

Residential Life Professional Staff Training Schedule, 2009

St. Peter Banquet Room, Jackson Campus Center (except where noted)

Thursday, August 20

| | | |
|-------------------|--|-----------------------------------|
| 8:30 to 10:00 AM | Student Affairs Welcome Breakfast in <u>Three Crowns</u> | Coordinator Jeff Stocco |
| 10:30 to 11:00 AM | Introductions and team building | Troy |
| 11:00 to 12:00 PM | Vision and goals for Residential Life/Head Residents | Charlie |
| 12:00 to 1:00 PM | Lunch | |
| 1:00 to 4:00 PM | Staff Development Session - EQI | Steve Bennett |
| 4:00 PM | Discuss Potluck Sign-ups/Residential Life staff community building | |
| 4:30 PM | Student Affairs Potluck Event at the <u>Linnaeus Interpretive Center</u> | |

Friday, August 21

| | | |
|-------------------|---|----------------------------|
| 9:00 to 9:30 AM | Warm up activities – EQI Check-in | Coordinator Troy |
| 9:30 to 10:00 AM | CF Training Overview/Staff Development Dates | Troy |
| 10:00 to 11:00 AM | Programming & Community Development <ul style="list-style-type: none"> - Planning Calendar - Educational Focus - “Special” events <ul style="list-style-type: none"> o Halloween – Saturday, Oct. 31 o Case Day weekends – Feb. 13 and/or 20 - Support of College events <ul style="list-style-type: none"> o Homecoming/Family Weekend o Noble Conference – Oct. 6-7: Food and Nutrition o MayDay! – April 28, 2010 | Jody |
| 11:00 to 12:00 PM | Response Protocols <ul style="list-style-type: none"> Severe Weather Building Emergency (water, fire, heat etc.) Sexual Assault Bias Incidents Student injured/hospital/detox | Charlie |
| 12:00 to 1:00 PM | Working Lunch – Developing Your Strengths | Erin |
| 1:00 to 2:00 PM | Sameness & Difference | Troy/Virgil |
| 2:00 to 4:00 PM | Professional Staff Development Plans <ul style="list-style-type: none"> Apartment/Pet Agreements Apartment Maintenance/Improvement Plans Building Improvements and Work orders Random other things... | Troy |

Head Residents are live-in, professional staff or faculty who are charged with actively creating and sustaining living environments conducive to the learning, growth, and development of students by assisting in the adjustment to the collegiate experience, promoting community development and serving as a resource and mentor to students.

Head Resident and Area Coordinator Responsibilities

| Head Resident Roles/ Responsibilities | Area Coordinator Roles/Responsibilities |
|---|--|
| <ul style="list-style-type: none">• Supervision of CF in their community development & facilitation role• Supervision of CF programming• Hall Programming• Bulletin Boards in the building• Program Report Forms• Manage hall budget• Building staff meetings• One-on-One meetings with CFs• Building relationships with students• Assist AC in the management of critical incidents within the building• Report maintenance issues/suggestions to AC• As member of the community, confrontation of inappropriate student behavior | <ul style="list-style-type: none">• Central Office Responsibilities (CF Program, Housing Administration, etc.)• Head Resident Supervision• Supervision of CFs (Administrative tasks, ethical guidelines, overall well-being, academics, etc.)• Management of incidents and judicial affairs (student conduct meetings, investigation of incidents, J-board hearings, etc.)• Maintenance Issues• One-on-One meetings with CFs• Staff meetings• Emergency response (duty)• Student concerns (academic, counseling referrals)• Management of area budget• Vision/Leadership for area• Administration of Health & Safety Checks• Room Changes within Area (roommate mediation)• Closing/Opening of halls in area• Student Affairs meetings• Central Staff meeting |

Head Resident Expectations – Academic Year 2009-2010

Head Resident Training

- Participate in Head Resident Training.
 - August 20-21, 9:00 to 4:00pm
- Provide Residential Life suggestions & feedback regarding Head Resident training & the needs of the Head Resident group.

CF Training/Opening

- Attend the following sessions of Collegiate Fellow Training - August 23 – September 3
 -
- Willingness to present on topical areas or lead an activity during CF training or in services.
- Meet with building/area staff during CF Training to discuss community development/programming plans for the semester.
- Outline semester's programs before the conclusion of training (refer to the Residential Life Community Development Calendar for specific dates & additional information).
- Make certain the building is ready and welcoming for opening. CF door decorations are posted and all bulletin boards are completed.
- Be visible and available in your hall during all opening hours for new student arrival.
 - (Friday, September 4, 2009)
- Be visible and available in your hall during (most) of returning student hours.
 - (Monday, September 8, 2009)

Community Development/Collegiate Fellow Supervision

- Communicate and assist in the implementation of Residential Life philosophy and policy in a positive and professional manner.
- Directly supervise Collegiate Fellows in the area of community development and program planning.
- Offer ongoing feedback to CF's regarding community development and programming.
- Meet individually with your CFs on a bi-weekly basis in order to meet their supervision needs.
- In collaboration with your AC, meet weekly with your CF building staff.
- Contribute to the evaluation process of Collegiate Fellow annually.
- Ensure that each CF bulletin board is refreshed at the beginning of each programming theme.
- Be visible and available to program during J-Term and Case Day.

Community Development/Collegiate Fellow Supervision (continued)

- Eat with students and staff in the Marketplace on a regular basis.
- You are encouraged to be involved in campus events.
- Be present and available to staff and students during finals, closing and commencement.

Collegiate Fellow Selection

- Assist with interviews as part of fall CF Selection Roundabout
 - November, 2009
- Conduct interviews as part of CF Selection Roundabouts
 - March, 2010.
- Read candidate files as related to your selection suggestions.
- Attend and participate in the Collegiate Fellow Candidate Discussion Meeting.

New CF Training

- Participate in the new staff training session in mid-April
- Contact new Collegiate Fellows (for next academic year) and host a meeting/dinner prior to the middle of May to foster relationships, discuss community development expectations & begin planning for the coming year.

General Expectations

- Be familiar with contents in the Residential Life Staff Manual.
- Check your mailbox in Residential Life regularly.
- Attend Residential Life Meeting when announced, (HR, AC, AD, and Director).
- Manage the programming budget for your building.
- Provide program reports to the Head Resident Program Coordinator.

Important Dates 2009 - 2010

| | |
|---------------------|--|
| August 20-21 | Head Resident Training |
| August 23 | Returning CFs arrive, Returning CF Training begins |
| August 24 | New CFs arrive, CF Training begins |
| August 25-26 | Residential Life Retreat |
| August 29 | Early arrivals move into fall spaces |
| September 4 | Residence Halls open for First-Year Students |
| September 7 | Residence Halls open for Returning Students |

Staff Development Dates

September 20, 2009; 7:00pm (Sunday) – St. Peter Room, Jackson Campus Center
Lessons from the trenches

November 8, 2009; 7:00pm (Sunday) – Alumni Hall, Johnson Student Union
Ok, now what? Multicultural Competence continued...

December
“Thank” in Area/Staff

January 24, 2010; 12:00pm to 6:00m (Sunday) – Confer 127
All-Staff Mid-Year Refresher

February 21, 2010; 7:00pm (Sunday) – Heritage Banquet Room, Jackson Campus Center
CF to forever – translating your experience onto your resume/for interviews

March
Spring CF Staff Selection

April
Staff Development by Area/Staff

May 30, 2009; 12:00pm (Saturday),
Residential Life Celebration Banquet

| | |
|---------------------------|--|
| August 19-20, 2010 | Residential Life Professional Staff Training |
| August 22, 2010 | CF Training Begins |
| September 3, 2010 | Residence Halls open for First-Year Students |
| September 6, 2010 | Residence Halls open for Returning Students |

Glossary of Terms

| | |
|-----------------------------------|--|
| 1-1 or One-on-one | Individual meeting between supervisor and employee. Typically refers to individual meetings between CFs and supervisor(s) - the Head Resident and Area Coordinator. |
| Area Coordinator | Residential Life staff member responsible for the supervision of more than one residence hall. |
| Case Day | Saturday early in Spring semester where students plan to drink a case of beer (24 bottles or cans) in 24 hours. <u>Not</u> a college sanctioned event, Residential Life and other offices on campus plan events as an alternative to participation in Case Day and have extra staff on duty to address potential safety or behavioral concerns. |
| Collegiate Fellow | Residential Life students staff member similar to an RA on other campuses. CFs live on the floor/section and are responsible for programming and community development, safety [to include Health & Safety Checks and policy enforcement], and other administrative duties. One or more CFs is on duty from 8pm to 7am each night in a building/area. |
| FERPA | Also known as the Buckley Amendment, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records. These records typically include academic records such as grades and judicial records for violations of college policy. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. <u>However</u> , schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. |
| Health & Safety Checks | Monthly room inspections conducted by the Collegiate Fellow. CFs test fire alarms, look for overload outlets, ensure egress routes of clear of obstructions, etc. Students must be notified 24 hours in before the inspections begin. |
| Mailing Lists | Moderated email lists for each residence hall. A moderated list requires approval of a message before the message is sent to members of the list. Approval of messages is made by Head Residents or Area Coordinators. |
| Occupancy Reports | Face-to-face check of occupancy for each room on campus. CFs spend the first week of each semester confirming that each assigned student is indeed here and living in their assigned room. Students are asked to "sign in." |
| Pets | Aquarium fish are the only pets students are allowed to possess. Head Residents, as they are professionals who make Gustavus their permanent home, are allowed to have other animals as pets. Refer to the Residential Life Pet Agreement. |

Professional Staff Section

| | |
|---------------------------------|---|
| Physical Plant | The Physical Plant is responsible for the upkeep and maintenance of the grounds and all buildings at Gustavus Adolphus College. |
| Policy | Rules of the College that students are expected to know and follow. For Residential Life policy most often refers to rules of conduct in residence halls. |
| Program Reports | A reporting of completed active and passive programs by a particular building/area. Reports include the date and title of the program as well as the number of students in attendance and who coordinated the event. Reports are submitted to the coordinator of the Head Resident program at the end of each programming period. [See Programming Model] |
| Programming Model | Outline of the Residential Life programming areas of focus for CFs and Head Residents. The model divides the year into seven periods of time loosely bounded by dates the residence halls are open for student use. |
| Residential Life Mailbox | All Head Residents and CFs have a mailbox within the Residential Life office. We ask that it is checked a couple of times a week as we will use this mailbox to share all information related to your HR role. [Note - there are also plenty of times your mailbox will be empty...go figure.] |
| Staff Development | Staff development sessions are "continued training" for student and professional staff. Sessions are designed to be a continuation of fall training or to offer training on topics not covered during the fall. Dates for staff developments sessions are published in early to mid-August. |
| Work Order | A request to the Physical Plant to have something fixed, installed, or set up/moved. Work orders can be submitted online through the Residential Life website [preferred method] or over the phone by calling x7504. |

From Head Residents for Head Residents

Consolidated List of Best Practices

Supervision of CF's

- Formal (staff meetings, 1-1's, etc) and informal check-ins (not at meetings...)
- Care and inquire about their personal lives first, the job will follow.
- Nothing is off limits to ask them-just ask!!!
- Know goals and expectations of CF's
- Partner with your AC on weekly meetings
- Set up expectations (CF and HR roles) early
- Set individual goals w/ CF's-help hold them accountable.
- Say "thank you" and "congrats" and mean it...be real.
- Go to their stuff (plays, activities, etc)
- Go on retreat
- Stay on top of their tasks to remind if needed

Program Planning

- Have your semester planned by the end of CF training
- Be open to all suggestions, ideas
- Create an overview of the entire semester so you have an idea of when programs are needed/over programmed
- SAO has TONS of programming equipment and resources
- Consider passive programming for community building (it goes well beyond just bulletin boards)
- Plan building bulletin boards during CF training
- Be supportive yet guide ideas to realistic, attainable goals
- Food works! Pair it with something meaningful, tho
- Let them fail...
- Don't say "we can't do that" before you know-it's surprising how CF's can make things work!
- Dream big
- Get students/residents to give ideas
- Go to Trader Joes and Triple Crown Foods

Record Keeping

- Have planning program report forms and HR programs/numbers at the meeting every week
- Keep track of budget minimally check in Nov, Jan, April with what Sue has, but don't stress about every penny
- Estimate budget needed for programs during spring to make sure you have enough money
- Wells Fargo charge card, web advisor printouts
- Quicken, Money, Excel...
- Stay organized
- Give updates to students
- Spend it all...say I'm sorry later...j/k

Evaluation/Assessment/Feedback (Central Staff/CF/HR)

- Professional staff meetings to discuss state of the community
- Anonymous survey monkeys about your performance as HR/AC
- Ask CF's how you are doing
- Community conversation for building in February
- Let CF's know feedback is appreciated
- Write down feedback
- Plan for it, don't make it just an afterthought

Boundaries

- Put your name on everything you loan out!!
- Don't loan out anything you can't live without or would cry if it was broke or lost
- It's ok to tell students that it is too late to handle a non-crisis
- Let students know (in meetings and individually) when it is ok to knock and when it is not.
- Let them know what things are important to you, i.e. not parking in my spots
- Establish clearly and early
- Establish/set aside time for students where you are wholly present-so that you can use the other time to be wholly present to you/family/friends/etc.
- Lock your door!!
- Don't give up your activities
- It is easier to "loosen" the reigns than to "tighten" them!!
- Stay connected to colleagues (shared experiences)
- Don't be afraid to say "NO"
- Do everything in your power to keep your friends/family/you and make them the priority over students.

Relationship Building w/ Residents

- Find reasons to visit rooms:
- Take the kiddos trick or treating, rent an Easter bunny costume and deliver candy, go along on H&S checks
- Bake cookies/brownies and deliver
- Birthday cards/treats
- Floor dinners w/ students @ least once a semester
- Evening snacks in HR apartment often at start of school
- Learn from Diversity Center students of color in building and get to know them
- Puppy play time
- Resident play time
- Pancakes
- Open apartment door some nights
- Go to events, game, concerts, etc
- Eat with them in the Evelyn Young Dining Room
- Say hi on campus even if you can't remember their name
- Follow up on conversations, concerns, rumors, policy violations you confront

Community Assessment of Resident's Experiences

Sociogram Exercise

Objective: To map out a visual representation of your floor community in terms of sub-groupings and relationships among residents and to identify potential areas of concern. In addition, the Socio-Gram Activity is a stimulus to identify specific action steps that will improve the community.

Part One - Community Assessment

1. On a large sheet of newsprint, draw a floor plan of your floor - including student rooms, bathrooms, lounge spaces, etc.
2. Identify the residents of each room by writing their names in the appropriate space.
3. Identify informal leaders (persons with no official position who exert either positive or negative influences on the floor community) by drawing a square around their names.
4. Draw lines connecting people who spend lots of time together (i.e. learning community members, people who - eat together, watch TV, study, play on intramural teams, "party," etc.) Use different colors or line patterns to distinguish different sub-groups.
5. Draw arrows from students who most frequently visit the CA room. Draw arrows indicating rooms the CA interacts with most frequently.

Part Two - Individual Assessment

Identify individual students who...

- | | |
|-------------------------------------|--|
| • study a lot | • might be over-extended |
| • are loners | • might be depressed or suicidal |
| • are social | • have health concerns |
| • are significant noise makers | • have relationship concerns |
| • are homesick | • might have an eating disorder |
| • are struggling academically | • can be peer helpers/mentors for others |
| • are succeeding academically | • are not well accepted by others |
| • do not appear to be studying much | • are struggling with sexual identity issues |
| • are actively involved on campus | • have family problems |
| • might have problems with alcohol | • YOU feel uncomfortable with |

Part Three - Community Reflection

1. Which sub-groups have the most impact on the tone of your floor community? Is it positive or negative?
2. What is your role in relating to all the different sub-groups on your floor?
3. Which sub-group represents the most diversity with-in it?
4. What students do you have the most difficulty connecting with? Why?
5. Which students are you most concerned about?
6. Which students do you need to reach out and connect with?
7. Who do you think you might want keep your eyes on?
8. How well does your floor community reflect the kind of community you had hoped for?
9. What are the problems/barriers on your floor that are preventing you from developing a more positive community?
10. What are some goals or specific plans you have for your community?

Budget & Spending Information

- Each residence hall has a programming account.
- These funds are allocated based on the number of students living in that hall.
- Head Residents will allocate a programming budget for each CF.
- Collegiate Fellows are expected to assume responsibility for tracking and ethically spending those funds.

Ethical Spending

- Try to use your resources in a way that will impact **all** your residents, not just the same 7 people.
- Co-sponsor events with other CFs, or take advantage of activities planned by CAB, the PAs and other Gustavus groups.
- Talk with your HR and CF staff mates about creative ways to spend your budget.
- Ask residents to contribute funds if an event may be too costly. For example, if you are decorating flower pots for Mother's Day, ask residents to pay for the flower pot and hall funds can purchase decorating supplies.

Do Not!!

- Use College funds for alcohol, or alcohol-related activities -it's unethical, and a policy violation. This means that taking your residents to clubs and bars is not appropriate programming, or spending.
- Use your allocation to buy floor T-shirts for your residents (the College will cover 'set-up' costs. Using floor or hall funds to pay for the screening fee is a good method.
- Include a tip in Purchase Order charges or reimbursement checks. Tip in cash from your resident's own pockets.
- Feel intimidated by budget responsibilities - your HR or Area Coordinator can help you enjoy spending!

Step-by-Step How to Spend Floor/Hall Funds

1. Plan ahead!
2. Fill out the Purchase Authorization Form (PAF) that is found in the Res. Life Office (below). **You MUST complete a Purchase Authorization Form (PAF) BEFORE making your purchase.** This form enables Sue to track purchases to which hall/area should be charged for the purchase.

| Sample Purchase Authorization Form | |
|--|---|
| Name <u>Jody Goldie</u> | Residence Hall <u>Norelius Hall</u> |
| Date of activity <u>5.17.08</u> | Reason for purchase <u>Norelius Block Party, Glow Sticks</u> |
| <input checked="" type="checkbox"/> Hall funds <input type="checkbox"/> Floor funds | Amount not to exceed \$ <u>100</u> |
| Check one below. A separate authorization form must be completed for each purchase. | |
| <input type="checkbox"/> Book Mark | <input checked="" type="checkbox"/> Econo Foods (<input type="checkbox"/> red card <input type="checkbox"/> blue card) |
| <input type="checkbox"/> Car Pool | <input type="checkbox"/> Purchase order/charge card – business _____ |
| <input type="checkbox"/> Dining Service | Date given purchase order/charge card _____ |
| <input type="checkbox"/> Media Services | <input type="checkbox"/> Pre-approved reimbursement – business _____ |
| <input type="checkbox"/> Print Shop | |
| HR Signature <u>xxxxxxxxxxxx</u> | |
| <p>Once above portion is completed and HR has signed to indicate approval, submit to Sue Myhra for further instructions, purchase order, or charge card to make your purchase.</p> <p>Receipts, purchase order copies, charge cards and other materials are to be returned to Sue Myhra the next business day after your purchase.</p> <p>Purchase Order # _____ Amount of purchase \$ _____</p> | |

3. Explain the activity that you are planning to your Head Resident.
4. Your Head Resident must sign the PAF and provide an amount that you will be able to spend.
5. Bring the completed PAF to Sue in the Res. Life Office during business hours.
6. Sue will give you the appropriate account number, form, purchase order, or card that you will need for your purchase. **(See instructions for each below).**
7. Make your purchase. Remember to remind the vendor that your purchase is Tax Exempt. Keep your receipt!
8. You must bring your receipt from your purchase (and a card, pink PO form, or completed reimbursement form if applicable) back to Sue within ONE business day.

Purchases from Outside Businesses

Charge Card Purchase

Listed below are the businesses with which the College has charge card arrangements. The College **requires** that you use the designated charge card (instead of reimbursement) with these businesses:
Best Buy, Econo Foods, Wal-Mart

Purchase Order Charge

Listed below are the businesses that the College has purchase order charge arrangements with. The College **requires** that you use the Purchase Order process (instead of reimbursement) with these businesses:

| | |
|-------------------------------------|----------------------|
| A to Z Rental | Nelson Printing |
| Arrow Ace Hardware | Officemax |
| Barnes and Noble | Paper Service Plus |
| C & S Supply | Scheels |
| Corporate Express | Shopko |
| Cub Foods | Slumberland |
| Dominos* | St. Peter Food Coop |
| Don's Hobby | St. Peter Greenhouse |
| Erbert & Gerberts | St. Peter Lumber |
| Hancock Fabric (over \$20 purchase) | St. Peter Rental |
| Hermel | Target |
| Hilltop Printing | Total Entertainment |
| Hy-Vee | Triple Crown Foods |
| Mary's Flowers | Village Drug |
| Menards | |

*Remember if you are purchasing from Dominos and Erbert & Gerberts the College will not cover any tip.

Pre-approved Reimbursement for Purchase

If you are planning an activity or project that will require a purchase from a store that the College does not have charge arrangements with (i.e. Hobby Lobby, etc.) **you will still need to fill out a PAF before you make your purchase!** You will be charged tax and the school will reimburse you **only for businesses that the College does not have arrangements with.** Bring your receipt and Pre-Approved Reimbursement Form to Sue within one business day.

Purchases from Within the College

Dining Service, Book Mark, Media Services, Print Services

Sue will give you the appropriate account number that you will give to the specific department and instruction on how you place your order with each department. **Do not place your order before you have turned in a completed PAF.**

Car Pool

Discuss with your Head Resident who your driver will be. A certified van driver who has completed the college's training program is the only person allowed to drive a college van. Campus Safety maintains a list of certified van drivers. After you complete a PAF, Sue will then give you the Vehicle Authorization Form that you will need to complete and take to the Telecommunications Office in the basement level of Olin Hall to reserve the vehicle. You should plan to reserve a van early as these are used frequently.

Head Resident Apartment Maintenance Schedule

August

September

October

November

December Change air filters (or January)

January

February

March Dryer vent cleaning (Spring Break)

April

May

June

July

Emergency Response Grid for Head Residents

| Concerns ↓ | 911 | Physical Plant 7504 | Campus Safety - Ext. 8888 | Res Life Staff Member on Call 381-1096 | Your Area Coordinator |
|---|---|--------------------------------|---|---|--|
| Apartment – Routine Requests | | Call/email as necessary | | | |
| Apartment – Emergency Request | | | Immediately | | Leave a voicemail or email message |
| Building Requests | | | | | Leave a voicemail or email message |
| Building Emergency (burst pipes, etc.) | | | Immediately | Within a few hours | Immediately During business hours |
| Death of a student | Immediately | | Immediately | Immediately | Immediately |
| Family Issues | | | | Immediately if severe (death, injury, etc.) | Inform by next business day |
| Fire – GET OUT | Immediately | | Immediately | Immediately | As determined by ResLife member on call |
| Fire Alarm – GET OUT | | | Immediately | | Leave a voicemail or email message |
| Injured Student (non-critical) | | | Immediately | Inform ASAP | As determined by ResLife member on call |
| Injured Student (critical) | Immediately | | Immediately | Immediately | As determined by ResLife member on call |
| Lost Resident's Keys | | | | Immediately If temporary Re-core requested | Leave a voicemail or email message if student will need new keys |
| Power Loss | | | Immediately | | Leave a voicemail or email message |
| Severe Weather | Stay aware of situation – move to place of safety as necessary. | | | | |
| Sexual Assault | | | Immediately if physical injury or imminent threat | Immediately to mobilize advocates | |
| Sick Student (non- critical) | | | | | Inform by next business day |
| Sick Student (critical) | | | Immediately | Immediately | As determined by Res Life member on call |
| Suicide Attempt | Immediately | | Immediately | Immediately | As determined by Res Life member on call |
| Suicide Ideation or Threat | | | | Immediately | As determined by Res Life member on call |
| Vandalism | | | Immediately if severe/requires clean-up | | Leave a voicemail or email message |

Sameness and Difference – Working Toward Multicultural Awareness

Outline of Activities

Diversity Game Show: A 'lighthearted' introduction to the day. Teams will compete against each other in a game that tests knowledge about culture and history.

Mirror – Mirror: The goal of this activity is to initiate self-reflection and introduce concepts of identity before we begin to share as a large group. As individuals, participants answer the questions on the card. Participants will then share all or parts of their answers with other people in their community (in small groups of no more than 3 people).

Diversity Shuffle: Individuals who are perceived by the majority population to be "different" often have less power than the majority population. These may be differences in gender, racial or ethnic heritage, sexual orientation, religion, age, physical ability, and many other categories. The power takes the form of access to resources, work, housing, education, physical security, protection by law, and representation in government. Some groups are given more power than others by society, but they are permitted to have this power at the expense of other groups, whose access to resources is correspondingly diminished or denied. This exercise helps to encourage discussion about differences and similarities within our communities.

Reflection by staff: As CFs will be working most closely with their building staffs, reflections after the Diversity Shuffle and the Game of Oppression will be in the following groups:

- | | |
|-----------------------------|------------------------------|
| 1. Norelius | 4. Southwest-Prairie View- |
| 2. Complex | Carlson International Center |
| 3. Uhler-Arbor View-College | 5. Pittman |
| View | 6. Sohre |

Reflection Questions (may be asked to share w/ the larger group):

1. How did it feel to be in the group which had to walk across?
2. How did it feel to be in the main group and watch others cross?
3. Did you walk a little or a lot? How do you feel about that?
4. What surprised you during this exercise?
5. What is the significance of what you experienced during this exercise... for yourself? for you in your role as a student leader? for as a member of this community?
6. How would you feel if your doctor belonged to one of the groups mentioned in this exercise (not your own)?
7. How does this activity build community and individual courage?
8. If you were refraining from crossing the line at first but later started to cross, why was that? (for example, increased confidence, trust, rapport with the group)

Lunch: Free time to decompress.

Game of Oppression: Diversity conversations are typically heavily focused on race – black and white with speckles of brown. This game challenges you not to think of just race, but rather, to think of moments of oppression. A commonality that we all share is that at some point in our life we have felt oppressed, which is described as a felling that something is unjust or a cruel exercise of authority or power. NOTE: While “Enlightenment” is the goal on the game board, we understand that it is a lifelong journey toward awareness and appreciation of difference. [See handout for game directions]

Reflection Questions:

1. How do you feel right now?
2. How did you feel having to answer questions?
3. How did you feel listening to the experiences of others?
4. What was most difficult for during the game? Why?
5. Did you notice any behavioral trends during the game? What were they?
6. What did you learn about yourself during the game?
7. What would you have changed about the game?
8. Do you think this game changed you in any way? If so, how?

To be an Ally: The experiences shared and issues discussed can make it seem like confronting hate/oppression/ etc. is an insurmountable task. There are things that each of us can do however to have an impact. This portion of the day will focus on helping student staff see these things both large and small.

Personal Action Plan: While raising levels of personal and community awareness and adding to the knowledge base of our student staff are both important outcomes, we are hoping for a personal commitment to address hate. Each staff member will complete a personal action plan that supervisors can revisit during the year.

**Residential Life Occupancy Agreement
GUSTAVUS ADOLPHUS COLLEGE**

The undersigned "Owner," Gustavus Adolphus College, hereby authorizes the undersigned "Tenant" to occupy the Head Resident apartment located in _____ on the Gustavus Adolphus College campus (800 W. College Ave., St. Peter, MN 56082-1498). Housing is provided at no cost to the Tenant in return for performance of duties as Head resident assigned by the Owner. The term of said agreement is one year, beginning on July 1 and terminating on June 30 of the next year. At the end of said period, any extension of the agreement shall be made by mutual consent of the Owner (or Agent) and the Tenant, either party having the privilege to terminate said agreement.

All utilities used on said premises (electricity, water, sewer, trash collection, etc.) shall be at the expense of the Owner. A security/cleaning deposit is not required; however, the Owner reserves the right to hold the Tenant responsible for leaving the premises and any College-owned fixtures or furniture in reasonable condition and for cleaning the apartment to the satisfaction of the Owner upon vacating. Tenants agree that the premises may be shown to potential head residents during the term of agreement. Other agreements listed on the attachment are incorporated and binding as part of this occupancy agreement.

Marriage clause

The authorized number of occupants is hereby set at _____ adult(s) and _____ child (ren). Pets and other animals (with the exception of fish in an aquarium) are not permitted without prior approval from the Owner or Agent and execution of a separate contract establishing the Owner's right to demand removal at a later time for cause.

The Tenant is responsible for the behavior of all guests.

If any item or provision of this agreement is willfully violated or neglected, the Tenant authorizes and empowers the Owner to cancel and annul this agreement and the Tenant's Head Resident contract with the College, to re-enter and remove all persons and personal property, and to use such assistance and force in effecting such removal as the Owner may deem advisable. This agreement may be terminated by the Owner for non-compliance, with a thirty-day notice given to the Tenant.

FURNITURE AND OTHER PROPERTY BELONGING TO THE COLLEGE:

OWNER AND TENANT AGREE THAT:

- 1) No part of the premises shall be sublet or underlet without written permission of the Owner or Agent.
- 2) No conduct considered illegal or dangerous shall be conducted on the property.
- 3) All property considered rubbish or garbage shall be properly disposed of by the Tenant.
- 4) No locks are to be installed or changed by the Tenant.
- 5) The Tenant shall keep the premises continually in a neat and respectable condition. The Owner may (with proper notice to Tenant) enter said premises to inspect, repair, or show it. The Owner reserves the right to inspect the apartment at least once during each term of agreement and to enter the premises without advance notice in order to make emergency repairs. The Tenant is responsible to see that any yard area is kept in reasonable appearance, either personally or by communicating with the Owner or Agent.
- 6) The Tenant shall allow the Owner to schedule carpet cleaning at least once during each term of residence (usually to be done during the summer months).
- 7) A designated storage area is available to each Tenant, subject to the same guidelines and restrictions published for students. Tenants' out-of-apartment storage must be confined to this area.
- 8) The Owner is not responsible for damage to Tenant property from interruptions to heat or electricity. Tenants are urged to carry their own household insurance.
- 9) Leaks in pipes are to be repaired by the Owner within a reasonable time after the problem is reported. The Owner shall not be liable nor responsible for any damage resulting from any leaks or overflows caused by negligence of the Tenant.
- 10) Damages, necessary repairs, and maintenance concerns should be reported to the Owner or Agent in a timely manner, so the Owner's workers may be reasonably scheduled to perform the required work.
- 11) The Tenant shall not make alterations, repairs, additions, improvements, or any redecoration without written consent from the Owner or Agent.
- 12) Should the property be damaged or destroyed by fire, storm, or civil riot and become untenable, this agreement shall become null and void.
- 13) The Owner shall not be under any obligation to make repairs or redecoration to the premises to correct conditions caused by the Tenant, and shall not be held responsible for any damages suffered by the Tenant or those filing a claim against the Tenant for failure to make such repairs.
- 14) Local telephone and basic cable service are provided by the Owner. However, long-distance calls and premium cable options are the Tenant's responsibility.

IN TESTIMONY WHEREOF the Tenant and Owner have set their signatures below:

Head Resident – "Tenant" (Print)

Head Resident (Signature)

Date

College– "Owner" (Print)

College (Signature)

Date

RESIDENTIAL LIFE STAFF PET AGREEMENT

When both parties have signed this agreement to indicate their agreement with the terms listed, the Head Resident named below is authorized to keep a pet in his/her apartment in

_____ (Name of residence hall).

1. The Head Resident agrees to provide proper care for the pet, taking care that food is properly stored so as not to create odors or health hazards, and maintaining a clean litter box and/or properly disposing of waste droppings.
2. The College retains the right to require removal of the pet in the event that damages or complaints occur.
3. The College reserves the right to inspect the Head Resident's apartment and adjacent grounds to insure that the property is not damaged or otherwise negatively affected by the pet. No outdoor boxes, kennels, or fences may be erected to house the pet.
4. Complaints from student residents or staff of noises, odors, or allergies may constitute grounds for the College to require removal of the animal. The Head Resident agrees to abide by the decision of the College or its Agent when removal is indicated.
5. Pets must be on a leash if outside of the Head Resident apartment. Pets are not allowed in the following areas: residence hall common areas/student rooms, academic buildings, on athletic fields, or in the Linnaeus Arboretum.
6. The Head Resident is responsible for the cost of any cleaning, fumigating, painting, replacement of carpet, etc. required or ordered by the College as a result of a pet's health, odor, or waste problem.
7. Exotic pets (snakes, spiders, etc.), wild animals (including ferrets, squirrels, etc.), and laboratory animals (rats, mice, etc.) are not permitted. Both the College and the Head Resident also acknowledge that some breeds of dogs and cats may not be suited for campus apartments because of size, temperament, hair loss, etc.

This agreement is specific for the following pet(s):

_____ (Name/type of pet); _____ (Name/type)

_____ (Name/type of pet); _____ (Name/type)

Head Resident (Print)

Head Resident (Signature)

Date

For the College (Print)

For the College (Signature)

Date