



EXPECTATIONS FOR DEPARTMENT OF RESIDENCE LIFE STAFF

To insure the effective, efficient and consistent performance of duties and the implementation of the goals and objectives of Department of Residence Life, the following expectations are presented for all Department of Residence Life staff.

This document does not cover all job expectations. All staff are expected to understand and abide by these expectations along with those in other documents including but not limited to the employment contract, Department policies, supervisor's expectations, University expectations for employees, University ordinances and policies, and local and state laws. If there is need for further clarification, please consult your supervisor.

Residential Community

One of the main purposes of residence life staff is the establishment, maintenance, and support of a positive, healthy, living-learning environment in the hall/neighborhood consistent with the educational mission of the University and the goals of the Department of Residence Life. Examples of behaviors expected of residence life staff to that end include:

Approach your job responsibilities in a systematic, analytical, and predictable manner.

Develop a plan for the coming year that reflects careful consideration of the previous year and the results of formal and informal needs assessment at the beginning of each semester.

Be aware of and respond to potential problem situations in your hall/neighborhood whether those be individual or staff problems, lack of respect for others, interpersonal conflicts, or violations of policies and procedures. Maintain a proactive approach at all times.

Actively support other members of the residence hall/University Apartments staff; including OCAT Aides and University Housing staff. Do not disregard or disassociate yourself from incidents, activities, violations, problems or situations that develop on other floors/neighborhoods in other University housing facilities.

Maintain an active, positive relationship with University Housing staff. Support University Housing and lend assistance as needed.

Actively support residential student groups, attend meetings and activities, consult with others, advise committees, and provide training.

Actively support students' academic pursuits. Establish and maintain an environment that is supportive of students' academic success.

Conduct programs and activities based on a needs assessment of your community. Strive to meet the needs of the diverse student population we serve and bring students together to interact, exchange ideas, discuss problems, and develop solutions with each other.

Support programs and activities designed to assist students (and staff) from "targeted" groups* in making an adjustment to the University and achieving success in their personal, professional, and academic endeavors (e.g., OCAT Aide Program, Caucuses, Culture Rooms, Office of Supportive Services, Student Groups, etc.).

Staff members should avoid personal relationships with students or other staff in the work environment that cause others to believe that (1) favoritism exists; or (2) that the relationship will interfere with the objective execution of responsibilities, or (3) that the staff member has abused his/her power in establishing the relationship. Such relationships are strongly discouraged regardless of a consensual context.

Multiculturalism

Multiculturalism involves the acceptance, appreciation, utilization and celebration of similarities and differences. One of our goals is the creation of a multicultural environment and the development of multicultural competence in individuals. Examples of behaviors in this area include:

Act as a role model for students in broadening their multicultural awareness. Engage in activities, training programs and other experiences that broaden your own understanding and appreciation of the differences between people.

Conduct programs and activities specifically geared toward broadening students' multicultural awareness as well as their understanding and appreciation of the differences between people.

Recruit qualified targeted group students to be graduate and undergraduate staff for the Department of Residence Life.*

Identify opportunities and encourage targeted group students to become involved in programs, activities, and organizations that allow for their contribution to other students and the University.*

*All persons are members of both targeted and/or non-targeted groups. Targeting occurs when some groups are treated historically as "less than" other (non-targeted) groups. Examples of targeted groups include people of color, women, lesbian-bi-gay-transgender, physically challenged, disabled, Jews, Muslims, etc.

Role Modeling

As residence life staff, we function as educators. One of the most effective ways of educating others is through role modeling appropriate behaviors. Specific expectations include:

Act as a role model and set a positive example. Conduct yourself in an honest, conscientious, courteous, and professional manner at all times, showing respect for persons of all backgrounds, races, sexual or affectional orientation, religion, abilities, etc. Maintain appropriate personal and professional decorum. Refrain from becoming involved in activities or encouraging norms which are in direct opposition to this principal or violate established policies and procedures.

Review and as necessary remove virtual messages or images of yourself that portray a violation of federal, state or local laws or university policy (ie: facebook, myspace, etc).

Abide by the laws of the State of Michigan. Actively support, interpret, enforce, and obey all University and Department of Residence Life policies, regulations, and procedures.

Confront staff and students who display inappropriate actions or do not show respect for persons of all backgrounds, races, sexual or affectional orientations, religions, abilities, etc. Individuals who violate these principles will be held accountable by staff through action initiated in the personnel and/or judicial systems.

Staff Membership

To be successful, residence life staff need to function not only as an individual, but also as a member of a team. Specific types of behaviors in this area include:

Attend designated meetings and training sessions, be on time, and actively contribute to the content of these meetings/sessions. Share equal responsibility for making these meetings interesting, stimulating, and professionally worthwhile.

Actively participate in the recruitment and selection of future residence life staff.

Maintain communication with your supervisor and provide feedback on his/her performance and direction. Continuous mutual feedback is the key to a successful, professional working relationship.

Maintain confidentiality regarding all staff matters and publicly support all staff decisions.

Follow established channels in voicing dissatisfaction/disapproval of any policy, program, or method of operation. Constructive criticism with active follow-up and suggestions for improvement is the best method to induce change in an organization. A positive attitude in all realms of the job is expected. Idle criticism is of negative value and is unwelcome.

Use of Alcohol and Illegal Drugs

In this area it is especially important that we are aware of ourselves as role models. To this end, examples of expectations for our behaviors include:

Be aware of yourself as a role model when consuming alcohol with subordinate staff and/or students. Do not provide alcohol to staff or students under the age of 21. Whether on or off-campus, refrain from becoming intoxicated because intoxication does not fall within the framework of an acceptable, positive role model. As a role model you should:

- a. Be aware of personal attitudes regarding alcohol use as demonstrated by your own speech and behavior
- b. Not encourage, through job function or personal action, alcohol-related events;
- c. Suggest alternatives to alcohol-related events;
- d. Look out for the well being of others in drinking situations;
- e. Not emphasize the use of alcohol through your personal behavior, virtual self-presentation (eg. Face book or mysapce), or any program that you sponsor;
- f. Refrain from consumption of alcohol 12 hours prior to or while on duty;
- g. Not possess or consume alcohol if under the age of 21.
- h. If you are 21 and choose to consume alcohol in or out of the hall, your usage must be such that you are able to respond to building emergencies and you must behave consistent with role model expectations.
- i. Staff assigned to an alcohol free floor or hall must adhere to the standards expected of students living on that floor.

Educate students on the psychological and physiological effects of alcohol and other illegal drugs. Confront students regarding inappropriate use and abuse of alcohol and other drugs, and identify and hold them accountable for their behavior. Identify and intervene with students you suspect may have an alcohol abuse or related problem.

Share information regarding students' use of alcohol and other health-related situations with your supervisor. Refrain from using any illegal drugs. Deal swiftly and effectively with the sale of drugs in your hall/neighborhood. If you become aware that a student is selling drugs, the Director must be informed.

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