

Procedures & Policies

Not all of your one-on-one interactions will involve your helping skills. Some will demand that you have a good grasp of how to effectively enforce hall and campus policies.

"But confrontation is scary!" you say.

Not if you know what you are doing!

This section will acquaint you some major policies and give you some guidance on how to enforce them:

- **Residence Life Procedures and Policies**
- **Campus Procedures and Policies**
- 🌐 **Dealing with the Alcohol and Drug Policies**
- 🌐 **Dealing with the Sexual Misconduct Policy**
- **The RA/SR as the Authoritative Friend**
- 🌐 **How to Enforce Policy**



**DID YOU
KNOW?!**

Whitman College aims to provide students with a safe and secure living environment conducive to academic success and personal growth. College policies and regulations are designed to attain this goal. Being a good policy enforcer at Whitman is akin to being a good educator.

Residence Life Procedures and Policies

Procedures

The Dean of Students has charged the Residence Life and Housing Office with the specific responsibility of addressing discipline in all campus housing. As a result, Residence Life staff act on the behalf of the college in utilizing official college disciplinary procedures. These procedures are designed to protect both the rights and responsibilities of staff and students. Disciplinary action should be an educational experience. Thus, within the context of official procedures, ample opportunity exists for an encounter with the charged student(s) in which a two-way educational experience is established.

The initial responsibility for enforcement of campus housing policies falls upon the residents themselves. When a violation of student rights cannot be prevented by voluntary cooperation with peers or when student conduct endangers safety and or property, Residence Life staff should intervene.

The steps in the box to the right are intervention options open to the Residence Life staff. ***These steps may be used in succession or individually, beginning at any level,*** depending on jurisdiction, apparent severity, or expectation of effectiveness. Typically, RAs and SRs are only responsible for numbers 1, 2 and 3.

Typical Flow of Disciplinary Procedures at the Residence Hall Level

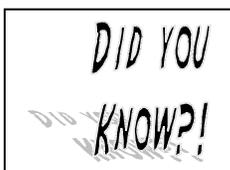
1. Have a conversation with the student or students involved.
2. Assign "Creative Sanctioning." (See more on Creative Sanctioning below.)
3. File an "Incident Report." This starts a paper trail to document serious or repeat offenses. (See more about Incident Reports below.)
4. RD sends a policy clarification letter. This constitutes a formal warning as well as describing the policy that is being violated.
5. Student(s) have an informal hearing with the RD. This results in the student(s) being exonerated, given sanctioning, or referred to the Judicial Coordinator.
6. Student(s) are referred to the Director or Assistant Director of Residence Life.
7. Judicial Coordinator for an informal hearing. Hearings insure that accused students receive notice of the charges against them and have the opportunity to be heard in their own defense.



Incident Reports: are forms that record policy violations. They can be used to bring up charges against a student or can simply serve as a record to be referenced in future violations. Incident Reports should be used in anything more than minor policy violations (i.e. playing loud music or burning a candle. However, if minor violations are repeated, filing an Incident Report would then be appropriate. In most cases these reports are kept on file with the RD or the Residence Life and Housing Office, but sometimes they are passed on to the Judicial Coordinator. Your RD has blank Incident Report forms for you to use, although he or she may just ask you to type up the following information on your own. RD's must sign your report.

Necessary Information for an Incident Report

- ☞ DATE YOU ARE WRITING THE REPORT
- ☞ DATE OF INCIDENT
- ☞ TIME OF INCIDENT
- ☞ DESCRIPTION OF THE INCIDENT
 - Names of individuals involved
 - Specific location, etc.
 - In case of theft, give complete description of articles stolen when possible.
 - In cases of damage, give complete description of extent of damage.
- ☞ ACTION TAKEN
- ☞ FURTHER ACTION RECOMMENDED (IF ANY)
- ☞ YOUR SIGNATURE
- ☞ YOUR RD'S SIGNATURE



Every once in a while, the Incident Report you've written might end up in the hands of the charged students while talking with the RD, the Director or Assistant Director of Residence Life, or the Judicial Coordinator. Therefore, it is important that you write a report that is **purely factual** and that will not reflect poorly upon you should the charged student(s) read it. As a matter of fact, a powerful way to help emphasize the officiality of an Incident Report is to ask the involved students to read through it and help you best present what happened before you sign the report. If the Incident Report is being used to get them to realize that their actions have consequences, having them actually help with the paperwork will give them an opportunity to reflect upon this.



Creative Sanctioning: A successful Creative Sanction gives students time and prompts to understand why the policy he/she transgressed exists. As we've mentioned, Whitman strives to make all of its policy violations result in some sort of education. Creative Sanctioning is a good way to educate students who have violated policies. The idea is to give them a consequence that gives them an opportunity to reflect on or better understand the nature of their offense (different from punishment, the term "consequence" is meant to call attention to the fact that the student's actions brought the sanctioning about). Thus, Creative Sanctions often take a student's most valuable resource: time.

Examples of Creative Sanctions

- For throwing something out of a window, the resident might be asked to clean-up the perimeter of the building.
- For smoking marijuana in the hall, (in addition to talking to the RD and having drug paraphernalia confiscated, etc.) the resident might be asked to research and put up a bulletin board about the consequences for breaking the State Laws regarding drugs and the effects of marijuana on the body.
- For repelling out of a window, the resident might be required to organize, advertise, and lead a climbing program for the hall at the climbing wall.

Policies: The Residence Hall Agreement

There are two levels of policies originating in Residence Life: Those specific to each on-campus community (policies particular for your hall or house), and those held in common by all campus communities. Some common campus-wide policies are:

- For fire safety reasons:
 - Residents may not hang items from any of the building pipes.
 - There is to be no tampering with fire warning devices or extinguishing systems.
 - Nothing may be hung on ceilings or over lights.
- Entry doors are not to be propped open.
- Smokers ought to be kept a far enough from the building that smoke does not enter the building or disturb residents.
- For the welfare of the residents and the facilities, residents may not climb on building roofs, walls, or through windows.
- Students must observe Quiet Hours as established by the hall staff and always be respectful of others.

In addition to the above policies, every RA, SR, and RD are also responsible for enforcing the policies that are listed on the back of the Room Condition Report. Every resident (including you!) is expected to sign this form (referred to as an R.C.R.) within *the first two weeks* of checking into his/her new living space.

This form serves as an agreement between the landlord and the tenant, or the Residence Life and Housing Office and the resident. It is referred to as the “Residence Hall Agreement.” As a staff member, you should read this agreement until you thoroughly understand the policies, for *you* are expected to hold others accountable to them. Your RD will be providing you with this form if he or she has not yet done so.

The biggest blanket statement made in The Residence Hall Agreement, which will support you in many of your decisions to ask a student to discontinue his or her behavior, is written in all capital letters at the bottom of the Agreement. It reads:

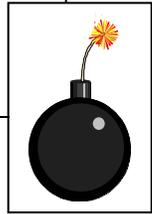
STUDENTS LIVING IN RESIDENCE HALLS ARE EXPECTED TO CONFORM TO STANDARDS OF CONDUCT WHICH ARE CONSISTENT WITH THE EDUCATIONAL OBJECTIVES AND PRIORITIES OF WHITMAN COLLEGE. RESPECT AND CONSIDERATION FOR THE RIGHTS OF OTHERS AND THEIR NEEDS FOR STUDY TIME AND REST MUST RECEIVE PRIORITY OVER OTHER NEEDS. THE RESIDENCE HALL STAFF IS RESPONSIBLE FOR HELPING TO CREATE AN ATMOSPHERE CONDUCTIVE TO STUDY, ENJOYMENT, AND LEARNING HOW TO LIVE RESPONSIBLY WITH OTHER INDIVIDUALS. EACH STUDENT IS EXPECTED TO RESPOND TO REQUESTS FROM STAFF AND FELLOW STUDENTS CONCERNING BEHAVIOR WHICH DOES NOT HONOR THIS PRIORITY.

Campus Disciplinary Procedures and Policies

Procedures

What follows is an excerpt from “Part 5. Disciplinary Procedure” in the *Whitman College Student Handbook* (a.k.a. “Look Book”). The segment reprinted here is “Violations of College Regulations” and can be found starting on page 62 in the 2000-2001 *Student Handbook*. It is strongly suggested that you are familiar with not just this part of the *Handbook*, but the entire *Handbook*.

There are going to be several excerpts from the Student Handbook in this section. These excerpts constitute the most boring part of this handbook. Suck it up. Read it. You need to know this stuff in order to be a truly successful staff member. Knowing this stuff will also make your job easier, because you'll have a better understanding of the way of the Whitman world.



Violations of College Regulations

When a student is charged with the violation of a College rule or regulation, the matter will be handled as indicated below. The Judicial Coordinator referred to herein will be designated by the Dean of Students. There is no “statute of limitations” for filing a charge against a student. A student may be accused and subject to the procedures below at any time while enrolled at the College (see Sexual Misconduct Policy for exception). The procedures below are superseded by other procedures in cases of sexual harassment, sexual misconduct or academic dishonesty.

- A. An appointment between the student and the Judicial Coordinator will be arranged.
- B. In the meeting with the Judicial Coordinator the student will be told what rule or regulation was allegedly violated and receive a description of the incident including time, date, location, and summary of the evidence. The student will also receive a copy of the Student Handbook, be informed of his/her rights, have the charges explained and options outlined and have the opportunity to make a statement and ask any pertinent questions. Students who fail to appear at the appointed time or fail to reschedule the appointment will receive written notice of the charges, with all of the above information included, and the opportunity to appear in person before the Judicial Coordinator within two class days of receipt of the notice. Failure to respond at this time will result in the student waiving the right to a hearing and being assessed an appropriate sanction by the Judicial Coordinator based on the evidence available.
- C. The above initial meeting will result in one of four possible outcomes:
 1. The Judicial Coordinator may dismiss the charges.
 2. The student may accept responsibility for the violation and have a sanction imposed by the Judicial Coordinator. Such a disposition of the case shall be final and there will be no subsequent proceedings or appeals.
 3. The student and the Judicial Coordinator may agree to continue the meeting at a future time. At this subsequent meeting the student may make a statement, present witnesses, and have an adviser (who must be a student or College employee) present. Within two class days of this second meeting the Judicial Coordinator will inform the student of the decision in writing with an imposed sanction if applicable. This decision may be appealed to the Dean of Students within five class days of its receipt.
 4. The student may elect a formal hearing before the Council on Student Affairs. The Judicial Coordinator will refer the case to the Council on Student Affairs automatically if suspension or expulsion are possible sanctions. Up until the time the Council on Student Affairs meets to hear the case referred to it by the student, the student may change his/her mind and have the case proceed as in number 3 above.

- D. If the student chooses a hearing before the Council on Student Affairs, or the case is referred to the Council on Student Affairs by the Judicial Coordinator, the procedure will be as follows:
1. The Judicial Coordinator will provide the student with a written summary of the evidence and charges, a notice of the time and place of the hearing, the names of adverse witnesses, and a list of names of members of the Council on Student Affairs. The hearing must occur not less than 72 hours after the student receives the notice. The student may challenge any voting member of the Council for cause. The Judicial Coordinator will rule on all such challenges.
 2. At least 48 hours prior to the hearing the student must provide the Judicial Coordinator with the names of witnesses to be called, if any. However, at any time prior to the hearing the student or the Judicial Coordinator may introduce new evidence or witnesses with due notice to the other party.
 3. The student may choose an adviser from the Whitman College community (student or employee) to help prepare his/her case. This adviser may be present at the hearing but may not speak aloud. The adviser may only consult with the student.
 4. Other than the student, his/her adviser and the Judicial Coordinator, who will present the case against the student, only those others who are called on by the Council on Student Affairs to present information relating to the case will be allowed to testify. The Chair of the Council on Student Affairs will rule on all such questions.
 5. A quorum of the Council on Student Affairs for the purpose of the hearing shall be two-thirds of those members eligible after challenges have been ruled upon.
 6. At the hearing the statements of charges and supporting evidence will be presented by the Judicial Coordinator and reviewed. The student may make a statement and present evidence and witnesses in his/her defense. The Judicial Coordinator or Council on Student Affairs may question the student and any witnesses. The student may choose not to answer any questions. The student shall be given the opportunity to submit in writing any questions that he/she would like asked of any witness.
 7. If the student fails to appear at the hearing, the Council on Student Affairs may proceed in his/her absence and may assess an appropriate sanction based on the evidence available.
 8. All decisions by the Council on Student Affairs will be by a two-thirds vote of those eligible and will be based only on the evidence presented at the hearing. The standard of evidence to be used by the Council in reaching determinations of guilt or innocence shall be a "preponderance of evidence."
 9. After the deliberations the Chairman of the Council on Student Affairs will inform the student in writing of the decision within two class days of the hearing. Notification will include a sanction if applicable.
 10. A decision by the Council on Student Affairs may be appealed by a student who is the subject of disciplinary action by the Council when:
 - a. He or she feels that there has been a procedural error in the discipline process by the Council, or
 - b. Evidence or information relevant to the case did not arise during the hearing.If the accused student wishes to appeal the Council's decision, he or she may petition the Chair of the Faculty in writing, stating which of these two grounds is being used as the basis for the appeal. The Chair of the Faculty will then act on the petition in one of three ways:
 - a. The Chair of the Faculty may decide to hear the appeal and then rule.
 - b. The Chair of the Faculty may form a panel to hear the appeal.
 - c. The appeal petition may be rejected.
 11. Near the end of the semester all of the above time provisions may be altered by the Judicial Coordinator in consultation with the Dean of Students. However, care must be taken in such cases to ensure that the accused maintains the basic rights of these procedures.

Policies

Whitman College Alcohol Policy:

Whitman College has a strong philosophical policy regarding alcohol. The policy considers each and every student to be responsible for their own choices and the consequences that follow them. The four primary objectives are:

- 1) To promote responsible behavior and attitudes among all members of the College community.
- 2) To educate students concerning the use and effects of alcoholic beverages in order to promote responsible decision making.
- 3) To help individual students experiencing difficulties associated with the use of alcohol.
- 4) To remind students that twenty-one is the legal drinking age in the State of Washington.

Law according to the State of Washington and the City of Walla Walla:

It is unlawful for any person under the age of twenty-one years to acquire or have in his possession or consume any liquor except that given to him by his parents or guardian or administered by his physician or dentist for medicinal purposes. It is a violation of the State Liquor Act punishable by a maximum fine of \$5,000 or imprisonment, or both, for any person under the age of twenty-one years to purchase alcoholic liquors or to enter or remain on the premises of any establishment licensed to sell liquors at retail. The sale of alcoholic liquor to a minor is a felony and the giving or supplying of alcoholic liquor to any person under the age of twenty-one, either for his own use or for the use of any other person for consumption on the premises or anywhere else, is a gross misdemeanor. The misrepresentation of age and the use of false or forged documents to obtain alcoholic beverages are gross misdemeanors punishable by a minimum fine of \$5,000.



H.E.R.P.: Remember the four tenants of the alcohol policy by remembering H.E.R.P.!

Help individual students experiencing difficulties associated with the use of alcohol.

Educate students concerning the use and effects of alcoholic beverages in order to promote responsible decision-making.

Remind students that twenty-one is the legal drinking age in the State of Washington.

Promote responsible behavior and attitudes among all members of the College community.

The policy can be found on page 40 of the 2000-2001 *Student Handbook*, and is also reprinted below. You should encourage your residents to be familiar with this (and every) policy.

Regulations Concerning Alcohol

1. There shall be no drinking of alcoholic beverages and no open containers in public places on the college campus. Alcoholic beverages may be served inside of college buildings on an event-by-event basis under the following conditions (residence halls are covered under number 3 below):
 - a. A college-affiliated organization or an organization that has reserved the facility according to college procedures sponsors the event.
 - b. A college faculty or staff member assumes responsibility for the event and agrees to be present for its duration.

- c. The department, division, office, or administrator responsible for the facility being requested agrees to the terms of the use of alcoholic beverages and the facility.
- d. The use of alcoholic beverages will be in full compliance with the Washington State Law.
2. No ASWC fees or residence hall fees may be used for the purchase of alcoholic beverages.
3. Alcohol-related events may be permitted in certain public areas of residence halls, under the following guidelines:
 - a. The event conforms to the social regulations established by the students of the residence hall at the beginning of each academic year. Residents reserve the right to prohibit or regulate such events on an event-by-event basis.
 - b. The event has one or more “student sponsors,” who have filed a “Request for Usage of Residence Hall Public Areas” with the Resident Director of the residence hall. Such requests must be made (1) at least five days in advance, in the case of all-hall events, or (2) at least ten days in advance, for larger events. The Special Events Committee of the residence hall will then act upon the request according to the established procedures of that residence hall.
 - c. The student sponsor(s) of the event will be responsible for fulfilling the obligations delineated in the “Request for Usage of Residence Hall Public Areas,” and for assuring that the event “. . . ensures adequate consideration for the rights of individual students to privacy and the preservation of the individual dignity and comfort and . . . promote(s) an atmosphere consistent with and in furtherance of the basic educational purpose of the College.” (General College Regulations, Section 2).
 - d. Attendance at the event must be restricted to Whitman students and their guests.
 - e. If any of these conditions are not met, the event may be terminated and its sponsors or other offenders held subject to residence hall or college disciplinary measures.
4. Students and student groups must avoid the direct or indirect sale of alcoholic beverages.
5. Students will be held directly responsible for the destruction of personal or public property, the violation of the safety or rights of other persons, or the violation of any other campus regulations which may occur while they are under the influence of alcohol.



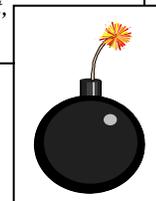
Regulations Concerning Drugs (page 48 in the 2000-2001 *Student Handbook*):

It is a violation of college policy to use, possess or distribute any narcotic drug or controlled substance except as permitted by law.

Any student choosing to violate this policy, or the laws of the State of Washington, should be prepared to accept the consequences of his/her decision. The College reserves the right to pursue legal and/or its own judicial action should students violate the law or this policy. In addition, if referred for prosecution and found guilty the law calls for penalties ranging from fines to imprisonment.

FOR INFORMATION AND GUIDELINES ON HOW TO ENFORCE THIS POLICY, SEE "THE ROLE OF THE STAFF MEMBER: DEALING WITH THE ALCOHOL AND DRUG POLICIES" ON PAGE 75.

It's now time to talk about the Sexual Misconduct Policy. It is long, detailed, and tedious. But imagine what it would be like to have to stop and learn about the policy when a resident is in your room, sobbing after being sexually assaulted. That is not the time to read this section. Now is the time to read this section. Set a reward for yourself to claim after you are done reading it, and get going.



Whitman College Sexual Misconduct Policy

Whitman College should be a safe community that encourages students' social and emotional development along with their intellectual growth. Students should be free to socialize without fear of bodily harm or psychological coercion. Whitman College believes in gender equality, responsible decision-making concerning the use of alcoholic beverages, the avoidance of other drugs, and the right of every individual to choose the level of intimacy to which he/she wishes to become involved. Indeed, the College insists that Whitman be a rape-free, harassment-free, and violence-free campus community. This policy outlines the procedures governing the infringement of such student rights with regard to sexual conduct. Formally accepted November 10, 1997, Whitman's current Sexual Misconduct Policy begins on page 51 in the 2000-2001 *Student Handbook*, and is reprinted below.

Sexual Misconduct defined:

1. Unwanted sexual activity, actual or attempted, such as touching, attempted disrobing, or coerced physical contact, and threats designed to force sexual activity, is a violation of College policy.
2. Sexual penetration resulting from force or threat of force when one of the involved parties does not freely consent to sexual activity is a violation of college policy. Penetration is understood to include intrusion into any orifice or opening of the body. Force or threat of force includes physical force as well as any type of coercion.

Consent and lack of consent in relation to sexual misconduct:

An issue in sexual misconduct is mutual consent. Sexual activity should not take place unless all parties have freely given consent. Sexual misconduct occurs when one party refuses to take "no" for an answer. A verbal rejection or any other type of resistance constitutes a lack of consent.

Silence does not necessarily mean consent. For instance, an individual who has lost consciousness does not have the ability to give consent. An individual who is under the influence of alcohol or other drugs may not have the ability to give consent, even if that person does not explicitly say, "No." Similarly, someone who is suffering from shock, is frightened, or feels threatened may not be able to object to sexual advances. Indeed, engaging in sexual activity under these circumstances may constitute rape. In unclear situations, students should seek the active verbal consent of their partners. Consent, when it is given, must be freely given. Consent under duress (physical or emotional threat) does not constitute freely given consent.

Whitman College expects all students to refrain from using intoxicants to the point of physical, mental, or emotional impairment. Students shall not take advantage of intoxicated individuals.

Procedures:

Any member of the Whitman community may bring charges of sexual misconduct against a Whitman student. There will be no distinction made between incident(s) that occur on or off campus. Incident(s) covered under this policy must be reported to either the Conduct Coordinator or the Dean of Students within 24 months of the alleged incident(s) but Whitman College encourages complainants to report incident(s) covered under this policy to the Conduct Coordinator as soon as possible, since any delay may weaken the case. In all cases, the Dean of Students will meet with the complainant and, within the discretion of the Dean, with the accused student. The Dean will discuss the various procedural options with the complainant and secure the complainant's recommendations for further proceedings. After securing the complainant's recommendations, one of the following procedures will be selected:

1. At the complainant's request, take no further action.
2. If agreed by the complainant and the accused student, the Dean of Students may seek to resolve the issue through mediation. The mediator may be the Dean of Students, the Conduct Coordinator, or any other person acceptable to the parties. The parties are the complainant and the accused. The mediation will be non-binding on the parties unless they otherwise agree in writing.
3. If the complainant does not wish to proceed with a formal hearing (see paragraph 4 below), the complaint may be resolved by the Dean of Students without a hearing based upon meetings between the Dean and the complainant and the accused. At the Dean's discretion those meetings may be separate with each party or together with both parties. Under this procedure an accused student may either:
 - a. after an informal meeting with the Dean, accept responsibility for a violation of the policy and have a sanction imposed by the Dean, or
 - b. request a formal meeting with the Dean to address the allegations. At any such formal meeting the complainant may but shall not be required to be present. At this meeting, the accused student may make a statement, present witnesses, and have an adviser present. Within two class days after this formal meeting, the Dean will inform both parties in writing of the decision of the Dean, including any sanction imposed if the student has been determined to have violated the Sexual Misconduct Policy. Under this procedure (a and/or b above) the Dean shall not have the authority to expel or suspend a student found to have violated the policy, and the disposition shall be final, without any subsequent proceedings or appeals.
4. If the complainant wishes to proceed with a formal hearing, and if the Dean of Students has determined that the complainant has alleged facts which, if true or believed, could constitute a violation of this policy, a formal hearing shall be conducted by the Council on Sexual Misconduct. If the complainant wishes to proceed with a formal hearing, but the Dean of Students disagrees that the allegations of the complaint could constitute a violation of this policy, the Dean shall make the determination after conferring with a faculty member elected to the Student Life Committee, which faculty member shall if possible be a member of the opposite gender than the Dean. If the faculty member and the Dean of Students agree that the allegations of the complaint could constitute a violation of this policy, then a formal hearing shall be conducted. If the faculty member and the Dean agree that the allegations of the complaint could not constitute a violation of this policy, and that no further action is warranted, a written statement will be provided to the complainant detailing the basis of such action. If the faculty member and the Dean disagree whether the allegations of the complaint could constitute a violation of this policy, the complainant shall be entitled to proceed with a formal hearing.

The Council on Sexual Misconduct defined:

The Council on Sexual Misconduct is the official Council that decides responsibility when the matter is sent for a formal hearing. The Council on Sexual Misconduct is composed of two faculty members and two students selected from the Council on Student Affairs, and two members of the professional student services staff. The Council must be evenly composed of men and women. The Dean of Students will serve as the Chair of the Council on Sexual Misconduct and will be responsible for selecting the two faculty members, the two professional student services staff members and the two students to serve on the Council on Sexual Misconduct prior to each hearing. The Chair of the Council on Sexual Misconduct may not vote. Since all members on the Council on Student Affairs are eligible to be selected to serve on the Council on Sexual Misconduct, they must participate in training organized by the Conduct Coordinator before hearing any cases. Several eligible professional student services members must also participate in this training before hearing any cases. All six members of the Council on Sexual Misconduct selected to hear a particular case must be present to hear and vote on the case. Except as necessary in the context of formal procedures, all members of the Council on Sexual Misconduct are expected to maintain confidentiality regarding all aspects of each case.

Procedures for Formal Hearing:

The following formal procedures are to be followed in cases that come to the Council on Sexual Misconduct:

1. The Judicial Coordinator shall meet with the complainant to discuss the incident(s) and to obtain a written statement regarding the events in the incident(s). In this and subsequent meetings, the Judicial

Coordinator is to maintain and communicate a stance of strict impartiality, suspending judgment as to the relative responsibility of the parties for the incident(s). The parties to the proceeding are the complainant and the accused. The Judicial Coordinator may refer individual parties to appropriate counselors or resource persons. Statements submitted by either party or witnesses shall not be utilized in any off-campus legal proceedings.

2. The Judicial Coordinator shall meet with the accused student to discuss the incident(s) and to obtain a statement regarding the events of the incident(s).
3. A hearing shall be arranged with the accused student, the complainant, and the Council on Sexual Misconduct.
4. The parties must provide the Judicial Coordinator with the names of any witnesses to be called, at least 48 hours prior to the hearing. The testimony of a witness will only be allowed if it is directly related to the events under investigation. The Chair of the Council will decide if such testimony is relevant and should be presented. No later than 24 hours prior to the hearing both parties will be notified of witnesses to be called.
5. The Judicial Coordinator will provide the parties with a written summary of the charges, statements, evidence, names of witnesses, a notice of the time and place of the hearing, and a list of names of members of the Council on Sexual Misconduct. The hearing must occur no earlier than 72 hours after the parties receive the notice. The parties may challenge any voting member of the Council on Sexual Misconduct for cause. The Chair of the Council will rule on all such challenges and, if necessary, will replace Council members to complete the requisite of six members and gender balance. All challenges must be submitted in writing at least 48 hours prior to the hearing. Reprisals against any participants in the hearing will be cause for disciplinary action.
6. Each of the parties may choose an adviser from among the members of the Whitman College community (current student or employee) to help prepare for the hearing. This adviser also may be present at the hearing but may not speak aloud. The adviser may only consult with the party being advised.
7. At the hearing, introductions, the statement of philosophy, the statement of charges and an explanation of procedures will be given by the Chair of the Council on Sexual Misconduct. The parties may make an opening and closing statement and present evidence and witnesses. Members of the Council on Sexual Misconduct may question the testimony of parties and any witnesses. The Council may only ask questions which are relevant to understanding the events of the incident(s). The complainant and the accused shall be given the opportunity to ask questions of parties and witnesses. Only questions which are relevant to the understanding of events of the incident(s) may be asked. The Chair of the Council will decide on the relevance of the questions. The proceedings shall be recorded for use in appeals to the Chair of the Faculty as described below. If the either party prefers that questions between the parties or witnesses not be direct he/she may select the option of having the complainant and the accused submit written questions to the Chair of the Council, who will read them aloud to the person to whom the question is directed. Only questions which are relevant to the understanding of events of the incident(s) may be asked. The Chair of the Council will decide on the relevance of the questions. In cases where either party feels unable to be in the same room with the other, suitable arrangements will be made to keep the parties separate but allow both parties to hear and respond to all proceedings of the Council prior to the Council's deliberations.
8. To find a student responsible for violation of the Whitman College Sexual Misconduct Policy requires at least 4 affirmative votes from the six voting members of the Council who are participating in the hearing and have heard all the evidence. Decisions will be based only on the evidence presented at the hearing. To find a student responsible for violation of the Whitman College Sexual Misconduct Policy, members of the Council must find that it is highly probable that the accused is responsible. Otherwise, the accused student is to be found not responsible.
9. After the deliberations, the Chair of the Council on Sexual Misconduct will inform the parties in writing of the decision within two class days of the hearing. Notification to the accused will include sanctions if applicable. Sanctions may include suspension or expulsion.
10. All of the above time provisions except the 24 month statute of limitations may be altered by the Judicial Coordinator in consultation with the Dean of Students. However, care must be taken in such cases to ensure that the basic rights of the parties be maintained.

Appeal:

A decision by the Council on Sexual Misconduct may be appealed when and only when:

1. Either party feels that there has been a procedural error in the process by the Council, and/or
2. Evidence or information offered by a party as part of the process has inappropriately been ruled admissible or inadmissible for the hearing; or, if there is wholly new evidence. If either party intends to appeal the Council's decision, he or she must petition the Chair of the Faculty in writing within 10 class days of receiving the decision letter from the Chair of the Council on Sexual Misconduct. This petition must state the grounds (1 and/or 2 above) used as the basis for the appeal. The Chair of the Faculty will review all written material regarding the case, together with any record of the proceeding. The Chair of the Faculty may, but shall not be required to, interview the Judicial Coordinator, any member of the Council, and/or any party or witness. The Chair of the Faculty will consider the appeal only with reference to the grounds on which the appeal is based. Upon completion of the appeal review, the Chair of the Faculty will act upon the appeal petition in one of two ways:
 1. Reject the appeal petition.
 2. Uphold the appeal petition and send the case to the Sexual Misconduct Appeal Board for reconsideration based on grounds 1 and/or 2 above.

The Sexual Misconduct Appeal Board defined:

Should a case go to appeal, the Sexual Misconduct Appeal Board shall be comprised of two faculty members and two of the students from the Council on Student Affairs who did not serve on the original Council on Sexual Misconduct which heard the case, and two additional members of the professional student services staff, chosen earlier by the Dean of Students, who did not serve on the original Council on Sexual Misconduct, but who have undergone training for hearing such cases. The appeal board must be evenly composed of men and women. The Chair of the Faculty shall act as Chair of this Appeal Board. This Board must use the standard of evidence of "highly probable" as the members reconsider based on grounds 1 and/or 2 above. Four affirmative votes from the six voting members of the Appeal Board are necessary to overturn the original decision of the Council on Sexual Misconduct and render a new decision. Except as necessary in the context of the appeal, all members of the Appeal Board are expected to maintain confidentiality regarding all aspects of each case.

Confidentiality:

The Chair of the Council will take possession of any written statements presented at the hearing, together with any notes taken by the Council members at the hearing and the record. After the time for appeal has expired, or any appeal is concluded and the matter finalized, the Chair of the Council on Sexual Misconduct will destroy all written statements presented at the hearing, the notes taken by the Council members, and the record, in order to preserve confidentiality of the proceedings. Any exhibits or other documentary evidence presented will be returned to the party who presented the same.

FOR MORE INFORMATION AND GUIDELINES ON HOW TO HANDLE A VIOLATION OF THE SEXUAL MISCONDUCT POLICY, SEE "THE ROLE OF THE STAFF MEMBER: DEALING WITH THE SEXUAL MISCONDUCT POLICY" ON PAGE 80.



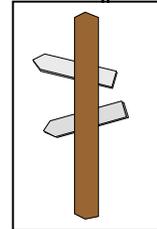
The Role of the Staff Member: Dealing with the Alcohol and Drug Policies

What should an RA/SR do about alcohol?

- 1) **Help** with problems
- 2) **Educate** about alcohol
- 3) **Remind** about the State Law
- 4) **Promote** responsible decision making

About drugs?

- 5) Why drugs are different
- 6) Some Steps to Take



1) Help

- YOU ARE EXPECTED TO CONFRONT AND ASSIST STUDENTS WHOSE USE OF ALCOHOL IS DETRIMENTAL TO THEIR PHYSICAL, SOCIAL, OR ACADEMIC WELL-BEING. Learn to recognize the symptoms of a problem:
 - ➔ Frequent drinking to the point of intoxication.
 - ➔ Drastic change of personality while drunk.
 - ➔ Drinking alone.
 - ➔ An apparent inability to socialize without alcohol.
- KEEP IN MIND THAT NOT EVERY RESIDENT NEEDING HELP FROM YOU WILL BE ADDICTED TO THE USE OF ALCOHOL.
 - ➔ As Mike Greene, Whitman's favorite speaker on the dangers of alcohol, says, an alcohol problem is *any* problem created by alcohol, including vomiting, missing a deadline, or crashing a car.
 - ➔ Learn to be alert to potential "one time" drinking problems, and learn to intervene.
- THE COLLEGE DOES NOT EXCUSE STUDENTS FROM RESPONSIBILITY FOR THEIR ACTIONS IF THEY WERE DRUNK AT THE TIME THEY UNDERTOOK THEM.
 - ➔ All RA/SR's are employees of the college, and confronting a resident about problems they have caused while drinking is a necessary part of your job.
 - ➔ It can be a powerful experience for a resident to be confronted by their RA/SR after his or her first, or even tenth, vomiting experience.
- HEALTH CONSIDERATIONS:
 - ➔ **Dealing with a vomiting resident:** Once their stomach has rid itself of as much alcohol as possible, the person will be doubly dehydrated from vomiting. If they drink too soon they will probably just vomit again, so go easy with the water, but encourage them to re-hydrate. Usually drinking water the next day is OK. Try to insure that they fall asleep on their side. (People can choke on their own vomit.) Do not hesitate to call the Health Center or wake your RD if you feel your health or another's is at risk. You will want to follow up with this person the following day to let them know that vomiting does **not** represent responsible drinking.

- **Dealing with a passed out resident:** Drinking to the point of passing out is dangerous. Passing out signifies that the body has too much alcohol in it to function properly, and the person might very well be experiencing alcohol poisoning. A person is "passed out" if they appear to be sleeping, but they are unable to be roused or are very groggy when roused.
 - If they are semi-conscious, take them to the Health Center. When you do, a "sober or nearly sober" person needs to stay with them. It might be impossible to determine how much they have had to drink. They could be getting drunker as consumed alcohol continues to enter their bloodstream, and alcohol poisoning is a serious threat.
 - If they are unconscious, act quickly. Many deaths in colleges around the country happen because of alcohol poisoning. Find another staff person to help you if possible. If you can't find a staff member, call the Health Center. If you feel the situation is severe enough (i.e., you can't feel their pulse, or they are apparently not breathing) call 7-911. Err on the side of safety. Ambulances do not charge if they do not transport someone, and they can determine if someone needs medical attention better than you can.

☞ HELP THE RESIDENT CHANGE THEIR BEHAVIOR FOR THE LONG TERM.

- Use the Helping Skills you've learned during training.
- Use your extensive knowledge of campus resources.
- Work with your staff and your RD to help an individual make appropriate changes in their behavior.

2) Educate

☞ YOU ARE EXPECTED TO ENSURE THAT RESIDENTS UNDERSTAND THE COLLEGE ALCOHOL POLICY AND STATE LAW.

- **Whitman Policy:** Do they know about H.E.R.P.? Do they know what they *cannot* do?
 - The resident or the RA/SR will pour out open containers seen in public spaces. Downing a drink in the hallway when confronted by an RA, SR, or RD is irresponsible and needs to be followed up on by a staff member on the spot if the resident is sober enough to absorb the message, and if not, during the next day.
 - Open containers are containers that are not still sealed as they were in the store. Lids and thumbs do not close containers once they have been opened. Only sealed containers are allowed in public areas.
 - Public spaces are community spaces. Resident rooms are the only places in the community that can be considered private, and that is only when the door is closed.
- **The Law:** In Washington, it is illegal for people under 21 to drink or possess alcohol.
 - The Washington State Liquor Control Board or the Walla Walla Police Department can intervene whenever they feel they have probable cause. Campus is not a safe haven from the law.
 - MIP's and MIC's (Minor in Possession and Minor in Consumption) are, in fact, issued on this campus, and they carry serious consequences including fines and suspension of drivers' licenses.

☞ DESTRUCTIVE BEHAVIOR MUST STOP.

- Behavior that, at any time, is bothersome or destructive to the drinking resident or the community must stop.
- Appropriate Creative Sanctioning should be given for such behavior.

☞ REMEMBER TO FOLLOW UP.

- Follow up with residents who have had too much to drink, and confront them about their drinking.
- Make sure they are learning to define what is and what is not responsible drinking.

- ☞ HELP YOUR RESIDENTS DEFINE WHAT IS AND IS NOT RESPONSIBLE DRINKING.
 - **Too much alcohol:**
 - If carrying alcohol into a room requires more than one person or one trip, there is a strong probability that inhabitants of the room will not be drinking responsibly.
 - **Kegs:** To have enough people to responsibly drink a keg in a private room is considered potentially damaging to the community due to crowding, noise, and traffic in the halls and stairs. It is impossible for residents to monitor their guests (for whom they are responsible when in the building) when there are enough people in a room to drink a keg. Having that many people in a room invites damages to property and violates fire codes.
 - **Too much alcohol too fast:** The following activities should not occur on Residence Life property. They are examples of irresponsible drinking, since they are indicative of unsafe or unhealthy situations (i.e. too much alcohol being consumed too quickly by too few people.)
 - Drinking games
 - Beer bongos

3) Remind

- ☞ BE PREPARED TO RECITE THIS SECTION
 - Know and understand all that was just covered in the education section, and be prepared to fire it off when necessary.
- ☞ DRINKING IN PUBLIC
 - State Law, let alone College policy, does not allow for drinking in public. So if you confront a resident with an open container in a public area:
 - Ask them to pour it out. If they refuse, pour it out for them.
 - Remind them, both at the time and when you follow up with them, that if the police confront a minor for drinking, she/he can be cited for a Minor In Possession that will appear on their record as a misdemeanor.
- ☞ FAKE I.D.'S AND ALCOHOL SUPPLIERS
 - If you hear underage residents talking about a fake I.D., or hear any resident talking about supplying alcohol to underage residents or driving while drunk, take assertive steps to remind them about the State Law and College policy. (Tough sanctions will be imposed for any of these actions.)
- ☞ DON'T EXPECT IT TO BE EASY
 - Reminding people is hard, but rest assured that although they may not appear to be thankful at the moment, a minor who is drinking in public will love you for stopping them before the police do!

4) Promote

- ☞ BE A ROLE MODEL
 - Your contract reads: “will support and uphold College and residence hall policy and standards of conduct throughout the College. A student staff member is required to maintain a standard of conduct exceeding what is tolerated of other students.” You are now an advocate for responsible decision making in general, and this does not change when regarding alcohol.
 - Try your darndest to avoid reinforcing or encouraging (and *do* not role model) irresponsible behavior. Talk to your RD and your staff about their expectations.
 - Buying alcoholic beverages for underage residents is against the law and contrary to the educational purpose of the staff. It also puts the college in legal jeopardy; therefore, DO NOT DO IT!

- ASSURE YOUR COMMUNITY IS COMFORTABLE
 - ➔ Sometimes this means breaking up a loud, obnoxious party.
 - ➔ Sometimes it means breaking up a quiet party in which people are drinking, in your opinion (and you will be supported by Residence Life if you err on the side of safety!), irresponsibly.
 - ➔ Sometimes this means encouraging residents to recognize and respect another's right to drink or not to drink.

- PROTECT RESIDENTS RIGHTS
 - ➔ You are expected to confront students when their behavior abuses the rights of other residents
 - Rights to safety
 - Rights to quiet time
 - Rights to privacy

5) Why Drugs are Different

Residence hall students are expected to abide by Federal, State, and City Law with respect to the use of illegal drugs and narcotics. Whitman students receive no immunity from arrest or prosecution by law enforcement officials. Unlike alcohol, drugs such as marijuana, cocaine and many others are not legal at any age in the United States. (Jed wishes to inform you that Oregon Medicinal Marijuana is ok. But only in Oregon. Or only with Jed. Talk to him about this.) Thus, no illegal drugs or narcotics are allowed on campus.

6) Some Steps to Take

Responding to student use of drugs is a difficult and perplexing responsibility. The discrepancy between social acceptance and legislation will constantly challenge you. Therefore, it is very hard to establish guidelines to follow when dealing with a student who is using drugs. This is doubly true of marijuana because it is widely accepted among college-age students. We must remember that marijuana poses the problem of effecting not only the user, but all those in close proximity to the user. Here are some general guidelines to look at in dealing with illegal drugs in your community:

- If you witness violations of the laws concerning illegal drug and narcotic use, you **must** respond to the students involved (either directly or indirectly). You are responsible for ensuring that appropriate counseling and/or disciplinary action is completed. Supervisory assistance should be requested in any situation you feel necessary.
- When confronting someone about illegal drug and narcotic use, it is to your advantage to be accompanied by another staff member. Two witnesses are better than one, and having a second witness may help avoid a confrontation of your word against the user's.
- A resident who uses marijuana in the privacy of her/his room must be confronted if it bothers their roommate or can be detected in the hall/house. (Smoke of ANY kind is not allowed in the residence halls/houses.)
- You must respond to student complaints concerning the use of illegal drugs or narcotics (e.g., roommates concerned about illegal activity, other residents complaining about odor, etc.)
- You are expected to respond to drug use with the appropriate counseling assistance where the usage is detrimental to his/her physical, social, or academic well being.

- ☛ Talk with your RD for anything you need in interpreting the illegal drug policies and the determination of the staff response. You aren't alone in this matter, be sure and get support from your RD.
- ☛ The use and purchase of illegal drugs and narcotics is against Federal, State, and City Law. Therefore, you are not to buy them or to use them in the residence halls or houses. Also, if you see any illegal substances in your hall/house, you should confiscate them.



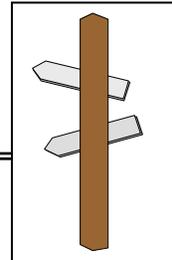
Remember that you are supported by the entire Residence Life staff and by the College when you enforce these alcohol and drug policies. Some situations can be very challenging, but in the end, the entire community (including the consumer of the drugs/alcohol) will be grateful for your enforcement of the policy. Also remember that your staff, especially your RD, is there to support YOU. Communication with your RD and staff can make a world of difference.



The Role of the Staff Member: Dealing with the Sexual Misconduct Policy

What should an RA/SR do to help a survivor of sexual misconduct?

- 1) Understanding the Sexual Misconduct Response Protocol
- 2) The Residence Life Sexual Misconduct Protocol Checklist
- 3) The Sexual Misconduct Incident Report Form, or “Pink Form”



1) Understanding the Sexual Misconduct Response Protocol

The College has set up an elaborate protocol to detail the proper course of action to take when approached by a survivor of sexual misconduct. What appears here are selected portions of this lengthy document applicable to RAs and SRs. First, there is a general introduction to the role for which the protocol has been created, this is followed by a description of the role the Sexual Misconduct Officer takes, and finally we will give you the role of the Residence Life staff member should assume.

Introduction

- **Goals:** The goal of this protocol is to specify the following information for each of the campus contact points who constitute the immediate support network for a student reporting sexual misconduct:
 - ➔ Boundaries of confidentiality
 - ➔ Services offered by the contact point
 - ➔ Options and choices available to the student
 - ➔ Statements about services offered by the departments of associated contact points
- **Overview:** All departments will file an anonymous sexual misconduct incident report with the Sexual Misconduct Response Coordinator. This report does not carry the student’s name or other specific identifying information, unless specifically authorized by the victim/survivor. In cases which represent clear danger to the community at large, the Coordinator will contact the administration (usually the Dean of Students.) If the administration concludes that a serious threat exists, it will release a warning to protect the community while preserving the reporting student’s right to anonymity. With the exception of the incident report, the student can speak confidentially with the Sexual Misconduct Response Coordinator, the Health Center, the Counseling Center, Campus Security, the Dean of Students, RAs and SRs, Professors/Staff, and local YWCA Rape Crisis Center staff.

The student's use of contact points and any and all services provided by associated departments is completely voluntary. The Sexual Misconduct Response Coordinator will offer overall assistance and follow-up to the student. Residence Life staff (RAs, SRs and RDs) will offer to accompany the student to seek professional services, but will not force or require this. At the Health Center and Counseling Center, all treatment and counseling services are voluntary. At the Dean of Students office, initiating any academic or housing changes is fully voluntary, as is seeking College disciplinary action.

Contact-Point Roles: Sexual Misconduct Response Coordinator

The workings of this protocol should be overseen by a Sexual Misconduct Response Coordinator. The Coordinator serves as a primary resource for the student reporting an assault as well as the responding contact points. Each contact point will file an anonymous sexual misconduct incident report with the Coordinator. Each contact point will also encourage the student to speak directly with the Coordinator for support in seeking the additional services outlined in this protocol. The Coordinator should be "on-call" for near immediate availability to the student and the contact point. The Coordinator will help the student understand, evaluate, and choose among the services outlined in this protocol. The Coordinator will also help ensure continuity of services by offering the student follow-up contacts as needed. The Coordinator will also serve as an important resource to contact points for any concerns regarding sexual misconduct issues. Contact points will be expected to maintain a close working relationship with the Coordinator for both on-going staff development and crisis-intervention services.

If the student decides not to speak to the Coordinator, the Coordinator will still oversee the implementation of the protocol. For each sexual misconduct incident, the Coordinator will assign a common identification number to the reports received from the contact points the student has contacted and open a file to track the incident. These incidents must be published as a statistic by the College in its annual Campus Security Act crime report. The Coordinator will follow-up with the contact points on the services the provided for each student without disclosure of the student's name. Such follow-up with departments will help to ensure consistent implementation of this protocol and generate feedback necessary for future revisions of the protocol. Such follow-up will also help departments stay informed about evolving services available on campus and in the general community.

This protocol should establish a consistent and comprehensive message concerning statements made by each department about available services. The student should find that he or she is hearing very similar things from the various contact points in an effort to inform the student of the network of supports on campus and in the community. The Sexual Misconduct Response Coordinator should follow-up with each contact point to ensure consistent implementation of this protocol. Every effort should be made to coordinate efforts among the different contact points within the web so that the victim/survivor is not recounting his/her experience with each new contact. This might be too emotionally upsetting for a victim/survivor who may already be in a weakened or fragile state. Once an anonymous report is made, the victim/survivor should not need to recount the incident any more than is necessary for the contact to do his/her job.

Contact-Point Roles: Residence Life Staff

Because of the profound impact that sexual misconduct has on the student and the residence hall community, Resident Assistants and Senior Residents may not be able to keep knowledge of a sexual misconduct confidential. RAs and SRs are often required to report this information to the Residence Life and Housing Office [oftentimes through an RD], and may be required to share information with others in Student Services, in a timely fashion, if it is determined that the incident represents a significant threat to others in the college community. Beyond these specific contacts, RAs and SRs are required to keep this information in the strictest confidence, including the anonymous sexual misconduct report that the RA, SR, or RD will file with the Sexual Misconduct Response Coordinator.

The RA/SR will provide immediate support and short-term problem-solving. The primary goal will be to help the student secure needed professional services. The RA/SR will encourage the student to speak directly with the Sexual Misconduct Response Coordinator for support in understanding, evaluating, and choosing among the services described in this protocol and will offer to facilitate such a meeting. The RA/SR will remind the student that all discussions with the Coordinator are voluntary and confidential, although the Coordinator may share information in cases where an incident presents a clear danger to the

community. Any and all actions taken by the College, including the possible release of a warning to the community, should be designed to protect the reporting-student's anonymity.

The RA/SR will encourage the student to go to the Health Center or Emergency Room for medical services and will offer to accompany the student. The RA/SR will remind the student that the Health Center services are voluntary and confidential. The RA/SR will explain to the student that time is of the essence for medical services and retrieval of evidence, and that if the assault just occurred, the student should be careful not to inadvertently destroy evidence by showering or changing clothes. If evidence is gathered by a medical facility, the Police will be contacted to take possession of it until the student makes a decision about pursuing charges or not. The gathering of evidence does not commit the student to filing charges, although the student's name is placed on the evidence kit at the time of the examination for identification purposes.

The RA/SR will ask if the student has a safe place to go. If not, the RA/SR will help the student review the support resources available through the Dean of Students and the Health Center in order to secure for him or her a safe place to go.

The RA/SR will encourage the student to consider taking advantage of counseling services provided by the College and offer to accompany the student to an appointment. The RA/SR will remind the student that all counseling contacts are voluntary and confidential.

The RA/SR will inform the student that the local rape crisis shelter provides a 24-hour Helpline and crisis intervention services.

The RA/SR will inform the student that the College has a disciplinary hearing process for adjudicating incidents of sexual misconduct. Details of this process can be discussed confidentially with the Dean of Students or the Judicial Coordinator without filing charges. The Student Handbook should be a good resource for a full discussion of the hearing process. The Dean of Students office can offer other supports to the student including possible changes in living arrangements for safety reasons and help in managing academic demands.

The RA, SR or RD will contact the Sexual Misconduct Response Coordinator and file an anonymous sexual misconduct incident report form. Resident Assistants or Resident Directors will also file a Protocol Checklist with the Director of Residence Life, who should in turn keep a copy on file and forward the original to the Sexual Misconduct Response Coordinator.

2) The Residence Life Sexual Misconduct Protocol Checklist

NAME: _____ **PHONE:** _____ **DATE:** _____

Instructions: RAs, SRs or RDs should complete this form, based either on discussion with an RA/SR or on direct discussions with the student reporting an assault. (If the student has declined to speak with an RD, this will be a report of the actions taken by the RA/SR). Please refer to full protocol discussion for more information about each step. The RA/SR or RD should forward this checklist to the Director of Residence Life, who should then forward it to the Sexual Misconduct Response Coordinator.

- The RA/SR informs the reporting student of the RA/SR's obligation to share information with the RD and gives the student the option of speaking with the RD directly.
- The RA/SR provides immediate support and problem-solving abilities. The primary goal will be to help the student secure needed professional services.
- The RA/SR encourages the student to speak directly with the Sexual Misconduct Response Coordinator for support in understanding, evaluating, and choosing among the services described in this protocol and offers to facilitate such a meeting.
- The RA/SR encourages the student to go to the Health Center or Emergency Room for medical services and offers to accompany the student.
- The RA/SR asks if the student has a safe place to go. If not, the RA/SR will help the student review the support resources available through the Dean of Students Office and the Health Center.
- The RA/SR encourages the student to consider taking advantage of counseling services available through the College and offers to accompany the student to an appointment.
- The RA/SR informs the victim/survivor that the College has a disciplinary hearing process for incidents of sexual misconduct. Details of this process can be confidentially discussed with the Dean of Students or Judicial Coordinator without filing charges.
- The RA/SR gives the student a copy of the college's sexual misconduct information brochure.
- The RA/SR contacts the Sexual Misconduct Response Coordinator and files an anonymous sexual misconduct incident report form.

Pink form side 1

Pink form side 2

The RA/SR as the Authoritative Friend

The Importance of Authority

Earning the respect of your residents is extremely valuable. If you begin by clearly and confidently teaching students your community's policies and respond to students who do not follow these regulations in a firm, consistent and fair manner, you will earn their respect. If you are overly authoritarian or apologetic, if you show favoritism and are inconsistent, you will lose the respect of the students with whom you are working. You can always "ease up" later in the semester when students have proven themselves, but if you start out poorly, you will suffer the consequences all semester long. Not only does your policy enforcement affect your future contact with residents, but it also affects interactions the rest of the staff will have with those residents.

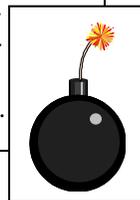
Residence hall policies are designed to protect the rights and needs of both the College and the students we serve. Some policies are based on law and others are regulations necessary for a harmonious community. The students need to understand that living in close quarters requires a few extra regulations that would not be necessary if they were living by themselves. All Residence Life staff members share the responsibility of establishing and enforcing community policies.

However, being an authoritative presence in the section does not have to mean that you aren't a friend to your residents as well!



Authoritative Friend:
The Authoritative Friend is the friend who "won't let friends drive drunk." She is not afraid of a friend disliking her, because she is much more interested in protecting the wellness and safety of her friend. As the trained authority in your community, you know what will and will not contribute to the wellness of your residents. You will be an authoritative friend to your entire community by protecting every resident's needs and rights to the best of your ability. They might not always like you, but like is different from respect, and in the long run, respect gives way to an appreciation that runs deeper than "like." When you pour a beer out, you are keeping that resident's best interests at heart by educating them that it is illegal to drink in public and potentially harmful to them to break regulations. When you ask a resident to be quiet, you are protecting the rest of the community's right to study time and rest, as the RCR clarifies.

There are several behaviors that will confuse your role as an Authoritative Friend. Two of the most confusing for both you and your residents are dating a resident in your community, or drinking alcoholic beverages in the presence of residents from your community. Talk to your RD if you need further clarification on either of these restrictions. Your job will be easier if you do not date or drink with your residents.



Important Issues for the Authoritative Friend to Consider

When dealing with a problematic resident (that is, a good resident who is having problems) it is important to consider the following:

- Every student at Whitman College is considered an adult. There are some actions that are UNACCEPTABLE in the adult community (see the Rights and Responsibilities of Students section of the *Student Handbook*). The College attempts to help a student learn how to assume responsibilities of being an adult member of this community.
- Students in college are experiencing an intense period of growth and change. Community guidelines and policies and confronting inappropriate behavior are essential ways of supporting the positive development of our students.
- Consistency is not the same as uniformity. We attempt to be consistent when responding to incidents of inappropriate behavior. That does not translate into a uniform response to a particular type of irresponsible behavior.
- It is the STUDENT who holds final responsibility for his/her behavior and ultimately makes a choice whether or not he/she will be involved in future unacceptable behavior.
- Meetings with the students should strive to be educational:
 - ➔ Staff should be intending to teach students how to live as responsible members in their residence community.
 - ➔ This process is not intended to “nail students to the wall” but rather to assist them to recognize and assume responsibility for their actions, educate students to the effects of their behavior in the community, and motivate them to contribute positively in the future.
- The unacceptable behavior is usually a symptom of another problem. It is essential to try to determine the true problem.
- It is important to remember it is the student’s act that is unacceptable. It is vital to distinguish between the total person, who deserves to be treated with dignity and respect, and a single act committed by this person.
- Timeliness is a crucial component to the feedback process.
- Confidentiality is essential.
- You must be willing to look upon the student for not only what she/he may have done, but for what she/he is capable of doing and becoming.
- It is not the sanctions that influence change in behavior but rather the manner in which it is imposed.
- Our ultimate objective is to create a positive change in behavior using the least severe sanction possible to create that change.

Confrontation Styles

With so many policies to enforce, you are sure to have times when you must confront a resident about their behavior. There are three chief ways in which authority figures can handle such confrontations:

Acquiescent or Passive Behavior

This is the type of behavior that enables one person's rights to be violated by another. It can occur in two ways: first, she/he fails to assert him/herself when another person deliberately attempts to infringe upon his/her rights; second, the other person does not want to encroach upon an individual's rights but failure of the individual to express personal needs, feelings, etc. results in an inadvertent violation.

VERBAL EXAMPLES: Rambling statements
 Qualifiers (maybe, perhaps, only)
 Negatives (don't bother, it's not really important)

NON-VERBAL EXAMPLES: Downcast averted eyes
 Shifting of weight, head down, etc.
 Nervous gestures
 Mumbling, whining, apologizing

Aggressive Behavior

Aggressive behavior is interpersonal behavior in which a person stands up for his/her rights in such a way that the rights of others are violated. The purpose of the aggressive behavior is to humiliate, dominate, or put the other person down, rather than to simply express one's honest emotions or thoughts. It is an attack on the other person rather than the other person's behavior.

VERBAL EXAMPLES: Clipped, interrupting statements
 Threats (You'd better..., If you don't...)
 Put downs (You're serious?)
 Judgmental, sarcastic comments; Sexist or Racist terms

NON-VERBAL EXAMPLES: Glaring narrowed eyes
 Leaning forward, stiff, rigid posture
 Finger pointing, hands on hips
 Raised voice

Assertive Behavior

Assertive behavior is interpersonal behavior in which a person stands up for his/her own rights in such a way that one's feelings, beliefs, and opinions can be heard. It communicates respect (not deference) for the other person, although not necessarily that person's behavior.

VERBAL EXAMPLES: Concise statements
 "I" statements (I think, I feel, I want)
 Cooperative words (let's, how can we)
 Empathetic statements of interest

NON-VERBAL EXAMPLES: Open, direct, non-staring eye contact
 Standing comfortably on two feet
 Hands loosely at sides; relaxed
 Strong, steady, clear tone of voice

Since assertive behavior is the most effective style of confrontation, here are some more helpful hints on how you can be an assertive staff member:

- LISTENING
 - Actively listen to others.
 - Don't feel like you have to "defend" your position.
 - Show the other person you understand their position and then restate your position and perspective. This may help them feel less defensive.

- PROBLEM SOLVING
 - Focus on the behavior rather than the person.
 - Focus feedback on observations rather than inferences (stick to what you can see and hear).
 - Use descriptions rather than judgments; use a process of reporting rather than evaluating.
 - Refer only to behavior related to the specific incident—don't bring in other incidences unless it's a follow-up from a past confrontation.
 - Share ideas and information rather than giving advice.
 - Clarify the problem, then brainstorm and evaluate possible solutions.

- ACT CONFIDENTLY (**Even if it is an act!**)
 - Maintain eye contact.
 - Be certain of what you are saying.
 - Use the knowledge you have from training.
 - Know that it is your job to fulfill the goals of your community: develop respect and responsibility in your residents.
 - Know what you want to achieve, and what behaviors are unacceptable.
 - Make sure the rules are followed.
 - Feel comfortable with the RA/SR job—you are an authority.

- FOLLOW-UP
 - Be honest. If you feel you were a bit too aggressive, tell them "I'm sorry for the way I approached you, but I'm not sorry for the content of my message."
 - Communicate that you still respect them as a person.
 - Develop a rapport with student.
 - Discuss behavior when tensions or alcohol level have dissipated since the time of confrontation.

- DIFFERENT ASSERTIVE APPROACHES (**Develop a personal style of assertiveness!**)
 - Use humor.
 - Use "I Language" (I need you to. . .)
 - Personalize your feedback (use people's names, etc).
 - Question actions (What's going on here?)
 - Say directly what you want (Excuse me, I'd like to finish what I was saying. Or: May I help you?)
 - Recognize and respect other's feelings.

This R.A. is **not** being an authoritative friend.
He did not read this section well enough.

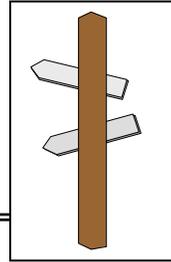




The Role of the Staff Member: How to Enforce Policy

How's an RA/SR going to get residents to follow all of the policies we just reviewed?

- 1) Know the Policies
- 2) Support and Understand the Policies
- 3) Role Model the Policies
- 4) Change Policies within the System
- 5) Confront Policy Violations Appropriately



1) Know the Policies

- BE AWARE OF ALL POLICIES THAT AFFECT STUDENTS LIVING IN OUR COMMUNITIES.
 - ➔ Policies specific to your hall or house.
 - ➔ Policies applicable to all of Residence Life (the R.C.R.)
 - ➔ Policies as listed in the *Student Handbook* that apply to the entire campus.
 - ➔ Applicable State and City Laws.
- REMEMBER THAT YOU ARE NOT ONLY RESPONSIBLE FOR KNOWING ALL OF THE POLICIES LISTED IN THIS HANDBOOK, BUT OTHERS AS WELL!
 - ➔ Read through your *Student Handbook*.
 - ➔ Read the back of an R.C.R. carefully. (See your RD for a copy.)

2) Support and Understand the Policies

- BE ABLE TO SUPPORT AND UNDERSTAND THE RATIONALE BEHIND EACH POLICY
- ASK IF YOU ARE CONFUSED
 - ➔ If there is something that is unclear to you, ask someone! It's better to know now than when you are in the "heat of the moment." 😊
- BE PREPARED TO EXPLAIN THE POLICIES
 - ➔ why we have Quiet Hours
 - ➔ why the alcohol policy is different from the drug policy
 - ➔ why streaking is not allowed by both the state and the College, etc.

3) Role Model the Policies

- SERVE AS A POSITIVE ROLE MODEL BY FOLLOWING THESE POLICIES.
- WHAT BEING A ROLE MODEL REALLY MEANS:
 - ➔ This is what your contract (which you have signed) says: "A Student Staff Member will support and uphold College and residence hall policy and standards of conduct throughout the

College. A student staff member is required to maintain a standard of conduct exceeding what is tolerated of other students.”

- As a staff, you should decide what you want to role model for your community, and seek to define some specifics to better understand what is meant by “A student staff member is required to maintain a standard of conduct *exceeding what is tolerated* of other students.”

4) Change Policies within the System

- ☞ WORK THROUGH PROPER CHANNELS TO REVISE, MODIFY, AND IMPROVE CAMPUS RESIDENCE POLICIES AS NECESSARY.

- If you think a hall/house or Residence Life policy needs to be changed, talk to your RD about what you need to do to change it.



- If you think a campus policy needs to be changed, ask your RD to assist and support you in talking to the appropriate College administrator (usually the Director of Residence Life is your first step.)

(Look, it's Nancy! Hi, Nancy! Nancy is wondering about improvements to Residence Life policy. And Nancy knows about improvements. She improved Whitman's Residence Life Program drastically when she arrived here, many years ago. We owe the incredible success of our program to her. Be like Nancy! Look for improvements, and leave everything you touch a little better for having been touched by you!)

- ☞ BE A REPRESENTATIVE OF WHITMAN COLLEGE

- Remember, you are now a contracted employee of Whitman College and as such, you are expected to be loyal to and supportive of the larger institution.
- This means that you also need to be loyal to and supportive of the institution's policies, even if you do not agree with them.

5) Confront Policy Violations Appropriately

ASSERTIVELY confront students who are in violation of a policy and insure that appropriate counseling assistance and/or disciplinary action is taken. This may involve any one or a combination of the steps explained in the hints outlined below.

- ☞ LONG BEFORE A CONFRONTATION BECOMES NECESSARY...

- Show genuine interest in your residents, and know as many names as possible.
- Give residents opportunities to see you in roles other than policy enforcer.
- Establish a reputation as a caring, fair, and flexible staff member who is willing to listen.

- ☞ JUST BEFORE ENGAGING IN A CONFRONTATION...

- Identify the problem—what exactly has happened or is happening that needs to be addressed?
- Review principles of confrontation:
 - Act assertively, confidently.
 - Focus on the behavior.
 - Treat them with respect.
 - State your views, feelings, and needs.
 - Evaluate and follow-up.
- Decide what you are going to say.
- Decide if you need back up from another staff member.
- Develop alternate plans.
- Take a deep breath and relax!

➡ ENGAGING IN THE CONFRONTATION...

- Get their attention.
 - Turn on lights.
 - Turn down music.
 - Get them away from a larger social group.
 - Use their name.
 - Identify yourself as hall staff (if necessary).
 - Be assertive.
 - Maintain eye contact.
 - Use open, confident body language.
 - Keep a level and calm tone of voice.
 - (See all of the training tips in the section on assertive confrontation skills, above.)
- Address the issue.
 - Identify the unacceptable behavior.
 - Explain what policies are being violated and why the policies are in place.
 - Explain why their behavior is unacceptable.
 - Explain the consequences:
 - For the community
 - Of breaking a policy
 - Be simple, direct, and specific.
- Validate them.
 - Allow them to explain their side.
 - Focus on the behavior, not on personalities.
 - Leave room for compromise.
 - Take their feelings into account.
 - Make sure they understand you still respect them as people.
 - Remove the person being confronted from their peers.
 - Come to an agreement with them as to how the situation will progress from the point of confrontation forward: both short term (the next hour) and long term (the rest of the semester.)

➡ AFTER THE CONFRONTATION...

- Return and make sure the problem has not resumed.
- Write up necessary paperwork (Incident Report or Maintenance and Repair Form).
- Discuss the issue with your RD (or note it in your log).
- Review issue with resident(s) once tensions have decreased.
- Get feedback from residents and staff.
- Give yourself a pat on the back for pushing yourself to do a great job!

Wowzers! You are done reading this huge section on policies and enforcing! Congrats. Some of it was a little boring, we know, but it is really important stuff to know! We suggest that you review this section heavily before the event at the end of training called "Confrontation House." Good Luck, RA! Way to go, SR!



