in your hall). No alcohol may be consumed in a room designated SUBSTANCE FREE, or a lounge, bathroom, or hallway, regardless of the age of individuals. All individuals in attendance must be 21, whether they are drinking or not. If a roommate is not 21, then he or she has first right of refusal, and the drinkers MUST leave the room, or end their alcohol consumption.
- Once you have determined the ages of individuals and the appropriateness of the alcohol, you should decide how to proceed. If there seems to be no violation of the CLS, give the students a gentle warning and be on your way. If any of the students are in violation, ask all individuals to bring forward all alcohol.
- Collect all the information you need: especially names, room numbers, and UM ID numbers in your duty log (remember that the UM ID number is NOT the social security number).
- Accompany the students to the nearest sink and witness the alcohol as it is poured into the sink.
Inform students that you believe that they **MAY** be in violation of the community living standards and that you are going to document this situation and forward it on to the HD/AHD.

They may have questions, and you can answer those questions that you are comfortable answering. Remember what you know about the HSCR process, and do not give students information that may mislead them. If you are unsure of the answer, say, “I'm sorry, I don't know for sure, but you can ask HD/AHD when s/he contacts you”.

Once you are confident that the incident has ended, you may return to your room or workspace and complete the IR form. Do not wait more than a few hours to complete the report, as your memory is likely to get cloudy, and important details that may be important to the case may be forgotten. REMEMBER TO FOLLOW CONTACT PROTOCOL--the HD or AHDs are to be contacted.

**Remember**, if at anytime you feel unsafe, or fear for yourself, back away and contact the Department of Public Safety (DPS at 3-1131). It may be helpful to have another RA along to help you, too.

**Remember**, intoxication can never be accepted as an excuse for misconduct or for infringement upon the rights of others. Residents are entitled at all times to a secure and reasonable living environment. Do not let residents talk you away from making the right choice. **You are helping individuals when you document their behavior.**

### 2. Other Notes on ResStaff and Alcohol in the Halls

When residents encounter problems, one way staff can demonstrate that they care is to confront them. They let residents know how they perceive their behavior and its possible consequences. If they find it to be appropriate, they may refer a resident to another source of assistance. Another appropriate time for confrontation is when a resident has engaged in a contract violation.

When alcohol is involved, confrontation almost invariably becomes more complicated. Most people do not welcome what they perceive as an intrusion upon their lifestyle. Some may view a staff-initiated confrontation as moralistic. Some may react with denial or counterattack. It is important for staff to communicate their caring and be firm. Do not be talked out of doing your job.

These guidelines are designed to help staff be more effective at and less frustrated by what is probably one of the most difficult parts of their job description. Your HD/AHD are available for additional guidance and support.

**Remember:** ResStaff set an example and influence others with their behavior.

- Follow and support policies and procedures related to alcohol.
- Do not aid in the illegal consumption of alcohol by residents. Specifically, do not purchase or transport alcohol for minors.
- Do not drink with underage residents at any time. If you're at a party and you see an underage student, let him/her know that you know. You may have to make a tough choice about whether to stay or not.
- If you choose to drink, drink responsibly. Remember that residents see you as a role model.
- Do not return to the residence halls visibly intoxicated. Find an alternate place to sleep for the evening.
- Provide alcohol education information to residents through bulletin boards and programming.

3. Drug Use in the Residence Halls:

The University of Michigan and University Housing will not tolerate drug use in the Residence Halls. Should you encounter a situation where you know or believe that illegal drugs (including, but not limited to, marijuana, cocaine, heroine, ecstasy, inhalants, GHB, or other date rape drugs) are being used:
- Document as much information as you have and contact DPS.
- Unless the immediate health or safety of individuals is in jeopardy, refrain from intervening in a drug situation by yourself. Contact DPS immediately.
- Once DPS or the Police arrive, work with their instructions. Do not get in their way. Try to control any crowds that may gather and continue to write down whatever information you have.
- Once the situation is in the control of DPS or Police, REMEMBER TO FOLLOW CONTACT PROTOCOL--HDs or AHDs are to be contacted.

4. Smoking Policy

All buildings operated by University Housing are non-smoking buildings. Certain specific resident rooms and apartments are designated for smoking students for legal and common sense reasons. Please remember that the success of this policy depends upon the respectful cooperation of both smokers and non-smokers.

Outside of buildings operated by University Housing, smoking is permitted for individuals who stand 25 feet away from entrances and windows (despite where ashtrays may be placed). According to the Standard Procedures Guide (SPG 601.4), the Hall Director may suspend exterior smoking privileges at anytime when the health of residents may be at risk.

5. Substance-Free Rooms:

Substance-free rooms are offered in all residence halls. Substance-free is defined as a room where all roommates and their guests have agreed to keep their room free from alcohol, cigarettes (and other smoking materials including but not limited to chewing tobacco, cigars, and clove cigarettes) as well as all illicit drugs.

If an individual does not maintain his/her commitment to a substance-free room, residence staff and/or the HD/AHD will seek to bring about a mutually acceptable accommodation between all roommates that results in the roommates conforming to substance-free expectations. In the absence of such a resolution, a room change may be processed.
6. **Social Functions**

1. Residents planning functions individually or in groups must follow the appropriate University Housing, building, or house procedures to register the event.

2. No Hall Council funds nor funds generated by house dues may be used to purchase any kind of alcoholic beverage. Hall Councils that violate this regulation will forfeit charters to operate in the residence hall.

3. Sale of alcohol is prohibited anywhere in University residence halls. State law restricts alcohol sale and the charging of alcohol-related cover charges to state-licensed establishments. Therefore, no money may be collected at any social gathering or other event for the purchase of alcohol.

4. Advertising that implies or explicitly cites the availability of alcohol at any function or party, private or otherwise, is expressly forbidden. Advertising a cover charge to be collected at the event or an admission payable in advance is illegal and prohibited.

**Remember:** This policy outlines the basic expectations for community members relative to the consumption of alcohol within the residence hall. It is also the intent of the University Housing to encourage individuals to make responsible decisions regarding alcohol by:
- Stressing moderation, safety and individual accountability for those who choose to drink
- Fostering an atmosphere free of coercion for those who choose not to drink
- Providing information and comprehensive educational programs on alcohol and other substances throughout the academic year by leadership from the residence staff in each hall.

7. **University Housing Quiet Hours Policy**

Quiet hours in all buildings are set for evenings through the next morning.

- **Sunday-Thursday:** 11pm-8am
- **Friday-Saturday:** 12am-9am

During these times, the environment should be free from interfering noises. Electronic sound equipment and room activities should not be heard outside the room door. Furthermore, within a room, study or quiet leisure takes priority over the right to use electronic equipment. Non-quiet hour periods do not necessarily mean "noisy" periods. Reasonable courtesy should be extended to your neighbors at all times.

Radios, record players, and sound systems are never to be played so loudly that they disturb others. Amplification of sound naturally occurs in and around large buildings. Television and radio antennas may not extend from the building or from your room. At no time should amplified sound be directed out of windows.
Remember: Hall Directors may create 24 quiet hour periods before and during end-of-
semester exams. You should expect to hear about these extra quiet hours in your staff
meetings in early December and April.

8. Telephone Harassment in The Residence Halls

Telephone harassment is an unfortunate reality of university residence halls and family
housing units, on this and other campuses. University Housing and the Department of
Public Safety understand that such calls can be very frustrating and frightening.
Harassment may come in the form of:

- Nuisance
- Obscene
- Threatening
- Discriminatory
- Intimidation

What to do first:
If a resident comes to you complaining of receiving harassing phone calls, or if you
aware of a situation use these rules of thumb when dealing with annoying calls:

1. Hang up: end the call.

2. Don't engage the person in conversation. Attempts to respond or reason with caller
may encourage more calls.

3. Remain calm and show little emotion. If you want to talk to someone about how
these calls made you feel, residence hall and other campus staff are available. See the
end of this section for a list of resources.

4. Remind the caller it is illegal and you will call the University Police.

5. Note date and time of call. Keep a telephone log with the date and time the call was
received, was it on or off campus, what the caller said.

6. Record the message, if you have an answering machine. The tape may be utilized by
the Department of Public Safety to help identify the caller. You may alternatively choose
to disconnect your machine for a while so no harassing messages are left.

ResStaff should encourage students to contact Housing Security. There is little else that
we can do if they are unwilling to involve the police. We cannot turn off their phone or
reassign their number without involving DPS. Once DPS has been contacted, an Officer
or other staff member will meet with the student to explain what steps can be taken to
attempt to identify the caller.
Remember: Other non-housing university staff and agencies that can help you:

- Sexual Assault Prevention and Awareness 715 N. University Suite 998-9368
- Counseling and Psychological Services: 3100 Michigan Union 764-8312
- Services for Students with Disabilities: 625 Haven Hall 763-3000
- Lesbian, Gay, Bisexual, Transgender Student Affairs Office: 3116 M-Union 763-4186
Section Seven: CRISIS INTERVENTION

What you can get out of this section: clear understanding of basic crisis intervention counseling techniques

QUICK REFERENCE: Basic Steps in Crisis Intervention Counseling

Establish a relationship
Acknowledge the person’s willingness to seek support and change. Invite discussion and convey your involvement and acceptance of the person.

Identify the Problem (Assess the situation)
Use open-ended questions whenever possible. Ask one question at a time and avoid asking why?

Once the problem is identified, you may wish to ask these questions of yourself or the resident:
1. Is it a short or long term problem?
2. Is it constructive? Is it good for their growth and development?
3. Is it a new problem or a chronic situation?
4. How do they feel?

Deal with Feelings
1. It is important for the resident to take ownership and control of their feelings.
2. Communicate non-judgemental acceptance of the resident’s feelings. Allow a little free ventilation.

Explore Alternatives
1. How has the person handled similar situations in the past? What support can they give themselves?
2. Offer suggestions - help review and evaluate possible alternative actions. Let the decision be their own.
3. Explore advantages and disadvantages of possible options.
4. Develop a concrete plan of action - What will they do when they leave your room?

In any emergency situation, ResStaff should remember the following:

- **Do not** notify family members or friends. The Leadership Team will determine whether or not these contacts will be made.
- **Do not** transport sick or injured residents for medical attention. If a resident is able to travel, you may encourage them to drive themselves or obtain a ride from a friend or hallmate. If these are not options, you may call 3-1131 for a Security/DPS transport or 911 for an ambulance.
- **Do not** administer first aid.
Basic Steps in Crisis Intervention Counseling

Establish a relationship

Acknowledge the person’s willingness to seek support and change. Invite discussion and convey your involvement and acceptance of the person.

Identify the problem (Assess the situation)

- Use open-ended questions whenever possible. Ask one question at a time and avoid asking why?
- Center on a specific area to get a better understanding for yourself and the resident.
- Repeat back the important parts of what has just been said. This helps to show that you are listening and allows the resident to correct you if there are any misunderstandings.
- Clear up any vagueness or inconsistencies.
- Keep it simple.
- After a good deal of their information has been verbalized, summarize. This allows the resident to review what they are saying and helps to encourage self-awareness in the resident.
- Determine if the situation can be changed. How permanent is it? Who does the resident view as in control?
- Use a mixture of any of the skills above.

Once the problem is identified, you may wish to ask these questions of yourself or the resident

- Is it a short- or long-term problem?
- Is it constructive? Is it good for their growth and development?
- Is it a new problem or a chronic situation?
- What impact does this really have on their life?
- How do they feel?

Deal with feelings

- It is important for the resident to take ownership and control of their feelings. Emotion may be pushed away by viewing oneself as a third party.
- Communicate non-judgmental acceptance of the resident’s feelings. Allow a little free ventilation.
- Respond emphatically. Put yourself in their place, but don’t pity or sympathize.
- Help the resident be aware of how they feel by using the same skills as when identifying the problem.
- Focus on how the resident feels right now.
Never minimize the resident’s feelings. The same feeling can cover a wide range of intensities.
Respond to the source of the feelings – what are they really reacting to?
Summarize, focus, and clarify.
Attend to conflicting feelings – remember, it is possible to both love and hate one person at the same time.
Recognize that possible misperceptions of events can lead to expressed feelings. Events have different meanings for different people.

**Explore alternatives**

- How has the person handled similar situations in the past? What support can they give themselves?
- Suggest support from others – friends, family, you, etc.
- Place responsibility on the resident to use their own resources. Do not create dependency.
- Offer suggestions – help review and evaluate possible alternative actions. Let the decision be their own.
- Explore advantages and disadvantages of possible options.
- Develop a concrete plan of action – what will they do when they leave your room?
- Suggest referral; offer names and contact information for other sources of help.
- Review the conversation and plans of action in a final summary.
- Make it OK to come back and talk.
Section Eight: EMERGENCY PROTOCOL

What you can get out of this section: list of emergency contact numbers, clear understanding of the role of ResStaff in emergencies, protocol for handling various emergencies

QUICK REFERENCE: Basic Instructions for what to do in an emergency:

❖ **Call 911 or 3-1131**
  - State your name and position.
  - State the nature of the problem.
  - State the location; be specific.
  - Give any additional information required.
  - Stay on the line until DPS has all necessary information.

❖ **Notify the Leadership Team member on-duty.**

❖ Try to find out as much as you can about the problem, so information can be given to emergency personnel and Leadership Team.

❖ **Assist in maintaining calm on the corridor.** Keep crowds back.

* If you are ever unsure of what to do, contact Security at 3-1131 and then the Leadership Member on Duty for your residence hall IMMEDIATELY.

**REMEMBER:**

❖ **Do not** transport residents yourself to the hospital.

❖ **Do not** attempt to contact or notify residents' parents or other members. If a resident asks you to contact their parents for any reason, notify your HD before taking any action.

❖ **Do not** administer first aid.
**Emergency Contact Numbers**

**Police/Security**

- Ann Arbor or Campus Police: 911
- Fire, medical, suspicious activity or crime in progress: 911
- Department of Public Safety: 763-1131
- Housing Security: 763-1131

**Illness/Injury**

- University Hospital Emergency Medical Services: 936-6666
- University Health Service Dial-A-Nurse: 763-4511
- University Health Services After Hours Clinician: 662-5674
- University Health Services General Information: 764-8320

**Mental Health**

- Psychiatric Emergency Services: 996-4747
- Counseling and Psychological Services (CAPS): 764-8312

**Sexual Assault**

- SAPAC 24 Hour Crisis Line: 936-3333
- UM Sexual Assault Prevention & Awareness Center Office: 998-9368
- Domestic Violence Project/SAFE House: 995-5444
## A. Role of ResStaff in Emergency Situations

The following overview is not meant to replace a careful reading of the full Emergency Procedures Guide. Please be sure to read the entire Emergency Procedures document so that you will be prepared to respond to various types of potential emergencies. Also, be advised that there are specific protocols that should be followed in certain emergency circumstances that are not detailed in this brief overview.

In the event of an emergency in the residence hall, ResStaff's responsibility is to assure the safety and security of residents. ResStaff members are not responsible for providing medical assistance or correcting any underlying facilities or emergency concerns. Rather, ResStaff should take the initiative in contacting appropriate emergency personnel and building supervisors, evacuating the building or emergency scene, when appropriate, and in maintaining calm amongst the residents and allaying their fears.

### 1. Protocol for responding to emergencies:

#### a. Assess the situation.

- Quickly assess the scene to determine the severity of the situation and make an informed decision as to whether or not emergency personnel are needed.
- If there is an ill or injured person, determine the extent of their injuries. Call 911, if necessary.
- Gather essential information that may be needed by emergency personnel (names of injured persons, names and contact information of witnesses, location of the incident, basic description of emergency response needed).

#### b. Contact appropriate emergency personnel and supervisors

- **If there is an immediate threat to the life or safety of your residents, call 911 immediately.**
  In the event of a life-threatening injury, extreme illness, or extreme hazard in the residence hall (fire, bomb threat, etc.), call 911 immediately. This will dispatch emergency personnel to the residence hall to handle the situation. Once called, be certain to also contact your building or on-duty supervisors.

- **In the event of a non-emergency situation where assistance is needed, contact Housing Security or The Department of Public Safety (DPS) at 3-1131.**
  From 9:00pm to 7:00am, Housing Security officers are available on campus to deal with situations in the residence hall. Outside of these hours, Department of Public Safety officers will respond to situations in the residence halls. Both are dispatched by calling the same phone number. Once called, be certain to contact your building or on-duty supervisors.
In the event of any serious occurrence in the residence hall, contact your on-duty supervisors or building supervisors.

On-duty and/or building supervision staff should be informed any time you have a serious occurrence in your residence hall that requires medical or security personnel to respond. If you are unable to determine whether or not you should call 911 or Security/DPS, contact a supervision staff member immediately. They will assist you in making the determination and will provide information on how to proceed.

c. Once appropriate personnel have been contacted, ResStaff should focus on the following activities:

- Evacuate the building in any situation where remaining in the hall puts residents at physical risk (fire, bomb threats, etc.)

- If you have been given specific directions by your supervisor(s) or emergency personnel, follow through with those assignments. Remember that Emergency personnel, Security or DPS Officers, and your ResEd supervisors and Leadership Team are in charge once they enter a situation. Provide whatever assistance they request.

- If the situation is complex or affects a large number of people in the community, you may need additional assistance from other ResStaff members. Contact on-duty staff or other staff members to assist you if the situation requires more than one staff member to manage.

- If outside emergency personnel have been called, someone should meet them at the outside door to lead them immediately to the emergency scene. When possible, have someone stay at the scene while another person meets the emergency personnel. If another staff member is not available, it is appropriate to designate a hall resident to meet emergency personnel.

- Clear the emergency scene of excess people or materials to ensure easy access for emergency personnel.

- Calm emotional residents and guests. Residents and guests may have very strong reactions to the emergency. Calm resident fears, provide assurances that the staff and emergency personnel are handling the situation, and share appropriate updates as information is given by your supervisors and emergency personnel.

- Gather additional information on the situation for supervisors and emergency personnel. Speak with residents and friends on the scene to help emergency personnel better understand the situation.

- Your supervisor may ask you to accompany an ailing/injured resident to the hospital. Be available at the hospital to provide information to hospital personnel and to calm anxious friends. This may not be necessary in situations where the resident is already accompanied by a calm and rational friend.
ResStaff should not perform the following:

- **Do not** notify family members or friends. The Leadership Team will determine whether or not these contacts will be made.

- **Do not** transport sick or injured residents for medical attention. If a resident is able to travel, you may encourage them to drive themselves or obtain a ride from a friend or hallmate. If these are not options, you may call 3-1131 for a Security/DPS transport. DPS will not transport students if they anticipate problems en route or if they feel that further injury could result. In this instance, the resident should be transported by ambulance and should be advised that they will be responsible for associated costs.

- **Do not** administer first aid.
B. Medical Emergencies

*Major Goal: To prevent further injury and to request aid.*

- Call 911 or 3-1131
  - State your name and position.
  - State the nature of the problem.
  - State the location; be specific.
  - Give any additional information required.
  - Stay on the line until DPS has all necessary information.

- Security will respond and meet emergency units. (During the daytime - it is sometimes helpful if an extra person can be sent to meet the emergency units in case they arrive before Security. Also, extra persons can be helpful by holding the elevator).

- Notify the Leadership Team member on-duty.

- Try to find out as much as you can about the problem, so information can be given to emergency personnel and Leadership Team.
  - Question the victim if feasible.
  - Question the victim’s friends or roommates.
  - Refer to the Resident Information Card the student filled out at the beginning of the year.

- Assist in maintaining calm on the corridor. Keep crowds back.

- If the victim is transported to the hospital, consult with the Leadership Team member as to whether or not you should accompany them. In the event of a serious or life-threatening injury or illness, it is preferred that the HD/AHD accompany the student. **However, do not transport the victim yourself.**

- Lock the victim’s door if he/she is taken to the hospital.

- **Do not** notify the victim’s family.

- University Security personnel can transport students with minor medical problems to Health Service or to the emergency room. Officers will not transport students if they anticipate problems en route or if they feel further injury could result. Transports are made solely at the discretion of the responding officer. Students transported to the hospital by ambulance are responsible for associated cost.

  **REMEMBER:** Residence Staff members are not to administer first aid, nor should they transport residents to the hospital.
C. Injury, Accident, and Illness

**Major Goal: To assess the severity of an illness or injury, to prevent further injury, and to request appropriate aid.**

If a resident requires medical attention for sudden illness, accident, injury, or other trauma during the following times:

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 6:00pm</td>
<td>Monday-Thursday</td>
</tr>
<tr>
<td>8:00am - 4:30pm</td>
<td>Friday</td>
</tr>
<tr>
<td>9:00am - 12:00pm</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

(Note: Hours will change for the winter semester)

Then take the following steps:

- Call the University Health Service (UHS) Nursing Center at 3-4511 and describe the problem. They will advise whether to go to UHS or directly to the hospital.

- If a resident is able to be transported safely and has available transportation, s/he should go to either UHS or the UM Hospital Emergency Room. The student will be responsible for all fees generated at the UM Hospital ER.

- Security can be called at 3-1131 for transportation of an injured resident if not a “true” medical emergency. **Under no circumstances should staff transport a resident.**

- If the student is seriously injured/ill and unable to be transported by Security, contact Security at 911 for an ambulance and Emergency Medical Service Personnel. The student will be responsible for all fees associated with ambulance transportation.

1. Medical Information

A UHS clinician is available from closing to 10pm Monday - Friday nights during the fall and winter terms to give advice or assistance to enrolled students. The answering service telephone number is 662-5674, and Saturday and Sunday from noon - 10pm.

This after-hour service is particularly helpful in such instances as adverse reactions to medication and other non-accident situations.

1. Please let the answering service know the nature of the problem. They will page the clinician on call.

2. If referral to the Hospital Emergency Room is required, the clinician will assist you with the arrangements although the student will be responsible for all fees generated at the UM Hospital ER.
3. Whenever possible a residence staff member should accompany the resident/patient to either UHS or the hospital. Again, staff should not transport the resident.

4. If the resident is aware and conscious, ask him/her if anyone should be contacted (parents, etc.). Provide this information to the Leadership Team, but do not make the contacts yourself.

5. Contact the Leadership Team member on duty, after you have called 911 and arranged appropriate emergency care.

2. Additional UHS Services

UHS produces a brochure on available services and information about clinics, appointments and fees. This brochure is by contacting the Health Promotion and Community Relations Department at UHS at 763-1320.

Special Notes

A. Encourage residents to keep medical and health insurance information readily available. At UHS, most services that are not covered by student’s private health insurance will be covered by the Health Service fee.

B. UHS services are ideally suited for all students, including those with managed care insurance. Students covered under managed care programs are not required to obtain prior authorization from their primary care physician before seeking care at UHS. There is a fee for the routine eye exams, contact lenses and eyewear, orthopedic appliances and items from the pharmacy.

C. Services received outside of UHS are not covered under the Health Service fee. This includes emergency room treatment, ambulance transportation, etc.

D. Residents can get prescriptions filled by the UHS pharmacy but they must be written by a clinician in the state of Michigan.
### D. Mental Health Related Behaviors
( Including Suicide Attempts )

**Major Goal:** to provide the student in need with swift and appropriate professional assistance and to provide the affected residence hall community with support needed to withstand such a crisis.

- **Dial 911**
  - State your name and staff position.
  - State the nature of the problem or attempt.
  - State the location; be specific.
  - Give additional information required.
  - Stay on the line until DPS has all necessary information.

- **Have someone meet emergency units.**

- **Notify Leadership Team member on duty.**

- **Try to find out as much relevant information as possible (e.g., drugs or alcohol involved, what type, how much, etc.).**

The Leadership Team member on duty will contact the Assistant Director or the CAPS liaison and will accompany the student if he/she is transported to the hospital.

### 1. Role of the ResStaff Member

The ResStaff member will be invaluable to his/her residents as they deal with the crisis and its aftermath. Remember that the HD/AHD and CAPS are always available to assist the RA and the members of his/her floor.

*Note:* Common sense must be used in cases of suicide attempts and other psychiatric emergencies. Each situation is unique. Here are some things to keep in mind:

1. React promptly. Seconds may save a life.

2. Not everyone can be talked out of a suicide attempt. Nothing you say or do can make someone attempt suicide.

3. A suicide attempt has a severely debilitating effect upon a residence hall community. Replace rumors with non-confidential facts. Don’t disguise or minimize the event. Allow students to grieve.

4. Make sure to notify the Leadership Team member on duty and Security when the student in need returns to the hall.

5. **Do not** call the family. This determination is made by the HD/AHD and other Housing officials.
2. Reaction on the Hall

The HD/AHD and the RA of the floor should develop a strategy for attending to the residents’ concerns and the more specific concerns of the friends of the student involved. This may include both an attempt to restore calm to the floor immediately and a short-range plan for follow-up over the next few days.

Some Key Points to Remember

- Keep residents calm.
- Maintain confidentiality of the student.
- Provide support for residents by:
  - Helping them express feelings appropriate to the event.
  - Referring them to professional counselors when appropriate.

Some of the feelings students and staff may experience are anxiety and lack of understanding, guilt, anger, and paranoia about other people in the hall ("who’s next"). If you notice these types of behaviors or feelings, share them with your HD/AHD. CAPS can provide assistance to individuals or programming for the floor in the days or weeks following a psychiatric emergency.

Mental Health emergencies can be especially draining on ResStaff members. As a member of the community, expect to be personally affected by these events and do not forget to take care of yourself in the midst of caring for your hall. Remember that all of the resources that are available to residents are also available to ResStaff. Do not be afraid to ask for help in dealing with your own emotions and reactions to the incident.
E. Handling Alcohol and other Drug Emergencies

A potentially dangerous situation exists whenever an individual consumes large quantities of alcohol or other drugs. Illegal drugs may contain impurities that make their effects unpredictable. Overdoses of alcohol or other drugs can result in erratic behavior, significant depression of breathing, unconsciousness, and death.

The degree of danger depends on:
- the person’s size
- what the person consumed
- how much the person consumed
- how quickly the person consumed
- whether the person combined substances

Get Immediate Help When:

The following list is a guide – if you have any questions regarding the person’s safety, contact Security and the Leadership Team member on duty.

- The person cannot be roused by shaking or shouting.
- The person’s respiration is shallow, irregular, or slowed to 8 or less breaths per minute.
- The person has cold, clammy, pale, or bluish skin.
- The person is severely anxious, agitated, disoriented, paranoid or is having hallucinations.
- The person drank alcohol in combination with any “downer” (sedative, barbiturate, or tranquilizer).
- The person sustained a blow to the head or any injury that caused bleeding.
- The person drank an extremely large quantity of alcohol, for example, a pint of liquor, 16 cans of beer or 12 wine coolers

Note: Severe problems can occur when consuming less than this!

Assisting An Intoxicated Person Who Does Not Need Medical Attention:

Don’t give the person any food, drink, or medication. Introducing anything into the system might induce vomiting or other complications.

Don’t try to walk, run or, otherwise exercise the person. Don’t give the person a cold shower; the shock may cause her/him to pass out. Above all, don’t permit the person to drive.

Do take the person home (preferably with 2 or more other people) and make sure s/he is safe.
Do confront the person's behavior later, when s/he is sober. Counseling or any serious attempts at problem-solving with someone who is drunk is a waste of time.

**If an Intoxicated Person is Behaving Aggressively:**

- Protect yourself and others from physical harm. Remember you are dealing with a threatening situation.
- Approach the person cautiously and keep a safe distance.
- Explain anything you intend to do before you do it. Speak in a non-judgmental, reassuring, but firm manner. Don't communicate your anxiety.
- Don’t laugh at, ridicule, provoke, threaten, or argue with an intoxicated person.
- Don’t attempt to restrain the person.
- Call Housing Security or Campus Security to intervene if the person becomes too rowdy, uncontrollable, violent, or is in need of medical attention.

**If an Intoxicated Person has Passed Out:**

Call security to check on the person. While you are waiting, do the following:

- Check regularly for breathing and consciousness.
- Make sure the person is lying on her/his side with knees bent. This position will help prevent choking if the person vomits.
- Stay with the person to see that s/he does not swallow or inhale vomit.
- Call the Leadership Team member on duty.

**General Guidelines:**

If you're not sure what to do, but you think the person needs help:

1. *Call for medical assistance immediately*
2. *Call the Leadership Team member on duty*
F. Death in the Residence Halls

1. Death of A Resident

**Major Goal:** to provide for the timely and sensitive notification of the deceased's family and to provide the affected residence hall community with the support needed to withstand such a crisis.

- Call 911.
- Contact the HD/AHD immediately.
- Insure the area surrounding the incident is left intact and undisturbed prior to the arrival of Housing Security.
- Be particularly conscious of reactions of people on the floor. Refer to Mental Health Related Behaviors, if necessary.
- Assist Housing Security as requested.
- Do **not** notify the resident's family.

2. Death in a Resident’s Immediate Family:

**Major Goal:** to facilitate the student’s departure and to assist him/her in his/her grief process.

- Notify the appropriate residence staff and HD/AHD.
- Be available to console the student and to assist his/her preparations to go home.
G. Sexual Assault Protocol Checklist

The following actions should be taken by the ResStaff member immediately when meeting with a survivor:

- Assess for threat of immediate danger to the survivor and/or other residents by asking the survivor questions about the whereabouts of the perpetrator.
- Inform the survivor of the RAs obligation to share information pertaining to the assault with the HD/AHD.
- Discuss issues of disclosure and confidentiality.
- Strongly encourage the survivor to go to University Hospital (if recently assaulted) or UHS/Gynecology Clinic (if the assault happened more than a week ago), and arrange transportation through DPS, if necessary.
- Call the Leadership Team member on duty, and explain the situation.
- Explain to the survivor that the Sexual Assault Prevention and Awareness Center (SAPAC) outreach team has been contacted. Encourage the survivor to speak directly with them for support and information. SAPAC is best prepared to explain all of the survivor’s rights and options and can provide the highest level of confidentiality available to the survivor.
- If the survivor explicitly states s/he wants to make a police report, contact the appropriate police department (unless the survivor decides to wait and do this with the SAPAC outreach team).

Provide Information for the Survivor’s Physical and Emotional Safety:

- Ask the survivor if she/he wants a friend or family member with her/him.
- Ask if the survivor has a safe place to go and safety plan with him/her, if necessary.

Immediately Following Meeting with the Survivor:

If the outreach team is not called, fill out the Sexual Assault Incident form and return it to SAPAC within 24 hours of receiving a report of a sexual assault, in a sealed envelope marked “confidential.”

This form will be used by SAPAC for informational and statistical purposes only. Reporting of sexual assault information is required by the Student Right to Know Act, which states that all colleges and universities receiving federal funds must prepare, publish and distribute an annual report. Pursuant to this Act, campus security reports must include statistics concerning the occurrence of sex offenses on campus. If the outreach team is called, they will fill out the Incident Form and return it to SAPAC.

NOTE: The Following Actions Should Be Taken By the Leadership Team member on duty, not a ResStaff member.

- Call SAPAC and request an outreach team (936-3333).
- Meet the SAPAC outreach team at the front desk of the residence hall.
- Provide the SAPAC outreach team with appropriate identification when they arrive.
Check to see if the survivor has a safe place to go and safety plan, if necessary.

**Things To Say:**
Being confronted with a disclosure of a sexual assault can be a very difficult situation. Often, the person who is speaking with the survivor may not know what to say or how to react. For this reason, SAPAC provides the following as examples of some things you may want to say when interviewing a survivor of sexual assault.

**REMEMBER TO SAY:**

- I’m sorry this happened to you.
- This wasn’t your fault.
- No one deserves to be raped/attacked/assaulted/harassed.
- I appreciate that you chose to tell me.
- You need and deserve to know your rights and options.
- I want to help you.
- Please take your time.
- Let me know if you would like to stop, or take a break, at any time.

**SAPAC IS HERE FOR YOU!**
Plan your own response to the assault. Most likely the assault and disclosure will have an impact on you too. Remember, SAPAC is also here for you, both for support and feedback.

**OFFICE LINE: 998-9368 24 HOUR CRISIS LINE: 936-3333**

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**H. Safety and Security**

**Department of Public Safety**

**Housing Security**

**Department of Public Safety Home Page:** [http://www.umich.edu/~safety/](http://www.umich.edu/~safety/)

**1. Introduction**

This section is intended to provide you with helpful information, which will assist you in performing your duties in the areas of safety and security. As it is not possible to include specific examples of all types of emergencies which you might confront, it becomes necessary to rely on your sound judgment.

Security views residence staff as a partner in fostering safety and crime prevention within the hall. They desire collaboration and open communication with the residence staff to make the halls as safe and secure as possible.

Please read this section thoroughly.  

*Your response in times of emergency may minimize injury or damage to property.*
2. The Role of ResStaff in Crime Prevention

Residence staff members have a unique opportunity to participate in crime prevention activities. Due to peer group status and constant contact with residents, residence staff members are in the best position to promote crime prevention and safety awareness.

To be successful, crime prevention efforts must be continually re-emphasized. Your motivation in this area should be clear -- in looking out for your residents, you are also looking out for yourself.

If your residents are careless about leaving doors open and not watching strangers, then thefts will occur, and you could be the victim. If, on the other hand, doors are locked and strangers are scrutinized, the criminals will realize that and move on to easier areas.

To become an effective crime prevention participant, here’s what you have to do:

- Stay aware of the types of crimes occurring in residence halls.
- Alert residents to these crimes and the methods likely to be used against them to prevent their occurrence.
- Be continuously alert to carelessness in security on the part of your residents and re-emphasize its importance.
- Set a good example. Encourage your residents to report all crimes.
- Include security as a discussion topic at house or corridor meetings and at staff meetings with your HD/AHD.
- Use Operation Identification engravers available at the front desk, to mark your valuables and encourage your residents to do so.
- Get to know and cooperate with your Security personnel.

Residents’ carelessness contributes to the majority of crimes in residence halls. Forced entry type burglaries are very rare. If residents never left their rooms unlocked while sleeping or away for even a few minutes, it is believed that crime statistics would go down by over 50%.

3. Residence Hall Security

The following is a general summary of the role of Housing Security in the Residence Hall, designed to provide a basic understanding of their services. However, the duties of Housing Security are not limited to the situations listed below.

Safety

- Conduct routine inspections of fire equipment and insure that all equipment is kept in working order.
- Report and eliminate any and all safety hazards.
- Respond immediately to the scene of an activated fire pull-station and investigate the scene in concert with residence staff.
- If necessary, request emergency units via Department of Public Safety dispatch.
- Escort emergency units to the scene.
f. If it is determined that the alarm was false, notify staff verbally of the all-clear.

**Crime Prevention**

a. Deter crime by conducting routine building rounds of all areas in the building.
b. Maintain high visibility within the building by monitoring high-traffic areas.
c. Assist in crime prevention by educating residents to lock their doors, to be aware of suspicious looking people in the building, not to walk alone at night.
d. Maintain an effective line of communication with both residents and residence staff.

**Crime Reporting and Investigation**

a. If a crime has just occurred, the responding officer will check the immediate area for suspects.
b. The officer will then make contact with all persons involved to obtain pertinent information, and provide whatever assistance and/or victim resource information necessary.
c. The officer will contact residence staff and advise them of the situation.
d. The investigating officer will then complete a University of Michigan General Offense Report.

**Security**

The responsibilities of locking exterior doors, special unlocks, checking business areas, food service areas, computer rooms and libraries are all part of a normal shift for each officer.

a. Unlocks of student rooms are primarily the responsibility of residence staff.
b. In the event that staff is not available, the officer will verify the resident’s identification and provide the unlock.

**Availability**

Housing Officers are on patrol 24 hours and can be reached by calling 3-1131. The on-duty Housing Security Officer will then be dispatched.

**4. Police Searches and Procedures**

a. If a member of a police agency presents you with a search warrant and requests admission to a student’s room, you are required to honor that request.
b. Hand the key to the officer and let him/her open the door. Be sure to get the key back. Try to have a witness present. Be sure to alert Security and the HD/AHD.
c. If a member of a police agency presents you with an arrest warrant and requests admission to a student’s room, you are not to key the door. If the police choose to enter the room, you are not to interfere. You may give the officer the key, but be sure to get it back later. Try to have a witness present. Be sure to alert Security and the HD/AHD. If Security is present, they will either key the door or give the key to the officer.
d. If you encounter police in hot pursuit of a resident, you are not to key the resident’s door. Again, if the police use force, do not interfere.
e. University police may be in any public areas of the residence halls, including corridors, whenever they so desire.

f. Do not interfere with any police activity. If you have a concern, bring it to the attention of one of the Security Supervisors and your HD/AHD.

5. Bomb Threats

Major Goal: to obtain as much information as possible and to report it right away.

a. Gather information:
   Record the exact language of the caller. The caller could be a resident. Especially note any reference to the location of the bomb in the building and to the time of detonation.

b. Attempt to get the caller’s identity.

c. Try to note the following:
   • sex, race and nationality of caller
   • noise in the background
   • peculiarities of speech
   • approximate age of caller
   • whether it is an on-campus or off-campus call

d. If the threat is in the form of a note, preserve it for the police.

e. Dial 911
   • State your name and staff position.
   • State the nature of the call and to whom it was made.
   • Give the specific location of the incident.
   • Give the dispatcher the information you collected.

f. Have someone stand by to meet the responding units.

g. Notify the HD/AHD.

h. Follow the instructions of Security personnel.

i. Evacuation decisions will be made by Housing Security in conjunction with police and/or fire officials.

j. Do not sound the fire alarm.

k. Notify residents by word of mouth.

l. Assist in an orderly evacuation and direct residents to a nearby Housing facility until an all-clear is given by emergency units. The same would apply if a decision is made by Security or the Police Department to order an evacuation.

m. Assist in maintaining order.

n. Participate in searching public areas if requested to do so.

Note:: Not all bombs tick or look like sticks of dynamite. Be careful about handling anything, until the police and security officers have checked the area. Immediately report any object that is unfamiliar or appears suspicious. Do not handle any such object!
1. Crimes in Progress

**Major Goal: to observe as much as possible and report it right away.**

1. **Procedure:**
   1. Call 911
   2. State your name and staff position.
      a. State the nature of the crime.
      b. State the location -- be as specific as possible.
      c. Give a description of suspects and direction of travel.
   3. Have someone meet responding units.
   4. Do what you can to keep residents calm and safe.
   5. Assist in the investigation:
      a. Be available to answer questions
      b. Request all witnesses to remain for questioning.
      c. Preserve the crime scene.

**In Addition:**

1. If more than one person is available, one may wish to follow the suspect at a
discreet distance to determine his/her direction of travel and the license number
of any vehicle involved.
2. Use common sense. **Do not take risks.**
3. If an arrest is made, your assistance may be needed in subsequent court
proceedings.

2. **Helpful Descriptions**

   **Physical appearance:**
   - Race/ethnicity, gender, weight/build, age, hair color, eye color, glasses, facial
     hair, complexion, scars/marks.
   
   **Clothes:**
   - Color and style of shirt, shoes, pants, hat, outer garments, any objects carried,
     etc.

3. **Assaults**

   - Use common sense-your primary responsibilities are to provide safety for
everyone, including yourself, and gather accurate information to assist Security.
   - It is generally unwise to position oneself between the parties involved.
   - Intimate relationship assaults can be particularly dangerous.
   - In mutual assaults (i.e. fights) frequently neither party wishes to press charges.
     However, Housing Security must be notified and will explain options to parties.
   - Determine if the victim(s) need or desire medical attention.
   - Never assume that the parties involved are unarmed.
   - Contact Leadership Team member on duty as soon as possible.
J. Fire Alarms, Drills, Equipment, Etc.

Major Goal: to prevent further injury and convey to the HD/AHD any knowledge of persons responsible for false alarms or for tampering with any other fire alarms or fire safety equipment.

1. False Alarms, Tampering with Fire Equipment

Pulling a false alarm is a misdemeanor punishable by up to a year in prison and a fine of up to $500. It will lead to a 24-hour lease termination.

2. Fire Drills

The fire drill, and all accompanying regulations, are administrative procedures required by the University, by the city, and by the state for the protection of lives and property. The seriousness and importance of fire-prevention measures and fire drills should be impressed upon residents.

All staff members should be fully acquainted with the fire alarm system and with the location and operation of fire extinguishers. Instructions should be given to all residents as to the location of exits so that they may be reached even if rendered invisible due to smoke, electrical failure, etc.

Remember: Each building staff has its procedures. Refer residents to the instructions on the back of their door. University Housing will pursue lease termination for anyone caught tampering with fire equipment or pulling a false alarm.

3. Fire Extinguishers

Security has been charged with the responsibility of fire safety preparedness for Housing. To facilitate this, ResStaff is asked to do the following:

Upon finding equipment problems, e.g. discharged fire extinguisher, report the problem by calling 763-1131. State the problem, giving the building station ID (located on the inside of the cabinet door) and serial number. Security will check the problem.

4. Fire Safety

State of Michigan public Act. 17:
Any person who carelessly, recklessly, or negligently sets a fire to any hotel, rooming house, lodging house, or any place of public abode, or to any bedding, furniture, curtains, drapes or other furnishings therein so as to endanger life or property in any way, shall be guilty of a misdemeanor.

Therefore, smoking in bed is prohibited. The cost of repairs or replacement may be incurred by any resident responsible for causing a fire in University Housing. Decorating
in the residence halls should, 1) meet the regulations as stated in Administrative Memo 89-4/Residence Hall Decoration Policy; and 2) utilize only fire resistant materials.

5. Fire and Smoke

Upon the discovery of fire or smoke:
   a. Pull nearest pullbox to activate the fire alarm system.
   b. Dial 911, identify yourself as a staff member, and report nature and exact location of the fire.
   c. Stay on the line until DPS has all the information necessary.
   d. If practical, try to isolate the fire by closing surrounding doors.
   e. Proceed to evacuate the building according to building plan.
   f. Arrange to have additional staff meet fire fighters when they arrive and inform them of nature and location of fire and of any possibility of persons entrapped.
   g. The fire fighters and/or Security will be responsible for giving permission to reenter the building.

6. When the Alarm Sounds...

   a. If you are in the vicinity of the enunciator panel, determine the location of the pulled box and telephone 911 with the information.
   b. Proceed to evacuate the building according to the building plan.
   c. Arrange to have additional staff meet fire fighters when they arrive and inform them of the nature and location of fire and of any possibility of persons entrapped. The fire fighters and/or Security will be responsible for giving permission to re-enter the building.
   d. If there are staff available, a staff member should search the area in which the alarm was activated to determine if and where there is a fire.

Also:
   - Provide special assistance to disabled residents according to prearranged procedure.
   - The fire protection system is maintained for the safety of the residents. Report any malfunctions immediately to housing Security, and the HD/AHD.
   - Report violations, such as refusing to evacuate, pulling a false alarm or unlawfully discharging extinguishers, to Security immediately.
   - Use common sense in attempting to extinguish any fire.
   - Do not endanger yourself or others.
   - If the fire is big enough for a fire hose, clear the area immediately.
   - In case of fires in electrical equipment, if possible, cut off power supply. Never use water on electrical fires.

*Each alarm should be treated as an actual fire emergency. In the case of a possible false fire alarm, Security shall determine that there is no danger and shall give permission for residents to re-enter the building.*
## K. Tornado Warning/Watch

A Tornado Watch (issued by the U.S. Weather Bureau) is a notification that weather conditions exist which are likely to lead to tornadoes or at least to very high winds and severe weather. Our tornado Fan-Out Warning System is NOT used to warn residence halls of a severe weather warning or a tornado watch.

A Tornado Warning (issued by the U.S. Weather bureau and/or Police Department) is a notification that a tornado has been sighted and persons in the affected area are urged to seek shelter.

The City of Ann Arbor has a city-wide siren warning system (you can hear it tested on the first Wednesday of each month at 3:00pm). When this system is activated, it means both that a tornado has been sighted in or adjacent to Washtenaw County, and that a tornado is moving in the general direction of Ann Arbor.

Activation of the city-wide alarm system and/or the implementation of our Fan-Out telephone warning procedure is a request that citizens/residents seek shelter.

### 1. Methods of Notification of a Tornado Warning

Ann Arbor has a city-wide siren warning system. The Ann Arbor Police Department also notifies the UM Department of Public Safety when a tornado warning is issued. DPS then initiates a telephone fan-out alerting key locations within the University. The Department of Safety contacts Housing Security via radio who in turn will notify the Bursley, Markley, and South Quad desks. The desk staff from these halls then alert the desks in the other residence halls. Desk staff alerts any supervisory and residence staff present in each hall, making a special effort to notify the Hall Director.

#### Bursley Notifies:

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baits I</td>
<td>4-4153</td>
</tr>
<tr>
<td>Family Housing</td>
<td>4-9998</td>
</tr>
<tr>
<td>Martha Cook</td>
<td>3-2083, 3-2084 or 3-2085</td>
</tr>
<tr>
<td>Baits II</td>
<td>3-0130</td>
</tr>
<tr>
<td>Henderson House</td>
<td>668-6774</td>
</tr>
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</table>

#### South Quad Notifies:

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Quad</td>
<td>4-0100</td>
</tr>
<tr>
<td>Barbour</td>
<td>4-1162</td>
</tr>
<tr>
<td>Fletcher</td>
<td>4-0175</td>
</tr>
<tr>
<td>Executive Residence</td>
<td>7-1000</td>
</tr>
<tr>
<td>West Quad</td>
<td>4-0185</td>
</tr>
<tr>
<td>Newberry</td>
<td>4-1162</td>
</tr>
<tr>
<td>Law Club</td>
<td>4-1116</td>
</tr>
<tr>
<td>Central Management</td>
<td>3-2472</td>
</tr>
</tbody>
</table>

#### Markley Notifies:

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couzens</td>
<td>4-2130</td>
</tr>
<tr>
<td>Mosher Jordan</td>
<td>4-2106</td>
</tr>
<tr>
<td>Oxford</td>
<td>3-3480</td>
</tr>
<tr>
<td>Alice Lloyd</td>
<td>4-1172</td>
</tr>
<tr>
<td>Stockwell</td>
<td>4-1188</td>
</tr>
<tr>
<td>Facilities</td>
<td>3-4333</td>
</tr>
<tr>
<td>Hill Management</td>
<td>4-1152</td>
</tr>
</tbody>
</table>
2. Procedure
If you hear the siren or are informed that a tornado warning has been issued:

a. Alert residents on your corridor.
b. Advise residents to take cover.
c. Assist in alerting residents of another corridors, if their RA is not in the building.
d. Take cover. Taking cover means going to interior corridors, elevator lobbies, or to other interior space in the lower levels of the building or any area away from windows.
e. Take a battery-operated radio with you, so you will know when an “all-clear” is issued. The department of Public Safety does not fan-out “all-clear” information.
f. Do not activate the fire alarm, unless there is also a fire.
g. Notify the Department of Public Safety (911) if you sight a tornado or if any injury occurs.
h. Do not call the Department of Public Safety to check on the status of the weather or to ask questions that can wait until the warning is over.

L. Maintenance Emergencies

**Major Goal: to request assistance thereby reducing the risk of injury or damage.**

A maintenance emergency is defined as a maintenance problem that could result in injury to life and/or damage to property.

The Facilities Department recognizes the following as emergencies:

- Loss of hot water
- Loss of heat
- Broken locks on resident rooms or apartments
- Flooding
- Gas Leaks
- Failure of commercial-type refrigerators (located only in the Dining areas of the residence halls)
- Loss of power
- Service loss of certain elevators/Passengers trapped in elevators

1. Procedure

a. Determine whether or not the situation is an emergency.
b. During business hours, notify your building maintenance office by calling FIXIT: 763-4948
c. After business hours, call the Department of Public Safety at 3-1131:
   - State your name and position.
   - State the nature of the problem.
   - State the specific location.
   - Be available to meet with responding units.
d. After hours, security normally checks the situation before maintenance is called.
2. Elevators
   - Call Security (3-1131)
   - If the doors are open and the car is not at the level, position someone at the elevator until repairs can be affected.
   - If people are trapped in an elevator:
     ~ Have them see if the inner doors are completely shut.
     ~ Have them push the stop button in a few times -- this will sometimes reset the circuit.
     ~ Call for assistance.
     ~ Request emergency help (call 911) if anyone inside is experiencing a medical emergency.
     ~ Have someone stay in the area and talk to the people inside.
     ~ Actively discourage any attempts to pry the door open or climb out on the car roof.

M. Resident Claims Against University Housing

It is the policy of the University of Michigan that personal belongings of students-residents are not covered by University insurance policies. We advise students and families to ensure that their personal belongings are adequately covered on family homeowners or renter insurance policies.

However, in instances where University Housing and/or its staff cause, or are contributorily negligent in, damage to or loss of resident property, Housing may accept some financial responsibility.

The following information details the procedures for filing a resident claim with Housing:

1. Residents who want to file a claim against Housing for damage to their belongings, or loss of their property, should file a Security report with Housing Security and a Resident Claim Form. The reports should detail the following information:
   i) Nature of loss
   ii) Date and estimated time of loss
   iii) Age and estimated value of items lost
   iv) Specific circumstances regarding loss, including involvement by any University Housing staff.

2. The manager of the department whose area of responsibility is encompassed in the claim should pursue a timely disposition of the claim (within two weeks of the claim generally).

3. If the report is not completely filled out or is unclear, the manager may ask the resident for more details or additional documentation. managers should complete their evaluation of the claim and respond to the resident within two weeks.
identifying the current status of the claim (referred to Business Manager; claim denied, etc.).

4. Potential claims could include things such as mail or packages lost by the front desk or Facilities, damage from broken pipes, leaking ceilings, or a staff member tipping over a stereo unit.

5. Managers at the building level (HD, Dining Service Manager, Building Facilities Manager) can reimburse claims up to a total dollar value of $100. Claims beyond the $100 level must be sent to Larry Durst, Business Manager, 1500 SAB, for review and final decision.

6. Generally, University Housing will not pay claims over that amount unless the resident is able to certify that their insurance company has refused to pay on the claim.

7. The Business Manager’s office will send the resident notification of final determination.

8. Additional guidance on claims against University Housing can be obtained from the Business Manager at 647-3053.
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