



SAINT LOUIS UNIVERSITY

HOUSING AND RESIDENCE LIFE

Spring Hall Community Development plan Residential Curriculum 2021-2022

OVERVIEW/BUILDING LAYOUT:

This is an overview and guide of the operations programs of Spring Hall for the Academic year of 2021-2022. This year has been a unique year and the way programming is changing may be for the better or worse, but we are going to be at the center of it all ensuring that I students are still receiving soft skills not learned in the classroom. On average, we tend to house 454 students this year (419).

Spring Hall is a traditional co-ed residence hall with 8 floors and an academic wing. The residence hall has study spaces on each floor as well as the main lobby. On the first floor we have a Living room, kitchen, and laundry space for students to gather. We house international students on floors 2 and 3 with a sprinkle of upperclassmen on floor 4. Our age breakdown on the students here are 17-22 with a lot of students living in the state. Our students major in a vast number of things because we are not themed housing however, we do have two living communities (Honors (floor 7 and 8), and Leadership for Social Change (floor 6)).

The physical make of Spring Hall can be found online [Spring Hall : SLU](#). Here in Spring Hall, we try to create a sense of belonging and family within our community. This document provides information on how we do so.

SPRING HALL COMMUNITY DEVELOPMENT PLAN:

Here is the expectation of Spring Hall from a Birds EYE view.

- **Staff/Floor meeting (monthly)**
 - 1:1 meeting with Staff members
 - Schedule
- **Bulletin Boards once a month by midnight on the 1st of each month**
- **Roommate Agreements (semesterly)**
 - First two weeks of the Semester
- **Intentional Conversations**
- **Spring Hall Staff**
- **Supervision**
- **Learning Communities**
- **Advising**
- **Desk Operations**
- **Procedures**
 - Duty
 - Pcard
 - Kitchen
 - Laundry
 - Visitation
 - Room Changes
- **Facility Maintenance & Equipment**
 - Staff
 - Request
- **Reservations**
 - Academic Wing
 - MPR
 - Theater
- **Staff Bonding activities (monthly)**
- **Newsletters (monthly)**
- **Student Programming (3 monthly) (1 active) (2 passive)**

*New

- o Residential Curriculum
 - Learning objectives
 - Proposals due 15th of the month by 5pm of the month prior
 - Assessments
 - Building Calendar
 - Monthly Checks
 - Self-Check
 - Floor/Community Wellness Check (monthly)
 - Cleanliness Check (weekly)
- Building Committees
 - o Building Programming
 - o Team Bonding
 - o Appreciation
- Floor Bonding
- Open/Closing Duties and Details
- Appendix

Staff/Floor/1 on 1 meeting:

Here in Spring Hall, we meet several times a week and month. These meetings are to gauge where the staff is mentally, physically and emotionally. This is a time to build rapport and distribute information and task to the team.

- Criteria
 - o 1 on 1
 - See Appendix
 - [Staff Meeting and One-on-One Guides - Housing & Residence Life - Google Drive](#)
 - o Staff Meeting
 - See Appendix
 - [Staff Meeting Guides - Housing & Residence Life - Google Drive](#)
 - o Floor Meeting
 - Each floor/community may look different. However, an agenda should be created for each meeting and tailored to that staff and community. These meetings should happen at least *twice a semester*.
 - See Appendix (First Floor Meeting Agenda)

Bulletin Board/Door Decs:

Students must complete a bulletin board each month through the duration of the semester/academic year. **Due on the 1st of each month by Midnight.** Door Decs should be completed at the beginning of each semester prior to the students' move in.

- Criteria
 - o See Appendix

Programming:

Students are expected to host several programs throughout the facets (Active and Passive).

- Criteria
 - o See Appendix

Roommate Agreements:

Students are expected to complete a roommate agreement every semester within two weeks of arriving/returning to campus. These agreements allow the student to voice their living arrangement with one another and discuss a plan for how they wish to live together for the semester. The RAs of each community will host a meeting with every room/suite on their floor to complete these. Upon completing the agreements, they should then be uploaded to the google drive created by the R/GHC.

- Criteria
 - o See Appendix
 - o [Roommate Agreements - Google Drive](#)

Intentional Conversations:

Students are required to build relationships and have intentional conversations with their community and report on them biweekly.

- Criteria

*New

- o See Appendix

SPRING HALL STAFF:

Here in Spring Hall we have a total of 25 staff members (teammates), 1 Residence Hall Coordinator, 1 Graduate Hall Coordinator, 19 students on staff (4 PM, 1 Lead RA, 1 DM, 13 RAs, 4 PMs).

- **RHC**- Overseer and Manages the entire building. Responsible for all things in Spring and serves in an On-Call Rotation
- **GHC**- Oversee the facility alongside the RHC but focuses more on the operations such as the Front Desk
- **Lead Resident Assistant/ LRA**: Manages: Duty Schedule & Changes, Budgets Updates for floor budgets, Shopping Trips, Staff Affirmation Committee
- **Desk Manager/ DM**: Manages: Desk Staffing, Training, Hiring, and Corrective Counseling, Lock Out Charges, Space Reservations, Common Space Work Orders for first floor
- **Learning Community Resident Assistants**: Live on floors 6, 7, & 8, and 2 staff our Leadership for Social Change (LSOC or L4SC) community and 4 staff our Honors Learning Community. They maintain the normal RA tasks as well as added curricular components as outlined in the **Learning Community** section below.
- **Resident Assistants/RA**: Floors 1, 2, 3, 4, & 5, are made up of Resident Assistant Staff, 8 of them one of these floors houses the Lead as one of their RAs, 1st Floor only has one RA, Room assignment is consistent from year to year for RAs
- **LC Peer Mentors/PM**: 1 PM per floor for 6,7, & 8, their room assignment can be much more arbitrary within their floor. Their responsibilities are outlined in the *Learning Community* section below

RA	Spring Hall	110A	
DM	Spring Hall	110B	Try for first floor or RA roommate
RA	Spring Hall	214A	
RA	Spring Hall	217A	
RA	Spring Hall	314A	
RA	Spring Hall	317A	
LRA	Spring Hall	414A	
RA	Spring Hall	417A	
RA	Spring Hall	514A	
RA	Spring Hall	517A	
PM	Spring Hall	Varies	Leadership for Social Change
RA	Spring Hall	614A	Leadership for Social Change
RA	Spring Hall	617A	Leadership for Social Change
PM	Spring Hall	Varies	Honors
RA	Spring Hall	714A	Honors
RA	Spring Hall	717A	Honors
RA	Spring Hall	814A	Honors
RA	Spring Hall	817A	Honors
PM	Spring Hall	Varies	Honors

SUPERVISION:

Supervision in Spring Hall is Residence Hall Coordinator- Graduate Hall Coordinator- Lead Resident Assistant/Desk Manager- Resident Assistant/Desk Worker

RHC has quite a few direct responsibilities/reports:

- Oversees the GHC to help ensure them to the greatest success.
 - o Bi-weekly meetings
 - o Year One- Focus on the Building Relations

*New

- Student Programing
- Developing a Supervision Style
- Student Conduct
- Year Two- More Administrative Duties
 - Payroll
 - Budgeting
 - Job Searching/Interviewing
 -
- Oversee the Student Staff of the Residential side of things. (LRA, RAs, DM, DW, PM)
 - Meet Bi-weekly/Monthly
 - Builds relationships
 - Complete certain task assigned
- LRA meet weekly with their RAs staff as well
 - Student Programming
- PM meet with RHC monthly along with the Learning Community Faculty and Staff members
 - RHC/GHC do not supervise PM

GHC oversee the operation portion of the Facility:

- Oversee the DM who oversee the operations of Lockouts and other Front Desk Duties
 - They meet bi-weekly
 - Payroll

LEARNING COMMUNITIES (update)

- **Honors:** The top two floors of Spring Hall, 7 & 8, house our Honors Learning Community. The community includes 4 RAs, 2 Peer Mentors, and their faculty partners which will change. Your points of contact will be Robert Pampel (Robert.pampel@slu.edu) and Annie Henning (annie.henning@slu.edu) who will help coordinator Honors Faculty happenings.
- **L4SC:** The 6th floor of Spring Hall. The community includes 2 RAs, 2 Peer Mentors, and their faculty partners, your main point of contact unless changed will be Patrick Cousins (patrick.cousins@slu.edu).
- See the LEARNING COMMUNITY DEVELOPMENT PLANS for 2018-2019, 2019-2020 (Student Staff Supervision Shared Drive) for more structural information but here is the meeting structure. [Honors](#) & [LSOC](#)

Meeting Structure
Bi-Weekly Meetings with Co-Chair: Intent is to work to align student and faculty desires and shape common goals for the community. Also, designed as a space to share updates with one another about occurrences on both sides and problem solve together. <i>We met closer to monthly.</i>
Monthly Meetings with Faculty Stakeholders: Designed to share updates with me about information the students need. Also, designed for a way for me to share what is occurring with students. Space for joint work time to collaborate. <i>I would advocate that this be the start of the semester, mid semester check in, and closing the semester rather than “monthly”.</i>
Bi-Weekly Meetings with Student Staff: Space to program plan and check in. I plan to use this time to better understand upcoming programs. This time is also to be used in part to program plan. Finally, it is a space to help balance the roles of the students to better align roles with intend purposes of roles. I would also have this be a space where the Mentors share how Medallion tracker is going/ where our students are at completion wise.
Bi-Weekly 1:1 with Student Staff: Space to check in with students individually to see how they are doing as individuals and create space for eliminating role ambiguity. This is the general RA 1:1, and the same format for PMs.

ADVISING

*New

These are areas your GHC can assist, I did not have a Spring Hall GHC previously

- Hall Council – The GHC will attend the Hall/Community Council meetings and provide guidance and awareness to both the RA staff and RHC. While advising the council the GHC will help with budgeting the funds, programming, and execution of the council.

DESK OPERATIONS

These Desk Operations are the standard operations of the Front Desk in Spring Hall.

- Make eye contact and greet all persons entering the building. This is done for hospitality reasons and for any security concerns.
- Limit personal phone use at the desk. (Text messaging is fine. Phone calls should be short and quiet). If there is someone standing at the desk waiting to be helped, prevent personal phone use as a whole.
- Music can be played at a reasonable volume and non-explicit
- Earphones, air pods, earbuds, etc. can be used, but you still need to be able to hear surroundings in case someone is speaking to you. If possible, only put in one earphone.
- Only the Desk Worker that is clocked in at the time should be behind the desk (FERPA).
 - DW should not have friends, partners, or classmates at the desk with them to work on things.

POLICY & PROCEDURES

- **Duty**

Note that this information is specific to our staff expectations and will not include general procedures for on-call situations. Refer to your on-call flipbooks and RA Training materials, and don't hesitate to ask your supervisor with any additional questions.

- Duty Scheduling
 - Duty scheduling occurs during the beginning of Fall and Winter training sessions
 - Each RA is expected to cover their assigned dates. If they wish to change dates, please let the Lead RA know and update the On Call Log.
- Expectations
 - On-call hours are 7PM-7AM on weekdays and 7PM-7PM on weekends
 - Call in to GHC on-call number promptly at 7PM EVERY NIGHT you are on call
 - Conduct three community walks throughout the on-call shift at 7PM, 9-10PM, and 12-1AM.
 - After your final community walk, complete the Spring Duty Log make sure to write IRs by 8AM the next morning if you must document a situation you witnessed during your time on-call. Contact your supervisor with any additional questions.
 - [Spring Duty Log 2021-2022 \(google.com\)](#)
- **P-Card**
 - Where is it located?
 - RHC office in Spring Hall (on lanyard, hung on hook on left side of cabinet)
 - How to use the card
 - Fill out the Purchase Request Form in the shared drive at least one week prior to expected purchase
 - Wait an email of purchase approval
 - When you're ready to make the purchase, fill out the p-card checkout list in RHC office
 - Take entire lanyard with you to make the purchase
 - Check that the p-card and tax exempt info is inside
 - Make sure to tell the cashier the transaction is TAX-EXEMPT before they start scanning items.
 - You cannot use self-checkout; have to checkout with a cashier who can apply the tax exemption
 - This can take a while, so be patient

*New

- Sometimes they will ask for a state-issued ID (i.e. driver's license) when they're checking your tax exempt information, so have that with you as well
- Complete transaction by using the Purchasing Card. Ensure that tax has not been added, and obtain an itemized receipt from the purchase
 - You MUST save the receipt, and the purchase MUST be tax-exempt (taxes should not be charged)
 - If you realize afterward that you did not save the receipt or the purchase was not tax exempt, let RHC, GHC, or LRA know.
- Fill out the purchasing completion form on P-card checkout Clipboard and tape/staple receipt to it
 - Put on RHC Desk
- Sign the p-card back in on the checkout list.
- Return the p-card to its hook in RHC office.

- **Kitchen**

- The Kitchen is a special place in the building. It is a common space for all to use. Be sure to share the process with your community and ensure that the process is followed. If not, the kitchen will be shut down until noticed.

Spring Hall Kitchen Procedure- For DWs, RAs, & ALLIED

Physical Kitchen Key: Used if the resident needs materials that have been purchased by the university (ladle, knife, bowl, oven mitts.... etc)

Access Temp Card: Used ONLY if the resident needs→ ice, oven/microwave use, dishwasher (or wash their own in the sink), or if they have brought their personal materials.

****Even if the resident just needs 1 item from Spring, they still must do STEP 1 & STEP 2

Step 1: Check out the kitchen Key----→ Have resident scan the STEP 1 QR code to fill out the form. They must show you the confirmation page before getting the Physical Kitchen Key. If they showed you the confirmation, they are all set to go.



Step 2: Returning the Physical Kitchen Key---> Have resident scan the STEP 2 QR code to fill out the next form. Make sure they show you 3 pictures of a clean kitchen (no dishes in drying racks) and ask if everything is locked. Once the resident shows you the 2nd confirmation page, they are all set to go.



Step 3: You (The Desk Worker/Allied) will scan the STEP 3 QR code (or go to the form on the desktop) to fill out the form verifying everything! (It's really short) Thank you for all your hard work!

*New



- **Laundry**

- The Laundry is a common space in the building on the first floor. This space should be always kept clean. If not, the laundry room hours will be reduced for the entire building. Be sure to share the procedure with the community.
 - Please remember each resident may only use 1 washer and 1 dryer at a time. We house over 400 people in the building and only have one laundry room.
 - Remember to remove your clothes from the machines on time and do not hold up/leave clothing in machines.
 - Please be sure to clean machines including lint traps in dryers as usage.
 - All clothes left on the table after Friday morning at 10:00am will then be donated to the local Goodwill.

- **Visitation**

- Students living in any University-managed residence halls or apartments may check in guests at the front desk between the hours of 7 a.m. and 2 a.m., Sunday through Thursday or 7 a.m. to 4 a.m., Friday and Saturday. Guests must be checked in and escorted by their host at all times.

- **Room Changes**

- Many students are starting the year wanting a new assignment. We are hoping to have flexibility to assist with requests. Please keep in mind we will not be able to grant an “excessive” amount of room changes so do your best to screen any requests that are brought to you before you bring them to the RHC.
 - Process
 - 1. The student with concerns should speak with their RA to discuss their concerns in detail.
 - 2. The RA will send the RHC an email with the relevant information.
 - 3. The RHC will respond to the resident and either approve or deny the request.
 - 4. If the student is approved, the RHC will add their request to the Room Change List

RESERVATIONS

- Spring Hall has an academic wing composed of two classrooms and a multipurpose. Academic classes are usually held in these spaces Monday thru Friday 8:00am to 5:00pm. After 5:00pm the Academic wing goes under the RHC supervision. If someone needs to use the space, they must consult with the RHC and get approval.
 - **Academic Wing**
 - **Two Classrooms**
 - **MPR**
 - **Theater**

FACILITIES, MAINTENANCE & EQUIPMENT

*New

- If anything goes wrong in the building from Technology to Facility Maintenance, please enter a Maintenance request via MYSLU. Here you can place requests with cleaning, IT issues, and maintenance requests.
 - See Appendix
 - **Technology**
 - When having a cable or internet issue remember to submit an IT request.
 - **Custodial Staff**
 - Spring has two full time custodial workers who are in the building Monday thru Friday 7:00am to 3:00pm.
 - Custodial takes care of cleaning issues.
 - **Maintenance**
 - Spring has one full time Maintenance worker and a Maintenance supervisor. This relationship is very open and important because they assist with all building related issues and appreciate open communication via text messages.
 - Please remember the Maintenance requests are for building issues.

STAFF BONDING

- Staff bonding is a space led by the LRA and GHC to create a sense of community/family for the staff. Spring plans a monthly staff bonding activity during the duration of a staff meeting.

NEWSLETTERS

- Newsletters go out monthly to update the entire community of all the current events and updates in the facility and campus.
 - Criteria
 - See Appendix

STUDENT PROGRAMMING

- **Residential Curriculum/ Learning Objectives:**

Why do we have a Residential Curriculum?

This is an intentional, strategic, and scaffolded curriculum to help residents learn, develop, and grow during their time with us in order to develop them into people for and with others working towards the higher purpose and greater good.

What is a residential curriculum?

“An intentional way of promoting learning in college and university residence life and education programs through a very specific approach to structuring these learning opportunities” (Brown, 2012)

You can also think of a Residential Curriculum as a “syllabus” for what residents can expect to learn and when during their time living in the residence halls and apartments.

Ten Essential Elements

1. *Directly connect to the institutional mission*
2. *Learning goals and outcomes developed and based in a defined educational priority*
3. *Basis in developmental theory and research*
4. *Educational strategies are developed to advance learning outcomes*
5. *Educational strategies go beyond programmers’ events*
6. *Student staff are utilized in roles appropriate to their skills development*
7. *Learning is scaffolded and sequenced to follow time-based development*
8. *Key stakeholders are identified and involved*
9. *Peer-review is accomplished through an intentional process*
10. *Assessment occurs at all levels: from educational priority to learning goals and outcomes*

Learning Objectives

1. Community Responsibility

*New

Definition -

Residents intentionally will actively contribute to the shared civic life for the others of the building, campus community, local community, and beyond.

Learning Outcomes -

Students living in our communities will be expected to know, be able to do, or value at the end of their experience is:

- *Demonstrate civility toward their residential community*
- *Apply confidence with interpersonal skills*
- *Articulate their behavioral impact on community*
- *Demonstrate sustained relationships within the residential community*

Example Programs -

- *Setting up community standards at the beginning of the year.*
- *Service work- cleaning up campus*
- *Roommate Agreements/Mediations (required programming)*

Resources -

- HRL Department
- Center for Service and Community Engagement
- Center for Global Citizenship (CGC)

2. Understanding of Self and Others**Definition -**

Residents will commit to continuous curiosity, exploration, and seeking to understand oneself and people of different identities and backgrounds.

Learning Outcomes -

Students living in our communities will be expected to know, be able to do, or value at the end of their experience is:

- *Explore personal values, beliefs, and identities*
- *Demonstrate a complex awareness of the perspective of others*
- *Articulate an understanding of self and multiple dimensions of identity*
- *Analyze societal structures and privilege as it relates to social identity*

Example Programs -

- *A program that highlights different cultures*
- *Facilitate a DEI program for intergroup dialogue (use facilitator guide provided from RHC)*
- *Discussions about current events surrounding race, religion, political views*

Resources -

- Center for Global Citizenship/Cross-Cultural Center
- HRL's Diversity and Inclusion Committee
- Campus Ministry
- Center for Service and Community Engagement
- Career Services

3. Intellectual Curiosity**Definition -**

Through residential and academic experiences, residents will develop (and maintain) intellectual curiosity, a commitment to lifelong learning, and a mindset that learning and application of knowledge are not solely defined to classroom experiences

Learning Outcomes -

Students living in our communities will be expected to know, be able to do, or value at the end of their experience is:

- *Describe connection between curricular and co-curricular*
- *Identify support systems for academic success*
- *Explain person contribution to constructing an academically supportive environment*
- *Model engagement in academic and intellectual discussions with residential peers*

*New

Example Programs -

- *Floor Study Session*
- *Professor giving a tour of MOCRA*
- *Student Success Advisor giving an informational session on time management*

Resources -

- Faculty members
- Student Success Center
- Refer TRIO Services/Disability Services for specific student needs
- Academic Advising offices

4. Wellness

Definition -

The active pursuit of being in good holistic health that expands their knowledge and awareness of skills, strategies, and habits that impact the self and others

Learning Outcomes -

Students living in our communities will be expected to know, be able to do, or value at the end of their experience is:

- *Identify wellness resources and support systems on campus*
- *Explain the wellness concepts of healthy mind, body, and spirit*
- *Apply wellness strategies to demonstrate a healthy lifestyle*

Example Programs -

- *SELF CARE Programs: De-stressing event for midterms or finals, Yoga, Painting, Movie Nights, etc.*
- *Spiritual Wellness program w/campus ministry*
- *Basketball tournament*
- *Mental Health Awareness program*

Resources -

- Rec Center Staff
- Campus Ministry
- University Counselling Center

*****All proposals should be turned into the GHC via google form by the 15th day of the month prior to the event. *****

- **Building Calendar**

This Calendar will be an overview of the type of programs happening within the building

- See Appendix

- **Monthly Checks**

Selfcare and building care is very important to ensure we are taking care of both us and the facility. Please see the appendix to see the different types of checks that will be happening throughout the year.

- Self-checks (biweekly)
 - These checks are to check on yourself to make sure you are not getting burned out from the position or life that may be happening at the time.
- Room checks (weekly)
 - We want to ensure that the damages and room are always upkept.
- Floor/Community Checks (weekly)
 - These checks will happen to ensure that the community is getting along and allows the R/GHC to gage how the community is being built on the floor.

BUILDING COMMITTEES

Building Committees are a great way to build morale and a sense of belonging on the team. At the beginning of the year Spring is split into three committees. These committees help with the overall flow of the community.

- **Building Programing/Social Media**

*New

- o Focus on planning for the community as a whole and creating monthly build wide programs. Also, work with the Tunnel of Oppression project (GHC leads).
- **Team Bonding**
 - o Focuses on creating bonding activities for the team. These activities are necessary to keep the spirits high on the team.
- **Appreciation**
 - o Focuses on appreciation of the staff members from birthday to shoutouts. This committee loves to celebrate people and accomplishments.
- **RHA Committee**
 - o Attend RHA/Community Council meetings and act as the liaisons for the staff.
- **Kitchen Room**
 - o Keeping the Kitchen clean and performing monthly cleans of this space. Also, responsible for the end of the semester.
- **Resource Room**
 - o Keeping the Resource Room clean and performing monthly cleans of this space. Also, responsible for the end of the semester.

FLOOR BONDING

Floor Bonding allows for the community on each floor to gather and create a sense of togetherness with one another. It is left up to the RA of what this bonding activity looks like and achieved. These events should happen monthly.

OPEN/CLOSE DUTIES & DETAILS

These details come from the Central Office for each open and close session. Please refer to Central Office for guidance.

APPENDIX

Lead RA Responsibilities

- Duty
 - Scheduling Duty
 - Handling Duty Changes
 - Monitoring Duty Log
- Handling Purchasing Processes
 - Approving Purchasing Requests
 - Coordinating Shopping Trips
 - Assessing Purchasing forms
- Updating Floor budget breakdowns
- Ensuring Boards and Door Decs are Up and Meet Expectations
- Team Building Affirmation Committee Lead
 - Birthdays
 - Staff Bonding
 - Staff Affirmation

DM Responsibilities

- Desk Schedule
 - Create & Fill Desk Schedule
 - Manage Shifts Changes
- Desk Policy Enforcement & Training
 - Corrective Counseling
 - Desk Meetings to Train on Updates or Refresh
 - System for Evaluating Desk Workers
- Space Reservations
 - Coordinating the Process Through the Desk
 - Maintaining Keys & Records of Space Use
- Office Hours
- Payroll
 - Tracking Hours
 - Monitoring FWS Pool
 - Checking Payroll
 - Submitting Accurate Hour Counts on time for RHC/GHC to Approve
- Common Space Work Orders

HRL Student Staff 1-on-1 Templates and Peer Recommendations

We asked each Hall Coordinator to share how they structure their 1-on-1 meetings, best practices, and outlines they like to use with their student staff members. We compiled the responses within this document so you as a manager can pull from areas that seem to fit your management style or preference in order to best manage your staff. Here were the responses:

Learning Community Responses

I spend 30 minutes with them and I ask them about 3 things.

- 1) How are they doing as PM?*
- 2) How are they doing as a person?*
- 3) How are they doing as a student?*

Then I always make sure to ask twice "is there anything else you want to talk about".

Typically for my 1:1's with students, I usually ask them how classes are going, how they are doing as a person, and how things are going in their HRL role. I also ask them if they've been practicing self-care.

Depending on what the students are interested in, sometimes I will help them with career development items to change up the 1:1's. This past semester, I helped one of my students edit her internship application essay during our meeting.

I have all new student staff members that I supervise draft their goals and expectations prior to the start of the academic year. They must all come with 3-5 goals and/or expectations for their personal, professional, and academic endeavors. As the academic year begins, I help them translate those drafted statements into SMART goals, and we create a plan for progress on their journey. Each 1:1 we check in on those goals as well as any work or task related items. For me, this method has aided in mutual accountability between myself and my supervisees with not only progress but support.

Hall Coordinator Responses

My one-on-ones are 30-minute meetings weekly with the 5 Resident Advisors and 1 Desk Manager.

The format I have been using is as followed:

- *10 minutes to discuss how they are. This can include school, family, relationships, friends, etc.*
- *10 minutes to discuss their RA responsibilities. This can include how their residents are, concerns they have about their residents, program ideas, deadlines, closing, etc.*
- *10 minutes to discuss their future. This can include internships they are wanting to apply for, what they want to do as a career, what resources they might need to excel in their academics, clubs, and organizations, etc.*

Sometimes this format may change during one-on-ones depending on what we are discussing, but this is usually what I go off for one-on-ones.

The way I conduct my 1:1 meetings with my staff are super informal. I do not create an agenda. In my hall we are very transparent and it seems to be working out well for us with only a few minor hiccups along the way. As a supervisor I seemed to gain the trust of my staff in a professional sense of allowing me to just speak with them on all levels.

I meet with my staff biweekly. I start the meeting off with a general self-care check-in and where they stand mentally/emotionally. Then we walk through the following:

- *academic standings, how classes are going*
- *how residents are doing; any concerns*
- *any facilities issues*
- *checking in about goals for the semester/year*
- *next programming ideas*
- *how getting along with staff members*

*New

- anything else they would like to bring up

The times of my meetings vary but this is a general skeleton of what we cover.

I approach 1:1s in this order.

- How are you doing?
- How are classes?
- How are your residents? Any concerns on your floor?
- How are your relationships with other people on staff?
- Upcoming programs?
- What do you need from me to be successful?

I have some challenge cards that I use sometimes if they are struggling with something.

In my hall, student staff fill out a weekly reflection form at least 24 hours in advance of their 1:1. In their weekly 1:1, student staff will discuss the reflection with their supervisor, as well as any other items that need to be addressed. Occasionally, 1:1s become more like “fun-on-ones,” with taking a walk or making a coffee run. A few of my GHC’s supervisees will regularly meet with her over lunch.

My GHC and I split direct supervision of our student staff team, but about once a month, we will do “supervision switch-ups” for that week’s 1:1s so that we can have facetime with the staff members we don’t normally see as often.

1st meeting

- Goal setting (writing down goals for year)
- Expectations for 1 on 1s and Supervisor/Supervisee relationship (positive feedback, appreciation): What are your personal goals for this year? What do you want to get out of these
- What do I want you to get out of these meetings?
 - o These are actual answers from our staff
 - o “Clear expectations (due dates and budget numbers)”
 - o “Place to complain, issues with residents etc.”
 - o “We want Ice cream”
 - o “Please ask more specific questions about our floors”

2nd meeting

- Pulse check: How are you feeling about your schedule? Overwhelmed? How are you handling your stress/How have you handled stress in the past?
- Is there anyone on your floor that is on your radar? Are you worried about anyone in particular? Anyone experiencing homesickness?
- Jenga Question game?
- What do you need to do this week (big assignments, meeting with a counselor, call a family member or friend)

3rd- second to last meetings of semester

- How are they as a person? How is home life/social life/mental health/physical well being/etc.
- Academic: How are classes going? Any classes you’re worried about? Follow up on any time management issues.
- Professional development focussed questions: What are some areas of improvement that need to be addressed in the student staff role? Assist them with applying for jobs/internships/assistantships/grad school. What does your network look like? What are ways, if any, that you are connecting with professionals in your field of interest? Are you interested in returning to the RA/DM role (if applicable)?-discuss opportunities/where you see them fitting/any concerns/
- Anyone on their floors that should be on my radar? Write Care Concern Reports, follow up to IRs, discuss ways to get students engaged, programming ideas, etc.

Last meetings of Fall semester

- Go over closing processes as necessary. Are there any questions about evaluations or floor closings?

- *Winter Break plans? Is there anything I should be aware of with yourself or students on your floor before break?*
- *Go over any standing topics that need to be addressed before break*

Spring Hall Staff Meeting Agenda

INSERT DATE AND TIME

Estimated Meeting Time: INSERT ESTIMATE

Zoom Link: INSERT ZOOM LINK

Meeting Leader: INSERT

Meeting Secretary: INSERT LEADER FROM LAST WEEK

- **CHECK IN (INSERT TIME)**
 - [Facilitate warm-up: One-Work Check In, Happies and Crappies, Roses and Thorn, etc.]
- **GOALS FOR MEETING (INSERT TIME)**
 - [Describe purpose or bullet objectives for today's meeting]
 - [Ask and note expectations leader has of team members for this meeting]
 - [List what needs to be accomplished, discussed, decisions made, information relayed, etc.]
- **OLD BUSINESS (INSERT TIME)**
 - [Follow up on loose ends from last meeting]
 - [Answer any remaining questions]
- **NEW BUSINESS (INSERT TIME)**
 - [Discussion]
 - [Decision]
 - [Information Relay]
- **OPEN FLOOR (INSERT TIME)**
 - [Individual share outs]
 - [Q&A time]
- **LEARNING AND DEVELOPMENT (INSERT TIME)**
 - [Dedicated time for additional training/development that is engaging and interactive]
- **AFFIRMATION/SHOUT-OUTS (INSERT TIME)**
 - [Acknowledge at least 2 great achievements of supervisees since the last meeting]
- **UPCOMING REMINDERS (INSERT TIME)**
 - [Important deadlines]
 - [Meeting Leader and Secretary for next week]
 - Meeting Leader: new person
 - Meeting Secretary: leader from previous week
- **ACTION ITEMS FOR NEXT MEETING (INSERT TIME)**
 - [List the assignments/deadlines that are due by the next meeting for each individual so everyone knows what their individual action items are – like a “To-Do List”]

First First-Year First Floor Meeting (Should occur with floors that have new students the night of new-student move-in

Date: TBD

Learning Outcomes

Community Responsibility

- Demonstrate civility toward their residential community.

Additional Intended Goals

- Residents will begin to learn the names of those living within the residential community.

Key Campus Partnerships

Oriflamme, Learning Community Peer Mentors

Purpose

The first-floor meeting will allow the Resident Advisor to set the foundation for the community. Housing and Residence Life policies, expectations, and Welcome Week Events will be discussed.

Facilitator's Guide

Resident advisors are asked to follow the agenda below. Resident advisors should take into account making the meeting engaging for residents while covering all of the requested material. Residents should be asked to gather in the floor lounge, hallway, elevator lobby, etc. in advance via the welcome letter, GroupMe, email, text, etc. Reminders should be placed on the floor for residents. Additionally, the first-floor meeting is listed in the Fall Welcome guide. Attendance is mandatory for all residents.

Learning Community Focus

Resident advisors will partner with the Learning Community peer mentors to discuss upcoming experiences for the Learning Community.

Assessment

The Resident Advisor **MUST** track attendance and follow-up with individual residents on ALL missed content if they did not attend the meeting.

Traditional Halls First Floor Meeting Agenda

I. Welcome Resident to Floor/ Building

- a. Introduce yourself to the residents and describe your role & responsibilities as an RA
 1. Get to know residents; helps residents get to know each other; develop a community where residents feel academically supported, feel they belong, and are able to grow; resource and advisor; assist with issues, challenges and emergencies; enforce policies (when necessary)
- b. Describe other members of the community (Custodial Staff, Facilities Staff, Residence Hall Coordinator, Graduate Hall Coordinator, Lead Resident Advisor, Desk Manager, Learning Community Peer Mentors, Campus Ministry etc.) and list their names.
- c. Introduce residents to one another: Room, Major, Most excited about SLU
- d. Distribute paper form to collect contact information from residents.
 1. Resident Advisors will most likely want to have their resident's email addresses (SLU) and cell phone numbers.
 2. Be sure to ask if residents are comfortable being put into a group message like GroupMe which will be used to distribute important floor information.
- e. Icebreaker: Name Game
 1. Refer to the handbook for name game ideas you came up with during training.

II. Community Responsibility

*New

1. Discuss expectations for being a well formed, inclusive floor community. It is each person's responsibility in the community to ensure everyone is part of the team.
2. Over the next few days, the residents will attend many events together. This is a great opportunity to not just get to know a few residents of the floor, but all the residents. Branch out and walk with someone new to an event.
3. Make a commitment as a team to make sure the entire floor travels together. Help draw everyone out before events, knock on someone's door that is not present, and leave no one behind.

III. Understanding of Self and Others

1. Everyone has a rightful place in our community, and we need to respect/celebrate commonalities and differences.
2. Explain to students that recognizing and respecting differences is very important when living in a multicultural community. Mention that each person comes to SLU with a different background and perspective. Issues arise mostly related to not considering the impact they have on others in a community living environment.
3. Stress that residents are responsible for thinking about what they say to others and are writing on other people's doors or on social media outlets.
4. Will follow-up on this with the Community Standards process (second floor meeting agenda).

IV. Personal Responsibility & Life Skills

1. Fire Safety & Tornado/Storm Safety
 1. Fire alarm & evacuation procedures: Hear alarm, call DPS 7-3000, exit building quickly using stairs (do not use elevators), only time residents may use fire exits/ detex doors, if assistance is needed, contact desk; students with disabilities name & room in fire binder
 1. RAs must announce the meeting spot in the event of an evacuation
 2. Tornado Alarm: go into stairwell and as low as possible in the building; do not stay in room. If not enough time to go into a stairwell, get away from windows and exterior doors. Find an enclosed space.
 3. Sprinklers: we have them but do NOT touch/hang items on them; expel 60 gallons water per minute, which is why we do not play sports in the hallway.
 4. Remind students to purchase renters insurance!

B. Personal Safety

1. Always lock your door
2. Carry your keys and/or ID with you at ALL times (no tailgating into building)
3. Travel in groups on campus; walk in well lit areas, know the location of blue lights, use campus escorts or SLUride. We are in an urban environment!

C. Brief Policy Overview

1. All are responsible for reading the HRL Handbook online; all signed Housing contract stating know and agree to handbook as well as student code of conduct
2. The entire campus is non-smoking, including anywhere inside or outside of the residence hall.
3. Visitation
 1. Students living in any University-managed residence halls or apartments may check in guests at the front desk between the hours of 7 a.m. and 2 a.m., Sunday through Thursday or 7 a.m. to 4 a.m., Friday and Saturday. Guests must be checked in and escorted by their host at all times.
- 4.
5. Alcohol policy
 1. Must be 21 to consume alcohol in private rooms (no alcohol in common spaces).
 2. Students under the age of 21 may not be in the presence of alcohol.
 3. Collections of containers that contain or previously contained alcohol are prohibited.
2. Drug Policy

*New

1. Possession and use of drugs is illegal and not permitted in residence halls
 2. Drug paraphernalia, including but not limited to bongos, pipes, masks, syringes, etc. is prohibited
 3. Use of prescription medications for which you do not have a valid prescription in your name is also prohibited, so carry documentation
2. Quiet & Courtesy Hours
 1. Quiet Hours: Weekdays 12:00AM – 8:00AM & Weekends 2:00AM – 10:00AM
 2. Courtesy Hours are 24 hours, 7 days a week! If somebody asks you to quiet down, respect their request.
 2. No sports in the hallways & no objects out of windows
 3. Sexual Assault
 1. Any form of sexual assault is a serious violation of University standards and will not be tolerated.
 2. Sexual assault refers to engaging in any form of sexual contact or conduct with another without that person's clear, knowing, and voluntary consent. It is the responsibility of the person seeking to initiate sexual contact or conduct to affirmatively obtain such consent; "Yes means yes".
 3. Report on behalf of self or concern for a friend to any member of staff or to university official
 1. Mandatory reporting: All employees of the university (including RAs/PMs) are mandated to report instances of sexual assault UP but not OUT. As few people as possible will be alerted to the matter so the student can be connected to Title IX without their privacy being violated.
 4. Non-employees may report an incident using the incident report form available through Student Responsibility and Community Standards and can anonymously report to Counseling Services and on the Department of Public Safety and Emergency Preparedness website.
2. *Covid-19 Policies*
- A. Desk Information
1. Desk staffed 24 hours a day, 7 days a week
 2. Refer to the desk worker to check-in guests, report lost/misplaced keys, ask general questions, or report emergencies (DW will contact RA, DPSEP, etc.)
- B. RA on Duty, Every Night
1. Can call the RA on duty
 1. RA should distribute the phone number(s) to residents and describe primary & secondary duty, if applicable
 2. Contact if concerned for someone else
 3. Do not contact with something that can wait until morning
- V. Involvement
1. Review Welcome Week Schedule
 1. Identify the MUST attend events: sexual assault speaker, oath of inclusion, convocation for college, Learning Community Orientation, etc.
 2. Identify events group would like to attend as a floor
- VI. Required attendance at Fall Welcome
1. Present a list all of the dates and times if applicable
- VII. Question & Answer Time
1. Consider passing around notecards that residents can write questions on anonymously that you can collect and answer for the whole group
 1. *Covid Amendment- Questions in the chat if via zoom*

*New

Upperclass Floor Meeting: Should occur with buildings/floors that have returning students on the final day of their move-in.

Date(s): TBD

Learning Outcomes

Community Responsibility

- Demonstrate civility toward their residential community.

Additional Intended Goals

- Residents will begin to learn the names of those living within the residential community.

Purpose

The first floor/building meeting will allow the Resident Advisor to set additional foundation and expectations for the community. Housing and Residence Life Policies, Community Standards, Expectations, and Roommate/Apartment Agreements will be discussed.

Facilitator's Guide

Resident Advisors are asked to follow the agenda below. Resident advisors should take into account making the meeting engaging for residents while covering all of the requested material. Residents should be asked to gather in the floor/building lounge, hallway, elevator lobby, courtyard, etc. Reminders should be placed on the floor for residents. Additionally, the Sunday floor meeting is listed in the Fall Welcome guide. Attendance is mandatory for all residents. Resident Advisors should bring banner paper or post-it paper and markers to write community standards. Also, Resident Advisors will need to coordinate any icebreaker supplies with the Residence Hall Coordinator.

Assessment- Immediate Action after Meeting

None.

- o However, the Resident Advisor needs to track attendance and follow-up with individual residents on ALL missed content if they did not attend the meeting.

Upperclass First Floor/Area Meeting Agenda

Welcome Residents -Introductions

- Introduce yourself to the residents and describe your role & responsibilities as an RA (they may know from last year but it is good for them to hear this from you)
 - o Get to know residents; helps residents get to know each other; develop a community where residents feel academically supported, feel they belong, and are able to grow; resource and advisor; assist with issue, challenges and emergencies; enforce policies (when necessary);
- Describe other members of the community (Custodial Staff, Facilities Staff, Residence Hall Coordinator, Campus Minister, etc.)
 - o List names of these staff
- Introduce residents to one another- Room/ Apartment, Major, Most excited about for this year
 - o Distribute notecards or paper form to collect contact information from residents. Resident Advisors will most likely want to have their resident's email addresses (SLU) and cell phone numbers.
- Icebreaker- Name Game (choose from possible options)
 - o Two Truths and a Lie
 - o Blanket Drop
 - o Name Alliteration
 - o Famous Couples

Community Building- Get to Know those around You (pick one to facilitate)

- o Important Item- ask each person to bring something special to them and everyone takes a turn sharing
- o M&M Game- for each M&M the person takes they must share a fun fact
- o Concentric Circles- form inner circle and outer circle, find a partner in the other circle, facilitator asks a question for the pair to answer, facilitator rotates on circle, new partner, new question.

Community Responsibility

- Discuss expectations for being a well formed, inclusive floor community. It is each person's responsibility in the community to ensure everyone is part of the team.
- Community Standards

*New

- o Community Standards are extremely important to the community. The residents need to be forming the community expectations together. Discuss the importance of forming mutual expectations and everyone abiding by those expectations. The community standards will be posted visibly on the floor and will be referenced frequently throughout the year.
- o Refer to Community Standards items 1-19 (at the end of the document). Residents can add to the community standards, but at minimum must discuss at length these expectations for one another.
- o Reminder- The role of the Resident Advisor is to facilitate the discussion about community standards. The Resident Advisor can make suggestions but should not impose any of the community standards. If residents are having a difficult time starting the conversation, remember your facilitation techniques from training.
- Floor/Area Tradition
 - o Discuss with the residents options for floor/area traditions. Some ideas to provide them are:
 - Weekly dinners (designate a specific day of the week and time)
 - Birthday celebrations e.g. signs, cards, baked goods, decorations, balloons
 - Weekly movie night (designate a specific day of the week and time)
 - Monthly excursion in St. Louis (Fox, Forest Park, Botanical Gardens, City Museum, etc.)
 - Recognition when someone has a big accomplishment
 - Weekly discussion of current events in the lounge/ hallway/ in apartment

Understanding of Self and Others

- Everyone has a rightful place in our community- need to respect/celebrate commonalities and differences
- Explain to students that recognizing and respecting differences is very important when living in a multicultural community. Mention that each person comes to SLU and the community with a different background and perspective. Issues arise mostly related to not considering the impact they have on others in a community living environment.
- Stress that residents are responsible for thinking about what they say to others, are writing on other people's doors, or on social media outlets.
- Oath of Inclusion (Review)
 - o What parts of the Oath of Inclusion should be part of the floor/area community?
- Roommate/Apartment Relationships
 - o Discuss the importance of establishing positive roommate/apartment relationships and setting boundaries early in the semester.
 - o Cover occupancy situation- at capacity and cannot change until end of freeze period; changes will be difficult with capacity; room changes will only be granted in the case of situations irresolvable by mediation and if space on-campus (we are in overflow housing)
- Roommate/Apartment Agreements
 - o To be discussed with roommates/suitemates/apartment-mates in the next two weeks
 - o The Resident Advisor will assist with the completion by facilitating a conversation with each set of roommates- must schedule an individual time with RA and roommate to complete a paper agreement in person with one another

Personal Responsibility

- Fire Safety & Tornado/Storm Safety
 - o Fire alarm & evacuation procedures
 - Hear alarm, call DPSEP 7-3000, exit building quickly using stairs- do not use elevators, only time use fire exits/ detex doors, gather _____ location, need assistance- contact desk; student with disabilities name & room in fire binder
 - o Tornado Alarm- go into the stairwell and as low as possible in the building; do not stay in the room. If there is no stairwell, get away from windows and exterior doors. Find an enclosed space.
 - o Sprinklers- we have them but do NOT touch/ hang items on them; 60 gallons water per minute; why we do not play sports in the hallway either
 - Remind students to purchase renter's insurance!
- Personal Safety
 - o Always lock your door/ carry your keys & ID with you at ALL times (no tailgating into building)

o Travel in groups on campus; walk in well lit areas, know the location of blue lights, use campus escorts or SLUride- we are in an urban environment!

● **Brief Policy Overview**

All are responsible for reading the HRL Handbook online; all signed Housing contracts stating they know and agree to the handbook as well as the student code of conduct. All building spaces are non-smoking; smoke free campus!

o Alcohol policy

- Must be 21 to consume alcohol in private rooms (no alcohol in common spaces)
- Students under the age of 21 may not be in the presence of alcohol
- Collections of containers that contain or previously contained alcohol are prohibited.

o Drug Policy

- Possession and use of drugs illegal and not permitted in residence halls
- Drug paraphernalia, including but not limited to bongos, pipes, masks, syringes, etc. prohibited
- Use of prescription medications for which you do not have a valid prescription in your name is also prohibited- carry documentation

o Quiet & Courtesy Hours

- Quiet Hours are: Weekdays 12:00AM – 8:00AM & Weekends 2:00AM – 10:00AM
- 24 Hour Courtesy Hours

o No Sports in the Hallways & No Objects Out of Windows

o Sexual Assault

- Any form of sexual assault is a serious violation of University standards and will not be tolerated.
- Sexual assault refers to engaging in any form of sexual contact or conduct with another without that person's clear, knowing, and voluntary consent. It is the responsibility of the person seeking to initiate sexual contact or conduct to affirmatively obtain such consent; “Yes means yes”.
- Report on behalf of self or concern for a friend to any member of staff or to university official; incident report from available through Student Responsibility and Community Standards and anonymous reporting to Counseling Services and on Department of Public Safety and Emergency Preparedness website

● **Desk Information**

- o Desk staffed 24 hours a day 7 days a week (make sure Village and Grand Forest residents know where the desk is located for your area)
- o Check-in guests, lost/ misplaced keys, general questions, emergencies (will contact RA, DPSEP, etc.)

● **RA on Duty Every Night**

- o Can contact through desk at any time in case of emergency or crisis situation
- o Contact if concerned for someone else
- o Do not contact with something that can wait until morning

Academic and Intellectual Inquiry

- The residence halls and apartments are a place for people to pursue academic interests. We have a unique opportunity to learn from one another
- Encourage organic conversations around meaningful topics
- Discuss if people want to form study groups (do people have similar majors?), attend career services functions together, etc.

Involvement On-Campus

- Lead a discussion on the involvement of your residents on-campus currently. Does their organization have any events during Fall Welcome? At the beginning of the year? How can your community support their involvement? How can others get involved in their organizations?

Housing and Residence Life Community Standards

Inclusive Communities

1. To create a welcoming environment for everyone, we will:
2. Everyone in the community should feel:
3. If we see people treating others disrespectfully, we will:
4. If we see or hear anything offensive or derogatory, we will:

*New

5. If I have a conflict with someone else in the community, I will:

Daily Living- Common Space, Cleanliness, and Noise

6. Our Common/Lounge/Community Spaces will be used for:

7. If we see the hallway, breezeway, bathroom, kitchen, lounge is dirty, untidy, disordered, we will:

8. If we or our guests are not cleaning up after themselves, we will:

9. If someone in the community is making noise that disturbs me, I will:

10. We define noise as:

a. Hearing loud noise from 1 room/ apartment away

b. Hearing loud noise from 2 rooms/apartments away

c. Hearing loud noise from 3 rooms/apartments away

11. If someone addresses me about my actions (i.e. loud noise, cleanliness), I will respond by:

Community and Personal Responsibility- Community Damages, Vandalism, and Security

12. If we damaged something in the community, we will:

13. If we witness someone damage something in the community, we will:

14. If something is damaged in the community and no one comes forward to take responsibility, we will:

15. If I see someone I do not recognize walking in my floor or building, I will:

16. If I encounter someone I do not recognize knocking on or waiting at the entry doors to my residence hall/ apartment, I will:

Student Engagement & Empowerment

17. To enforce our Community Agreement, we:

18. When I notice a community concern, I will address it by:

19. We will revisit our Community Agreement:

Spring Hall Bulletin Board Facilitator Guide

Hall or Apartment: Spring Hall

- *Target Audience:* First Years and Sophomores

Learning Strategy: Bulletin Boards (Passive Activity)

Date(s) and Time: The First of the Month, unless otherwise noted.

Benchmarks:

The primary goal of Bulletin Boards is for RAs to create inclusive and welcoming environments for their residents as they progress through the residential experience; and to display relevant information to inform and educate residents on Housing & Residence Life policies and procedures, Campus Resources, and Building Closing and Opening Information. These decorations will passively support other learning in the halls connected to:

- Community Responsibility
- Understanding of Self and Others
- Academic and Intellectual Capacities
- Wellness

Learning Outcomes:

- Academic and Intellectual Capacities (Opening/September Board)
 - o Describe Connection between curricular and co-curricular
 - o Identify support systems for academic success
- Understanding of Self and Others (October/Fall Board)
 - o Explore personal values, beliefs, and identities
 - o Demonstrate a complex awareness of the perspective of others
- Community Responsibility (All Bulletin Boards and November/Closing Board)
 - o Demonstrate civility toward their residential community
 - In support of Community Standards, residents will learn to respect property of all community members, including all community decorations. Residents are discouraged from defacing or damaging the property of others.
 - For Building Closing and Opening Information, residents will learn closing policies and procedures and community impact

Additional Intended Goals:

- Resident Advisor will also maintain the floor/area bulletin board to advise residents of important information, campus resources, and other items as needed.

Facilitator(s) and Other Campus Partnerships: Resident Advisors

Possible Additional Partnerships with: Residence Hall Coordinator, Student Involvement Center, Student Success Center, Cross Cultural Center, University Counseling Center / Health Promotion and Awareness, Study Abroad etc.

Expectations: Resident Advisor will update and maintain floor/area bulletin board Monthly

1. Neat and Clean
 - a. Edges Even
 - b. No unintended holes
 - c. Organized and well thought out
 - d. All text legible
 - e. No bulletin board fading
2. Informative (Should be one of the following)
 - i. Should deliver useful content for your student demographic
 - ii. Be related to a campus resource, event, or monthly observance

*New

1. What does counseling actually look like
 2. Womens/Black/Latinx history month
 3. Finals tips & tricks/ a SLU of facts about SLU Basketball
- iii. Include at least 6 pieces, a title, and images or art
3. Completed and finished by the 1st of the month at Midnight, no more than one extension will be granted per RA/Pair. Remember you can have a board done early!

Assessment:

- Lead RA will follow up with RHC/GHC regarding any concerns with boards.
- RHC/GHC will then floor up with the individual about the board.

fcs

● **Purpose**

Door Decorations are a great way for everyone to identify who lives in what room. You will complete 1 Door Decoration per semester.

Expectations

- *Must have 3 layers- lamination can count as a layer (Laminator is in Spring Resource Room)*
- *Must include first names ONLY (do NOT include last names)*
- *Must include room number*

******We recommend you use a permanent marker to write your student's names and room numbers and that you make extra blank door decs in case of room changes or late floor assignments. ******

Programming Guidelines

The goal for programming is for the Resident Advisor to build community, provide assistance, and even a sense of well-being for both themselves but for others as well.

How many?

- 2 Active and 2 Passive Programs
 - Active means programs that are currently running
 - Ex. Marketing/Planning an appreciation event with each resident writing notes of encouragement to a floormate and hanging notes throughout the hall, Marketing/Planning a conversation with a faculty member and watching a movie on the topic of discussion
 - Passive allow residents to participate with minimal to no staff direction
 - Ex. Creating appreciation notes w/treats for your floor, watching a movie over zoom
- Must incorporate a curriculum objective below (community responsibility, understanding of self and others, intellectual curiosity, wellness)

Planning

- Must plan and submit a Program Proposal by the 15th of the month prior
 - [Program Proposal 2021- 2022 \(google.com\)](#)
- Fill out the [HRL Res Curriculum Facilitation Guide Submission Form](#) (do this with supervisor if possible)
- Posters and flyers must be up at least 1 week prior to the program
- Prepare to use the P-Card (look under the P-Card section for more instructions)
 - If items need to be ordered online please email the RHC prior to the program.

During the Program

- Make a note of who attends the program.
- Take a picture of the program if applicable

After the Program

- Fill out the assessment form within 48 hours:
 - [RA Program Evaluation 2021-2022 \(google.com\)](#)
 - [Resident Program Evaluation 2021-2022 \(google.com\)](#)
- Take down all posters and flyers
- Upload pics and Flyers to the Google Drive
 - [Programming - Google Drive](#)
- Clean up any mess

f. What temperature will you keep in the room? Warmer

g. Will you use a fan, if so how? Yes, its fine

Windows must be closed when the outside temperature is higher than 70 degrees and lower than 50 degrees

HOSTING GUESTS

a. Guests may be in our room during:

Study Times:	Always	Sometimes	Never
Sleep Times:	Always	Sometimes	Never
Dress/Bathing times:	Always	Sometimes	Never
Other times:			

b. How long can guests stay in the room? Communicate before the guest comes

HOSTING OVERNIGHT GUESTS

a. Overnight guests may stay:

Weekends Weekdays other: _____

b. How much notice should we give each other when we would like to host guests overnight? At least 2 days

GUEST RESPONSIBILITY

a. Guests may use roommate's:

Bed:	Always	Sometimes	Never
Desk:	Always	Sometimes	Never
Food:	Always	Sometimes (ask)	Never
Clothes:	Always	Sometimes	Never
Toiletries:	Always	Sometimes	Never
Computer/Games:	Always	Sometimes	Never
Other: _____	Always	Sometimes	Never

b. Guests are allowed in the room when host is not present: Always Sometimes
Never

Residence Life Community Living Policies

4.2.5 Host Responsibility - Hosts are responsible for all actions of their guests.

4.2.13 Overnight Guests/Cohabitation - Guests, may not stay for more than 3 days without expressed permission from the Residence Hall Coordinator. Cohabitation is not permitted.

4.2.19 Unregistered Guests - Hosts are expected to meet and register their guests at the building entrance or desk and escort them at all times while in the building.

4.2.20 Visitation - Students living in any University managed residence halls or apartments may check in guests of different genders at the front desk during the following hours:

- Sunday 7:00am - Monday 2:00am
- Monday 7:00am - Tuesday 2:00am
- Tuesday 7:00am - Wednesday 2:00am
- Wednesday 7:00am - Thursday 2:00am
- Thursday 7:00am - Friday 2:00am
- Friday 7:00am - Saturday 4:00am

*New

- Saturday 7:00am - Sunday 4:00am

COMMUNITY RESPONSIBILITY

a. How will each of us communicate that we need alone time?

Ask when the other roommate will be gone

b. What things/activities are you comfortable or not comfortable with in the space? Communicate

c. Identify and discuss aspects of your identity or experiences that may affect living together. Consider family (eg. background, dietary restrictions, etc.) Nothing

e. Roommates may use:

Bed:	Always	Sometimes (ask)	Never
Desk:	Always	Sometimes	Never
Food:	Always	Sometimes (ask)	Never
Clothes:	Always	Sometimes	Never
Toiletries:	Always	Sometimes (ask)	Never
Computer/Games:	Always	Sometimes (ask)	Never
Other: _____	Always	Sometimes	Never
Other: _____			

COMMUNICATION

a. If a roommate (or roommate’s guest) damages my belongings how will we resolve this? Help replace expensive things, communicate about it

b. How will we leave messages for each other? In person or text

c. How will we approach each other if we have a concern, or if something is bothering us, including but not limited to violations of this agreement?

Confront it right away:	Always	Sometimes	Never
Write a note:	Always	Sometimes	Never
Ask the RA for advice:	Always	Sometimes	Never

d. What are causes of stress, and how do we express stress? How do you ask for help? Nothing

e. How will you communicate with your roommate if you plan to be gone from the room? What defines an extended period of time for you? Overnight

g. Agreements that we reached, not covered in other sections of this document (e.g. personal hygiene habits).

h. How/when will this agreement be revised?

Per Month Per Season Per Semester Other: As needed

SECURITY

a. When we are home, the door is locked:

During the day:	Yes	No
At night:	Yes	No

b. When we are not in the room, we will:

*New

Lock the door:	Yes	No
Shut the windows:	Yes	No
Turn off the lights:	Yes	No
Close the blinds:	Yes	No

c. How will we avoid locking each other out of the room?

Carry keys with you

d. How will we keep our space, belongings, and others safe at all times?

ALCOHOL, DRUG & SMOKING POLICIES

2.7.3 Alcohol - Underage Drinking - Any unlawful use or possession of alcoholic beverages by any student under the age of 21.

2.7.14 Drugs - Use, possession, manufacturing, sale or distribution of illicit drugs, controlled substances, or drug paraphernalia except as expressly permitted by law. Factors such as odor, student's physical appearance, and conditions within the room will be taken into consideration when determining whether a drug violation has occurred. Possession of marijuana under a valid medical marijuana card is not permitted on Campus.

2.7.30 Smoking - Tobacco use is prohibited in University owned, leased, or occupied facilities or on University leased, owned, or occupied property, at events on University Properties, or in University-owned, rented or leased vehicles.

4.2.1 Alcohol, Host Responsibility – Students living in residence halls, university owned/staffed buildings who are 21 years of age or older may bring small amounts of alcohol for personal consumption into the space to which they have been assigned. Residents who choose to use alcohol legally are expected to do so in a responsible manner, including, but not limited to, not distributing alcohol to minors, and not consuming alcohol in the presence of guests (non-roommates) who are under the age of 21. With the exception of a roommate, no alcohol is permitted in the presence of an underage Student. Alcohol collections and/or displays are prohibited in all residential spaces.

4.2.7 In the Presence of Alcohol - Anyone under the age of 21 is not allowed to be in the presence or possession of alcohol in a residence hall, and university owned/leased apartments.

ESA VS SERVICE ANIMALS

Emotional Support Animals (ESA) are animals that are prescribed by a healthcare or mental health professional to an individual with a mental health disability as part of necessary treatment. This differs from a service animal in that the animal does not assist the person with activities of daily living nor does it accompany the individual at all times. With the exception of fish or hermit crabs within a 10-gallon tank, the university maintains a “no pets” policy. In accordance with the Fair Housing Amendments Act, the university will consider requests for accommodations to the housing policy to allow students experiencing significant mental health impairments to keep an ESA with them in residence. No ESA may be kept in University housing at any time prior to the individual receiving approval as a reasonable accommodation pursuant to this policy. If a student is found on-campus with an unapproved animal, the student must remove the animal immediately and will be referred to the Office of Student Responsibility and Community Standards. ESA must be contained within the owner’s University assigned living accommodations except to the extent the individual is taking the animal out for natural relief.

Service Animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protection a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder during an anxiety attack, or performing other duties. Service animals are working animals, not

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pets. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

a. How will we abide by these policies? No drinking in the room

Prohibited Items/Actions

<ul style="list-style-type: none">• Air conditioners (except those provided by the university)• Halogen lamps, lava lamps, sunlamps, and incandescent bulbs• Hookahs or waterpipes• Hoverboards/motorized skateboards• Devices used to promote irresponsible drinking (beer bong, funnels, kegs, party balls, and similar devices typically used to promote excessive alcohol consumption)• Alcohol collections or trophies	<ul style="list-style-type: none">• Extension cords (unless multiple outlet-type with built-in fuses and/or surge protector)• Items obstructing egress/exit paths in rooms or hallways• Outside antenna/satellite dish• Live cut trees or wreaths• Signs considered to be University, government, or another's property• Wireless internet routers• Locks, latches, or similar devices for interior and exterior doors beyond those provided by the university.
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Prohibited Actions: Removal of University-issued room furniture or relocation of any University-issued residential furniture; Hanging items on sprinkler heads or piping; Utilizing smokeless tobacco or electronic cigarettes inside a building

Our signatures below indicate that we have discussed this agreement and agree to abide by our mutual decisions.

ROOMMATE 1	ROOMMATE 2
ROOMMATE 3	ROOMMATE 4

RA SIGNATURE: _____

FALL 2021 MASTER CALENDAR

August

- Door Decs and Bulletin Board #1 Due** (“Welcome to your floor!” Theme) - *August 13th*
- Desk Open – *August 13th*
- Staff Meeting - *August 23rd*
- September Program Proposal Due **Program #1 Due (Community Responsibility/Understanding of Self & Others)** Facilitate a program that emphasizes community bonding and/or floor responsibility. Try to get ALL your students at this program (if possible). Try to make this program as fun as possible. - *August 15th*
- Staff Meeting/**Roommate Agreements Due** - *August 30th*

September

- Bulletin Board #2 Due** (Wellness themed- advertise ways to get engaged and practice self-care) - *September 1st*
- NO Staff Meeting – September 6th
- Staff Meeting - September 13th
- October Program Proposal #2 Due (Intellectual Curiosity/Understanding Others)**
Facilitate a program that shares information on university academic support systems, invite Campus partners to lead an academic support program, or facilitate a tour of the Student Success Center- *September 15th*
- Staff Meeting - *September 20th*
- In Service #1 - *September 27th*

October

- Bulletin Board #3** (health and safety checks? /Alcohol awareness/midterms-self-care and study tips) – *October 1st*
- Staff Meeting – *October 4th*
- NO Staff Meeting (Midterms) – *October 11th*
- Health & Safety checks - *October 4th-15th*
- November Program #3 (Community Responsibility)** Facilitate a program that emphasizes and demonstrates sustained relationships within the community and applying confidence with interpersonal skills. – *October 15th*
- Staff Meeting – *October 18th*
- In Service #2 - *October 25th*

November

- Bulletin Board #4** (Optional themes: volunteering/get involved/student jobs) - *November 1st*
- Staff Meeting – *November 1st*
- Staff Meeting – *November 8th* (Meet the Staff)
- December Program #4 (Intellectual Curiosity/Wellness)** Facilitate a program that deals with self-care and stress relief for finals. Examples can look like an instructor lead yoga session that you can take your floor to in the rec, a movie night for your floor, or goodie bags for your students as they begin to travel home for break. -*November 15th*
- NO Staff Meeting – *November 22nd*
- In Service #3 - *November 27th*

December

- Bulletin Board #5** (Building closing info/finals study and self-care prep) – *December 1st*
- Staff Meeting (Closing Information)- *December 6th*
- NO Staff Meeting – *December 13th*
- Walk throughs – *December 20th-23rd*

Program Proposal Link:

- [Program Proposal 2021- 2022 \(google.com\)](https://www.google.com)

Spring 2022 Master Calendar

January

- Bulletin Board #6 (Wellness)** New Years Resolution, Welcome Back, Resources around campus
- February Program Proposals- January 15th (Wellness)** Facilitate a program that deals with self-care and wellness that helps explain the concepts of healthy mind, body, and spirit. Examples partnering with Campus Recreation and the Wellness department, Wellness Wheel, Movie night and active discussion around healthy relationships, Photo Booth Backdrop that promotes self love & care.
- NO Staff Meeting- January 17th
- First Day of Classes- January 18th
- Staff Meeting- January 24th
- Spring Census Due- January 31st
- In Service- January 31st

February

- Bulletin Board #7 (Understanding of Self and Others)** Valentines Day, Mari Gras, Black History
- Superbowl Sunday- February 6th
- Staff Meeting- February 7th
- Staff Meeting- February 14th- Valentine's Day Theme
- March Program Proposals-February 15th (Understanding of Self and Others)** Facilitate a program that deals with analyzing societal structures and privilege as it relates to social identity. Examples,small book club, Cooking pizza class (Pie Day), 3.14 Day Saint Louis Day event, Stress relief bags for Midterms.
- Staff Meeting- February 21st (Health and Safety)
- Mari Gras Weekend- February 25th-27th
- In Service- February 28th

March

- Bulletin Board #8 (Community Responsibility)** Spring Break, St. Patrick's Day,
- Health and Safety Checks Due- March 4th
- NO Staff Meeting- March 7th (Midterms)
- St. Patrick's Day Parade- March 12th
- April Program Proposal- March 15th (Community Responsibility & Intellectual Curiosity)** Facilitate a program that deals with Demonstrate sustained relationships within the residential community and Explain personal contribution to constructing an academically supportive environment. Examples, Gift exchange, Volunteer opportunities, Themed Study Groups, Class registration, Field Day.
- Spring Break- March 13th-19th
- Staff Meeting- March 21st
- In Service- March 28th

April

- Bulletin Board #9 (Intellectual Curiosity)** Stress Relief, Self Care,
- Staff Meeting- April 4th
- Staff Meeting- April 11th
- Easter Break- April 14th-17th
- Staff Meeting- April 18th
- In Service- April 25th (Closing Information)

May

- Bulletin Board #10 (Closing out the Year)** Ending Camp SLU

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- Staff Meeting- May 2nd
- Last Day of Classes- May 9th
- Finals- May 11th -17th
- Res Halls Close- May 17th

RA Self-Check Sheet

Work Orders Submitted? Y/N Custodial Concerns Communicated? Y/N 1:1 Attendance A Y/N B Y/N C Y/N

<u>Bulletin Board A</u>					
<u>Bulletin Board B</u>					
<u>Floor Meeting</u>					
<u>Floor Bonding</u>					
<u>Roommate Agreements/ Conflicts</u>					
<u>1:1 Conversations/ Intentional Conversations</u>					
In Hall Program					
Program Title	Intent/Goal	Date	Partners	Attendance	How did it go?
Take to Programs					
Program Title	Intent/Goal	Date	Partners	Attendance	Reflection

*New

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RA Self-Check Sheet

<u>Bulletin Board A</u>					
<u>Bulletin Board B</u>					
<u>Floor Meeting</u>					
<u>Floor Dinner</u>					
<u>Roommate Agreements/ Conflicts</u>					
<u>1:1 Conversations/ Intentional Conversations</u>					
Floor					
Program Title	Intent/Goal	Date/Time	Partners	Attendance	How did it go?
Take to Programs					
Program Title	Intent/Goal	Date/Time	Partners	Attendance	Reflection
Faculty Programs					
Program Title	RA/PM Who Tracked Attendance	Date/Time	Faculty Member	Attendance	Reflection

*New

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Work Orders Submitted? Y/N Custodial Concerns Communicated? Y/N 1:1 Attendance A Y/N B Y/N C Y/N

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Intentional Conversations/Meetings with Residents

Housing and Residence Life views a series of one-on-one meetings between all residents and their RAs as an effective way to address numerous student competencies. RAs will have at least four conversations with residents during the year. In most cases, the conversations will be in a meeting that the RA sets up with the resident. In some cases, it is appropriate for the discussion to happen in a more informal setting (e.g., a lunch conversation, a stop-in while on duty, a walk to the Gym or class.). In most cases the conversations will be one-on-one. In some cases, it is appropriate (or even desired in the case of the first conversations of the year) the conversations will be with roommate pairs, suites, apartments, or other small groups.

Timeline

The timeline for RAs holding the meetings depends on the number of residents for which each RA is responsible. The general guideline is an RA can hold ten 15 to 30-minute-long meetings per week. Therefore, an RA with 25 residents should complete the meetings within three weeks after the start date; and an RA with 45+ residents should complete the meetings within five weeks after the start date.

Goals & Guidelines

The overall goal is that the conversations/meetings will create a regular, meaningful opportunity for RAs to try to help residents achieve the competencies to assist in the development of students and their experiences while residing on campus. A guide will be provided for each meeting.

1. In these meetings RAs, should demonstrate how they trust their residents' judgment, have an interest in residents' experiences, and respect their beliefs.
2. Notice that many of the prompting questions in the guides begin with, "Tell me about an experience you had..." This brings the focus of the discussion to be on the resident.
3. RAs should not be "dumping" information or directives on residents, rather they should be a partner in arriving at more complex understandings and decisions together. The RA is not the expert, only the guide.
4. RAs should take notes during each meeting. RAs will be asked to provide information to assess the effectiveness of the conversation.

Purpose

What an RA might say to a resident at the beginning of the first meeting in answer to the question, "Why are we meeting?"

We're going to meet four times throughout the year for us to talk about some things regarding you and your experience. It's a chance for us to talk about some of the things you are learning and experiencing outside the classroom at SLU. In part, we'll talk about some fairly concrete topics - like today we're going to talk about the Roommate Agreement. But also, in part, it will be an opportunity for you to reflect on your experiences. We'll be fairly informal but I'll provide some structure for our conversations. We also think it is important that you feel connected to our community and this is one way to achieve this.

Although RAs might not state it up front, the meetings will also serve to identify any problems and begin problem-solving.

Diverging from the guide

There is a guide for each of the four meetings. There may be circumstances when it is appropriate for RAs to discuss other matters not outlined in the guide. For example, if an RA meets with a student who they had helped through a critical incident (e.g., alcohol related arrest, major roommate conflict, sexual assault, experience of prejudice), it might be more appropriate for the RA to use the meeting to help the student reflect on that experience. The RA should consult with their supervisor in these instances.

Scheduling the meetings.

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RAs, with the guidance of their supervisors, can choose the method of how to ensure that they meet with all of their residents.

Suggestions:

1. schedule the first meeting during move-in,
2. schedule meetings during corridor/floor meetings,
3. commit to having a meaningful conversation with a certain number of residents every time you are on duty.

The meetings can be held in residents' rooms, RAs' rooms, dining hall or some other space (when appropriate) as agreed upon by the RA and supervisor. As suggested above, the discussions can be in a formal setting or an informal setting. A reasonable attempt should be made to schedule every resident for meetings. Ideally it becomes part of the culture that "everyone does these meetings" much like academic advising for first year students. But, if a student refuses to meet, the only consequence would be losing the opportunity to speak with a caring student leader. The RA should notify their supervisors in these cases.

How will we know the meetings are effective?

We will assess the effectiveness of the meetings in four ways:

1. Each week, every RA will report the number of 1-on-1's conducted and briefly reflect on their effectiveness through a monthly report that will be completed and submitted to their RHC.
2. Supervisors will talk about the meetings with their RAs in both 1-on-1's and in staff meetings. The focus of these conversations will be to identify evidence that residents are achieving the competencies.
3. Students will be asked to reflect on the effectiveness of the 1-on-1 meetings in focus groups or End of the Year Surveys

NOTE: RAs should be taking notes during each meeting with their residents.

Conversation Outlines

The outline below is detailed further within this document:

Conversation One (Aug/Sept)	Conversation Two (Oct/Nov)	Conversation Three (Jan/Feb)	Conversation Four (Mar/April)
<ul style="list-style-type: none"> • Meet with all residents of a room/suite/apartment • Initial adjustment • Roommate Agreement Revisited with Individual Resident 	<ul style="list-style-type: none"> ▣ Academic resources ▣ Plans for involvement outside of the classroom ▣ Personal safety ▣ Preparing for breaks 	<ul style="list-style-type: none"> • Reflection on change • Revisit involvement plans • Reflect on culture and society • Begin thinking about housing plans for next year 	<ul style="list-style-type: none"> ▣ Review experiences over the past year ▣ Summer plans ▣ Plans for next year

Conversation #1

Before beginning the conversation, it is important for you to realize the following is not a check-listed task for you to complete, but rather, an opportunity for you to engage your residents in conversation. These conversations reflect responsive interviewing in which you respond to the resident and then ask further questions about what they tell you instead of relying on predetermined questions (Baxter Magolda & King, 2007). Because of this, "the interviewer [RA] must follow the respondent's lead, which makes the conversation unpredictable; this requires attentive flexibility on the part of the interviewer, who needs to understand the grounding for this strategy, trust the process, and be able to adapt to potential [notions] that might arise" (p. 503).

Initial Adjustment Possible Probes:

- It would help me to know a little bit about you. Tell me about what brought you here.
- What did you expect it to be like being a college student here? Has anything surprised you about SLU?
- Talk to me about your transition to college life. Was there anything that you've experienced so far that you think will help you during your time at SLU?

Roommate Agreement Revisited with Individual Resident Possible Probes:

- Tell me a little bit about your roommate agreement. How did you come to a decision with your roommate(s) about how you would interact with one another?
 - RA should bring roommate agreement to meeting to cover it with the resident (if available)
 - RA should go through the agreement with the resident to ensure that they are in agreement with what is written.
- Do you think you'll have any issues adjusting to living with another person?
- How can I help you in this adjustment?

Plans for Involvement Outside the Classroom Possible Probes:

- You mentioned before that you enjoyed (an activity mentioned during the initial adjustment portion of the interview that led the resident to SLU). Are you planning on becoming involved in that at all here?
- What were you involved in during high school/home/other? Would you be interested in getting involved in any of those activities at SLU?
- What other interests outside your major would you like to experience? How can I help you get involved?
- What are some of your hobbies and interests? We are always looking to include students in creating our programs if they have interests or ideas they would be willing to teach or share with other residents!

Conversation #2

To get the most out of each interview, it is important to build on the previous conversation to inform the second. Before you begin your second one-on-one, you should consult your notes from the previous conversation and refresh your memory about the resident.

You should begin your one-on-one by asking any pertinent follow up questions and then transitioning into the new topics for the next interview (e.g. Ask how the student is adjusting to living with a roommate if the resident expressed that as a concern during the first interview).

Also, while it is important to let the resident make sense of their own experiences, you should also be knowledgeable of the possible resources available for any issue or problem the student may be facing.

Academic Transition/Resources Possible Probes:

- Is there anything about your academic experience so far at SLU that has surprised you? Something you didn't expect? How have your expectations for college matched up with what you've experienced so far?
- Are you getting the help you think you need to make informed decisions about your classes and your chosen major?

Socially Responsible/Safe Decisions Possible Probes:

- Have you faced any difficult decisions since coming to Slu? Academically? Socially?
- How have you addressed behavior by others that you found to be either irresponsible or unsafe?
- What is the process you use to make safe, responsible decisions?
- Have you felt pressure to make decisions you felt were unsafe?

Community Possible Probes:

- How has your experience with the hall community been? Do you feel like you're a part of this community?

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- If yes, “What do you feel has most contributed to you feeling like part of the community? Understanding what has benefited you helps me consider new ways to continue building community here.”
- If no, “What do you feel have been some of the obstacles for you feeling like part of the community? How can I assist in helping to get past some of those obstacles?”
- If you could offer some advice on how to make the community experience even better, what would that be?
- Is there anything about the community standards that you would like to revisit at some point?

Conversation #3

In this one-on-one, there is the possibility that your resident will be talking about issues and relationships that are very personal. It is important for you to keep from offering advice (unless it is warranted) and instead help the student to make sense of the situation. Even if the student asks for advice, you should try to refocus the conversation so that the student is working through the issue by asking you questions about how they understand or see the problem. If necessary, you should point them to an appropriate office or department to seek support.

Discussing a student's culture and society can be a difficult subject to navigate depending on the student's ability to define their own culture and place in society. We recommend you have a conversation with your supervisor about additional resources that you could suggest to your resident if they have additional questions or want to learn more about different areas of culture and society. The prompts listed below are designed to allow you to be able to help the student discuss times and experiences in which their perceptions of self, culture, and society have been challenged by others.

Since you will once again be revisiting some topics discussed during an earlier interview, you should take the time to read through your notes so you can talk about how they wanted things to be in terms of their on-campus involvement and how it has worked out. Remember that as a Resident Assistant, you cannot promise confidentiality in these conversations.

Reflection on Changes Possible Prompts:

- How have your relationships (with friends or family) changed since you've come to SLU? What does that mean for you?
- Do you think anything has changed about you since coming to college? What?
- How have you navigated the changes you've experienced so far?

Revisit Involvement Plans Possible Prompts:

- I remember you saying something about (a club or group the student was interested in) during our first conversation at the beginning of the year, did you ever get involved in it? How has that experience been?
- Has getting involved on campus been what you expected? How has it been different? The same?
- How are you able to manage your class schedule and your involvement in other things? Has it been easy? Hard?

Challenge to Reflect on Culture/Society Possible Prompts:

- How have your views on social or cultural issues changed since coming to Saint Louis University? Have they changed at all? Why do you think that is?
- Is there anything you'd like to challenge yourself or other students about regarding perceptions of other cultures? Your own culture?
- Have there been any programs or events on campus that have exposed you to different ideas about culture and society? What were they?

Housing Plans Possible Prompts:

- Have you thought about your housing situation for next year? If so, are you exploring the various aspects of those options? For example, if off-campus, are you exploring the cost of utilities, rent, etc. so that you can

make the best decision for you financially? If on campus, remind them to be on the lookout for reapplication materials.

Conversation #4

During the fourth one-on-one, you should have a conversation with the student to help reflect upon their time at Harris-Stowe and how they have transformed while living in the hall/apartment. The goal is for you to gather information to understand the student's experience in the hall/apartment.

You will also ask them to think about their future and if they intend to return to SLU. To better understand student retention, we hope that the student will provide information on why they are or why they are not returning to SLU.

Identify Strengths and Areas for Improvement Possible Prompts:

- What were some of the highlights of this year? Why?
- What were some of your personal successes? Why?
- What were some of your struggles this year? Why?
- What are things you can do in the future, or things you've already started that would help you with the areas in which you struggle?

Future Thinking

- What are your plans for the summer? For fall?
 - If you are not returning to SLU next year, what is preventing you from returning?

IMPORTANT LINKS

- **Incident Reports/Conduct Response/Care and Concern:**
<https://cm.maxient.com/reportingform.php?SaintLouisUniv>
- **Update a Current Incident Report:**
https://cm.maxient.com/reportingform.php?SaintLouisUniv&layout_id=6
- **HRL Res Curriculum Evaluation Submission Form:**
https://docs.google.com/forms/d/e/1FAIpQLSdx4oaqy3jXO6icN36-9qhULMwDBAZ_vySdFSSU11m-fVI_pw/viewform?usp=sf_link
- **Program Evaluation Form:**
- **Duty Log Form:** [Spring Duty Log 2021-2022 \(google.com\)](#)
- **Facilities/ Work Order:**
<https://www.slu.edu/facilities/about/departments/facilities-management.php#:~:text=All%20requests%20must%20be%20made,at%20314%2D977%2D2955.>
- **Visitation Policy:** [Housing and Residential Life : SLU](#)

Pro-Staff On-Call	314-486-4947
Grad-Staff On-Call	314-574-1828
Desk Manager On-Call	314-280-4344
DPS/Campus Security	314-977-3000
Student Health	314-977-2323
Counseling Services	314-977-8255
SLU Ride	314-977-7433
SLU Snow Line	314-977-7669
Student Involvement Center	314-977-2805

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DeMattias	314-977-1560
Fusz	314-977-2984
Grand	314-977-9854
Grand Forest	314-977-2077
Griesedieck	314-977-1500
Marchetti East	314-977-8255
Marchetti West	314-977-7433
Marguerite	314-977-2805
Reinert	314-977-3080
Spring	314-977-6698

Important Emergency Numbers

Front Desk

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Citation

Baxter Magolda, M. B., & King, P. M.(2007). Constructing conversations to assess meaning-making: Self Authorship interviews. *Journal of College Student Development*, 48(5), 491-508.

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