Expectations of Resident Assistant Staff

Below are departmental expectations that all RA’s are expected to uphold and fulfill. These are in addition to the conditions in your contract, as well as those outlined in the RA job description.

Staff Meeting

- Staff meetings will be 2 hours weekly (large or small staff). It is expected that staff all be on time and be active participants. If for some reason (emergencies, illness) you are unable to attend, notify the Residence Manager and the GS’s before the meeting.
- Staff members will be expected to meet with the Graduate Supervisor or Residence Manager for a "one-on-one" supervisory meeting during a scheduled time. Other meetings can take place as frequently as the Graduate Supervisor and/or Residence Manager deem necessary.
- Other staff meetings may be necessary (i.e. supervisory, committee, etc.). Time is available with your supervisor as needed.

Administrative Functions

- Follow all duty procedures outlined for your respective center.
- Promptness, neatness and accuracy are required. Often deadlines are set so that the Residence Manager can meet deadlines of his/her own. If you are going to be late, please notify the Graduate Supervisor or Residence Manager.
- Check your mailbox and email. The contents must be read, posted, and/or responded to as soon as possible.
- It is essential that Floor Bulletin Boards are attractive and information is kept current! Bulletin boards are to be changed at least three times each semester, as determined by the Center Leadership Team.
- Submit incident reports on Resident Hall report forms to the Residence Manager within 24 hours of the incident.
- Report to the Graduate Supervisor or Residence Manager any out of the ordinary events, such as major damages, major conflicts, fire alarms, pranks, counseling problems, or a student taken to the hospital.

Programming, Hall Government, and Committee Work

- Each staff member will be responsible for advising his/her unit government which includes:
  - Establishing three main offices (president, vice president, social/rec)
  - Attending all floor meetings
  - Encouraging and attending officer's meetings
  - Attending floor activities
Each staff member should be familiar with the requirements listed for their respective committee. Be prepared to share information about your committee area during staff meetings.

Staff members are to adhere to the program guidelines set forth in their respective center.

**General Functions**

- Staff will assist the Dining Service Manager and Center Desk Staff members when requested.
- Meet the Center Desk staff and floor custodian to establish a good relationship with them.
- No staff member will hold a job other than his or her RA position without prior permission from the Residence Manager. RAs are not permitted to work at the center desk in addition to the 5–7 desk hours outlined in the RA work agreement. No RA will be approved for more than 10 hours per week paid employment, and for no more then 16 total hours of outside time commitments.

**Universal Responsibilities**

- Availability is a key factor in the success of a Resident Assistant. Each staff member is expected to be available for an adequate amount of time each day. Staff members are encouraged to study in their rooms to the extent possible, to keep their door open whenever possible, and to eat meals with their residents often.
- Staff is expected to serve as positive role models and abide by all university rules and regulations.
- Absolutely Essential: All counseling, disciplinary and academic information is to be kept confidential. Confidentiality is a vital, critical component of professional ethics and standards. RA's must keep their supervisor informed of situations.
- Policy Enforcement: Each staff member is expected to become familiar with the university policies and procedures in the *Code of Student Ethics* and the RPS A–Z Guide. RA's will confront all behavioral problems that they encounter.
- Be sure to maintain a professional working relationship with IUPD.

**Supportive Work Environment**

- It is expected that we will maintain open communication with each other.
- Staff will always support each other publicly. When conflict amongst us occurs, it is expected that each of us will confront the issue(s) directly with the person(s) involved. . .in private.
- Do not jeopardize the professionalism of others or your own job security by bending the rules.
- Feel free to ask questions at any point.
- Confidentiality is to be safe guarded when required.
• It is expected that an ongoing two-way feedback system will be established. None of us operate well in a vacuum. Therefore, feedback is essential in order for change to occur.
• We all need to work towards creating an environment where respect for each other is the norm. Differences are expected and confrontation is seen as a necessary, healthy part of working together. . .conflicts become resolved when the environment allows for flexibility, creative problem solving, and fun!
• Enjoy! We all have a lot to learn. . .together!

**Duty**

The Indiana University Division of Residential Programs and Services requires that each center have at least 25% of the center staff on duty each day of the week during the school year. The purpose of RA's being on duty is to provide a service to the resident students and the community. The duty RA is responsible for ensuring the safety of the residents, security of the premises, performing public relations for the department, being a student advocate, and confronting situations as they arise.

Not only will the RA be available for responding to emergencies and responding to non-crisis situation, but also for casual contact with residents and visitors. Availability and access to residents is an expectation for all staff, but this is an even higher expectation for the duty RA.

Each RA will be familiar with the centers and university disaster plans and emergency procedures, and will be able to function in her/his expected roles.

An important function of duty is the gathering and passing of information to the RA's supervisor, the Residence Manager, regarding student life, the community, and the environment in each center.

Indiana University RA's will develop and maintain a sense of professionalism while on duty. Student needs, questions, crises, and concerns will be responded to in an immediate, responsible, and professional matter. Each RA is the front line representative for the department and the university while they are on duty, and it is our expectation that the RA duty obligation be met in an educational and student oriented.

You are the most visible as an RA when you take duty. This role varies in each residence hall due to the differences in needs and staffing patterns. Duty exists to insure that staff members are available to offer assistance in dealing with problems and emergencies. Basic to all halls are the tasks of "doing rounds," locking the hall at night, stationing yourself at the desk or another central location for ease of access, monitoring the activities in the public areas of the building, and just being available. RA duty is taken on a rotating basis within most halls, and should be shared evenly. During times of opening and closing the building, and during special events (Homecoming, Little 500, some...
concerts, etc.), RA's will be requested to serve extra duty. Weeknight and weekend duty is arranged by the Residence Manager to meet the needs of the hall. Twenty five percent of the center staff is required to be on duty each regular duty night.

**RPS Programming Philosophy**

Living in the residence halls will help me develop:

*A Network of Support*

- I will meet friends and mentors who can help guide me.
- I will overall experience a living environment that is comfortable, safe and fun.

*Critical Thinking Skills*

- I will be challenged to see things from a new perspective, and reconcile new information with what I believed to be true.
- I will be supported as I reaffirm or change my beliefs.
- I will learn the importance of integrating classroom knowledge with out of class experiences.

*Life and Decision Making Skills*

- I will learn how to take care of myself as an independent and interdependent person.
- I will learn to make decisions that allow me to be the person I want to be.
- I will learn to consider the impact of my decisions on others.

*A Community Identity*

- I will learn the benefits of being an active and involved community member.
- I will learn that my community has multiple levels and needs, and that I must play a part in meeting those needs.
- I will learn how to use my education to positively impact my current community, and the communities I am a part of after graduation.

*Diversity Awareness*

- I will learn to meet people who are different from me and interact with them in a variety of appropriate ways.
- I will develop a sense of cultural tolerance and a respect for all people.
- I will learn to be more aware of how words, symbols, and actions impact others and my community.
RAAC

RAAC = Resident Assistant Advisory Council

RAAC is a committee comprised of RA’s (specifically, one RA from each residence hall) that acts as an intermediate link between the RA’s of IU and the administration.

The purpose of RAAC is not only to be advocates for the staffs of IU’s residence halls, but also to gather suggestions and information about what those RA’s need in order to better fulfill the expectations set forth by the Division of Residential Programs and Services.

The Goals of RAAC

1. To help facilitate discussions of campus-wide expectations of RA’s with the goal of increasing communication and sharing ideas within IU residence hall staff.
2. To advise the administration of RPS on the recommendations and opinions of RA’s.
3. To help perpetuate the idea that RA’s are leaders and that their actions should reflect that image.
4. To endorse and support worthy student events and programs.

Amorous Relationships Policy

Resident Assistants and Graduate Supervisors are academic appointees. As such they are bound by the same guidelines, which exist for all academic appointees. In addition, it is the expectation of RPS that amorous “dating” relationships not occur between in-center staff members within the Residential Operations supervisory chain. Such situations endanger the trust, communication, and understanding among the other staff and residents, as well as fuel potential violations of our institutional anti-harassment policies.

Staff members departing from this expectation are subject to disciplinary job intervention including dismissal.

Staff Expectation When in Other Centers

Our staff members are employed by the Division of Residential Programs and Services, not by individual residence centers. If a staff member witnesses a potential violation of policy or a circumstance in which intervention might be appropriate, they should immediately contact a member of the center staff where the problem is occurring. If time
will not permit such a contact, the staff member should identify him/erself, make a good faith effort to intervene appropriately, and subsequently report the situation to a supervisor in the center in which the problem has occurred. Additionally, the staff member should report the situation to his/her own supervisor. The supervisory chain should make sure that both Residence Managers are made aware of the situation as soon as possible.

---

**E–mail Footers: Religious References**

It has become popular for many individuals to attach quotations, philosophical statements, religious references, etc. when they send electronic mail. IU staff members are state employees and as such should be careful regarding separation of church and state in such messages. In this regard, staff members are directed not to include specific religious references as header in their e-mail messages when they are acting in their capacity as employees. Additionally, staff members are encouraged to remember that even in the event they are communicating as private citizens, others may perceive them in their role as employee. Please err on the side of caution in this regard.

---

**About Community...**

Community is a social group of any size whose members reside in a specific location, share government or other common characteristics or interests.

**What:** Community is a group of people sharing a common purpose who are interdependent for the fulfillment of certain needs; live in close proximity and interact on a regular basis; are involved in defining expectations for all members and assume responsibility for meeting those expectations; and are respectful of the individuality of other persons in the community.

**Why:** Community development helps students determine the environment and personality of their house or floor. Communities put students in touch with new experiences and new ideas. Communities encourage exploration of values and development of individuals and relationships through challenging, caring and creative opportunities. Communities help students develop skills, which can be transferred to the larger community.

**How:** The members of your community need to define both their common and individual needs and goals. The community members need to discuss plans to meet their needs and solve their problems. The community members need to carry out these plans with maximum use of community resources, as opposed to outside facilities.
When: Community development must be made a precedence from day one in the house or on the floor. When new students are immediately confronted with these expectations, they will adapt to work with these parameters.

7 Elements of Community Development

There are many different theories about the development of communities and identifying the factors that define a group as a community. The Division of Residential Programs and Services has identified the following seven elements as necessary factors in the establishment and support of a community environment.

1. **SOCIAL CONTACT:** In order to feel connected as a community, individuals must have contact with other community members.
2. **SHARED VALUES:** There must be an identifiable set of shared goals and values toward which the group commonly ascribes and that it is seeking to fulfill. In a university setting this can be as simple as the pursuit of a college degree. In other settings, shared values may be things such as expression of religious beliefs or common interests in careers and activities, etc.
3. **COMMUNICATION:** A community must have communication between the members. This can be accomplished any number of ways such as face-to-face, posting in common areas, meetings, Internet, etc.
4. **SELF-REGULATION:** A community environment is supported when it (the members as a group) have the authority to define the laws, standards, or rules by which it will operate and a manner in which to address violation of those standards of behavior.
5. **MEMBER INVOLVEMENT:** Members of the community must make a commitment to the community though a sense of energy output of self-sacrifice. In order to truly be a member of the community an individual must be involved in the community on some level.
6. **SHARED PHYSICAL ENVIRONMENT & PROXIMITY:** A community needs some common space in which to interact as a group.
7. **SENSE OF BELONGING:** Individual members of the community must feel accepted by the group and must feel connected to other community members in some way.
What are Roommate Agreements?

**Definition and Philosophy:** The roommate agreements are intended to assist students in becoming acquainted with university policies, with each other, and with their own individual values, styles, and choices. The survey is designed to promote discussion among roommates about each person's needs and their expectations of others with whom they live. The students are encouraged to think about common areas of concern, such as study issues, privacy, courtesy, and safety, and to define for themselves what they need and what they do not. This entire process is also intended to teach students a constructive approach to address and resolve future conflicts.

**Purpose and Procedures:** The roommate surveys and agreement forms should be distributed to all students who have roommates. At the time of distribution the rationale and benefits of the roommate agreement process should be discussed and explained, so the residents can see the importance of the task. During the first month of school, while students are getting to know their roommate and are becoming adjusted to the freedom and responsibilities of college living, the roommates will be formulating their responses to the questions on the survey. At some point during this time, the roommates will discuss and negotiate their needs and expectation to establish standards or norms within the room that they share. Throughout the process it is beneficial to keep roommates focused on the hall policy rule E. #1 (see RPS A to Z Guide) that states "residents will be held responsible for any activities or damages that occur in the rooms to which they have been assigned." When they do this, the roommates will record their discussions and their standards on the agreement forms. Each roommate and the RA will have a copy of the contract to be pulled out for re-negotiation at any point during the year.

The roommates should be encouraged to at least initiate, if not complete, this task on their own, since it is their contract and applies primarily to the room's occupants. The RA though, should expect to be involved in the facilitation of this process and should look for ways to help deepen the dialogue between roommates. The RA can do this through conversations with each individual in the roommate pair or by setting up meetings with the roommates together. Whichever approach is selected the RA needs to have obtained and reviewed each roommate contract by 9/22/07. As with unit agreements, it will be necessary to review and re-negotiate the agreements between the roommates. **College students undergo many changes in their beliefs, styles and needs, particularly during their first few years. The roommate agreement should be reflective of those changes; if not, it will lose meaning quickly.**

**Benefits to RA's:** With a little bit of hard work with each roommate pair at the beginning of the year, the RA will enjoy far fewer roommate conflicts throughout the year. This will definitely work to the RA's advantage, particularly when s/he has lots of homework, needs to plan a program, or just wants to enjoy a night out. By encouraging roommates to take responsibility for their own needs and expectations the RA not helps them in becoming assertive adults, but to minimize the number of times s/he is called upon to fix all their problems. By taking time in the first month to discuss the roommate agreement process with each resident, RA's open the lines of communication with their residents and...
establish themselves as a resource person on the unit. This opportunity to get to know residents is unique and advantageous.

What are Community Agreements?

Definition and Philosophy: Community agreements are made by the individual unit and are facilitated by the RA. It attempts to assess how incoming residents feel about a number of "gray area" issues like noise levels, upkeep of the facility, how to monitor visitors on the unit, etc. This process in an attempt to start positive discussion about group issues that affect all residents rather than leaving community development to chance. Our objective is to have our residence hall unit communities form through communication, compromise, and commitment, rather than as a reaction to problems that occur in the future.

Throughout the year, the agreement will transform and evolve to compensate for natural changes that take place in the residents. The residents should view the agreement as a method of developing a community on the floor, as well as initiating relations with other members of this community. With the creation of the agreement, the concept of authority shifts from the RA to the residents. This agreement will empower residents to take full responsibility for their community by developing an atmosphere of respect.

Purpose and Procedures: These forms serve as a structuring device for facilitating and negotiating discussion about the unit standards. If students are to live together in reasonable harmony, they must have the opportunity to express their expectations of how they want to be affected by others. From an awareness of each other's expectations, the residents can discuss differences and come to agreement on ways that they can incorporate these differences into successful compromise where cooperation yields contentment.

Often residents believe that everyone thinks alike, has the same needs and values, and will act the same in a residence hall environment. Thus they don't understand or appreciate why a unit agreement is vital. The RA must help the residents to see the implication of a community with no standards or no assumed standards. The RA must also help the residents to understand their role and the role that the residents will assume as members of the community. Residents need to be held accountable for their experiences and actions that involve others around them. It is also important to stress that each resident needs to accept responsibility for participating and contributing to the standards s/he will be expected to observe. The discussion with residents concerning the purpose and need for a unit agreement is an important avenue to open conversation about the reality of community living. This discussion begins the process of residents engaging
other residents in relationship-building conversation. PLEASE TAKE THE TIME TO DISCUSS THE AGREEMENT—ONLY GOING THROUGH IT AS A CHECKLIST COMPROMISES THE RESIDENTS UNDERSTANDING OF COMMUNITY AND OF EACH OTHER.

Benefits to RA's: The community survey provides initial information to the RA about the needs and expectations of each resident. The RA should see the floor/unit agreement as a resource to help address possible conflicts before they arise, as well as a foundation for future discussions should conflicts develop. This process is also an important way to convey to the residents that the role of the RA is not to "control" the floor/unit, or to be everyone's "go to" person.

Role-plays and Discussion Ideas for Community Agreements

Please use these situations as needed and appropriate for your living environment. The purpose is to generate opinions and ideas on how to handle possible situations and to facilitate the community agreement. These situations can be role-played by residents or discussed by the group. Involving returning residents in the creating of new scenarios or presenting options can be a helpful in keeping them connected to the process. If residents come up with resolutions that you feel are too simplistic, it might be useful to present or brainstorm different options and their possible ramifications. Please feel free to create some of your own scenarios that may apply to your specific unit or to categories that residents have a difficult time reaching agreement.

Floor Lounge Issues
It's the week before mid-terms and you are studying in the lounge around 7:30 p.m. Some of your floor mates are also there taking a study break and playing cards. Their card game starts to get louder and is disrupting your studying. How do you choose to handle the situation?

Damages
You are in the lounge trying to catch up on your studying on Friday night. You hear a lot of noise in the hallway and then see people (from your floor or a different floor) running by and spraying shaving cream and throwing water. How do you choose to handle the situation?

Quiet Hours
It's been a long week and you've finally found the time to go to sleep early. Just as you get comfortable, your neighbor's stereo is turned up loudly - the music is so loud it could be coming from your own room. This has gone on for about ten minutes so far. How do you choose to handle the situation?
Security Issues
It is early in the morning and you are on your way to take a shower down the hall. As you turn the corner you see a person you have never seen before looking around the hallway. You know that no one on the floor is probably up yet. How do you choose to handle the situation?

One of your hall mate’s significant other has been spending a lot of time on the floor recently. You and some other residents are uncomfortable having this person around so much. You find him/her unescorted in the bathroom several times brushing his/her teeth while other floor members are in the shower. How do you choose to handle the situation?

Interpersonal Issues/Floor Communication
You know that your friend and his or her roommate have been arguing frequently. Anything from the music they play to when they turn out the lights. Their arguing is affecting other people on the floor/unit, as people are starting to take sides. How do you choose to handle the situation?

You have noticed a hall mate violating several areas of the community agreement. S/He doesn't seem to care that others are upset by their actions. How do you choose to handle the situation?

The Campus Judicial Process
Every community has expectations of its members. Your temple or mosque expects that you won't run and scream in the sanctuary. The others who play in your golf league expect that you're not going to come to games naked or drunk. Your employer expects that you will show up for your job on time and properly dressed. We operate inside many different communities each of which have expectations for our behavior. Sometimes those expectations are explicit (ie they're written down in, say, your employment contract) other times they are implicit (the folks on your golf team never sat down a came up with rules for your team, but there is an unspoken expectation about acceptable behavior). This is no different in the residence hall setting.

Our communities have expectations and beliefs- we are NOT a values-free organization. Students who want to come live in our hall communities AGREE to our set of expectations! No one is forcing the Code of Student Rights, Responsibilities, and Conduct on students; students agree to it willingly! It's almost like a contract- we'll provide the buildings and staff; you provide acceptable behavior and a willingness to learn. Simple as that, right?
Sadly no, because we can be sure that there will be students who, throughout the course of the year, will engage in some behavior which may rise to the level of being a violation of the Code of Conduct/IU Residence Hall Rules and Regulations. However, because we know that we are NOT police or a judge, we don't have to respond to misconduct the same way that a municipal government might. Instead, the University believes that when someone is found to have violated our personal or academic conduct expectations, the University can work to create opportunities for students to come to understand and learn about their choices in a safe and protected environment. So that makes the job of the staff member not one of enforcer, but one of reporter and peer-teacher. The RAs job is simply to report concerns to supervisors and to work with students to resolve disputes. Students are asked, through reflection, assignments, and behavioral contracts to change their behavior for the tenure of their time at IU. Additionally, in residence hall settings, the staff member has the crucial task of facilitating Restorative Justice (RJ).

RJ is a philosophy which teaches that people or communities which have been affected by an act of misconduct can be made whole again if the alleged student works with the university's staff to demonstrate his/ her willingness to fix the problem and not do it again. Think about how you might feel as a resident of a floor when the bathroom has been trashed and abused every week for a semester. You'd get tired of having to go into a filthy bathroom, and you'd be tired of the restitution charges that were handed to you and ALL the other students on that floor. Should someone be determined to be the responsible party in such an example, in addition to other sanctions levied by IU, there may also be a chance for that person to try to repair (to relative health) what s/he did. This might take the form not only of community service hours and restitution, but that student may also want to address the community and try to figure out how s/he can repair the damaged relationships with each person on the floor. That's restorative justice—a chance to fix the damaged relationships and make everyone feel better about what happened.

There will be some unfortunate acts of misconduct that cannot be easily repaired, and may be so egregious that we may ask a student to move-off campus, or even leave the university for a time. These are rare instances, but they do happen. So this is your task. To help summarize all the things said above, consider this little list:

**Our Basic Beliefs about RAs and the Campus Judicial Process**

- RPS believes that students come to live in our residence halls because they want to live in an environment that is supportive of their academics and their own individual development.
- Conflict is inevitable and it is a valuable and necessary part of any healthy community. Unresolved conflict and individuals that refuse to help be part of a solution are hard on a community.
- Behavioral expectations (Code of Conduct/IU Residence Hall Rules and Regulations) exist to protect the opportunities of each individual to be all that s/he chooses to be. Standards also protect the needs of the community as a collective group.
• The Campus Judicial Process exists to provide every individual member of the community an opportunity to learn from his or her mistakes. RPS works to make sure that students truly learn from their experience in the process. This comes from a belief that teaching and learning about inappropriate behavior is more likely than punishment to change the behavior.

• The Campus Judicial Process **is not** an attempt to create a mini legal system. We believe that the University community is a special one, and that student misconduct deserves a special process and language that recognizes the learning-centered environment.

• Resident staff members help to make our behavioral expectations work by making sure that all community members are familiar with them and identifying, on behalf of other community members, those that are not holding up their part of the contract. **Resident staff members are teachers about community and use every chance they have to help community members understand and support behavioral expectations.**

• Resident staff members are good at facilitating conflict resolution, be it through peer to peer advising, soliciting help from Graduate Staff, or working with another outside agency (Mediation and Conflict Resolution Services).

• Resident staff members cannot and should not be expected to solve every situation.

• Resident staff members **are not** "cops" and do not look for problems, but do address every potential policy violation that they think they observe.

---

**Goals of the Campus Judicial System**

To hold students accountable for their behaviors with fairness and dignity to all involved parties.

To protect the welfare of the Indiana University community and its constituents.

To educate students about the expectations Indiana University has regarding the standards of behavior all students are to maintain.

To have offending behaviors cease and not be repeated.

To provide developmental learning experiences that give students the opportunity for insight and reflection about why they are at Indiana University and how to best accomplish their goals.

To enhance and, at times, re-establish the learning environment for students at Indiana University.
To fairly, effectively and efficiently administer the *Code of Student Rights, Responsibilities, and Conduct*.

---

**The Steps of the Campus Judicial Process (CJP)**

The Campus Judicial Process has a number of steps which are designed to ensure that a student is treated fairly and in a timely manner when there has been an allegation of misconduct. The Office of Student Ethics and Anti-Harassment Programs, which is a part of the Dean of Students office, is responsible for administering the Campus Judicial Process. Student Ethics receives incident reports from faculty, RAs, IU Police officers, and other students which may allege an act of student misconduct. Student Ethics will then investigate and charge and adjudicate any misconduct which appears in these reports. In the Residence Centers, the Assistant Residence Manager (ARM) (called the Residence Coordinators in McNutt) or Residence Manager (RM) is the Student Ethics staff member who is responsible for the management of all the cases which have occurred in your center. ARM/RMs, working with the center secretary, is responsible for notifying a student of a pending judicial case, and conducting the informal hearing, usually right in the center buildings.

The vast majority of all student conduct cases are resolved in this *informal hearing*. It will be important that you are able to help answer questions for residents who may be charged with a potential policy violation. So that you are able to understand how the process works for all students who find themselves in conflict with the *Code of Conduct/IU Residence Hall Rules and Regulations*, here is a brief flowchart, which explains the process:

---

**The RAs Role in the Process**

The role RAs play in the Campus Judicial Process is an important one: the role of problem identifier. It is the only role RAs serve in the Campus Judicial Process. RAs serve in a role, which is designed to help students accept responsibility for their actions. RAs are charged with documenting what they perceive to be violations of the *Code of Conduct/IU Residence Hall Rules and Regulations*.

How might you, as an RA, identify a problem?

- You observe what you perceive as a violation of the *Code of Conduct/IU Residence Hall Rules and Regulations* while on duty rounds.
- You observe what you perceive as a violation of the *Code of Conduct/IU Residence Hall Rules and Regulations* while simply walking through the building.
- A resident tells you about an occurrence, and you investigate.
- A GS asks you to investigate and document an occurrence.
The Confrontation:

For the good of the community and the needs of ALL community members, you should confront all students involved when you think that you observe a violation of the **Code of Conduct/IU Residence Hall Rules and Regulations**. This means that your role as a staff member is not an optional one: it is not a choice you can make, and say to yourself, “Well, it’s not that bad, I’ll let it go this time.” Letting it go one time means you’re saying “It’s Ok!”

Steps in confronting what you think may be a violation of the **Code/Res. Hall Rules**:

1. Identify yourself by name and as a staff member of your specific building.
2. Inform the student(s) you believe that you have witnessed a potential violation of the **Code/Res. Hall Rules**.
3. Request, in a polite manner, that the student(s) cease his or her behavior immediately. Should the students resist conforming to the **Code/Res. Hall Rules**, remind them that you can always involve IU Police Officers, but you would prefer to not involve them (unless there is a concern about drug possession or use).
4. If students are aggressive or uncooperative, find a phone and your supervisor. At that point, allow IU Police Officers may be called and the Police will take the lead in addressing aggressive behavior, though you should remain nearby to collect information for your incident report.
5. If students cooperate and heed your request, inform them that you will be documenting this occurrence and submitting that report to your supervisor. You may answer questions as students have them, but remember to avoid specifics and don’t make any promises, as each informal hearing is unique and will be handled individually.
6. Finally, before you depart, remind students that you or another staff member may be returning shortly to confirm that the disruptive actions have ended.

**A Word about Sanctions**

RAs in general should never promise or hint at what kind of sanctions a student might receive. Why? The judicial officer who has the initial meeting with the student may create a new sanction that you are unaware of, or the situation could be changed in some way. Rather than make a promise you cannot keep, simply say, “The question of sanctions is going to be between you and your assigned judicial officer”.