



POINT LOMA
NAZARENE
UNIVERSITY

Residential Life & Student Conduct
ANNUAL REPORT

2014 - 2015

Evidence of Learning : Student Conduct

Cognitive Complexity

When a student has an alcohol violation, they enter into a Growth Plan (hereafter GP) with the university. This model of response is intended to be restorative and educational. Step One in that plan is to take the SASSI instrument in our Wellness Center. Step Two is to have a round-table type conversation with the Resident Director, the Resident Assistant, the Dean of Students, the faculty advisor and (when applicable) the head coach.

The intent in this plan is that they would have the opportunity to engage with others in the community in constructive ways, as well as assess their assumptions (and behaviors) and consider new ideas and perspectives that are healthier and more productive.

Knowledge Acquisition, Integration, and Application

A student entering the GP has, in most cases, the company of her or his faculty advisor. The objective in this is to connect with curricular and co-curricular learning that takes place in and outside the classroom. The student is offered the opportunity to consider forging a more salient and cohesive identity that is congruent regardless of context.

Humanitarianism & Civic Engagement

A student in the GP is offered the opportunity to develop and craft her or his own outcomes. The PLNU staff and faculty present at the meeting participate in this as well. Often, with the goal being a sense of restoration in the community, the student will choose to participate in some community service opportunity already being offered by PLNU. This participation in service/volunteer activity is intended to create a sense of belonging, develop new relationships and create a sense of ownership.

Interpersonal and Intrapersonal Competence

The GP process is constructed so that students have the maximum opportunities to consider actions and consequences that are personal and self-interested and to balance those across from a sense of social responsibility. This idea and approach of community living is crucial to the PLNU campus experience.

Practical Competence

Students in the GP process are afforded the opportunity to work with supportive faculty and staff to set and pursue individual goals. These can be personal, professional, behavioral or academic. Students are then assisted and held accountable in the execution of these goals to maximize achievement and learning.

Use of Evidence : Student Conduct

We are planning to evaluate the relationship and interaction with the Wellness Center here at PLNU. They facilitate the SASSI instrument and meetings the first week of the process. We are considering an instrument that would look into a wider range of student issues (beyond drugs and alcohol) including anxiety and other emotional challenges.

We are evaluating how to implement a GP model that is consistent and yet allows for a wide range of developmental needs and readiness.

For 15/16, We will implement a survey for all students who enter into the GP process. It will most likely be a post-process survey that will give them the opportunity to give feedback on issues of effectiveness.

Evidence of Learning : RA Development

Cognitive Complexity

The RA Development program enables constructive engagement through intentional conversation and training. RAs engage staff and fellow RAs in weekly staff meetings in which the design of hall specific programming is developed and executed. RAs are asked, through weekly staff meetings, one on one mentorship opportunities, and weekly outlooks, to think critically about the needs of their specific floor or unit and engage residents in developmental conversations. Through conversations with Residential Life staff, i.e. RDs and Dean of Students, RAs are confronted with their own assumptions and are challenged to develop alternative perspectives.(see appendix A & C).

Knowledge Acquisition, Integration, and Application

RAs are challenged to make connections between curricular and co-curricular learning in the monthly Monday night meetings that include all of the RAs across campus. These Monday nights are utilized to bring in faculty and staff from outside of Residential Life, to discuss important issues relevant to college students. RAs are encouraged to engage in these conversations as they pertain to themselves, not just their residents, and their holistic growth and learning both inside and outside the classroom. In addition, the RAs were polled to see what these topics should be and which faculty or staff members they would like to hear from (see appendix G). Topics of these nights throughout this past year have included:
Health and Wellness, as it pertains to individual eating habits and body image.
Gender issues and Sexual assault/Violence Against Women Act awareness
Life transitions

RAs engage in experiential activities in preparation for the workforce in a few specific ways. This professional development begins with the RA interview process. Applicants are required to dress professionally and fill out an application, participate in a group interview, and if invited, complete an individual interview (see appendix H). Once hired, RAs are required to submit a Weekly Outlook (see appendix C) that serves as a tool to reflect on the past week, both in their work as an RA and in their personal development, and that helps them plan programmatically for the week ahead. This serves as an accountability tool with their RD and encourages them to be organized in planning their responsibilities and documenting outcomes. Four times over the course of the year, RDs evaluate each RA and the RA has the opportunity to evaluate the RD, which fosters a professional posture of giving and receiving feedback (see appendix D). Each semester, RAs have structured freedom in allocating an individual floor budget to hall programming. They are asked to manage and document their expenses (see appendix E). Lastly, RAs sit in an hour long one on one meeting with their RD every other week. This is a time of professional development, conversation, and continued accountability in regards to their work as an RA, as well as their personal lives.

Interpersonal/Intrapersonal

Given the highly proximal and relational nature of the role, RAs frequently engage and facilitate interpersonal conversation. Whether that be facilitating and mediating roommate conflict, responding to residential crises, or collaborating with fellow RAs, all RAs are challenged to manage conflictual conversation well. RAs are experientially trained and equipped to facilitate conflict. (see appendix F). The evidence of intrapersonal reflection and growth is often seen in the context of the RD and RA relationship, in the relationships built on RA teams, and in All-RA meetings. These relationships help guide, challenge, and support the RA's personal and professional growth as an individual so that they may excel in community and interpersonally. The survey conducted in April of 2015 reflects the RA's evaluation of how these modes of development and training impacted their ability to do their jobs (see appendix B).

Practical Competence

RAs are asked to set and pursue goals at multiple points throughout the year. These goals often include reaching out to specific residents, ideas for creative programming on the floors, and ways they can continue to develop holistically. These goals are recorded on the four Resident Assistant evaluations (see appendix D), and then revisited in one on ones with the Resident Directors to track progress on achieving these goals.

By its very nature, the role of a Resident Assistant is to demonstrate leadership skills in one's job responsibilities, relationships with residents, and overall lifestyle (see appendix A). RDs are often affirming these skills in the RAs and calling them forth into greater leadership potential. This happens in one on ones and in evaluations (see appendix D). Many of these examples of leadership are noted week to week in the Weekly Outlooks (see appendix C) that RAs submit. One question on the outlook asks the RA to describe meaningful contact he or she had with residents in the past week. There are many anecdotes recorded of RAs having meaningful interactions with residents in which leadership skills are exemplified.

Lastly, RAs demonstrate effective stewardship of resources in their management of an individual floor budget (see appendix E), and every week in how they choose to plan out the resource of time. They are encouraged to manage their floor budgets in a way that allocates those funds relatively equally over the course of the semester. This requires planning ahead of time, and researching and tracking budgeted expenses. Each week, they are asked to schedule out their week in regards to their work as RAs in the "Looking Ahead" section of the Weekly Outlook (see appendix C). This may include a floor event, working on responsibilities for an all hall event, a one on one with a resident, availability on the hall, walking room to room, health and safety inspections, etc. The weekly outlook is a useful tool to be proactive in this stewardship, rather than reactionary.

Use of Evidence : RA Development

The RA Development program has access to a vast amount of data each academic school year to review and inform programmatic changes. We are planning to find more strategic and effective ways to utilize this data throughout the academic year with our RA teams. One possible avenue is executing a survey to the RAs in the fall, and using one or two All-RA meetings to share the results and discuss changes in real time.

Currently, program assessment primarily happens during the summer months when our resource of time increases. To create a stronger cycle of assessment, we are also considering executing an analysis of the RA Survey Data, the RA Focus Group, and RA Weekly Outlooks during the summer to inform our work, our staff training, and our report for the next academic year.

Appendix

A. Job Descriptions

PLNU Job Description for RAs working with Freshmen

As a member of the Residential Life staff, the purpose of the Resident Assistant at Point Loma Nazarene University is to work closely with the Resident Director in order to provide supportive and consistent leadership to students in the residence hall. The Resident Assistant responsibilities should average 20 hours a week.

Personal and Professional Development

- **Weekly RA Staff Meeting** **2 hours**
 - All Monday meetings 8 – 10 pm
 - First and Third Monday of each Month – All RA's campus-wide
 - Second and Fourth Monday of each Month – RA's with individual hall staff
- **One on one meeting with RD** **1 hour** (meet weekly or every other week)
- **Weekly RA Outlook** **1 hour**
 - Take this time to think through, reflect, and prepare on/for your RA role.
- **Administrative Responsibilities 1 hour**
 - Planning and prep time for events/programming/activities, etc.
 - Misc. paperwork

Spiritual Development **1 hour**

This may include: D-Group meeting, Student Ministry, Club, or alternative weekly event that is **pre-approved by the RD**. The idea is that the RA will be involved in something that s/he can participate in with students from the floor and/or hall.

Community Development

- **Un-Planned Presence on Hall** **4 hours**
- **Intentional Contact with Residents** **4 hours**

This time includes seeking out specific residents and making intentional contact with them. The goal being to make intentional contact with each resident at least every other week and preferably every week.
- **Planned Events** **2 hours**
 - Hall Activities
 - ASB Activities
 - Athletic Events
 - Student Ministry
 - Brewed Awakenings
 - Performances
- **Box Duties** **4 hours**

RA who works closing shift is responsible to remain in the building until 6:00 am the following morning.

Weekend Box Duty Each RA will be on duty for two to three weekends each semester. This could include some holiday weekends. Those hours will be above and beyond the normal weekly responsibilities.

PLNU Job Description for RAs working with Sophomores, Juniors and Seniors

As a member of the Residential Life staff, the purpose of the Resident Assistant at Point Loma Nazarene University is to work closely with the Resident Director in order to provide supportive and consistent leadership to students in the residence hall. The Resident Assistant responsibilities should average 20 hours a week.

Personal and Professional Development

- **Weekly RA Staff Meeting** **2 hours**
 - All Monday meetings 8 – 10 pm
 - First and Third Monday of each Month – All RA's campus-wide
 - Second and Fourth Monday of each Month – RA's with individual hall staff
- **One on one meeting with RD** **1 hour** (meet weekly or every other week)
- **Weekly RA Outlook** **1 hour**
 - Take this time to think through, reflect, and prepare on/for your RA role.
- **Administrative Responsibilities** **2 hours**
 - Planning and prep time for events/programming/activities, etc.
 - Misc. paperwork

Spiritual Development **2 hour**

This may include: D-Group meeting, Student Ministry, Club, or alternative weekly event that is **pre-approved by the RD**. The idea is that the RA will be involved in something that s/he can participate in with students from the floor and/or hall.

Community Development

- **Intentional Contact with Residents** **5-6 hours**

This time includes seeking out specific residents and making intentional contact with them. The goal being to make intentional contact with each resident at least every other week and preferably every week.
- **Planned Events** **2 hour**
 - Hall Activities
 - ASB Activities
 - Athletic Events
 - Student Ministry
 - Brewed Awakenings
 - Performances
- **Un-Planned Contact with Residents** **1 hour**
- **Box Duties** **3-4 hours**

RA who works closing shift is responsible to remain in the building until 6:00 am the following morning.

Weekend Box Duty Each RA will be on duty for two to three weekends each semester. This could include some holiday weekends. Those hours will be above and beyond the normal weekly responsibilities.

PLNU Job Description for RAs working with Apartment Residents

As a member of the Residential Life staff, the purpose of the Resident Assistant at Point Loma Nazarene University is to work closely with the Resident Director in order to provide supportive and consistent leadership to students in the residence hall. The Resident Assistant responsibilities should average 20 hours a week.

Personal and Professional Development

- **Weekly RA Staff Meeting** **2 hours**
 - Meet from 8 – 10 pm
 - First and Third Monday of each Month – All RA's campus-wide
 - Second and Fourth Monday of each Month – RA's with individual hall staff
- **One on one meeting with RD** **1 hour** (meet every other week)
- **Weekly RA Outlook** **1 hour**
 - Take time to reflect, prepare and look forward on the week
- **Administrative Responsibilities** **2 hours**

- o Planning and prep time for events/programming/activities, etc.
 - Advertising, Shopping, Set-Up, etc.
- o Misc. paperwork

Spiritual Development

2-3 hours

- This consists of being involved in some of the following faith-development opportunities (**pre-approved by the RD**) in order to invite your residents to join you on a weekly basis:
 - o Discipleship Group
 - o Student Ministries
 - o PLNU Club (i.e. Surf & Serve, etc.)
 - o PLNU faith-based experience

Community Development

- **Intentional Contact with Residents** **2 hours**
 - o Weekly rounds to establish visibility and hospitality in your building.
 - o Reaching out via email, notes, and other communication when resident scheduling inhibits the in-person contact.
 - o Resident follow-up from other interactions.
- **Planned Events** **3-5 hours**
 - o The purpose is to create space for community development. This may include:
 - o All Apartment Events
 - o Other campus events:
 - o ASB Campus Activities/Brewed Awakenings/Athletic Events/Performances/Events sponsored by Major Dept./Office of Strengths and Vocation Programming, etc.
- **Un-planned Contact with Residents** **2 hours**
 - o This may include casual interaction with residents on and off campus throughout your week.
 - o Incident Management and Follow-up with residents.
- **On Call RA Duties** **1-2 hours**
 - o The RA will be assigned 3-4 weeks per semester for “on call” responsibilities as defined by RD.
 - o This could include some holiday weekends. Those hours will be above and beyond the normal weekly responsibilities.

B. RA Survey Data : April 2015

RA Survey Apr15		
My Dorm RA staff meetings have been effective in helping me to do my job.		
Answer Options	Response Percent	Response Count
Strongly Disagree	1.9%	1
Disagree	0.0%	0
Agree	30.2%	16
Strongly Agree	67.9%	36

My 1-1 meetings with my RD have been effective in helping me to do my job.		
Answer Options	Response Percent	Response Count
Strongly Disagree	1.9%	1
Disagree	3.8%	2
Agree	20.8%	11
Strongly Agree	73.6%	39

The family group meetings with all-RAs have been effective in helping me to build relationships with other PLNU ResLife Staff (RAs, RDs, ARDs, Dean of Students).

Answer Options	Response Percent	Response Count
Strongly Disagree	3.8%	2
Disagree	28.8%	15
Agree	40.4%	21
Strongly Agree	26.9%	14

The large group meetings with all-RAs during fall semester focusing on Re-imagining ResLife were effective and beneficial.

Answer Options	Response Percent	Response Count
Strongly Disagree	3.8%	2
Disagree	3.8%	2
Agree	64.2%	34
Strongly Agree	28.3%	15

The large group meetings with all-RAs during spring semester focusing on emerging adulthood experiences in college (nutrition and eating disorders, sexual assault, and transitions) were effective and beneficial.

Answer Options	Response Percent	Response Count
Strongly Disagree	1.9%	1
Disagree	9.6%	5
Agree	50.0%	26
Strongly Agree	38.5%	20

I currently serve as an RA in :

Answer Options	Response Percent	Response Count
Nease Hall East	13.2%	7
Nease Hall West	17.0%	9
Klassen Hall	9.4%	5
Hendricks Hall	9.4%	5
Young Hall	13.2%	7
Wiley Hall	7.5%	4
Finch Hall	9.4%	5
Goodwin Hall	7.5%	4
Flex Housing	9.4%	5
Colony	3.8%	2

Is this your first, second, or third year working for PLNU ResLife?

Answer Options	Response Percent	Response Count
First Year	62.3%	33
Second Year	22.6%	12
Third Year	15.1%	8

C. Weekly Outlook

RA Weekly Outlook



Name:

Date:

Professional Development

Please give feedback on the past RA meeting (all-RA or individual staff). What topics would you like to be addressed in our next meeting?

Community Development

Looking Ahead:

What are your plans for community development (events and resident contact) for the upcoming week?

Think through the current needs of your residents and plan accordingly.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

What preparation work needs to go into the above plan? Do you need anything from me?

Reflecting back:

Reflect on your weekly programming/activities from the previous week.

Describe meaningful contact you have had with your residents in the past week.

What residents are you concerned about? How do you plan on reaching out to those residents?

Personal Development

Describe practices in which you were involved to encourage and sustain your holistic growth (physical, emotional, spiritual, mental). What has God been showing you through these times?

How can I be praying for you?

D. RA Evaluations

Resident Assistant Evaluation #1

Resident Assistant:

Resident Director:

Date:

	Self-Eval	RD Eval
Weekly RA Meeting (On time, engaged in meeting, good team member, etc.)		
One on One RA Meeting (Consistent with meeting, open to feedback, comes prepared, etc.)		
RA Outlook (Outlook is detailed, represents the past week, and planning for the future)		
Admin. Responsibilities (Completes needed tasks on time)		
Spiritual Development (Attends discipleship group or student ministry)		
Intentional Contact w/Residents (Makes effort to consistently make contact with each resident)		
Events (Planned events that met the needs of residents, consistently offered programming, etc.)		
Unplanned Contact w/ Residents (Available in the res. hall, attempting to build relationships, etc.)		
Box Duties (On-time, completes all tasks, attentive to residents, etc.)		

Please wait and fill the section below out with your RD.

Goals	Strengths
What is your goal for the coming months? How do you plan on meeting this goal?	RD will list several strengths that they have noticed in this RA.

RA Signature: _____

RD Signature: _____

Resident Assistant Evaluation #2

1. What were your goals?
2. What steps did you take to meet your goals?
3. What were areas of success?
4. What were the challenges?
5. Think about your job description. What are some of your strengths? What do you need to work on?

Strengths	Areas to improve

6. How can the RD be more effective in his/her leadership?
7. How do you feel our team is doing overall?
8. What is one thing you'd like to see differently in the hall?

Resident Assistant Evaluation #3

RA:

RD:

Date:

Please take time to reflect on the purpose statement of residential life and the components of the RA job.

- 1) Consider the last two months. What areas have you improved since your last evaluation?
- 2) What part of the work is the easiest or brings the most joy?

3) What part of the work is the most difficult or brings the most challenge?

4) How will you continue to stay grounded and engaged in the purpose of our work through the end of the year?

5) Is there anything you'd like to see changed or improved in the hall? with the team? from the RD's leadership?

Resident Assistant Evaluation #4

RA:

RD:

Date:

1. What have been areas of strength for this RA throughout the year?

2. As this RA moves forward as a professional, identify ways in which they can further cultivate leadership qualities.

3. In what ways have you seen this RA grow over the year?

Review of Goals from RA Eval #3

E. RA Budget

RA Floor Budget					
RA:		Fall	Spring		
	# of Residents				
Floor:	\$ per Resident	\$5	\$5		
	Total RA Dev. Budget	\$0	\$0		
Budget Expenses:		\$0.00		Budget Remaining:	\$0.00
Date	Purpose, Vendor	Amount		Running Balance	
9.15.2014	Study Snacks, Target	Starting Balance			
				\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00

F. Roommate Mediation

Roommate Living Agreement

Room #: _____

Names of Roommates: _____

Please take the time to read and complete the following questions with your roommates. Clear communication is key in developing an effective and fun relationship in your new living arrangements. Remember to be respectful and flexible. The Resident Assistants and Resident Director are always available to answer any questions that may arise.

Getting to know you questions (discussion):

What is your class schedule like? When do you usually go to bed/wake up? Will you be visiting home often? Why did you want to come to Point Loma? What are you looking forward to about college? Favorite activities, movies, books...

Living Questions (complete):

Question	Answer
Visitors <ul style="list-style-type: none">• How many?• At what times?	
Overnight guests <ul style="list-style-type: none">• How many?• At what times? Notify roommate?	
Study/ Quiet time <ul style="list-style-type: none">• What times would I like to study in the room?• When would I be okay with noise/music in the room?• When would I prefer to turn main lights out, window closed/open, etc?	
Use of Possessions <ul style="list-style-type: none">• What can I borrow (clothes, books, printer...)?• What can I not borrow?• Should I ask permission?	
Cleaning <ul style="list-style-type: none">• Who will clean which parts of the room?• How often will we clean?	
Shared Items <ul style="list-style-type: none">• Okay to share food, refrigerator, utensils, etc?	
Communication <ul style="list-style-type: none">• Messages (notes, whiteboard, etc)?• Good roommate communication time?	

Signature: _____

Date: _____

Signature: _____

Date: _____

G. Res Life Topics for Discussion

<p><u>Social</u></p> <ul style="list-style-type: none"> ● Gender ● Sexuality ● Sex ● Homosexuality; does PLNU have an official standpoint? ● Alcohol ● Drugs ● Violence against women ● Sexual abuse ● Rape ● Harassment 	<p><u>Social Issues</u></p> <ul style="list-style-type: none"> ● Dr. Brower ● Spiritual Development ● Students ● Residents ● John Wright ● Fields specialist ● Student Development ● Wellness Center 	<p><u>Social Issues</u></p> <ul style="list-style-type: none"> ● Forum ● Discussion ● Info session ● Panel ● Pancakes ● Presentation ● Statistics ● Meeting
<p><u>Community</u></p> <ul style="list-style-type: none"> ● Modesty on campus ● How to address our community not being of this world ● Forgiveness ● How to confront people ● What it means to be a PLNU student, faith based student ● Covenant ● Drinking age; should students <21 be able to drink? ● Mentorship ● Relationships, dating ● Division of social groups on campus ● Students that party with students who don't party ● Life after Loma ● Cohort struggles 	<p><u>Community</u></p> <ul style="list-style-type: none"> ● Spiritual Development ● Student Development ● Students ● Residents ● Small group/large group ● Alumni ● Cohort groups 	<p><u>Community</u></p> <ul style="list-style-type: none"> ● Discussion ● Info session ● Forum ● Pancakes
<p><u>Health and Wellness</u></p> <ul style="list-style-type: none"> ● Balance ● Restlessness ● Involvement on campus ● Bring present ● Coping mechanisms ● Helping others with life issues ● How to be encouraging, come along side ● How to reach out for help ● Wellness resources ● Mental health ● Depression ● Anxiety, panic disorder ● Stress ● Time management ● Alcohol ● Drugs 	<p><u>Health and Wellness</u></p> <ul style="list-style-type: none"> ● Psychiatrist ● Wellness Expert ● Students ● Fields specialist ● Other RAs ● Residents ● Panel ● Staff ● Faculty 	<p><u>Health and Wellness</u></p> <ul style="list-style-type: none"> ● Forum ● Discussion ● Info session ● Q and A ● Pancakes ● Presentation ● Statistics ● Testimonies

<ul style="list-style-type: none"> ● Sex 		
<p><u>Res Life</u></p> <ul style="list-style-type: none"> ● Maintaining relationships with students that don't follow the rules and or the mission statement ● Emotional boundaries with residents ● Box hours ● How to confront people ● Deep conversations with residents ● Conflict management ● Supporting upperclassmen ● RAs feeling isolated in job ● Best practices in Res Life ● Lack of motivation in job ● Feeling inadequate in RA job ● Buddy RA ● What being an RA is not ● Other departments partnering with Res Life for events ● Senior event planning ● Reaching out to freshmen ● Reaching out to transfer students ● RA roommates should not be D group leaders ● 4th year RA ● Monday night RA all RA meetings ● Emergency preparedness/situations ● Getting in trouble if you are honest about your struggles (ie. Alcohol, sex) 	<p><u>Res Life</u></p> <ul style="list-style-type: none"> ● Past RAs ● Current RDs ● Residents ● Bolster ● Open forum ● Res Life ● Chip Pitkin ● Bucky Bateman ● Caye Smith 	<p><u>Res Life</u></p> <ul style="list-style-type: none"> ● Panel discussion ● Q and A ● Discussion time ● Pancakes ● Interactive discussion ● Cohort groups ● Whiteboard ● 1/1 discussion ● Guided group discussion ● Field training ● Survey
<p><u>Faith</u></p> <ul style="list-style-type: none"> ● How to have a small group w/ out imposing on D group ● D group, cohesion ● Telling your story ● Building a Christ centered community ● Spiritual Development, purpose ● Personal testimonies ● Worship night ● Prayer night ● Jesus 	<p><u>Faith</u></p> <ul style="list-style-type: none"> ● Faculty ● RDs ● RAs ● Faculty ● Benefield ● Spiritual Development ● Melanie Wolf ● D group leaders w/ RAs ● Professionals ● Bob Goff ● Local pastors 	<p><u>Faith</u></p> <ul style="list-style-type: none"> ● Panel Discussion ● Open discussion ● Pancakes

H. RA Interview Questions

**RESIDENT ASSISTANT INTERVIEW QUESTIONS
(NEW APPLICANT)**

1. **Why do you want to be an RA?**
What excites you most about the RA position?
What do you think will be challenging for you?

2. **What connections do you see between your faith and being an RA?**

3. **Tell us about a time of disagreement or confrontation during your time at PLNU and share how you dealt with it?**
What would you have done differently?

4. **What would you contribute to your RA team?**
What do the RA's and or Residential Life contribute to Point Loma?

5. **Do you have a preference on where you would like to work?**
 - a. **Would you be willing to work anywhere else?**

6. **As we close the interview, do you feel like we got a sense of who you are? Do you have any questions?**