

# Resident Assistant (RA) Manual

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**OFFICE OF  
STUDENT LIFE**

Dr. Eugene McKay Student Center  
Suite 202 | 501-882-8906

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# Resident Assistant (RA) Manual

## Chapter 1: Mission, Values, & Educational Priorities

In this chapter you will:

- Be introduced to the Office of Student Life.
- Learn the mission statement and goals of the Housing & Campus Living program at ASU-Beebe.
- Be introduced to the players in the Office of Student Life.
- Learn the educational priorities of the Office of Student Life and the Housing & Campus Living program, through the college's A.R.C.H. Campus Life Co-curriculum.

### **Introduction to Student Life at ASU-Beebe**

Welcome to the Office of Student Life at Arkansas State University - Beebe! You have been chosen to be a part of a remarkable team of people dedicated to serving the residents that live on our campus. This chapter is dedicated to introducing you to the basics of the department. Here you will find the mission statement of the department, our philosophy on students, and a list of goals the department seeks to achieve. You will also find an introduction to the team members and their roles within the department.

The Office of Student Life is a team of roughly twenty people. This team of people staffs two residential facilities and the main office in the Dr. Eugene McKay Student Center. You have joined this team as a Resident Assistant (RA). This manual is designed to assist you in your duties as an RA. While this is certainly not your only resource for information, the manual should answer any questions you may have about your job. If something is unclear to you at any time please ask your supervisor or a veteran RA.

### **Mission and Programmatic Goals**

Without a clear mission statement and set of goals, the department would not be able to succeed in serving the residents of this campus. The mission statement and goals are set to provide the department with a sense of direction.

## *Mission Statements*

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### Office of Student Life

It is the mission of the Office of Student Life to foster a campus environment that cultivates student learning through developing innovative and inclusive co-curricular programming that supports student learning outcomes in leadership, scholarship, and citizenship.

### Housing and Campus Living Program

It is the intention of the Student Life's Housing and Residence Life program to support the academic mission of the institution by providing a safe, comfortable physical environment in which one is able to pursue academic endeavors and achieve personal growth within the boundaries of community standards and respect for others.

### *Housing and Campus Living Goals*

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- To offer facilities that are safe, well-maintained, and clean, and that provide a physical environment that supports the programs and goals of the Office of Student Life.
- To provide an environment within the residence halls that is conducive to academic achievement, good scholarship, and the intellectual and personal growth of each resident.
- To encourage each resident to recognize and evaluate his/her own purpose for being part of the university.
- To promote an atmosphere of respect for individual differences and to encourage support for the rich diversity our students bring to the College community.
- To encourage the development of a sense of individual responsibility so that residents learn to accept responsibility for their own choices and actions.
- To promote an atmosphere conducive to warmth, high morale, and fellowship within the residence halls.
- To promote a sense of pride in the university.
- To provide courteous, high-quality service to College residents at the lowest possible cost.
- To serve as a liaison between the College administration and students.

- To institute administrative policies and procedures that facilitate the effective operation of the residence halls.

## **Philosophy on Students**

Student Life is dedicated to providing excellent customer service to students. Without residential students, the office's Housing and Campus Living would cease to exist. Therefore, the office has adopted the following philosophy regarding students.

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The Student Is...

- The most important person on the campus, without them there would be no need for the institution.
- Not a cold enrollment statistic, but a flesh and blood human being with feelings and emotions like everyone else.
- Not something to be tolerated so that we can do our thing – they are our thing!
- Not dependent on us. We are dependent on them.
- Not an interruption of our work, but the purpose of it.

Keep in mind that we are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so. The rest of this manual is dedicated to helping you uphold the department philosophy on students.

## **The Office of Student Life**

The Office of Student Life is made up of roughly 20 people. In this section, you will be introduced to the various positions that make up the team. You will also be provided with a list of this year's team members.

### **Dean of Students**

The Dean of Students is responsible for creating and maintaining a safe, healthy, and supportive environment and culture that synthesizes the intellectual, physical, social, emotional, and spiritual development of students in a holistic way. The Dean of Students is a primary student advocate. The Dean works with administrators, directors, coordinators, and students to implement or supervise a comprehensive program of engagement and learning services reporting within the Office of Student Life, including: College Mascot, College Switchboard, Facilities & Event Services, Food Services, Housing & Campus Living, ID Card Office, New Student Programs, Student Activities, Student Care Services Student Conduct, Student Leadership Programs, Student Organizations, and Testing Services.

### **Fiscal Support Specialist**

The Fiscal Support Specialist is responsible for supporting the Division of Student Life, primarily housing, catering & food services, & the Dean of Students, by performing a variety of fiscal and administrative related tasks that include reconciling expenditures, monitoring budget accounts, coordinating purchasing, review invoices, coordinate office activities, prepare special reports and recommend administrative procedures as directed by supervisor. This position is governed by Generally Accepted Accounting Principles (GAAP), state and federal laws, and institution policy.

### **Facilities & Event Specialist**

Under the supervision of the Dean of Students, the Facilities & Events Specialist assists Student Center staff and campus building managers with coordinating the reservation of facilities for events and meetings on ASU-Beebe campuses and the management of a comprehensive Campus Events Calendar. Additionally, the Facilities & Events Specialist supports the daily operations of the Student Center office including customer service, campus switchboard, ID card production, and various other office activities.

### **Students Center Assistant Manager**

Under the supervision of the Dean of Students, the Student Center Assistant Manager is responsible for the operation of a Student Center facility after normal working hours and the support of events and activities set up during regular working hours. Additionally, the Student Center Assistant Manager supports student organizations and intramural sports, as required.

### **Coordinator of Campus Life**

The Coordinator of Campus Life assists the Dean of Students to provide appropriate planning, publicity, and evaluation for student-orientated activities and programming that support meaningful engagement, co-curricular learning, and belongingness with the college community. Additionally, the Coordinator of Campus Life supports the Office of Student Life with the reservation of facilities, holistic orientation programming, and advising student leaders.

### **Director of Food Service**

The Director of Food Service with Great Western Dining, Inc. ensures the smooth and efficient operation of the college's cafeteria and catering operations on all ASU-Beebe campuses. The Director is responsible for the production of nutritious, appetizing meals for students and staff, while meeting all governmental and college regulations.

### **Coordinator of Testing Center**

The Coordinator of Testing Center coordinates the implementation and administration of exams given through the Testing Center. The Coordinator informs students, proctors, Testing Center personnel, and other stakeholders regarding software, hardware, and testing procedures, coordinates the test scheduling process and test materials, provides and assists with training and dissemination of information to Testing Center personnel, and acts as a liaison with academics to coordinate efforts to improve and refine the sage of the Testing Center.

### **Coordinator of Disability Services**

The Coordinator manages Disability Services for students across all campus locations and satellites by providing overall leadership, planning, and supervision for the disability support services function. This includes directing and implementing reasonable accommodations and services for students with disabilities under the mandates of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act of 1990 (as amended).

### **Residence Hall Manager**

The Residence Hall Manager (RHM) is a full-time, live-in professional with an undergraduate degree in college student personnel, counseling, psychology, social work, or related field. The RHM is responsible for all activities in the residence hall. They supervise the RAs and assist in the program management of the residence halls. \

### **Resident Assistant**

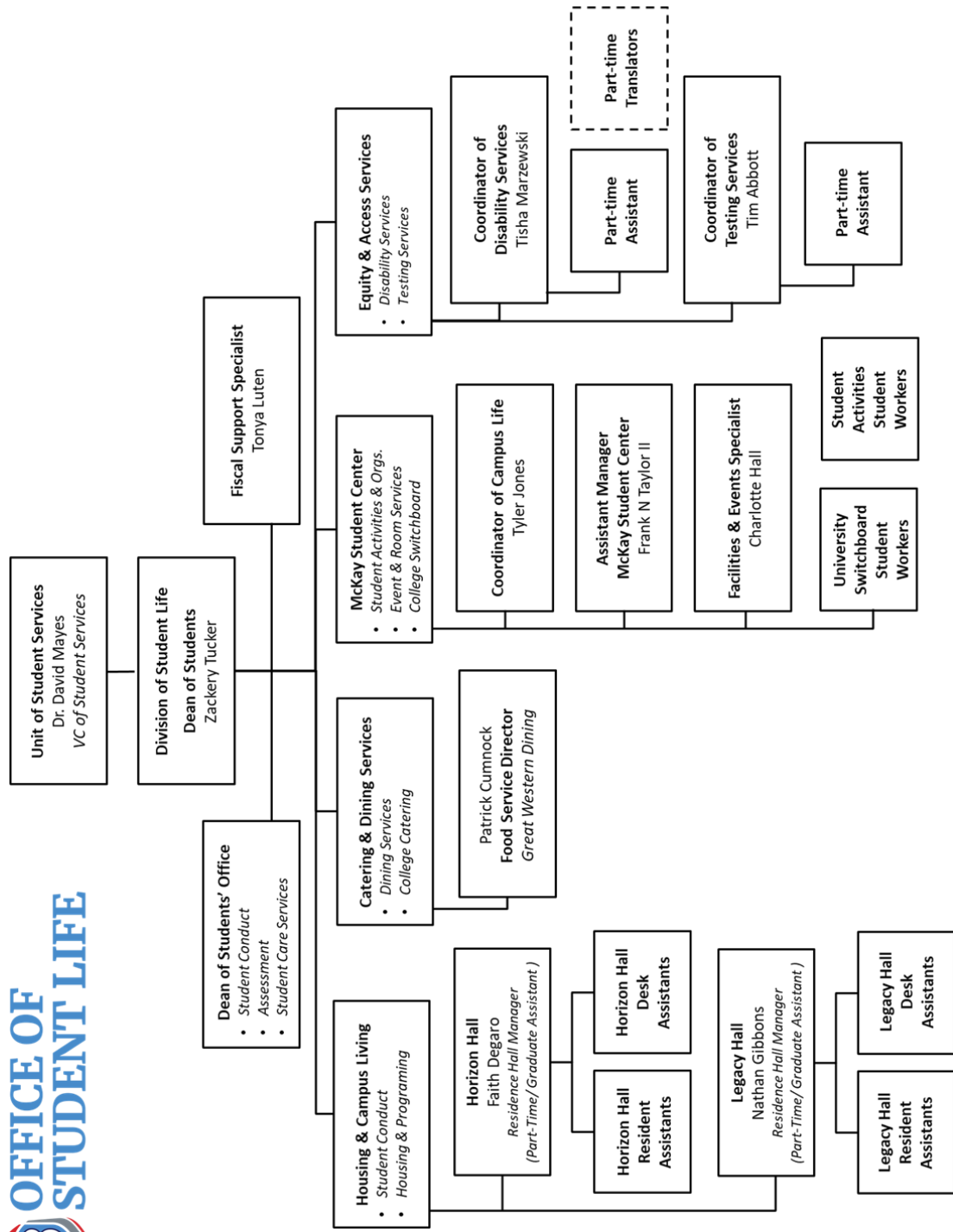
The Resident Assistant (RA) is a **scholarship'd student position** with responsibilities that include assisting professional staff with the day-to-day operations of the hall. Including: assisting residents on move-in day/final week, room checks, monitoring visitation, completing 6 hours of office time each week, and assisting with student programming. The RA position is **the most comprehensive student leadership position** attainable at ASU-Beebe. This diversity of roles and responsibilities is challenging and calls on the RA to develop organizational and interpersonal skills.

### **Desk Assistant**

Desk Assistants (DA) are often the first contact for students and guests entering the residence hall, and it is important that the desk staff sets a welcoming environment for students and guests. Desk assistants will also aid the Residence Hall Manager as needed.

# Organizational Service Chart

(UPDATED 07/01/2022)





## Educational Priorities

Our educational priority is to enable residents to become citizen leaders and students as engaged scholars within their community. Students living on campus at ASU-Beebe will benefit from an environment designed to encourage learning through:

- **Scholarship.** At the core of the mission of student support should be the drive to provide programming and services to support students outside the classroom in their development inside the classroom. At the center of the restructuring of the Student Life Office is a paradigm shift from being the service provider of extra-curricular activities to a developer of co-curricular programming which support the development on the student outside the classroom.
- **Citizenship.** The College has a social obligation to ensure students graduate with the skills necessary to be productive, engaged, and informed citizens. This includes providing programs that facilitate self-discovery, social inclusion, and civic engagement. By expanding Student Life Office's commitment to volunteerism and social inclusion programming, the office can have a central role in the College meeting this mission.
- **Leadership.** Finally, Student Life believes it has an obligation to promote leadership development on campus through, and outside our student government activities. As educated people, students have the responsibility to assume leadership roles when needed. Because of this responsibility, students must have opportunities to develop and refine their abilities to participate fully as leaders and citizens. The further development of the College's Leadership Program and Registered Student Organizations can be facilitated through Student Life development, training, and leadership opportunities for our students.

## Residential Learning Outcomes

Students at ASU-Beebe should have the opportunity to take part in numerous experiences that promote learning. As the Office of Student Life assessed what experiences and outcomes students should gain while participating in campus life, four broad categories were identified which will serve as the center of campus life programming. Just like the arch which has historically stood at the center of the ASU-Beebe campus, we have labeled the outcomes A.R.C.H., or:

- Academic and College Success
- Respect for Self and Others
- Community and Leadership Development
- Health & Wellness



## CAMPUS LIFE LEARNING OUTCOMES

By participating in experiences while living on campus, residents will be exposed to the following:

**Academic & College Success** – *Campus Living connects residents to resources and environments that support academic success.*

Living on campus maximizes learning engagement through career and academic exploration. Through sustained relationships with academic partners, Campus Living provides supportive learning environments to help students achieve their academic and career goals and discover their passions.

- A.1 Students will be able to identify resources that support their academic success and career goals.
- A.2 Students will be able to use resources to support their academic success.
- A.3 Students will be able to set realistic academic goals.
- A.4 Students will be able to connect their classroom learning to out of class experiences.

**Respect for Self & Others** – *Campus Living connects residents to appropriate self-management skills and respectful communities that support diversity and inclusion.*

Living on campus enables students to gain knowledge and experiences with intrapersonal and interpersonal competence including conflict management, personal growth, and self-advocacy. By using trainings, collaboration, and resources, we will support, educate, and challenge individual understanding of social justice and inclusion. Campus Living seeks to understand and affirm all identities we serve, to develop a culture where individuals challenge assumptions and engage in open discourse.

- R.1 Students will be able to recognize individual identities and their role within the residential community.
- R.2 Students will be able to relate social justice and inclusion concepts to the residential community.
- R.3 Students will be able to recognize the importance of building and sustaining positive relationships with others.

R.4 Students will be able to apply self-advocacy skills in management of life tasks.

**Community & Leadership Engagement** – *Campus Living provides residents the opportunity to serve their community and develop leadership skills on campus and in their community.*

Living on campus provides students the opportunity to demonstrate a commitment to the values of servant leadership of the Vanguard community. Campus Living strives to enhance connections and engagement for residents through support and resource connection. Through involvement with leadership activities, residents are challenged to practice social responsibility, demonstrate an accountability to self and others, and develop as engaged citizens.

- C.1 Students will be able to recognize the importance of connecting to the residential, campus, and greater community.
- C.2 Students will be able recognize ways to get involved on campus.
- C.3 Students will be able identify their personal leadership strengths and strengths in others.
- C.4 Students will be able develop independent plans to enact positive change on campus and in their community.

**Health & Personal Wellness** – *Campus Living connects residents to productive and healthy communities.*

Living in campus housing provides students the opportunity to engage with and develop as a member of the ASU-Beebe community. Being a part of a community engages students' responsibility to make healthy personal decisions surrounding self-care and stress management, personal wellness, physical and mental well-being, and alcohol and drug use. Campus living connects students to resources and opportunities that allow them to make growth-oriented choices.

- H.1 Students will be able to demonstrate responsibility in making healthy personal decisions.
- H.2 Students will be able to demonstrate importance of emotional & mental wellness.
- H.3 Students will be able to demonstrate legal and responsible behavior related to the consumption of alcohol and other substances.
- H.4 Students will be able to identify potential support resources (Student Counseling Services and community agencies).



# Resident Assistant (RA) Manual

## Chapter 2: Contract & Job Description

In this chapter you will:

- Learn the Job Description of an RA
- Learn about the time commitment of the RA Position
- Learn the academic/alcohol expectations of an RA
- Learn about RA accountability
- Be introduced to the contract you will sign as an RA

### Job Description

#### FUNCTION OF POSITION

The Resident Assistant is a part-time student staff member for the Office of Student Life. RAs are individuals who have exhibited excellence in the development of identity, autonomy, values structure, interpersonal skills, and emotional stability. They serve as a role model and resource for assisting students in their education, personal growth, and sense of belonging in the community and the college. The RA role is one of a community facilitator, providing leadership and assisting residents in developing a positive learning community environment through building strong relationships with residents. A positive community environment is one where active learning takes place by RAs facilitating opportunities for faculty/staff and resident interaction, seeking resident involvement, and creating a sense of investment among residents.

#### *Skills & Responsibilities*

#### TEAM MEMBER

An RA is expected to work cooperatively with fellow staff members and to attend and participate in all system-wide training activities. This includes programs, hall staff meetings, and any other meetings or activities deemed necessary by the RHM.

#### PEER COUNSELOR

- Develop and maintain good interpersonal relationships with each resident.
- Help residents develop good interpersonal relationships among themselves.
- Establish effective communication with residents through listening and response.
- Serve as a referral agent for campus and community resources available to service student needs.

## **COMMUNITY FACILITATOR**

- Provide a formal introduction by welcoming, orienting, and teaching the norms, values, and rules of the community.
- Provide involvement in conjunction with residents of the floor and other staff members to create a supportive environment for personal and academic growth.
- Create a sense of investment in the floor community by assisting residents to become active members of the floor.
- Create a sense of identity for the living group in conjunction with residents on the floor.
- Offer a variety of social and/or recreational activities that encourage residents to establish contact with each other.
- Discuss with residents on a routine basis upcoming events on the floor, in the hall, and in the College community.
- Recognize and celebrate student accomplishments on the floor.
- Act as a moderator in community dialogue.
- Encourage and support students in their involvement in the Residence Hall Association, campus student organizations, and campus activities.
- Actively work with residents to create a community where students are comfortable with people from any culture, and whose attitudes, language, and behavior reflect awareness and sensitivity to other cultures and backgrounds
- Assist RHMs and other staff in addressing student developmental needs.
- Promote academic success by knowing where students can receive assistance, where computer labs are located, and departments that can provide assistance i.e. Registrar's Office or Financial Aid Office.
- Enforce hall regulations, maintain standards of community behavior, and as needed confront individuals or groups violating community, College, or residence hall rules and regulations, and document incidents as necessary.

## **RELATIONSHIP FACILITATOR**

- Actively work to learn the names and characteristics of residents living on the floor (religion, disabilities, academic major, daily schedules, personality types, traits, or preferences).
- Assist residents in learning one another's names, interests, and personality characteristics.
- Have periodic contact with residents on the floor.
- Act as a moderator between roommates when needed.
- Create opportunities and encourage connections among students and faculty.
- Communicate frequently, openly, and honestly with other members of staff and all other Student Life and Student Services personnel.
- Maintain confidentiality concerning position-related information and relationships with staff.
- Be familiar with campus resources to promote student success by knowing and utilizing referral processes for assistance with problem situations such as policy violations, personal concerns, etc.

## **ADMINISTRATIVE**

- Complete and turn in information reports as needed, and follow up as requested by RHMs and Dean of Students.
- Understand and be able to articulate College and/or residence hall procedures and policies as outlined in the residence hall handbook and other College publications.
- Monitor and report the condition of common use areas as required by RHMs and other supervisory staff.
- Participate in check-in and check-out of students from their rooms.
- Provide leadership in emergency situations, and keep residents informed of emergency procedures.
- Complete, in a timely manner, administrative tasks such as maintenance requests, weekly reports, purchasing procedures, occupancy reports, and other tasks assigned by the RHMs, or Dean of Students.
- Participate in weekly hall staff meetings, staff development programs, and/or other meetings required by the Dean of Students, or your RHM.

## **STUDENT DEVELOPMENT**

RAs must assist the RHM and other staff in addressing student developmental needs, such as utilizing campus resources, faculty, counselors from our Advising & Learning Center, and other campus events being offered. RAs should be inclusive of all diverse populations when planning activities.

## **RESIDENCE HALL PROCEDURES AND POLICIES**

RAs must understand and follow all College and Housing policies and procedures, confront all violations, report all incidents, and complete information reports in a timely manner. They must enforce all rules and regulations with consistency and fairness. RAs need to understand the student conduct process because they may be requested to appear at student conduct hearings. RAs need to maintain a good rapport with residents and serve as positive role models on and off-campus.

## **STUDENT SUPPORT**

RAs should possess and utilize listening, assisting, and communication skills. They should also confront behavioral and counseling issues appropriately while taking appropriate action (inform RHM, make appropriate referrals and documents). RAs should be approachable and confidential because they serve as a resource and support for academic pursuits. RAs need to be knowledgeable of campus resources. They should encourage involvement in floor, residence hall, and campus-wide activities, and initiate positive relationships with every resident.

## **STAFF RELATIONS**

RAs should keep the RHM informed of floor and staff issues. They should resolve difficulties with staff members in a professional and timely manner, and listen to and utilize constructive feedback from the RHM and other staff members while providing their own constructive feedback as well. RAs should also provide input and support staff decisions,

maintain a positive attitude toward the RA job, cooperate with supervisors and peers, and be committed to the “team approach.”

### ***Time Commitment***

The RA position is one that requires dedication and a time commitment. This section outlines all of the areas to which your time will be dedicated. If the amount of time sounds overwhelming, talk to veteran RAs about how they juggle their schedules. Learning the value of a day planner may help you in meeting your time commitments as an RA.

### **DUTY RESPONSIBILITIES**

RAs must be in their hall on their duty day. They will be required to be on duty one day a week as well as several weekends throughout the semester. A duty shift is from 3:00 PM until 8:00 AM the following morning. Typically, the weekend duty shift is from 8:00 AM on Saturday until 8:00 AM on Monday. RAs must call the RHM-on-duty as incidents occur, and complete an incident report in the ResLife Portal following incidents. RAs must find substitutes when necessary and complete appropriate paperwork on time. They should be flexible regarding duty changes. The RA on duty should post and take down publicity in a timely manner. Make rounds; remain visible in their hall by hosting community builders, and keep the duty cell phone with them at all times on their duty day. Please see the “On Your Duty Day” section of the training manual for more details on duty day tasks and procedures.

### **COMMUNITY DEVELOPMENT**

RAs must develop a sense of community and a positive atmosphere on the floor while promoting understanding of and respect for diverse backgrounds. RAs should work to develop a floor community conducive to living, learning, and studying; they must keep the floor informed of upcoming events within the hall, on campus, and in the community. RAs should support the Residence Hall Association.

### **POSITION DEVELOPMENT**

RAs must attend, be on time, and participate in all training sessions and weekly staff meetings. They must actively participate in staff development activities and attend one-on-one meetings as determined by the RHM and Dean of Students. Prior to the end of the award schedule, RAs must complete an exit interview with the Dean of Students.

### **FLOOR MANAGEMENT**

RAs should turn in maintenance orders as needed, and respond to community damage and cleanliness concerns. RAs should also respond appropriately to emergency maintenance problems and student crises. They need to develop a good working relationship with maintenance and custodial staff.

### **DESK HOURS**

RAs are required to work at the front desk as part of the scholarship package. They should follow proper procedures, and set an example for Desk Assistants (DA) through attitude, behavior at the desk, and adhering to the Office of Student Life dress code.

RAs are required to work six (6) desk hours per week in their respective halls. RAs will establish a work schedule for their RHM. RAs may not schedule desk hours on their assigned duty day. However, to assist DA's and RA's, the RA-on-duty may cover desk hours for short time frames, with approval from their RHM.

**EXTRACURRICULAR ACTIVITIES & OUTSIDE WORK**

RAs must give priority to the RA position over ALL extracurricular activities. Before pursuing or accepting a leadership role in any campus organization or accepting a non-College position, they must obtain approval from the Dean of Students. RAs may work no more than twenty (20) hours per week in an on-campus student worker position. RAs are not allowed to work any off-campus position while serving as an RA.

**REQUIRED ACTIVITIES AND ACADEMICALLY EXCUSED EVENTS**

Aside from duty days and desk hours, RAs are required to attend a number of other Student Life functions. These functions are split into two categories. The first category is **Required Events**. These dates may not be missed under any circumstances. Should extreme circumstances arise the RA should submit a request to the Dean of Students in writing to miss one of these days. The second category is **Academically Excused Events**. These classes, co-curricular activities, clinicals, rehearsals, concerts, college trips, academic performances, etc. RAs must let their RHM know in advance when they will not be able to attend one of these functions. The RA should be ready to produce proof of the academic excuse should they be asked for it.

| <u>Required Events</u> |     | <u>Academically Excused Events</u> |     |
|------------------------|-----|------------------------------------|-----|
| Fall Training          | AUG | Fall Break Check—Out               | OCT |
| Fall Check-In          | AUG | Thanksgiving Check—Out             | NOV |
| Fall Check—Out         | DEC | Spring Break Check—Out             | MAR |
| Spring Training        | JAN | Back to Beebe Bash                 | TBA |
| Spring Check-In        | JAN | Preview Days                       | TBA |
| Spring Check—out       | MAY | AG Day                             | TBA |
|                        |     | Staff Meetings                     | TBA |
|                        |     | Campus Wide ResLife Events         | TBA |

***Academic/Alcohol Expectations***

As an RA, you are a representative of the university. For this reason, RAs are held to a higher academic standard than other students. The following section outlines the academic expectations for RAs. Also outlined in this section are the alcohol expectations both on and off campus. It is important for you to adhere to these expectations keeping in mind that residents watch you. It is important for you to lead by example.

**ACADEMIC REQUIREMENTS AND TERMS OF EMPLOYMENT**

RAs must be enrolled at ASU-Beebe (or the ASU Degree Center at ASU-Beebe) during the period of employment. RAs must have a 2.5 cumulative grade point average when accepting and signing the Resident Assistant Contract. RAs must earn a 2.5 GPA each semester to remain in good standing. RAs must maintain 12 undergraduate, unless having received prior approval by the Dean of Students. If an RA makes lower than a 2.5



GPA but higher than a 2.0 GPA they will be placed on staff academic probation for one semester. If the RA fails to make a 2.5 while on probation they will be terminated. RAs making lower than a 2.0 GPA during a probationary or non-probationary semester they will be terminated. Length of employment is by semester, beginning with RA training (one week prior to hall opening) and ending with hall closing.

### **ALCOHOL EXPECTATIONS FOR RESIDENCE LIFE STAFF**

All Student Life staff members (RHM's/RA's) are involved in educating students about alcohol. This includes communicating about appropriate attitudes and behaviors concerning alcohol use. Role modeling and following through in daily activities is imperative. The department has established the following expectations related to alcohol use:

- All RAs are prohibited from possessing or consuming alcohol on campus.
- Do not engage in alcohol-related activities which are in violation of College policy or state law.
- Do not serve alcohol to any student under the age of 21. Staff members who are 21 years of age or older who choose to serve alcohol to students 21 years of age or older must model and require the responsible use of alcohol.
- Do not encourage, through personal planning, events involving residents where alcohol is the primary focus or motivation to attend.
- Do not condone, by your presence, on-campus events where underage residents are consuming alcohol.
- Do not sponsor programs off-campus where alcohol is served.
- Do not exhibit intoxicated behavior in the residence halls.
- RAs are expected to confront and educate underage residents about the risks and possible consequences of underage drinking on campus.
- RAs should suggest alternatives to alcohol-related events.
- Be aware of the attitudes you show through your own speech and behavior.
- Do not emphasize/promote the use of alcohol.
- Be aware of your own relationship with alcohol, and if you need help seek someone out. Staff should refer to the Residence Life staff manual and/or programming manual for more information and suggestions on non-alcohol programs. Consultation with supervisors is also recommended as staff implements these expectations within their areas of responsibility.

### ***RA Accountability***

As an RA, you carry a lot of responsibility. Your supervisors need a way to effectively evaluate your performance as an RA and also hold you accountable for your actions as a Residence Life staff member. For this reason, an accountability system has been put in place known as the strike policy. It has been outlined below. Also included in this section, are the answers to some of the questions you may have regarding this policy.

### **STRIKE POLICY**

As a Resident Assistant, you are held to a higher standard than others. In Residence Life the actions of staff members affect the lives of our student residents. We must ensure that our staff is held accountable & problems do not remain undetected. For that reason, the following strike policy has been adopted. In the event an RA fails to meet the expectations of the department, one of several things may happen.

- The RA may be issued a verbal warning. Generally, verbal warnings will be issued by the RHM.
- The RA may be issued a written warning. Written warnings are generally issued by the RHM for a larger offense or a second offense. The RA will receive the written warning and a copy will be kept on file in the Office of Student Life.
- The RA may be issued a strike. Strikes are issued for major offenses or repeated offenses. They are generally issued by the RHM. When an RA receives a strike, it is forwarded to the Dean of Students who will then arrange to meet with the RA to discuss the situation.

### ***Termination and Resignation***

#### **TERMINATION**

The illegal use of alcohol or drugs on or off-campus may result in the termination of the award. If the RA is alleged to be in violation of College policies, the case will be referred to the Dean of Students. If an RA is found responsible for violating College policies, the suitability of remaining in the RA position will be re-evaluated by the RHMs and the Dean of Students. Termination may result if the RA fails to fulfill any part of the Resident Assistant Contract.

In the event the RA award is terminated, the RA has the right to request an appeal and receive a hearing. An appeal, in writing, should be directed to the Dean of Students within three working days of written notification of termination. An RA who has been terminated has the option to complete a room and board contract for a different residence hall space. He or she will also be responsible for paying back the unused portion of the stipend.

#### **RESIGNATION**

In the event that the RA resigns their position or chooses not to return for the following semester, the RA must move out of the currently assigned hall unless permission is given by the Dean of Students.

### ***Contract***

In the previous sections of this chapter, you were introduced to the job description and expectations of the RA. This job description will be the content of your RA contract. The contract briefly discusses each area of your job but does not go into great detail. Therefore, it is important for you to read the previous sections of this chapter carefully as they are all things you are agreeing to by signing the contract. You will attend a training session regarding the contract. There you will have the opportunity to ask any questions you may have prior to signing the contract.

***[Insert Contract]***



## Resident Assistant (RA) Manual

# Chapter 3: Important Dates

In this chapter you will:

- Learn how to respond to various emergencies such as fires, tornados, and injuries
- Learn the appropriate contact information for emergency situations
- Learn the evacuation routes for each hall
- Learn how to handle crisis situations such as suicide

There are a number of important dates that the Resident Assistant (RA) staff needs to be aware of throughout the year. While some are simply reminders you will want to pass on to your residents, other dates are listed because RAs will need to assist with these events. Please be sure to review these dates and put them on your personal calendars.

### Master Calendar

The master calendar for the college is referred to as the Campus Events Calendar is managed by the Office of Student Life and is available on [asub.edu](http://asub.edu) website. The public view of the calendar presents a small monthly view of the calendar that displays all functions (business and student-centered) that is scheduled at the college, and an event board that displays student-centered events in a graphic format.

In the navigation bar of the Calendar of Events page of the website you can select “Master Event Calendar” to view a traditional grid view of the calendar.

The Campus Events Calendar can be accessed at: <https://www.asub.edu/asub-calendar/>

### Academic Calendar

The Academic Calendar is managed by the Academic Office and sets important dates and deadlines related to academic classes for the school year.

The Academic Calendar can be accessed at: <https://www.asub.edu/academics/academic-calenders.aspx>

### Important Housing Dates

To aid students in their planning process the Office of Student Life posts important dates for the current and upcoming academic year. Please refer to the dates when making travel arrangements to and from ASU-Beebe. Students are not permitted in their residence hall room before the time indicated and must vacate their residence hall room by the time indicated. No exceptions are allowed. Students who find it necessary to arrive earlier or depart later are expected to make alternative off-campus arrangements.

Important Housing Dates can be accessed at: <https://www.asub.edu/student-life/residence-life/>

## **Important Dates for Resident Assistants**

### **Fall:**

- You must arrive on campus and be ready to begin training by 4:00 p.m. on Wednesday, August 10, 2022.
- You are able to move in between 8:00 a.m. - 4:00 p.m. on Wednesday, August 10, 2022; please be in contact with your RHM to coordinate.

### **Academic Year:**

- You must attend Resident Assistant staff meetings traditionally on Sunday or Monday evenings each week.
- You must attend a 1:1 meeting with your supervising RHM each block. These meetings will be scheduled at times that work for you and your RHM.
- You must attend an all-staff meeting each month.
- Health & Safety Inspections are required each month, and may occur on a day other than your duty day.

### **Thanksgiving Break:**

- You must plan to stay on campus after 5:00 p.m. on Wednesday, November 23, 2022 to assist with residence hall closing.
- All buildings will have on-call coverage during Fall break. While volunteers from each staff will be sought first, please be aware you may be assigned to be on-call during this time.

### **Winter Break:**

- You must plan to stay on campus after 5:00 p.m. on Tuesday, December 13, 2022 to assist with residence hall closing.
- You may request to stay on campus until 11:00 a.m. on Wednesday, December 14, 2022 if this is better for your schedule. Please coordinate with your RHM.
- All buildings will have on-call coverage during Spring break. While volunteers from each staff will be sought first, please be aware you may be assigned to be on-call during this time.

### **Spring Training:**

- You must arrive on campus and be ready to begin training by 4:00 p.m. on Wednesday, January 4, 2023.

- You are able to move as early as 9:00 a.m. on Wednesday, January 4, 2023; please be in contact with your RHM to coordinate.

### **Spring Break:**

- All buildings will have on-call coverage during Spring break. While volunteers from each staff will be sought first, please be aware you may be assigned to be on-call during this time.

### **End of Year:**

- You must plan to stay on campus after 5:00 p.m. on Tuesday, May 9, 2022 to assist with residence hall closing.
- You must move out prior to 11:00 a.m. on Wednesday, May 10, 2023. If you'd like to request an extension please be in contact with your RHM to coordinate.

\*Note: Every building is staffed during Breaks and there will be on-call responsibilities during these times. While volunteers from each staff will be sought first, please be aware you may be assigned to be on-call during this time.

## **Holiday Breaks**

Thanksgiving Break, Winter Break, Spring Break, and the days between the end of class and Summer terms are staffed and there will be duty responsibilities during these times. Staff will need to take this into account as they make plans during those times.

The Dean of Students will communicate with RAs what the Thanksgiving and Spring break expectations are prior to occurring. Modified duty structures may take place at their discretion.

## **Training and Development Opportunities**

### **Fall Training**

Staff will participate in a nearly two-week-long, comprehensive training program prior to the start of the Fall semester. Through in-office and guest presentations, interactive sessions, ice breakers/team builders and simulated scenarios, staff will have the opportunity to bond with each other and practice the skills and knowledge needed in order to be an effective leader and resource within the residence halls. This is an intensive, welcoming, and supportive environment that is meant to teach skills, forge bonds, and build confidence.

### **Spring Training**

Prior to the start of Spring semester, staff will return for a four-day refresher and deeper training program. During this time staff will have the opportunity to reconnect with each other as well as discuss topics based on prior training assessments, RA personal requests, and current student trends from the first semester.

### **Monthly In-Service and All-Staff Meeting**

Once a month, usually during an existing staff meeting date and time, all area staffs come together for a joint meeting. Over the course of this meeting, staff will have a chance to connect with those from other areas. They will discuss any important business and upcoming events from the department or College that could benefit from candid discussion. Also, there will typically be a short training/development activity or special guest presentation regarding advance skills that will include question-and-answer time for clarity and retention.

## **Staff Meeting**

To help ensure consistent communication and opportunities to connect with fellow staff members, RAs are expected to attend regular staff meetings. These meetings typically include discussions surrounding community development, programming, updates on Housing & Campus Life initiatives, and campus events, while also having time to bond with other staff.

Meetings are traditionally held on Sunday & Monday even, the official time and location of these meetings are determined by the RHM and will be communicated in advance.

- During the first week of each semester, staff meet with the other members of their building/area team. They collaborate on program planning, discussing building issues, and team building.
- The second week of each month is normally reserved for an all-staff in-service meeting.

## **One-on-One Meetings**

Each staff member will schedule time to meet with their supervisor at least once per block to discuss how things are going on their floor, resident concerns, community development, programming ideas, and general self-care. The location of these meetings will be determined by the supervisor and the time and date of the meetings will be determined based on the availability of the supervisor and RA.

RAs are encouraged to foster a professional relationship with their supervisor, one that will help them explore areas of hopeful growth and possibly lead them toward new opportunities. Supervisors are educated in college student development theory and are capable and willing to help an RA navigate the complexities of collegiate life.

## **Housing Selection**

Housing selection takes place at the end of March/early April, and is one of the biggest and most important Housing & Campus Life initiatives. The RA staff will be expected to sign-up and assist residents renew their leases for the upcoming year.

## **Resident Assistant Selection**

The Resident Assistant (RA) position at ASU-Beebe is one of many leadership opportunities, receiving the single largest scholarship of any student program. The RAs live in the residence halls and serve as a leader, helper, and resource person for students. This position serves as a critical link between the students on their floor, the Residence Hall Managers, and the Dean of Students. This leadership opportunity requires being a representative of the college and a representative of student issues in the halls and across campus.

The application process for RAs typically begins in February for the following academic year.





# Resident Assistant (RA) Manual

## Chapter 4: Emergency Response & Crisis Management

In this chapter you will:

- Learn how to respond to various emergencies such as fires, tornados, and injuries
- Learn the appropriate contact information for emergency situations
- Learn the evacuation routes for each hall
- Learn how to handle crisis situations such as suicide

### Emergency Response

While our campus and surrounding community is a generally safe environment to live in we must be prepared for any potential emergency or crisis situations that may arise. Crisis situations would include any situations that have the potential to endanger the safety and lives of students, employees, visitors, or the security of the Cornell campus and property.

All student staff members are encouraged to follow the tips below for helping to ensure the safety and security of our campus community:

Those with a cell phone are encouraged to register to receive RAVE Alerts via text message.

- Program ASU-Beebe Campus Police telephone numbers into your cell phone: (O) 501-882-8851 or (C) 501-858-9051.
- You may also find it helpful to have the Beebe Police Department (BPD) non-emergency number in your cell phone as well: 501-882-3365
- During any emergency situation please be sure to contact ASU-Beebe Campus Police, after calling your Residence Hall Manager, as soon as possible, including notification of your location.

In addition to the tips above, the links below will provide you with further instructions for how student staff members should handle these situations. Please know these are general guidelines based on best practices for responding to emergency situations. Not every situation will be the same, so trust your training and instincts, and don't be afraid to contact your assistant director or the Campus Police staff to ask questions if there's time to do so. Also, it is important that you always follow any instructions given to you by officials from Campus Police, Beebe Police, Beebe Fire, or other emergency responders.

## Active Shooter/Violent Intruder

When an active shooter or violent intruder is in your vicinity, you must be prepared both mentally and physically to deal with the situation. In these situations, it is important to utilize real-time information that is available.

ASU-Beebe's Emergency Management Committee has adopted the guidance based on the Run, Hide, Fight™ model developed by the City of Houston. The following is an adaptation of protocol developed by Penn State's Active Attacker Response Program.

The ASU-Beebe's Active Attacker Response is based upon three action steps: **run, hide and fight**. The move to the run, hide, fight concept is intended to bring ASU-Beebe's active-attacker response protocol in line with the national standard for active-attacker training.

- Run, Hide, Fight™ is endorsed by the U.S. Department of Homeland Security and FBI, and it has been adopted by the majority of Big Ten schools (including Maryland, Michigan, Ohio State, Rutgers, and Wisconsin, among others). It is also routinely implemented at the high school level.

Please note that the run, hide, and fight action steps may not always occur in this order, so memorizing them all as possible options regardless of order is a key to a quick response.

Beyond the program's namesake actions, UPD is providing the following additional guidance to community members on what to do during each step in the process.

### **RUN:**

- Have an escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Do not pull an evacuation alarm
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter/violent intruder may be
- Keep your hands visible
- Call 911 when you are safe

### **HIDE:**

- Hide in an area out of the shooter/intruder's view.
- Lock doors or block entry to your hiding place. This includes securing and blocking windows
- Turn off the lights

- Silence your cell phone (including vibrate mode), turn off radios, speakers, and computer monitors and remain quiet
- Remain in hiding until notified it is safe to leave the area

### **FIGHT:**

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . . your life depends on it

Responding Police Officers arriving on the scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured. Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

## **Bomb Threat**

In the event of a bomb threat, it is important to remain calm and gather as much information as possible to pass along to the authorities. If the threat is sent to you as an e-mail, text, or voicemail please contact Campus Police immediately to share the message.

Should you become actively engaged in conversation with the person making the threat it is important to first listen to them and not interrupt. Be courteous and attempt to draw out the conversation. Do not be the person to end the conversation and if it was a call try to keep the line open for as long as possible.

While on the phone with the caller, text your RHM with another phone to alert them of the situation. The RHM will contact UPD, provide instructions, and alert fellow staff members to assist evaluate the building. The building should remain evaluated until UPD has issued an “all-clear.”

If they don't reveal their identity please try and record the following information:

- Phone number if you have caller ID
- Time the call/contact was received
- Approximate gender and age of person making threat
- Background sounds or noises you hear
- Any unique speech characteristics including but not limited to;
- An accent, lisp, stutter, or other unique speech pattern
- Exact wording used by the person making the threat

- It's important to try and get as much information as you can about the bomb itself. Some questions you should ask are:
  - Where is the bomb located? (Specific building, room or floor?)
  - What time will the bomb detonate?
  - What type of bomb is it?
  - What does the bomb look like?
  - What will cause the bomb to detonate?
  - Who are you trying to hurt?
  - Are you aware that it may hurt other people besides who you intend?

There are a number of different reasons a building may need to be evacuated. If you hear an evacuation alarm or are verbally told to evacuate a building please do the following:

## **Building Evacuation**

There are a number of different reasons a building may need to be evacuated. If you hear an evacuation alarm or are verbally told to evacuate a building please do the following:

- Listen to and follow all instructions
- Remain calm and leave quickly
- As you exit, and assuming it is safe to do, quickly check nearby residential rooms, restrooms, kitchens, lounges, storage rooms, and other areas for occupants who may not have heard the evacuation signal
- As you exit try to discern the reason for the alarm/evacuation order if it's not already known. Again, do not put yourself in unnecessary danger to do so.
- Notify Campus POlice or emergency officials of the alarm/evacuation order and of anyone in the building who may be in need of assistance
- Take with you ONLY essential personal items. Do not attempt to take large or heavy objects
- Shut all doors behind you as you go
- Do not use elevators
- Once outside do not block exits or emergency vehicle access. Move at least 500 feet away from the building or to a specific location as directed by Campus Police or other emergency personnel (see list of designated evacuation locations below)
- Stay together as a group
- Do not attempt to re-enter the building or area until advised by officials that it is safe to do so

If a resident on your floor has a permanent or temporary disability or impairment that could delay/impact their ability to leave quickly in an emergency situation, please be sure to talk with them in advance about evacuation plan accommodations and their needs during these types of situations. Make sure to relay this information to the Residence Hall Manager.

Please follow the evacuation route for your building.

## **Hall Evacuation Routes**

### **Horizon Hall**

North Corridors

Exit the north stairwell, and cross the parking lot

South Corridors

Exit the south stairwell, and cross the parking lot

### **Legacy Hall**

East Corridors

Exit the east stairwell, and cross N Orange Street and walk toward the Legacy Hall parking lot

West Corridors

Exit the west stairwell, and cross the parking lot

**USE AN ALTERNATE ROUTE ONLY  
IF YOUR DESIGNATED ROUTE IS OBSTRUCTED!**

## **Elevator Malfunction**

In the event of an elevator malfunction please contact the Residence Hall Manager immediately. Staff should take the stairs and place "out of order" signs next to the call-button panel on each floor the elevator has access to.

Should an elevator malfunction while someone is inside, please take the following steps:

- Communicate that they should not attempt to exit the elevator without the assistance of Campus Police, Physical Plant, or an emergency responder.
- Under no circumstances should they try to pry open the doors as they may be in-between floors and not at a proper exit location.
- Encourage them to remain calm.
- Have the person utilize the emergency communication device within the elevator.
- Ask the person to move to the back, center portion of the elevator and face the door until help arrives.

## **Fire Emergency**

Each hall is equipped with fire/smoke detectors. Should an alarm go off you must evacuate the building. Even if you think it may be the result of someone pulling the alarm or a malfunction in the system you must evacuate all of your residents. The following instructions will guide you through any fire alarm.

- In the case of a REAL fire, evacuate the building by banging on doors on your way out of the building.
- DO NOT KEY INTO ROOMS IN A REAL FIRE SITUATION. YOU ARE NOT A FIREFIGHTER.
- Direct residents to the evacuation points for your respective building.
- Once the Fire Department has arrived and evaluated the situation, then and only then may you enter the building to check rooms.

## **FIRE ALARM PANEL**

If there is an unknown reason for the fire alarm, the RHM on-duty will inspect the fire alarm panel. Using the fire alarm panel, they will determine the location where the alarm has been activated and call Campus Police. If it is safe, the RHM may ask an RA to wait by the panel for first responders to arrive while they inspect the source; or they may ask an RA to inspect their source, while they wait for responders at the fire alarm panel.

The fire alarm panel will display the location of the detector that singled the alarm. Detectors might single for the following reasons:

- Smoke
- Heat
- Dirty
- Malfunction (lose of power)

## **ALL-CLEAR**

When Campus Police or the emergency responders arrive they may silence the alarm to allow them to communicate while inspecting the building. Should they silence the alarm, that does not mean it is safe to return to the building. Staff and students must wait for the “all-clear” from Campus Police or the Fire Department before letting anyone back into the building. Also, it is possible the alarms could continue to go off after they are silenced. Unless instructed otherwise by Campus Police or the Fire Department you should evacuate the building each time the alarm sounds.

## **DOCUMENTATION**

The staff member in charge of the evacuation procedures should follow up with any appropriate incident report turned in the following workday detailing the events that transpired.

## **Emotional Distress/Mental Health Crisis/Suicide Ideation**

For whatever reason, we know that as a Resident Assistant you may interact with students who are experiencing some form of a crisis situation. This could be an emotional concern, something related to mental health, or even be expressed as suicidal ideation.

- **Emotional Distress** - emotional distress is generally brought on by a specific event that causes the person's emotions to become overwhelmed. This type of distress is generally temporary and the person will generally start to feel better again once they regain control over their emotions or as they learn to cope with the situation as time passes.
- **Mental Health Crisis** - mental health crises are situations in which a mental health disorder, such as (but not limited to) anxiety or depression, manifests itself in a way that a person can either not care for themselves, or that they become a risk to themselves or others.

- **Suicidal Ideation** - situations where a person experiencing distress or crisis begins to wish they weren't alive or in which they have the intent and a plan to take their own life.

Some common warning signs a person may be in distress or crisis include:

- Withdrawal from social interaction
- Loss of interest in usual activities
- Inability to do typical tasks, such as getting out of bed, personal hygiene, or going to class
- Reckless or aggressive behaviors
- Signs of sadness, hopelessness, or irritability
- Sudden shifts in mood
- Changes in appetite, weight, behaviors, or sleep patterns
- Loss of energy
- Frequent negative self talk
- Talking, writing, or joking about death or thoughts of suicide
- Giving away personal possessions

If you are interacting with a student and become aware they may be in distress, in crisis, or are considering attempting suicide, the most important thing to do is to maintain a presence of calm and try to provide help to the student in need. Sometimes this is just being someone who cares and is willing to listen. Other times this is doing what you can at the moment, and being a bridge until a more experienced, trained professional can intervene. As you talk with the person, try to remember these tips:

- Remind the person that it is normal for people to get overwhelmed and struggle to process things that are going on.
- Be sure to listen and attempt to understand why the person is feeling the way they do.
- Try and be supportive and encouraging.
- Try to guide them to any solutions for what is troubling them.
- Talk about friends and family who care about them and who'd be willing to help them.
- Discuss things that the person normally does to cope
- Discuss things that may be triggering to the student and how those can be addressed.
- Bring up past happy moments. This is especially helpful in situations related to the loss of someone/something.
- Discuss resources available to them both on campus and in the area.

If you believe the person may be a danger to themselves or others, please do the following:

- Survey the room to ensure there aren't any immediate threats, such as a weapon that's easily accessible or empty pill/prescription bottles that may suggest the person has already ingested something.
- Ask the person directly if they are or have been suicidal, or thinking of harming others. If they say yes, ask on a scale of 1-10 (1-low, 10-high) how suicidal/likely to harm other they are at that moment. Anything above a 4 should result in a call to the RHM
- Do your best to determine if they have a plan or the means to attempt suicide. If they have the means readily available try and tactfully remove it from the room.
- If the student is not an imminent danger to themselves or others you can encourage them to talk to a faculty/staff member.
- If the student is a danger to themselves or others, you should refer the student to the Dean of Students and even offer to walk over there with them.
- If the person becomes threatening/violent or you determine that they have already taken steps toward committing suicide (ex. ingested pills, cut themselves, etc.) please contact 911 and Campus POlice immediately.

After you speak with someone in distress or in crisis always be sure to follow up with your RHM immediately following a conversation. This puts the student on our radar and we can help determine if any more immediate actions need to be taken. This also helps us to start to process with you about how you're doing. Remember that the campus resources are available to you as well, and you'll need to focus on your own well-being.

## **Gas Leak**

Should you notice the smell of gas in or around any building please take the following steps:

- Take note of the area and your surroundings (is there a noticeable source where the smell may be coming from, any abnormal sounds, dead vegetation, or discolored areas on the walls, floor or ceiling?)
- Leave the area and call Residence Hall Manager
- If it's safe, try to evacuate the area and keep others from entering the area. Inform responding staff of what you know and assist with crowd control if needed.

## **Group Disturbances**

In the event that a group of two or more people begins to create a disturbance (fight, riot, out-of-control crowd, etc.) contact the Residence Hall Manager, and then Campus Police. Do not attempt to disperse the group yourself unless you feel it is safe to do so. If you do attempt to disperse those involved, avoid putting yourself in the middle of the group if possible, especially if a physical altercation is taking place.

## **Lockdown Situation**



The purpose of a lockdown or shelter-in-place procedure is to minimize accessibility to areas on campus to reduce the risk of injury and danger to faculty, staff, students, and other college community members. In the event of a situation where a lockdown becomes necessary, the following steps should immediately be attempted to help secure your direct area:

- Exit area if able to do so safely
- Lock and/or barricade doors
- Turn off lights and electronics
- Close blinds
- Block windows
- Keep occupants calm and quiet
- Keep all occupants out of sight and under adequate cover/protection (e.g., under/behind desks, file cabinets)
- Silence cell phones, including vibration mode
- Stay in area until notified by officials that it is safe to leave

During a lockdown or shelter-in-place, RAs are students NOT STAFF members, you are to follow all directions from Campus Police or Emergency Management that is directed to students.

## **Missing Student**

Should a situation arise where someone reports to you that they are concerned a student is missing, please notify the Residence Hall Manager, and upon instruction utilize any means available to try and contact that student. Check student's room, call their cell phone, check social media sites, talk with those who are known to have most recently seen them, etc. There are a variety of reasons that a student may not answer initially, so you may need to check back to the student's room later.

In the event that a student has not been responding to your efforts of contacting them for a period exceeding 24 hours, or if you have reason to believe this process should be expedited, a report should be made to Dean of Students.

### **MISSING STUDENT REPORT & FERPA**

If the student is contacted, advise them to contact the person who reported them missing. You should NEVER contact the reporter and keep them updated on the search efforts, even if family or parents. You never know if a student is intentionally not in contact with others (including parents), and that is their right. Additionally, under the Federal Education Rights Protection Act, student records (including the status of their whereabouts) is private information only student can share with others.

### **DOCUMENTATION**

The staff member in charge of the evacuation procedures should follow up with any appropriate incident report turned in the following workday detailing the events that transpired.

## Power Outage

Occasionally there will be instances where student rooms, and even the entire building, will experience a power outage of some kind. Sometimes this is due to overloading a circuit by plugging in too many devices. Other times it may be an issue with the electrical system or even weather-related. In the event of a power outage staff should:

If isolated to a student room/suite:

- Contact Resident Hall Manager. No appliances should be used until the problem is corrected.
- Talk with the student(s) about what is plugged in and try to determine what the source of the issue may have been. This will help them to avoid similar issues in the future.
- Have the student(s) unplug all electrical appliances in the affected areas.
- Follow-up with rooms next door as sometimes more than one room may be affected.
- Physical Plant employees will be required to access the breaker box, to reset the power to the isolated room.

If the power issue is isolated to a room/suite, but not a breaker issue that might require maintenance, the RHM may need to temporarily move the residents until the issue is corrected.

In the entire building:

- If the entire building's power is out, call Residence Hall Manager.
- Check the fire alarm system to see if it's still operable. If not, a staff member will need to be available at all times to do additional fire watch rounds.
- Check the card access doors. They will remain operable for up to one hour on battery back-up, after which they will default to a locked mode. The door may require to be propped open. (Exteriors doors should NOT BE PROPPED open, the RHM should post signed on exterior doors to have residents call the RA on duty.
- Check bathrooms, laundry rooms, kitchens, stairwells, etc. making sure there isn't any assistance needed due to the lack of natural light.
- The staff member on duty will need to complete rounds every hour while the power is out. If it becomes obvious that the situation will be an extended outage, or the outage occurs outside normal duty hours, all staff who are available should attempt to return to the building and assist.
- Additional flashlights are available in the RA office for use during a power outage. Make sure to carry a flashlight and enlist the help of other staff members.
- Be aware of candle usage, noise level, and the possibility of vandalism. Any incidents/violations during the power outage should be followed up with an incident report turned in by the following workday. Power outage IS NOT a reason to light candles.

- In the winter months, if the nights are below freezing the RHM will coordinate the distribution of wool blankets to help residents stay warm overnight.

## **Tornado Warnings & Evacuation**

Throughout the year, tornado warnings will occur. Typically, if Lonoke or White counties are issued a tornado watch advisory by the National Weather Service, the Dean of Students will alert housing staff via group text message. ALL staff members will be asked to communicate in the group message their plans for the time the tornado watch advisory is projected to be in effect. This will allow RHMs to know who is available to staff evaluations, if necessary.

If there is a tornado warning (not watch), either the Dean of Students, Public Safety, or the Emergency Management Coordinator will notify the campus, in addition to common alerting systems – like cell phones.

If a weather warning is issued, evacuate residents to the 1st Floor Hallways. Do not take time to key into every room when evacuating. Go through the hall banging on doors and announcing the situation. Get to the 1st Floor Hallways as quickly as you can while still alerting your residents.

Residents and housing staff will remain sheltered in-place until an “all clear” is issued by Public Safety or the Dean of Students.

Residents that refuse to comply with evacuation protocol, should be documented and reported to the Dean of Students through an Incident Report for failure to comply with college officials.

## **Situations Involving Police**

Occasionally situations will arise in which law enforcement will come to the residence halls to question or arrest a student or search a student’s room. Whenever possible, these law enforcement agencies will try to inform Campus Police, and the Student Affairs Staff Member On-Call may be present. However, if you notice a law enforcement official in the residence halls, it’s a good idea to notify Campus Police.

If during the course of responding to an incident it becomes necessary to call law enforcement, please know they will assume control of the scene. In situations where the police are called to campus staff should:

- Immediately identify yourself as an RA.
- Provide any pertinent information while also respecting the right to confidentiality for those involved.
- Accompany the officer to the student’s room.
- Contact the Residence Hall Manager immediately.

- If the officers possess an arrest or search warrant, wait until the Residence Hall Manager arrives to open the door. You will NEVER open a student room.
- Identify the students for the officers.
- Attempt to keep students from gathering in the hallway and interfering in the situation.
- Cooperate fully with the officers on the scene. Follow their instructions and assist them however possible.
- If the officer, Campus Police or a professional staff member dismisses you from the scene please remain around the RA office until you know the incident is over so that you can easily be contacted if needed again.
- Follow up with an incident report turned in the following workday detailing the events that transpired.

## **Student Illness or Injury**

During the course of the year, students will be faced with the possibility of a variety of illnesses or injuries. To help ensure students are getting the care that they need, it is important that staff have an understanding of how to assist based on the situation.

### **BLOOD-BORNE PATHOGEN (BBP)**

The Occupational Safety and Health Administration (OSHA) defines blood-borne pathogens as infectious microorganisms in human blood that can cause disease in people should they come into contact with another person's bodily fluids. Should you come across a blood-borne pathogen spill (ex. vomit, blood, etc.) call Campus Police immediately and request that someone be sent to clean the spill and the immediate surrounding area. After you've called, please stay in the vicinity to ensure no one comes into contact with the spill. If the spill is in an area that can be closed off or quarantined please attempt to do so until the person who will be cleaning the spill arrives.

### **CRITICAL ILLNESS OR INJURY:**

Includes life-threatening scenarios, produces unconsciousness, substantial blood loss, and fractured/broken leg or arm:

- Call 911 immediately after assessing the situation
- Contact the Residence Hall Manager
- Contact Campus Police to inform them of the situation
- Provide as much information as possible about the ill or injured patient and the location of the emergency to the above responders.
- Have someone remain with the ill or injured person while calls for assistance are being made and until emergency personnel arrive (RAs should not attempt to transport the student)
- Unless trained, do not attempt to render any first aid before trained assistance arrives.
- Do not move the person who is ill or has been injured unless they are in imminent danger
- Limit your communication with the ill or injured person to quiet reassurances

- Keep the area clear and have someone watch for emergency responders to help direct them to the patient
- Follow up with an incident report turned in the following workday detailing the events that transpired
- Follow up with student periodically following the incident

**NON-CRITICAL ILLNESS OR INJURY:**

- Contact the Residence Hall Manager
- Provide first-aid supplies if needed.
- If transporting the student is necessary, the RA should assist the student in making arrangements (RAs should not attempt to transport the student)
- Encourage the student to contact their professor if they believe they will need to miss class due to their illness or injury
- Follow up with an incident report turned in the following workday detailing the events that transpired
- Follow up with student periodically following the incident

**INTOXICATED STUDENT:**

Call 911 if..

- The student cannot be roused
- The student has consumed large quantities of alcohol
- The student drank alcohol in combination with other drugs
- You are uncertain about the student's health and safety

Don't...

- leave the student alone or with someone else who is intoxicated
- give the student any medication (including aspirin) to sober them up
- give the student any water, coffee, tea or other liquid stimulants
- give the student a cold shower--the shock may cause them to pass out, thus increasing the risk for further injury
- try to walk, run or exercise the student
- attempt to constrain the student. Call Campus Safety if you need help. When intoxicated, the person may have a different perception of personal space and could become aggressive.

Do. . .

- attempt to find out what the student was drinking, how much, over what period of time and if other drugs or medications were taken
- follow up with an incident report turned in the following workday detailing the events that transpired
- follow up with the student at an appropriate time

**NEVER PROVIDE STUDENT MEDICATION, UNLESS PROVIDED IN THE FIRST-AID KIT.**

## **Student Death**

Should you come across a situation involving the death of a student on campus please call 911 and then contact Campus Police, then the Residence Hall Manager immediately. Staff should remain in the area to assist with crowd control or other duties until dismissed by Campus Police or a professional staff member. It's possible that college and/or emergency personnel will need to talk with the responding staff member(s) to gather information. Outside of that staff should not share information and should refer anyone seeking information to the appropriate college staff member or emergency response commander. When you're able it's important to submit an incident report with any information you know at the time.

We recognize that learning about the loss of someone within our community can be a very emotional and difficult time. Please know that as a student and as a staff member there are resources available to help you process through the situation both in that moment and in the future.



# Resident Assistant (RA) Manual

## Chapter 5: On-Duty Responsibilities

In this chapter you will:

- Learn the daily, weekly, monthly, and semester missions of an RA
- Learn the specific tasks an RA is responsible for
- Learn how to carry out those tasks
- Learn to balance time between class work and extracurricular activities

### The RA Missions

A Resident Assistant is someone who takes time to get to know their residents, provides educational and social activities for residents, assists in maintenance and upkeep of the building respects diverse cultures and values, makes sure residents abide by College policies, and assists students whenever possible. The following section outlines your daily, weekly, monthly, and semester missions. Working to complete each of these missions will ensure that is a successful RA.

#### DAILY MISSIONS

As an RA you are on duty one day per week. However, this does not mean that you are only an RA one day a week. There are things that you need to do every day whether or not you are on duty. The following is a list of things to be completed daily by an RA. Your RHM may include additional items in your daily mission.

- Check all of your mail (e.g., e-mail, RA office mail, and cellphone voicemail).
- Contact your RHM to see if there is anything that needs to be done.
- Assist residents who come to you even if you are not on duty. Assisting can be as simple as delivering that resident to the RA on duty.
- Attend your classes and be a good academic role model for your residents.

#### WEEKLY/WEEKEND MISSIONS

- You are required to be on duty from 3:00 PM to 8:00 AM, one or more days a week and on weekends according to the Hall Duty Schedule. Being on duty entails monitoring the hallways/walkways of your hall and assisting any residents who may require help with something.
- While doing a “round,” please note any maintenance problems and write a work order so that the problem can be fixed.
- Use rounds as a time to get to know your residents.
- Fill out any duty reports required by your RHM.

- You may also discover some residents violating College policies. In that case, you must document the situation and schedule a Student Conduct meeting with the RHM.
- You may want to carry a clipboard with you to make it easier for you to write Work Orders and fill out Student Conduct forms.
- Complete one community builder during weekday duty.
- Work six (6) desk hours per week.
- RAs are required to attend **ALL** Hall team meetings and all one-on-one meetings. As well as specified Campus Events according to the Hall director (s). Team meetings will be scheduled by the RHM.

### **MONTHLY MISSIONS**

- Attend any in-services and Housing Team Meetings that are scheduled.
- Conduct floor/wing meetings to get information out to residents effectively and to allow for input from residents about the floor and hall community.
- Design a new bulletin board every month. Your RHM will set the due date for bulletin boards each month.

### **SEMESTER MISSIONS**

- You are required to assist professional staff members host two (2) programs per semester in your hall. Please see the programming section in this manual for specific details.
- RAs must return to the residence hall one week prior to fall, spring, and summer registration for training and hall preparation.
- RAs must remain in the hall until all students have left for vacation periods and you have received permission from the RHM of your building. You are required to be back at-least one (1) hour prior to hall opening following break periods.

## **RA Tasks and How to Complete Them**

The administration in a residence hall can sometimes be the most structured part of the position. However, effective administration of the hall will lend itself to the building of the community amongst residents and staff. It is important that you understand each piece of administration and the rationale for carrying out that part of your position. The following section outlines everything you as an RA will do. It covers duty day specifics, health and safety inspections, work orders, key policies, and roster policies. Student Conduct procedures, programming procedures, and check-in and check-out procedures are not covered in this section because they will be covered in separate chapters of the manual.

### **DUTY DAY SPECIFICS**

As stated previously, you will be on duty at least one day a week. Additionally, you will be on duty roughly one weekend per month. This section outlines all of the specifics regarding weekday duty and weekend duty



### ***Beginning Your Duty Day***

Weekday duty begins at 3:00 PM. By this time, you should be done with classes and available in your hall. If you have a late afternoon or evening class one day, you should not select that day as your duty day. Weekend duty begins at 8:00 AM on Saturday. There are several tasks that need to be completed to get your duty day started.

1.) *Change your duty signs:* Duty signs will be located in various places throughout your hall. These signs contain contact information for you. You should change these signs no later than 3:00 PM on your duty day.

2.) *Pick up the duty cell phone:* There is a duty cell phone in each hall. The RHM will have a designated place for the cell phone to be kept when not in use. Pick up the cell phone from the designated place. You are required to keep the duty cell phone with you at all times. You should carry it with you on rounds, to the cafeteria for dinner, and to the restroom. Duty cell phones are for official residence life business only. Cell phones are text-enabled but again should only be used for residence life business. You should never place personal calls or send personal text messages with the duty cell phone.

3.) *Check the mail:* There are three mailboxes that need to be checked at the start of your duty day. First, check the outbox in your halls office to see if anything needs to be taken to the Student Center. Second, check the RA office mailbox to see if the RHM has left any tasks for you to complete. Next, check your halls mailbox located in the Student Life Office in the Student Center. Finally, check you ASU-Beebe email for any tasks the RHM or Student Life Office may have assign to be completed that day. These checks need to be done no later than 4:00 PM

4.) *Check in with the RHM:* When your duty shift begins it is a good idea to check in with the RHM of your hall to see if they need you to complete any tasks. Tasks may be left for you in your personal mailbox, e-mail, or the office marker board so it is a good idea to check these places as well.

5.) *Sign the desk assistant in:* At 3:00 PM visitation starts. By this time a desk assistant should be at the front desk of your hall. They will need the visitation binder and a pen. Sometimes the desk assistant will be a fellow RA and will be able to get these items themselves. However, it is your job to check in with them at 3:00 PM and make sure they have everything they need. You should also report to the RHM if a desk assistant fails to show up.

*Completing the above five tasks in the first hour of your duty day will help the rest of your shift run smoothly.*

### ***During Your Duty Shift***

You will be on duty from 3:00 PM until 8:00 AM the following morning. The tasks in the previous section help get your shift started. The following list of tasks and tips will get you through the remainder of your duty shift successfully.

1.) *Remain in the building:* It is your job to remain in the building from the time your shift begins until the time it ends the following morning. You must obtain permission from your RHM to leave the building for any reason. This includes going to other places on campus. You may leave the building for thirty minutes to eat dinner in the cafeteria. You may consider taking residents to the cafeteria with you on your duty night as a way to help build community. If you have to leave the building for any reason including dinner you must take the duty phone with you and notify the desk assistant.

2.) *Complete Rounds:* every three hours between the hours of 3:00PM and the end of visitation. You must document every round in your duty log within the ResLife Portal. You should be as specific as possible in your documentation. Rounds consist of walking the entire building to check for maintenance issues, and policy violations, and to interact with your residents. RAs are expected to complete specific tasks on each round:

- **3:00 PM** – Change the duty signs from RHM to RA on Duty.
- **6:00 PM** – Complete a community builder (See 4).
- **9:00 PM** – Check kitchen, bathroom & laundry for issues.
- **12:00 AM** – (weekday only) Checkout DA and check hall for guests.
- **3:00 AM** – (weekend only) Checkout DA and check hall for guests.

3.) *Check in with the front desk:* You should check in with the front desk a minimum of once every three hours, or as shift changes occur, to ensure the desk is properly staffed and that the desk worker does not need anything. You should check in with desk staff fifteen (15) minutes before the close of visitation, to make sure that there are no residents who have failed to check out their guests.

4.) *Complete a Community Builder:* Sometime between the hours of 6:00 PM and 10:00 PM you should complete one community building activity on your duty night. A community builder consists of gathering a group of residents together to do an informal activity.

While the above list of tasks is not comprehensive, following them will prepare you for any situation that arises during your duty shift. Examples of other situations that could arise include responding to emergencies, documenting a policy violation, or dealing with a conflict. Each of these situations is covered in a separate chapter in this manual.

### ***Ending Your Duty Shift***

In order to successfully complete a duty shift, there are a number of things you need to do at the end of your shift. At 8:00 AM each morning an RHM comes on

duty. The following tasks should be should be completed before 8:00 AM after your duty night. Completing the tasks listed below will help the transition from shift to shift run smoothly.

1.) *Check the mail:* Ensure any and all paperwork generated over the night is the mail in your hall's office outgoing mail tray to be taken to the Student Center office by your RHM.

2.) *Turn in the duty cell phone:* Return the duty cell phone to your hall's designated place and plug it into the charger.

3.) *Complete your duty log:* Sometime near the end of your shift you should use your Duty Log Worksheet to complete the online Duty Log Report form in the ResLife Portal. Each day you are on duty, you are required to submit a Duty Log Report for review by your RHM and the Dean of Students.

*Completing the above tasks will insure that you are successfully ending your duty shift.*

The above set of duty tasks should be completed anytime that you are on duty. If you are on weekend duty, you will not complete the "ending your duty shift" tasks until Monday morning; except completing a Duty Log Report should be done daily. It is your job to make sure that you are available on your duty day.

## **DUTY SCHEDULING AND CHANGES**

Scheduling duty days should be done as a hall staff with the direction of the RHM. Halls may choose to adopt a staff-wide floating system (where each RA is on duty a different day each week, and once completing a weekend duty is off that week), or a floating RA system (where five RA receive a regular day of the week to be on duty and once RA is the floater who works in place of the RA during the week who worked the weekend).

### ***Electronic Duty Calendar***

Once the hall staff has agreed to a semester schedule, and the RHM has approved said schedule, the RHM will enter the schedule in the Duty Schedule module of the ResLife Portal. All RAs will be given "viewer only" access to the calendar.

**The calendar is the only official duty schedule, and staff members will be held accountable for following it.**

### ***Duty Change Requests***

Should something come up that will make you unavailable on a scheduled duty day, it is your responsibility to find a replacement RA. The replacement RA must be an RA from your hall. ALL duty change requests must be submitted in writing using the Staff Request form Duty Schedule module of the ResLife Portal. The request form should be submitted by the RA needing to change the schedule. Once submitted, the request will be sent to the RHM, who will verify the duty swap

with the replacement RA. If approved by the RHM, the change will be made to the Duty Schedule, and the RHM will email all involved with a notice of approval.

It is the responsibility of the RA need to change their assigned duty day, to verify the Duty Schedule in the ResLife Portal is updated, following the approval.

### **ROOM ENTRY BY A RESIDENT ASSISTANT**

As an RA, you will occasionally be required to enter a resident's room. The following is a list of reasons when an RA is allowed to enter a student's room using a master key, as well as the procedures for each instance.

You may enter or unlock a resident's room if:

- The resident is present and is requesting to be let into their own room. This is the preferred type of RA entry and should be the way the RA most frequently enters a student's room. Should a resident request to be let into their room you must verify that they are the resident that lives in this room. Ask to see the resident's ID Card to verify their name, and resident status, then review the resident's record in the ResLife Portal. RAs are required to add a "Note" to a resident's record in the ResLife Portal documenting the lockout for future instances. RAs should not issue engagement points for resident lock-outs.
- There is reason to believe that there is a threat to the life or safety of a person in the room. This should be done rarely and only if RHM is unavailable. You should ALWAYS take another staff member with you in this instance.
- You are doing routine inspections when a 24-hour advance notice has been given. Two RAs should always go together.
- There is a fire drill.
- There is a fire alarm, and fire personnel has evaluated the situation and given the staff clearance to reenter the building.

An RA should never consider entering a room except for the reasons listed above. In each instance except for letting a resident into their room, the RA should first attempt to find an RHM. **RAs SHOULD NEVER ENTER A ROOM ALONE; ALWAYS HAVE AN RHM OR A FELLOW RA WITH YOU!**

If an RA suspects illegal activity (i.e., illicit drug use), they should immediately contact an RHM. RHM's are the only live-in staff allowed to key into a room where illegal activity is suspected. Such probable cause is the only reason an RHM may key into a room other than the reasons stated above. The RHM will only key into the room when illegal activity is suspected once public safety has granted permission. Generally, public safety will key into the room themselves.

**NO MATTER THE SITUATION, IF AN RA ENTERS A ROOM, IT MUST BE DOCUMENTED IN THE DUTY LOG FOR THAT NIGHT. FAILURE TO DOCUMENT A ROOM ENTRY MAY RESULT IN SEVERE DISCIPLINARY ACTION.**

## **KEYS**

RAs are entrusted with the use and care of several important keys to their buildings. It is a privilege to be in charge of these keys. This section of the manual outlines everything you need to know about the keys that you are issued. This section will also cover policies regarding the keys you will issue residents.

### ***Office Keys And Access Keys***

Aside from your room key, you will also be issued an office key for your hall's office, as well as an access key. Access keys give you access to the master key box. You should keep your residence hall keys on a separate key chain from your car and house keys.

#### *Office Keys*

The key you are issued for your hall's office should never leave your possession. This key gives you access to the office in your building. You will need this key on your duty day, during check-in & check-out, and anytime you need to access resident information. It is important to always keep your office locked as it contains the information for every resident living in your hall. You should never give your office key to anyone including other RAs. You are responsible for the keys that are issued to you.

#### *Access Keys*

The access key is a key that gets you into your hall's Master key box. You will insert this key into the key box and turn it. Once you do this, you will be able to remove the master key from the box. Please see the next section for more information regarding the master key. Each RA is assigned a unique access key. Like your office key, you should never give your access key to anyone. You are responsible for the keys that are issued to you.

#### *Master Key*

The master key unlocks all of the doors in your residence hall. It should be used with caution. To use the master key, you must use your assigned access key and you **MUST** sign it out every time you use it. Sign-out sheet should be located on your master key box. The only times that you should have a master key in your possession are under the following conditions:

- Someone asks you to unlock their door, and you recognize them as the resident of the room – you must remove your assigned master key out of the office to complete this procedure.
- There is a fire drill and you need to key into rooms.
- You are completing routine health and safety inspections or pre-opening or closing inspections. (Always have two RAs present!)
- You are using the master key as defined under *Room Entry by a Resident Assistant* previously in this manual. (Always have the RHM present!)

The master key should be returned to the proper location immediately after you finish using it. The master key should NEVER leave the building. The master key should NEVER be loaned to another student or Housing Team Member. **If an RA loses a master key, they will be charged for the cost of re-keying the entire building - \$5,000.00+.**

## **LOST KEYS**

Throughout the year, residents will sometimes lose the keys they are issued at check-in. They should report these lost keys to you, the RA. The following are instructions for how to handle lost keys.

1.) *Notify the RHM:* When a resident comes to you and says they have lost their keys the first thing you need to do is complete a Key Request Form, the request is given to the RHM. The request should include hall & room, whether a new key or key & core needs to cut, how many keys, who to charge the keys request to (the resident), student ID#, and the reason for replacement.

2.) *Fill out a key request form:* The RHM will then complete a key request form and submit it to ASU-Beebe's maintenance department.

3.) *Pick up the new keys:* Within a few days, Housing should receive notice that the keys are ready to be picked up. The RHM will pick the keys up from ASU-Beebe's maintenance department. Once you get the new keys check to make sure they unlock the right door.

## **LOCKOUTS**

Residents can occasionally become locked out of their rooms for a variety of reasons. If a resident approach you asking to be let back into their room please follow the steps below:

- Please be sure to let the student know there is a charge for lockouts that will be added to their student account. Under no circumstances should you collect money for this charge.
- Verify the student's identity and room assignment (this may require you to check their ID and the hall roster)
- Proceed to get the building's master key
- When you arrive at the room be sure to knock and announce yourself as an RA.
- Once you've verified the room is empty unlock the door
- Ask the resident to find and show you their key to ensure they have it
- If the resident has lost their key make sure to notify them of the key replacement policy and inform your RHM as soon as possible
- Return the master key to the RA office
- Note the student's name and ID number on the lock-out sheet so they can be charged appropriately at the end of each block.

## On-Call Phone Use

Each building staff has a cell phone for the RA staff to use for on-call responsibilities. These phones are building-specific and the number will be posted throughout the appropriate hall(s). Students will be encouraged to call the cell phone should they need to reach the on-call staff member with questions and/or concerns. Staff will also use the phones to make appropriate contacts while confronting incidents and responding to crisis or emergency situations.

The RA on-call will need to have the phone turned on and carry it with them at all times during their shift.

When answering the on-call phone staff should always be polite and professional. Staff should answer calls with “(insert hall name) RA, this is (insert your preferred name).” Staff should also end calls when appropriate by thanking the caller. In the event that a call is missed the RA should attempt to call the number back as soon as possible. Every so often a call will come through that will not be related to RA business. Should this happen please politely inform the caller this phone is for emergency use only, and not for solicitation calls.

Occasionally staff may be in a situation where making a call on the duty phone is not the most appropriate option, or even a possibility at all. Should staff find themselves in these situations please know that the on-call phones do have text messaging capabilities. These messages should be work-related and fall within the intended use of the on-call phone. Please try to be concise when composing your message, and also be mindful that not everyone is knowledgeable of textspeak terminology.

As you use these cell phones please be aware that they are the property ASU-Beebe and should only be used for work related purposes. Any potential charges that result from personal use will be billed back to person using the phone at that time. Also, any potential charges that result from damage or loss of the cell phone will be the responsibility of the person using the phone at that time.

## Final Thoughts Regarding RA Responsibilities

Many times, residents will ask you for help when you are not officially on duty. It is important to keep in mind that **a resident assistant is always on duty**. Even if you are not on duty you must always do the following should a situation arise or if a resident approaches you for help.

- Be kind to a resident who has a problem.
- Assist the resident if you have time.
- Hand-deliver a resident to the RA on duty if you do not have time.
- Respond to an emergency situation or incident.
- Complete the paperwork regarding the incident.

You should never do any of the following:

- Tell the resident to go find the RA on duty.
- Act like you don't care.
- Be rude or disrespectful to the resident.
- Leave the paperwork for another RA.

## **Classes, Work, & Extracurricular Activities**

As an RA you may sometimes feel overwhelmed by the position and keeping up with your classes. It is important for you to rely on the support of your supervisor and the other staff members in your hall to make sure you do not get burned out. If you feel yourself getting overwhelmed it is important to talk to someone about it. Your RHM is always available to speak to about problems you may be having. They will be able to offer you some suggestions on how to balance classes, work, and any other activities you may be involved in. The department has set forth the following guidelines to assist RA with time management and to help prevent burn out and to ensure that you are able to successfully complete all of the duties involved with being an RA.

- RAs are allowed to work jobs outside of their position in the Student Life, but it must be an on-campus position. The Department requires that an RA's total weekly workload does not exceed 35 hours between their job outside Student Life and their classes. For example, if you're taking 15 hours of classes, you can work up to 20 hours a week.
- RAs may also want to check with the Office of Financial Aid before applying for on-campus, work-study positions. There are some limits to the amount of federal funding a student can receive. While many on-campus positions are institutionally funded, these federal limits may interfere with certain combinations of work-study and Student Life positions.
- RAs may only take more than 16 hours with permission from the Dean of Students.
- Every semester, RAs must turn in their class schedule to your RHM.
- RAs must request permission from their Dean of Students before accepting any leadership positions in campus organizations.
- RAs should not schedule their duty day on any day that they have class later than 3:00 PM.

*Above these guidelines will help keep your schedule under control.*





## Resident Assistant (RA) Manual

# Chapter 6: Reporting Procedures

In this chapter you will:

- Learn how to properly and effectively write reports.
- Learn how to complete Duty, Visitor, & Interaction Logs.
- Learn how to complete Incident & Work Order Reports.

As a resident assistant (RA) you'll be asked to pass along important information not only to the Residence Life professional staff, but also to many of our campus partners. Often times you'll be the link to help ensure that student concerns are addressed in a timely manner, and through your follow-up you'll be a key part of ensuring student satisfaction.

We have a number of different methods for communicating information, which are linked below. Because clear communication is important, please consider the following tips:

### **Duty Logs**

Duty logs not only help you track what's been going on in the building each night, but also help the other staff members get a sense of what's been happening leading up to their duty nights. The log is a good place to list notes regarding concerns you have or interactions you've had that the rest of the staff should be aware of. Each staff member should review each log prior to their next duty night. RAs should begin filling out the log while on duty and complete the log after they finish their last rounds. While the duty log can be a place to list notes about fun and interesting things that are happening in the buildings, please be sure to keep comments as professional and mature as possible.

The Duty Log is located in the ResLife Portal.

RAs should create a new log at the beginning of their duty day, and update their log at each round, and finally the next morning of their duty with any finalized details that might have happened after their last round.

### **Incident Report**

Have you ever read a novel that described a scene or situation so well that you felt like you could place yourself right into the story? This is very much what writing an incident report is like. However instead of creating some fantastical world you're using the facts

and experiences of those involved in the incident to paint a descriptive and thorough picture of what took place for those who will be reading your report.

There are three different reporting forms to choose from: sexual misconduct, bias-related incidents, and all other. As you write your reports keep in mind that the information you submit will be seen by the Dean of Students. Depending on the type of report, and the information included, the Dean of Students may choose to involve others on the report, including members of the Student Conduct Ommuttee, the Student Affairs staff, the Campus Police staff and/or law enforcement officials. Please also be aware that the students who were involved in the incident may also be informed of the information in the report that pertains to them.

Information documented in an incident report, as well as any other information regarding student disciplinary/conduct issues are protected under the student record guidelines as outlined in FERPA and should be kept confidential. Through your role as an RA you may be exposed to information about students that should not be shared. Please be mindful of this when you discuss aspects of your RA position with others, including other student staff.

A good incident report:

- Includes chronological dates, times, and locations for when/where the incident occurred
- Is written in the third person
- Identifies those involved, including witnesses, and additional staff
- Names should be taken from their ID
- Use first and last name initially, and then last name any subsequent times they're mentioned
- If two people have the same last name then include initials from their first name
- Uses appropriate titles and subsequent abbreviations (ex. Resident Assistant, RA)
- Is clear, concise, grammatically error free, and is professionally written
- Includes strictly objective facts, not opinions, guesses, or assumptions
- You should include whether those involved were cooperative or not, but be sure to back up this opinion with facts that show they were/weren't
- Provides all requested and required information
- Quotes word for word what people say that is relevant to the incident
- If you have any other information you wish to share that should not be included in an incident report please e-mail it to the Dean of Students

What to write an incident report for

- Policy violations
- Damaged property
- Situations of violence
- Police/Public Safety involvement
- Serious maintenance issues

- Any incident you feel the College would want to follow up on or that a student would want the College to follow up on

When should the form be submitted

- Incident reports should be turned in as soon as possible after the incident so details remain fresh in your memory, however all reports should be submitted by 8:00am the morning following the incident to ensure timely processing.

How to submit an incident report

- Submit information through the online incident report form. A link to the form can also be found on the Resources for RAs page on the Residence Life website.

### **SAMPLE GOOD INCIDENT REPORT**

At approximately 12:35am on Thursday, September 26, 2015 Resident Assistant (RA) Peter Parker was doing rounds on second floor of Pauley-Rorem Hall when he heard loud music and yelling coming from room 231.

As RA Parker approached room 231 he also heard the sound of cans being opened and chants of "chug, chug, chug."

When RA Parker arrived at the door to room 231 a male voice from inside the room said "I'm so glad that my block is over. I'm going to party all night."

Another male voice then said "Here's to the end of our first block in college!"

RA Parker knocked on the door and announced himself as an RA.

Immediately after knocking the loud music was turned down and rustling of cans could be heard inside the room.

As RA Parker was getting ready to knock again, room resident John Doe opened the door.

RA Parker greeted Resident Doe and explained that he had heard loud music and conversations about drinking coming from inside the room.

RA Parker asked Resident Doe if there was any alcohol in the room.

Resident Doe explained that he and his roommate, resident John Smith, had a few beers because they were celebrating being done with finals.

RA Parker asked to see the IDs of everyone in the room.

While writing down their information RA Parker asked if the residents of the room were 21, and both Resident Doe and Smith indicated that they were not.

RA Parker reminded Residents Doe and Smith of the college's alcohol policy, and stated that he needed the residents to collect all the alcohol that was in the room to be disposed of in the bathroom.

RA Parker watched as Resident Smith opened the refrigerator and produced twelve cans of Bud Light (two cans were open and partially consumed, six cans that were empty and four cans that were unopened), along with a half-full bottle of Captain Morgan rum.

RA Parker did a visual scan of the room and saw no indication of additional alcohol or any other policy violations.

RA Parker then escorted Residents Doe and Smith to the bathroom and asked them to pour out the remaining alcohol in the sink and recycle the cans and bottle.

Residents Doe and Smith complied and asked RA Parker what would happen now.

RA Parker explained that he would be documenting the situation and that the Dean of Students will review the report and likely be in contact.

Both Residents Doe and Smith were compliant throughout the entire situation.

### **SAMPLE BAD INCIDENT REPORT**

I was chilling in Pfeif and heard something. I knocked on the door and Joe answered. I told him he couldn't drink in his room because it was substance free. Joe shoulda known that, cuz he'd been to my floor meeting. I told Joe and the other guy in the room to dump out the beer. They're both cool dudes and shouldn't be punished for having beer on the floor. I mean, it was just one beer and he dumped it out. Oh, I told em to have a great day when they walked away.

### **Work Orders/Maintenance Requests**

In general College personnel are available to provide service for anything that is college owned. Staff should submit work requests as soon as possible after being notified of any potential issues. Please be sure to be as descriptive as possible when submitting requests as that will help ensure a timely response.

Please be sure to follow-up with the residents to let them know you've submitted their request. Also it's a good idea to check-in with them occasionally until the work request has been completed. This not only helps us from an administrative aspect, but in the case a repair has to be put on hold or a new part has to be ordered we'll be able to get information and updates to the residents more quickly. There's also value in checking in one more time shortly after the work has been completed to make sure things are still functioning properly and that no other concerns have come up.

### **FACILITY CONCERNS**

When a resident informs you of a facilities concern try to assess the situation first before submitting the work request. This will give you a better idea of whether it's an emergency situation or not, and you be able to provide a better description of the work that needs completed.

Examples of emergency situations include fire/smoke damage, floods/water leaks, natural gas odor, broken glass, etc. If you determine that the situation is an emergency that would require immediate attention please call the Office of Residence Life or the Office of Facilities Services directly during business hours. Emergencies that occur outside of business hours should be referred to the Campus Safety staff.

In a non-emergency situation, or if the repair would be considered routine maintenance, please submit the information using the appropriate maintenance request form.

Be sure when you submit the work request that you are providing great detail. Saying "a chair is broken in room 210" is not as helpful as saying "there is an approximately two-inch long crack in the front, right side leg of the desk chair that is located by the desk on the right side of the room underneath the window."

## **OTHER WORK REQUESTS**

For any work requests not related to facilities issues please refer to the Services and Repair Requests page on the Residence Life website for additional details on how to best resolve these issues.

## **SUBMITTING WORK ORDERS**

Work orders are an important part of the RA job. As an RA it is your job to make sure that the maintenance issues a resident has are taken care of, in a timely manner. Residents may make requests to Student Life online through Vanguard FIXIT on the Housing & Campus Living webpage. If residents submit a request to an RA, it is the responsibility of the RA on Duty to work with the resident to enter the request in the online submission form – Vanguard FIXIT (<http://www.asub.edu/student-life/residence-life/vanguardfixit.aspx>). Below is a list of items that need to be included to ensure a quality work order submission:

- Hall Name and Room Number or location (i.e. third floor lounge or NW bathroom) where the work is to be completed.
- Describe the work that needs to be completed. Be specific in giving location within the room or area. Use words such as north, south, east, west, right, left, middle, first, second, third, etc.
- Do not put more than one type of work on the same work order. For example, do not put a light bulb request on the same work order with a plumbing request. Each type of work must be on a separate work order even if they are for the same room.
- If it is a weekend or school holiday and the work order is an emergency, contact RHM for assistance in getting the work done.
- Emergency work orders are things that could pose a health risk such as a badly leaking sink or shower that is causing flooding; and should be submitted directly to Vanguard FIXIT and a conversation with your RHM.
- During months that are very cold or very hot, heat and air work orders can be called in as emergencies.

After a maintenance request has been submitted into the online work order tracker Vanguard FIXIT, the RHM will be responsible for managing the request, checking the legitimacy, filing with ASU-Beebe's maintenance department, and checking up on its completion. RAs may from time-to-time be requested to checkup on work orders and respond in Vanguard FIXIT online tracking system via ASUB email.

Emergency work orders can be emailed to: [help@vanguardfixit.on.spiceworks.com](mailto:help@vanguardfixit.on.spiceworks.com). You should include the building name and room number in the subject line, and the details of the issues in the body of the email

## **Visitor logs**

As a living community, ASU-Beebe recognizes visitation is a privilege that can facilitate personal and social development and enhance the quality of the life on campus residents to have visitors and guests. To ensure the safety of the ensure campus community visitation in the residence hall is monitored by housing staff.

Visitation is only permitted during approved times. Residents are required to check in at the front desk any visitors that live in the other residence hall, or guests that live off-campus.

Resident Assistants and Desk Assistants that work at the front desk of each residence hall will track visitors or guests using the Visitor Logs module in the ResLife Portal. Residents and their visitors or guests must be logged in with their names and photo ID number. The visitor or guest must leave a photo ID at the front desk with housing staff. Before the end of the approved visitation period, all visitors & guests must leave the residence halls and checked out with the housing staff at the front desk. At the time of check-out, housing staff will return the visitor's or guest's photo ID.

## **Interaction Log**

Developing community is one of the primary roles an RA will take on during the course of the academic year. Students at ASU-Beebe should have the opportunity to take part in numerous experiences that promote learning. As the Office of Student Life assessed what experiences and outcomes students should gain while participating in campus life, four broad categories were identified which will serve as the center of campus life programming. Just like the arch which has historically stood at the center of the ASU-Beebe campus, we have labeled the outcomes A.R.C.H., or:

- Academic and College Success
- Respect for Self and Others
- Community and Leadership Development
- Health & Wellness

To help track and assess resident engagement with the co-curricular learning outcomes, Residence Assistants should log every interaction with residents using the Resident module of the ResLife Portal.

Resident Assistants should award engagement points to residents based on the model presented during Fall Training.



# Resident Assistant (RA) Manual

## Chapter 7: Check-in & Check-Out Procedure

In this chapter you will:

- Learn the process of checking a resident into and out of the hall
- Learn the process of completing an RCR
- Be introduced to the hall rosters

### Check-in and Check-out Process

Check-in and Check-out days in the residence halls are probably the busiest days of the year for RAs. It is important for you to be prepared for these days. You will receive extensive training on check-in and check-out. This section of the manual outlines everything you need to know about the check-in and check-out process.

#### PRIOR TO CHECK-IN

Each RHM will receive the following:

- Individual Hall Computer Rosters (Alphabetical and by room number)
- Pencil Room Roster
- Hall Folders
- Copies of Check-in Paperwork
- Blank Hall Folders
- Housing Application Fee List
- List of students on Student Conduct Review

Each Residence Hall will be given a “Hall Folder” for each student on the computer roster. Each folder will contain the following:

1. Emergency Contact Form
2. Student Housing Terms Acknowledgement Form
3. Personal Property Inventory Sheet (optional)
4. Meningococcal Awareness Form
5. Private Room Form (if it applies)
6. Roommate Agreements (if it applies)

Copies of these forms are located in Appendix A

#### PREPARING THE RESIDENCE HALL FOR OPENING DAY – FALL

Each of the halls will have slightly different lists of duties to complete in order to have the hall prepared for opening day. Make sure that you follow these instructions, as well

as any additional instructions given by the RHM. It is *extremely* important that you communicate with the RHM on the status of this checklist throughout the week of training.

- Make sure each room on your floor/wing has 2 beds, 2 desks, 2 chairs (exception: single rooms). Make sure this furniture is properly set up and replace broken furniture if possible.
- Check all lounges for the presence and placement of furniture. Make sure all lounges are appropriately set up for opening day.
- Check the plumbing in the bathrooms: flush the toilets; turn on the water in showers and sinks. Make sure the hot water is working.
- Check the stairwells to make sure they have been cleaned and mopped.
- Check laundry rooms – make sure all the machines are functioning.
- Look for any ceiling tiles that may need to be replaced.
- Make sure all blinds in rooms are in proper condition.
- Close all closet doors. turn off all room lights, and set air conditioning units to low.
- Make sure each air, lights, and cable are all working. Report problems to your RHM.
- Check all the keys. Complete a key inventory to ensure there are at least two working keys per room.
- Decorate bulletin boards and prepare “door decs” for your residents’ doors and posters for the hallways. **Be creative!**
- Post any signs that the RHM gives you (quiet hours policy, alcohol policy, etc.). Create a posting area for your wing/hall and arrange signs attractively.
- Help in the preparation of the Opening Day Social.
- Neatly place welcome box for each resident (Student Life Calendar, welcome gifts, etc.) Please neatly, not in a pile.
- Prepare for your first hall/wing/floor meeting.
- Assist in any other duties delegated to you by the RHM.
- Make an effort to memorize the names of the students on your wing/floor. When they begin to check in, make sure you greet them with a smile. Their first impression of a hall is going to be the first impression they have of the University. Try to make the halls presentable, attractive, and as comfortable as possible for the students arriving in the fall.
- Walk through the hall one last time to make sure everything is complete.

After the last-minute details have been covered, change into your Residence Life Team shirts. Make sure you are wearing your nametag. Meet wherever your staff will conduct the Check-In. This should be a team effort, so each RA should play a part in the process. One can greet while another searches through folders, etc. Let the students see you as a team from the moment they meet you.

Your RHM will be available throughout the day during Check-In, as well as throughout the entire week of Check-In. If you are unclear about how to proceed with a situation, refer to any section of this manual, or contact any RHM.



## **STUDENT ARRIVES WHO IS ON THE FALL COMPUTER ROSTER**

1. Ask the student his/her name. Introduce yourself, and welcome them to the hall.
2. Pull the student's Hall Folder.
3. Check the Room Number Computer Roster, and make sure the student's name is printed next to that room number.
4. Highlight the name on the Computer Roster indicating that the student has arrived.
5. Explain the "Room Condition Report" (RCR). Make sure the student knows that they can check the room for damages and understands that they *will be held responsible* for any damages in the room that are not recorded in the Check-In column. Have the student sign and date the RCR on the *left side only (if paper)*. **Do not give the student their copy of the RCR at Check-In.** File the entire RCR in the Hall Folder.
6. Have the student read, sign, and date the "Housing Lease Agreement."
7. Have the student read, sign, and date the "Policies on Refunds and Room & Board Charges."
8. If a student is being charged for a Single Room, "Single Room" will be on the Computer Roster and their name should be highlighted. Have the student sign the Private Room form at Check-In.
9. Do not turn the key(s) over to the resident until all paperwork is completed and signed.
10. Return the Hall Folder containing the signed paperwork to the Check-In area.

All forms should be signed, dated, and filed in the Hall Folder.

The only form that should be turned in to the Student Life Office at the time of Check-In is the Private Room Form.

Hall Folders are to remain in the residence hall until the student checks out.

## **STUDENT ARRIVES WHO IS NOT ON THE FALL COMPUTER ROSTER**

If a student arrived who is not on the Fall roster, please alert the RHM. The RHM will verify the students in the ResLife Portal and the Student Center office, and check the room roster for placement availability. If possibly:

1. The RHM create a Room Selection record for the resident in the ResLife Portal
2. The RHM will provide the student a link to pay the housing application fee via the ResLife Portal.
3. Once the fee is paid, the RHM will create a Resident record in the ResLife Portal and assign the resident a room in ResLife Portal.
4. Then the RHM will prepare a blank Hall Folder with a paper lease agreement.
5. Write the student's name and room number on the Alphabetical Computer Roster and Pencil Room Roster, highlighting their name to indicate the student

- has checked in, and advise the Student Life Office of the room number early the next morning.
6. Proceed with steps 5 – 12 from “Student arrives who is on the Fall Computer Roster.”

### **STUDENT ARRIVES WHO *IS NOT* ON THE FALL COMPUTER ROSTER AFTER OFFICE HOURS**

1. Have the student fill out a Housing Application.
2. The RHM *must* email the Student Life Office no later than 8:30 a.m. the next morning about the assignment.
3. Make up a Hall Folder. Write the student’s name, hall, room number, and ID number on the folder label. Fill out name, address, and ID number on the RCR.
4. Assign the student a room.
5. Write the student’s name and room number on the Alphabetical Computer Roster and Pencil Room Roster, highlighting their name to indicate the student has checked in, and advise the Residence Life Office of the room number early the next morning.
6. Proceed with steps 5 – 12 from “Student arrives who is on the Fall Computer Roster.”
7. Advise the student they must go to the Student Life Office first thing the next morning to pay the Application Fee deposit. If the housing deposit is not paid, the student will be evicted.

### **CHECK-OUT PROCEDURE DURING WEEK OF CHECK-IN**

Students who come to the Student Life Office requesting their housing be removed will be sent to their assigned hall to be checked out. Even if the student has not been checked in, you must still check them out and indicate this in the *Comment* section of the Housing Check-out Form.

1. Pull the Hall Folder.
2. Ask the student why they are moving out. If they are on administrative withdrawal or suspension or financial aid denial, check the list to see if the student’s name is on it.
3. If the student moves out before the first class day, and is no enrolled in classes, no room and board will be charged.
4. If the student moves out after the first class day (but before October 1<sup>st</sup> or March 1<sup>st</sup>), 50% of room and board will be charged.
5. If the student is not withdrawing, only board charges will be removed.
6. Under *Comments* on the Housing Check-out Form, specifically describe why the student is moving out.
7. Complete the *check-out* section of the RCR.
8. Have the student sign the *Checkout* section of the RCR, and sign it yourself.
9. Have the student complete a *Contract Release Form*.
10. Remove student’s name from Alphabetical Computer Roster and Pencil Room Roster.

11. The Hall Folder must be turned into the Student Life Office on the day of check-out or as early as possible the next morning.
- 12. Do *not* give the Hall Folder to the student.**
13. Place the hall folder with the *OHousing Check-out Form* paper-clipped to the outside front in the outgoing office mailbox to be taken to the Student Life Office the next day. (The folder must be taken to the Student Life Office within 24 hours, as room and board charges will not be dropped from their student account until the paperwork is approved by the Dean of Students.)

## **NO SHOWS**

After the First Class Day, all students who did not check-in and whose names are on the Computer Roster Printout, are considered a NO SHOW. Follow these steps when processing No Shows.

1. Pull the Hall Folder
2. Fill out the Housing Check-out Form – under the Comments section, write “No Show.”
3. Sign and date the checkout portion at the bottom of the RCR
4. Remove the student’s name from the Alphabetical Computer and Pencil Room Rosters.
5. Turn the Hall Folder into the Student Life Office as early the next morning as possible.

**NO SHOWS FORFEIT APPLICATION FEE BUT ARE NOT CHARGED FOR ROOM AND BOARD, IF THEY ARE NOT ENROLLED IN CLASSES.**

## **ROOM CHANGES**

Residents may request room changes. A student can change rooms 10 days after the last day of the official Check-In. When a resident requests a room change, the RA should determine why the student wants the room change. If the reason for moving is a roommate conflict the RA should attempt to help the resident resolve the issue without moving. The RA must obtain approval from the RHM before making any room changes. Once the resident is ready to move and the RA has gotten the RHM’s permission, the RA must check the student out of the old room and into a new room by using the following procedure:

- Once the RHM has changed the room assignment in the resident’s profile, the RA should complete a new Room Condition Record (blue button) in the Room Condition module of the ResLife Portal for the new room.
- Once the new RCR is submitted, give the residents the key to the new room (if it is unoccupied or they are moving into a room that only has one person in it) and tell them to complete the move as soon as possible. RA should check with the RHM to ensure rooms are cleaned before moving a new resident in to the room.
- Check the student out of the old room by completing the Check-Out portion of the existing RCR in the ResLife Portal
- Have the student complete a Housing Check-Out Form and select “Transfer to Different Room” as the reason for checking out of the room.

- The Housing Check-Out Form must be turned into the Student Life Office (use the same folder for the new room).
- The room number will be changed in the computer in the Student Life Office when the form is turned in.
- The RHM will make changes are made on all printouts, the pencil room roster, and the Hall Folder and return the folder to the RA office in the residence hall.

### **THANKSGIVING CLOSING**

All halls will close at 5:00pm on the Tuesday before Thanksgiving. The halls will re-open on the Sunday after Thanksgiving at 1:00 pm. All RAs will need to use the following list to prepare for the Thanksgiving break.

RAs must post flyers and distribute notices to let students know that they have to check out for Thanksgiving. The flyers and notices should give the times for both closing and re-opening.

Make sure to mention in your notices and flyers that students must turn off and unplug all items in their rooms before leaving. Exceptions to this rule are clock radios, refrigerators, and answering machines.

It is also each student's responsibility to remove any items from refrigerators that may spoil, to throw away any other food that may go bad within the week, and to empty their trash prior to leaving the hall.

Health and Safety Inspections will be required in each room as residents leave for the break. Each RA should post notices for Health and Safety Inspections at least 24 hours before inspections begin.

Once a room is completely vacant (both residents checked out) the RA should go into the room and perform a Health and Safety Inspection:

- Carry blank forms with you and complete them if violations are found.
- Leave the yellow copy of any completed form in the room.
- Notify your RHM of any violations immediately.
- Residents have 24 hours to correct the violation after their return from Thanksgiving.
- After the break, check to be sure the violation has been corrected.
- File the original form in the student's Hall Folder once you have verified the correction.

At the same time they do the Health and Safety Inspections, RA's should make sure:

- All non-essentials have been unplugged.
- Blinds are closed.
- **All heat/air units are turned on!** (If units are left off, the building will begin to mold and cause damage to the ceilings.)
- Lights are off.
- Trash is out.

- **Make sure you lock doors as you complete inspections.**

After all rooms have been inspected, make sure all doors are locked and turn out as many common area lights as you can.

Halls will have the outside door locks changed by housing staff, so be certain you don't leave anything you need inside. .

**Make sure** students realize they *must be out of the hall by 5:00 p.m.* on Tuesday

**Remember:** RA's are to stay at least until 7:00 p.m. on check-out day. RAs will *stay until all the students have left the building* or until the RHM dismisses you from your duties. All access cards will be deactivated between 5:00PM on Tuesday until noon Sunday at the end of the break. **All staff is due back in the halls between 11AM and noon on that day.**

### **HOLIDAY BREAK (CHRISTMAS & NEW YEAR'S)**

All halls will close at 5:00 p.m. Dates of check-out and return will be announced (Ask your HD). Complete items listed in the *Thanksgiving Break* section. In addition to these tasks, you must also perform the following end-of-semester duties.

- The Student Life Office will give the RHM a "Final Hall Roster" at the end of the semester. As you check students out, draw a line through their names on the roster. For all names left on the roster, you should have a Hall Folder.
- Turn in the Hall Folders of checked out students to your RHM.
- Only returning students can leave belongings in their room over the break. *Make sure your residents are aware of this.*
- If a student is not returning (planning to move off-campus, for instance) they must remove all their belongings *prior* to leaving for break.
- All residents will turn in their keys for the break.
- All Checked-Out Hall Folders must be turned into the Student Life Office **daily** as students check out during the week of finals. The folders for students who are not completely checking out need to be kept in the Student Hall Office until the RHM leaves for break or until everything has been checked.

All access cards will be deactivated between 5:00PM on check-out until spring check-in day. Only residents with written approval from the Dean of Students to live in the halls during winter break will be granted access to the building during this time.

### **STUDENT IS COMPLETELY CHECKING OUT AT THE END OF FALL TERM**

1. Go to the student's room after all of their belongings have been packed and removed but before the student has left for the break.
2. Bring their Hall Folder with you.
3. Look at each item on the RCR and write a comment indicating the condition of that item in the "Condition at Check-Out" column.

4. If there are discrepancies between the check-in condition and the check-out condition.
5. Clip the RCR to the front of the Hall Folder.
6. Write in the *Comments* section of the RCR, "Student is moving out and will not be returning."
7. Indicate whether or not the room keys are being returned.
8. Ask the student if the permanent address is correct. If not, ask for correct address.
9. Checkmark the *CO* box at the top of the RCR to indicate a proper Check-Out.
10. Both the RA and student must sign and date the Check-Out side of the RCR (right-hand column).
11. Remove their name from the Alphabetical Computer Roster & Pencil Room Roster.
12. File the Hall Folder in the Check-Out area of the RA Office.

### **STUDENT COMPLETELY LEAVES WITHOUT CHECKING OUT**

If you discover that a resident has moved out without checking out:

1. Complete steps 1 – 5 from *Student is Completely Checking Out at the End of Fall Term*, with the exception of obtaining signatures. Make sure the student is charged for improper checkout, key replacements, and any other damages that may have been incurred.
2. Check the *DNCO* box at the top of the RCR, and write in the *Comments*, "Student failed to check out properly."
3. Check the *Forfeit* box for the room charges.
4. Mark that the student's key or keys were not returned.
5. Sign and date the Check-Out side of the RCR.
6. Remove the student's name from the Alphabetical Computer Roster & Pencil Room Roster.
7. File the Hall Folder in the Check-Out area of the RA Office.

All RAs will return at least 3 days early in January for Spring Training. During each check-in and check-out period your RHM will receive special instructions from the office should there be any changes to the above procedure. Check in procedure for the spring is identical to that of fall with the exception of returning residents. When a resident returns from winter break simply give them their keys and highlight their name on a roster.



## Resident Assistant (RA) Manual

# Chapter 8: Community Development & Programming

In this chapter you will:

- Learn the importance of developing community
- Learn to effectively establish positive community standards
- Learn the different types of programming
- Learn the process of completing a program

Developing community is one of the primary roles an RA will take on during the course of the academic year. Residents bring with them a number of different life experiences and perspectives. Best RAs work with their residents to blend these backgrounds and ideas together to create an inclusive environment. Residents can take ownership of their community and be able to freely interact with and learn from each other.

Think beyond just your residents and your floor. Consider how you can connect your residents to others living in your building. Be mindful of how your actions, and those of your residents, impact others around you.

Also think about how you can connect residents to the larger Cornell College community. What activities and organizations are you promoting? What events are you encouraging residents to attend? How are you responding and following up on situations that may not have occurred in your area? Start small and think big. The more ways we're able to connect residents to each other and to what else is happening on campus the stronger and more close knit your community will become.

## What is a Positive Community

As an RA it is important that you work to build a positive environment for your residents. Some things to keep in mind as you work to achieve a positive community are:

### BEFORE STUDENTS ARRIVE

- Introduce yourself to any early arrivals on your floor.
- Hang door decorations on the resident's room doors.
- Post calendars of events and lists of facilities and equipment.
- Decorate bulletin boards to be representative of a diverse community.
- Post signs about floor and hall meetings.
- Check for any maintenance concerns that should be taken care of before students arrive.

- Review all College policies to make sure you are ready for any shenanigans opening weekend.

### **AFTER MOVE-IN AND BEFORE CLASSES START**

- Visit residents in their rooms and invite them to the weekend campus events that you will be attending.
- Introduce residents to each other who share interests.
- Encourage residents to read the Residence Hall Manual so they don't unwittingly violate policies.
- Encourage residents to report anyone that is damaging, removing, or abusing furniture or facilities in the building. We don't want lobby amenities to disappear before the year even starts.
- Don't ignore policy violations even if it's minor or their first time. Come off strong now, you can soften over the next few months.
- Conduct your first-floor meeting. Be organized and make sure residents understand your position on policy enforcement, your planned programming schedule, and review the entire provided agenda.
- Create a survey to gather ideas for you to plan floor activities and programs around.

### **DURING THE FIRST TWO WEEKS OF SCHOOL**

- Continue to visit people at their rooms and ask for program ideas and interest areas.
- Refer students to clubs they may want to join.
- Use bulletin boards to put up lists of people's names, hometowns, majors, birthdays, etc.
- Encourage floor members to eat meals together whenever possible. Take groups over during meal time to help facilitate an open-invitation community.

### **BY MID-SEMESTER**

- Try co-planning an activity or program with another floor.
- Continue to have floor meetings either weekly or monthly, whatever has a positive effect on your floor. These meetings can be short like a touch-base or longer like teambuilders. Both are acceptable.
- Invite faculty/staff to eat with you and your residents in dining hall. Try inviting one of their professors.
- Invite faculty/staff to conduct a program for your floor/building.
- Continuously During the Semester
- Listen to your residents. Ask for feedback on what is good and not so good on the floor.
- Keep your door open and encourage others to do so at appropriate times.
- Invite residents to meals.
- Set up informal study breaks in your room, lobby, or at a volunteering resident's room where people can stop in and socialize with other residents.
- Take the floor to activities, concerts, and other events on campus.



- Use bulletin boards and mirrors to post information about your residents and upcoming floor events and campus activities.
- When appropriate, encourage residents to approach each other with minor complaints, rather than always going to the RA.
- Encourage residents with special skills, interests, or knowledge to plan and present a program.

### **BY THE END OF THE SEMESTER**

- Provide clear and accurate closing and check-out information.
- Plan a final meeting/event to thank and recognize floor leaders, intramural teams, etc.

## **Setting Community Standards**

RAs develop communities that foster fun, safety, and inclusion by setting expectations for residents and holding people accountable to those expectations. In addition to College policies that set expectations, some floors may choose to adopt additional standards for behavior and interaction. As the RA, you help individuals understand their role and responsibilities within the community, as well as the impact their choices have on others. RAs help ensure the community is a safe and comfortable environment for students to live, learn and grow by holding everyone accountable to these expectations.

When working with your residents to develop community expectations, please consider:

- Be clear about your expectations of members in your community. Your area meetings and individual conversations are a great time to communicate this information.
- Get resident input on what they want to see out of their community. You can then use this information to help guide them toward meeting these expectations.
- Be familiar with Student Handbook and Residence Hall Manual so you can share information from these easily with residents.
- Be consistent in confronting policy violations. Setting the tone early in the year will help residents set and enforce boundaries for the rest of the year.
- Find ways to relate how the resident's actions could impact the community while still being encouraging and positive.
- Work to create an environment where your residents feel empowered to address issues and concerns they notice.

## **Individual Interactions**

Engaging residents in conversations is just one of the many ways an RA interacts with students and tries to help them feel like they're an important part of their floor, building, and the overall Cornell community. Staff should be intentional about who they're interacting with and how.

RAs engage in at least one meaningful conversation with your residents each block. Notice the things that they have in their room, what they're involved in, and what they're

saying on social media. This will help you get to know your residents better and assist you as you work to meet their wants and needs.

Pay special attention to how often you're interacting with each of your residents. There will be those we see and talk to almost daily, and those who we barely get to interact with.

- Is this their choice?
- Is it because they are busy?
- Is it because they don't feel connected to their community?

Use this information to help you be intentional about when you're trying to engage with others on your floor.

## **Floor Meetings**

Floor meetings are a great time to connect with residents and to pass along information. Best RAs meet with their floor at least once a block to address concerns, discuss upcoming campus events, and to offer time for socializing and engagement.

Below are tips for leading a meeting:

- Have a purpose for the meeting. Meeting just to meet takes away from the effectiveness of the interaction.
- Plan what you're going to talk about in advance. This will help you be more confident in leading the meeting and you'll be less likely to leave out something important.
- Be prepared. If you're doing an ice breaker or other activity, make sure it's ready before the meeting starts.
- Use your time wisely and multi-task. Can you be talking about business at the same time people are doing an activity?
- Know what your talking about. This will help you be thorough and concise, and you'll be able to better answer any questions that come up.
- Follow up with residents after the meeting. Get their feedback on what they liked or didn't like and adapt your meetings in the future.

### **SAMPLE FIRST FLOOR MEETING**

Introduce yourself- share your name, room number, and what you are excited about for the coming year. This is a time for you to show your residents who you are. Make sure to have some energy and excitement in your presentation style to engage the residents.

- Talk about the role of the RA on the floor. What are your responsibilities? When should residents come to you? What kinds of help can you offer your residents?
- Ask that the students introduce themselves. Use an icebreaker if the energy in the room warrants it. For first years you can select from a number of identities to share. For upper class, a good starter would be just to share majors, club/sports affiliations, what they did over the summer.

- Share important policies that they need to know. Be specific when talking about these policies and mention where they can be found online. It is important to spend an adequate amount of time on this portion of your floor meeting. Make sure to give the residents a chance to ask questions. If you do not know the answer, please ask your RHM.
  - Alcohol policy
  - Good Samaritan Statement
  - Bathrooms
  - Storage/Maintenance Requests
  - Quiet hours
  - Review of all of the common spaces in the building (i.e. where laundry is located, bathrooms, trash, and lounges)
  - Who the other staff members are in the building
  
- Explain how you will educate on policy violations early in the semester. You will be quicker to address situations as to educate and put the residents on the best foot forward. Explain what a documentation would look like and how they meet with a RHM/ Dean of Students. Try to get them to understand that this is also an educational process and should not be scary.
  
- Discuss any additional community expectations you have or that the residents have for each other. Some examples include:
  - Alcohol use
  - Shared bathrooms
  - Kitchen/microwave nook use and cleaning expectations
  - Trash room and breaking down boxes
  - Recycling expectations
  - Quiet and courtesy hours
  - Speaking to our neighbors about even small annoyances early and being receptive to those requests to make a better floor
  - The expectation that we are respectful to each other
  
- Talk about need to be responsible for personal safety and the safety of others. Also, discuss what to do in the event of an emergency, such as fire or severe weather.
  
- Discuss programming, ask what your residents would like to do. This is a great time to gauge general interests on the floor for future socials.

## **Door Decorations**

Door decorations can make a big difference in making students feel welcome and appreciated. Here are some things to consider:

- Make the names easy to read.
- If you can't write clearly and neatly, use stencils or adhesive letters.
- Choose a theme and make a variety of door decs to fit the theme.
- Don't be afraid to incorporate what you know about residents into their door decs.
- Be creative and fun!
- Ask for help from your fellow RAs if you're not crafty or creative.

Along with the good, there will be the bad. Here are some things to avoid:

- Avoid using nicknames. Students can later self-identify a preferred nickname, but start with their official roster name.
- Avoid door decs that lack creativity. Stamping out a dozen generic door decs of the same simple shape uses little effort and doesn't really add much to your floor.

Ultimately, think back to your first impression of your RA when you saw their first door dec on your door. This can help you understand the importance of these small yet compelling decorations.

## **REQUIREMENTS**

Door decs can be put up with no prior approval, but you must submit a photo of door tags on doors to the Residence Hall Manager to receive credit. RAs can update door decs as often as they would like, but all RAs are required to place new door decs before the semester move-in and during room inspections at Thanksgiving/Spring Break.

## **Bulletin Boards**

Bulletin boards can share information, be a passive program, and can be purely fun and social in nature. Here are some suggestions for bulletin boards that draw eyes year-round:

- Make it interactive. Use things students can touch, move, and write on.
- Use different materials. In addition to using construction paper and print-outs, think about using yarn, newspaper, foil, and cardboard.
- Use large, easy to read font. Fonts with serifs, like Times New Roman, Century, Bookman Old Style, and Garamond are difficult to read for people with dyslexia. Additionally, fonts that are too fancy, like a script font or a narrow, tight font can be more difficult to read, especially from a distance. Your bulletin board should be easy to read from a few feet away.
- Cover topics and themes your residents have expressed an interest in. If you have seniors, make boards about resumes and job searching.
- Fill the blank spaces while thinking about presentation and a clean arrangement of photos and information. While cramming your board with information may be too overwhelming for the eye, adding interesting photos can make your bulletin board more appealing and attractive.

- Utilize the pre-made bulletin boards on the Resources for RAs webpage or contact other offices and departments for potential materials. Also websites like Pintrest can provide great ideas.

Please note that different buildings and floors may have different numbers of bulletin boards available. Your supervisor will communicate the expectations with you for how and when these boards should be updated. Some areas may even lack a bulletin board. It is important to note that even if your floor doesn't have a bulletin board you will still be expected to find an alternate place or source for sharing information.

## **REQUIREMENTS**

Your Residence Hall Manager must approve the display design before they are put up. To submit a topic, email the Residence Hall Manager no later than 24 hours before you plan to put the up display. Once the display is up, take a photo of the display to submit to the Residence Hall Manager. Photos can be emailed or texted to the Residence Hall Manager. All RAs are quired to update their floor's bulletin board by the 15<sup>th</sup> of each month.

## **Community Builders**

A community builder can be as simple as gathering a group of residents together to watch a movie or play games. If you know your residents well and know that a group of them have a test coming up, a good community builder would be to get them all together and host a study session. A community builder is anything that brings residents together and helps them connect with one another. You should strive to get as many residents involved as possible.

## **REQUIREMENTS**

A duty day community builder must take place in your hall. You do not have to complete a community builder on your weekend duty shift but it is still encouraged. Once a month, a program can take the place of your community builder. Please see the Programming chapter of this manual for more specifics regarding planning.

Each week's community builder should be planned by 5:00 p.m. on Sunday before your duty day. Each lobby has a dry easer poster on the office door for RAs to post their duty day for that week, and their community builder.

## **Programming Requirements**

As a Resident Assistant (RA), programming will be a key part of your job. It is your job to create a sense of community within the halls and because of that, the following guidelines have been set for programming in the Office of Student Life. These are the basic requirements, and your Residence Hall Manager (RHM) may require more than what is outlined here.

- Each RA is required to assist with hosting two programs per semester. Programs should come from the different categories discussed later in this section.
- Each RA is required to host one community builder per week while on duty
- Each RA is required to complete one educational display per month. Displays must be changed no later than the fifteenth day of the following month.
- Each RA is required to make two sets of door tags per semester. One set before moving in. The second set must go up before Thanksgiving/ Spring Breaks.
- RA's may be required to attend and assist in campus-wide events planned by the Student Life office.

The Campus Life Coordinator will be able to provide you with the resources that you need to plan and execute effective programming..

## **Types of Programming**

The Office of Student Life programming is divided into two types, active and passive. Below is a breakdown of the categories of each type.

- Active Programming:
  - Scholarship & Academics
  - Health & Wellness
  - Appreciation of Differences
  - Responsible Citizenship
  - Engagement with Others
  - Community Building
- Passive Programming:
  - Educational Displays
  - Door Tags
  - Hall Decorations
  - Ongoing Contest and events

Each type of programming meets a specific need within your hall. The staff in your hall should work together to ensure a wide variety of programming is happening in order to effectively meet the needs of your residents. Below is an explanation of each type of programming.

### **ACTIVE PROGRAMMING:**

To ensure residents are exposed a wide-variety of co-curricular learning opportunities that meet the A.R.C.H. Campus Life Learning Outcomes, the Office of Student Life has developed the S.H.A.R.E.D. Programming Framework. The frame is designed to promote diversity in the commonly shared experienced housing staff provide residents while living on campus. The acronym S.H.A.R.E.D. represents the framework's five thematic areas, namely:

- Scholarship & Academic Success
- Health & Wellness
- Appreciation of Differences
- Responsible Citizenship
- Engagement with Others
- Developing Community

### SCHOLARSHIP & ACADEMIC SUCCESS

This is a broad topic that covers anything that will help your residents succeed in college: academics, personal development and more. Programs included study tips, laundry 101, time management, relationships, life goals, stepping out of your comfort zone, etc... It can be a program designed to help your residents succeed academically.

### HEALTH & WELLNESS

This category is set to cover the physical and mental wellbeing of residents. These programs can include such things as programs on drug and alcohol awareness, STD information, yoga class, self-esteem builders, healthy eating in the cafeteria, etc....

### APPRECIATION OF DIFFERENCES

The main goal of a diversity program is to make your residents aware of the diverse cultures that are present in their community. They are meant to teach others to respect the diversity around them. Diversity programs can deal with anything from race to sexual orientation to religion. Be very careful when planning these programs to make sure that you are not excluding anyone.

### RESPONSIBLE CITIZENSHIP

The college experience is centered around the opportunity to grow into a well-rounded participant in society. Citizenship programs should focus on engage students on topics that develop their skills and exposure to key decision-making. Whether topics include large societal themes like advocacy, community engagement, & voting, or more individual themes like technology hygiene, bystander intervention, or navigation misinformation, students should walk away with a greater awareness of their personal responsibility in society.

### ENGAGEMENT WITH OTHERS

A social program is any program where the main goal is to provide a fun time for your residents. These programs are often the ones that get the most attendance because they usually include food, games, or prizes. Some good social programs could be a poker tournament, a karaoke night, or water games outside.

### DEVELOPING COMMUNITY (OR COMMUNITY BUILDING)

Community Building is a type of programming that often takes very little effort. Community building is any activity that helps instill a sense of community in your hall or on your floor. Good examples of community building are hosting an impromptu game night, dance party, study hall, movie marathon, etc.... A good RA will look for any chance to help build community in their hall.

## **PASSIVE PROGRAMMING:**

### **EDUCATIONAL DISPLAY**

Educational displays aka Bulletin Boards should contain some type of educational information for residents. There is an extremely broad range of topics that can be covered, including campus information, health awareness, inspirational quotes, finals survival types, unique Christmas gift ideas, etc...

### **DOOR DECS**

Door decs help create a sense of ownership in residents. Their name on the door signifies that this is *their* room. Door tags should be fun and unique. Think outside the box!

## **Program Procedure**

Although RAs are only required to help assist the Campus Life Coordinator or a Residence Hall Manager host a program. And, the professional staff member will be expected to do most of the planning and logistics of planning programs, the following outline advice for planning programs, if an RA would like to host one on their own.

## **ACTIVE PROGRAMS**

### **PLANNING**

When you decide you want to host a program the first thing you must do is assess the needs of the hall. Take the following into consideration.

- What Active programming category do I have this month?
- What kind of residents am I serving?
- What kinds of programs have already been done this semester?
- What days are best for my residents to participate in a program?
- Have there been any requests from residents for a certain type of program?

Once you have assessed your hall's needs you must select a program to plan. When doing this keep the following in mind.

- How much money do I have in my RA budget?
- How many residents are likely to show up?
- Will I need help executing this program?

Now that you have selected a program it is time to start the planning process. You should do the following.

- Select a date that is far enough in advance to allow you plenty of time to advertise and gather your supplies
- Make a list of needed supplies and an estimated cost.
- Make an agenda for your event to decide how you want to go and how long you want it to last.



- Make sure that the area you are having the event in is available for use on the selected date.
- Using the information above submit a program proposal to the Dean of Students. Your proposal must be submitted later than two weeks prior to your program.
- Make sure that those helping you know exactly what their role is in the program.
- Design an advertisement and email or deliver a copy to the Dean of Students no later than 7 days before the program.
- Make sure you have your supplies in plenty of time for the program in case any prep work is required.

Following these steps will help you in planning an effective program.

## **ADVERTISING**

There is no point in having a program if you don't advertise for it. You need to advertise in plenty of time to make sure that residents have time to free up their calendars for your program. However, you don't want to advertise so far in advance that residents forget about it either.

There are several forms of advertising that you can use.

- Flyers
- Posters
- Social Networking sites such as Facebook
- Door hangers
- Sidewalk chalk
- Word of mouth

It is always best to use more than one method of advertising for your programs. Always use friendly reminders and space out your methods of advertising. For instance post some large flyers a couple of weeks before your program then a few days before the program slip some smaller flyers under everyone's door. On the day of the program walk around and knock on doors and remind people to come out. If you're going to be offering free food or t-shirts or something else that might draw a crowd make sure that it is noted on your advertising.

Always remember that effective advertising is the key to a having a good turnout at your program.

All advertising must be approved by the Dean of Students. Flyers must be designed the RSO Flyer Template (PPT) and meet all the requirements established for advertising by RSOs in the RSO Manual published by the Office of Student Life; namely:

- Must include the date, time, location
- Must include flyer title
- Must include "Sponsored by Housing & Residence Life" (logo not required)
- Must include DEAN OF STUDENTS Approval Box in the bottom left corner

- Must update postdates (two weeks from the event date to event date)
- Flyer must be saved as PPT and emailed to events@asub.edu for approval.
- DEAN OF STUDENTS will email a signed copy of the flyer back to RSO for posting.

Once approved, the Student Life Office will print 20 copies for Student Center & Residence Halls.

### **ON THE DAY OF THE PROGRAM**

On the day of your program make sure to give yourself plenty of time to set up before your guests arrive. You need to be fully prepared for the program to begin at least 15 minutes before your advertised start time.

If you have reserved tables or a room on campus call whoever is in charge of the reservation and make sure that everything is still in order several hours before your program begins.

Follow this checklist to make sure you are ready for your program:

- Make sure all supplies are gathered for the program. This includes plates, cutlery, and other items for food, information you may need for a presentation and any other thing you will need to make your program successful.
- Make sure your space for the program is neat and orderly. Make sure residents aren't coming into a room with furniture in disarray and overflowing trashcans. It takes five minutes to take a bag of trash to the trash room.
- Walk around your hall and give last minute reminders for your program.
- Make sure you look presentable for your program. No, you don't have to dress up but unless it's a pajama party it is not advisable to show up at a program in your pajamas.
- Make sure you have plans to capture attendance with an approved sign-in sheet collecting names and email addresses of the residents attending the program.

### **DURING THE PROGRAM**

While your program is happening there are a few things to keep in mind. The most important thing you want to do is make sure the residents are enjoying the program you are providing for them. Sometimes they won't like the topic of discussion but free stuff can go a long way in making a program enjoyable. Keep the following ideas in mind to keep your program interesting.

- To get residents to stick around until the end don't pull out the free stuff until closer to the end. Perhaps give your presentation or lead your discussion and then let them have their pizza or snacks.
- Instead of diving right into a long speech about how drugs are bad start off with a fun ice breaker to loosen your guests up. Ice breakers go a long way in having an effective discussion
- If it seems like your residents are bored switch things up. If you've been doing all the talking find a way to make everyone else talk. Keep a small rubber ball with

you and toss it at people and get them to voice their opinion about what you are saying.

- Keep your program interactive. Don't make residents sit down and listen to you tell them they are all going to fail if they don't study. Find ways to bring your point across with games.
- Give out door prizes. They can be as simple as a giant candy bar or a cheap movie. Residents will be more likely to stick around if there is a chance they can win something.

Another thing to think about during the program is making sure rowdy residents don't take over your program. If you are talking about a sensitive subject some residents will be rude. Don't be afraid to shut that kind of behavior down. There are a few ways you can deal with unacceptable behavior.

- If a resident is rude start by simply ignoring them. Often a resident likes the attention they are getting so simply don't give it to them.
- Use them as an example. If a resident makes a rude comment during a program on diversity you can always point out how that behavior is exactly the type of behavior you are trying to prevent by using this program.
- Be assertive and tell them they need to change the way they are acting. Don't be rude and cocky in front of the other residents. Don't be confrontational. Instead tell them nicely that their behavior is unacceptable and it needs to stop immediately because they are offending other residents.
- Always remember that YOU are in charge of this program. If the resident in question continues to disrupt your program and make it uncomfortable for others simply ask them to leave. If they won't leave you can give them a Student Conduct action form and let your HD deal with it.

## **AFTER THE PROGRAM**

After your program is over and everyone is gone there are a few things that need to be done.

- Clean up the mess. Don't leave trash all over the place for the janitors to clean up. If you hosted a program somewhere other than your hall you need to leave it exactly as you found it.
- Submit your post-program evaluation to the Dean of Students. Consider what could have been done better and what you thought went really well when evaluating the program.

Once your form is submitted to the DEAN OF STUDENTS you have successfully completed your program.

## **PASSIVE PROGRAMS**

## **EDUCATIONAL DISPLAYS**

Your Residence Hall Manager must approve the display design before they are put up. To submit a topic, email the Residence Hall Manager no later than 24 hours before you plan to put the up display. Once the display is up, take a photo of the display to submit to the Residence Hall Manager. Photos can be emailed or texted to the Residence Hall Manager. All RAs are quired to update their floor's bulletin board by the 15<sup>th</sup> of each month.

## **DOOR TAGS**

Door decs can be put up with no prior approval, but you must submit a photo of door tags on doors to the Residence Hall Manager to receive credit. RAs can update door decs as often as they would like, but all RAs are required to place new door decs before the semester move-in and during room inspections at Thanksgiving/Spring Break.

## **Resources**

When approaching your first program, display, or door tag you may feel overwhelmed. You want it to be a good program. Perhaps you are unsure where to look. There are many resources available to assist you in hosting a program. You will also receive extensive training on the art of programming during your first training week. The following is a list of the resources available to you.

- [www.reslife.net](http://www.reslife.net) is an online resource that has hundreds of program ideas and bulletin board ideas. They also have some great articles that deal with the job of an RA
- Google may seem like an obvious resource but many people fail to put it to use.
- Veteran RA's may be one of your best resources on campus. They have past experience that can tell you what worked and what didn't. If you're not sure about your first program consider teaming up with a veteran RA for your first one.
- Your residents also make a great resources. Talk to them about the kinds of programs they want to see. Get them involved in the Residence Hall Association and have them help you plan the program.



# Resident Assistant (RA) Manual

## Chapter 9: Mediation & Confrontation

In this chapter you will:

- Learn how to address conflict between residence
- Learn how to effectively listen to resident needs

One of the best parts of being a residential campus is that we have students from all different backgrounds and parts of the globe living together to form amazing communities within the residence halls. However, even with all the different experiences our residents bring with them, there is the potential that life at Cornell may be very different than what they are familiar with back home. And in some cases students are facing new situations that they've never experienced before. Inevitably, as students meet new people and are exposed to new things they will be faced with varying types and levels of conflict at some point. Part of your job as a resident assistant (RA) is to help students navigate these conflicts that arise and work with them as they try to determine the best resolution.

### Listening & Helping Skills

The nature of the RA role means that staff are often put in a position to be an effective helper for their residents in times of need. Even with all the professional staff and additional resources available both on and off campus, sometimes residents feel most comfortable talking with a fellow peer, their RA. Please keep in mind the following listening and helping skills as you find yourself in similar situations.

#### LISTENING SKILLS

When you've established trust with your residents, they may seek you out to discuss personal matters or to gain emotional support. The first step in being truly supportive is learning how to be attentive and demonstrating that you are engaged and available to the person with whom you are interacting. Being a good listener and creating an appropriate environment for communicating with your residents is key.

#### WHEN TALKING TO RESIDENTS:

- Be aware of your schedule and surroundings. Do you have time to talk? Are you going to potentially be distracted?
- When the person is talking to you be sure not to interrupt. Let them finish their thought and you'll have time to respond. Keep a notepad handy to jot down thoughts you may have as they speak.
- Encourage the person to talk about feelings. Use non-verbal cues such as nods and quiet verbal agreements to demonstrate you're listening.

- Don't be afraid of periods of silence. These will change throughout your conversation. It might take someone longer to feel comfortable, and sitting in silence can be a powerful demonstration of your patience and care for their situation.
- Use attentive body language. Sit on an equal level and facing the person. Don't cross your arms or sit in a way that's closed off. Don't sit in a chair when they are sitting on the floor. Don't stand over them when they are sitting on their bed. Do ask if you can take a seat before you do so in their room. Do join them on the floor if that's where they're sitting. Do be attentive of your body language.
- Be comfortable but try not to fidget. This can be distracting to the other person.
- Pay attention to the emotions being expressed. This will help you know how to better interact with the other person.
- When it's appropriate ask the resident what they need from you or what they would like you to do next. What is their ideal outcome if there were no limitations? This will help guide you toward the preferred realistic solution.
- Under no circumstance should you judge the person. Their problem may not seem like a big deal, but it may seem like the most important and consuming thing in their life at the time.
- Be wary of soothing them with phrases like, "I can understand that," or "I've been through that, too." Until you really know a situation, this may seem preemptive and you may actually be wrong about your understanding or supposed shared experience.
- Avoid rushing to a solution. Sometimes the process is more important than the destination. Venting could be all they really needed.

### **ACTIVE LISTENING TECHNIQUES**

- Listen for content and feelings.
- Give a short paraphrased statement about what was expressed and heard and provide an opportunity for the person to clarify your interpretation. "So as I understand it, you said this and that. Did I understand that correctly?"
- Ask open ended questions when you want more detail and content. "Tell me how the night led up to this incident." Ask closed ended questions when you just need specific facts. "Do you want this to happen?"
- Do not agree or disagree with the person. Use neutral language and expressions to help the person come to their own conclusion.
- Clarify comments to help the person see other points of view. "Did I hear you correctly that you want your roommate to move out the day before finals?"
- Encourage the person to reflect on the conversation. Set a date and time to come back and continue the discussion.
- Acknowledge the worth or value of the other person, and their feelings on the issue at hand. "Thank you for sharing with me."

### **HELPING VS. RESCUING**

Sometimes helping someone and rescuing someone can seem similar, however they can have different outcomes. At times it can be easy to rescue a student and solve the problem, or just provide the conclusion to the resident that you feel is appropriate. This may not always be

helpful to that person as they won't be able to do it themselves in future situations. When a resident comes to you it may be important to empower them to make their own decisions and help them develop the skills needed to resolve their own issues. Hopefully they will be able to solve this problem for themselves or for their friends next time, giving you a break. Below are some examples of what it means to be a rescuer vs. a helper:

- A rescuer is like a super hero. They swoop in and do the deed while the person is carried on their back to a safe place. In the RA role, they may give advice when not asked, solve problems related and not related to the issue, not allow for reflection and feedback, and doesn't teach skills.
- A helper is like a magical elf. They follow the lead of the person and help them with magic spells that can do things the person can't do themselves. In the RA role, they listen for questions and requests, present potential ideas based on what is being asked, give only the information that is needed, and follows-up periodically for future problem solving.

Try to be the RA that teaches your magic spells to the residents so they can solve their own problems next time without your help. It's natural to want to swoop up people and solve their problems when you know the solution, but remember that you once didn't know how to do that. Now that you do, it's easy to see the solutions. Pass that skill on.

## **CONFIDENTIALITY**

Confidentiality in the RA role can be complicated. There are situations where you can take in information and lock it away, not telling anyone else. Then, there are times when you must share information with other professionals in order to avoid even bigger consequences. Let's explore these scenarios.

Trust is a critical component of every relationship. This is likely a big reason why a resident may come talk with you. Residents may share all types of personal and sensitive information with you in confidence. They usually approach you with the expectation that your conversation is private and that it will stay between you. If you violate that confidence, you risk losing the person's trust and the opportunities for them to confide in you again during an even more serious issue.

Even with that expectation for privacy, you can sometimes create more harm by not bringing the concern to the attention of the appropriate people. Sometimes keeping information private can be a problem if the resident's best interest is not being served. Consider whether or not the resident's best interest is being served by asking yourself: could this situation result in self-harm or harm to others, or is what's being shared go beyond your training or ability level? Not passing the information on can cause more harm than good.

Please consider these tips when trying to navigate confidentiality:

- *Always be honest.* Try and help them understand that you are obligated to report certain types of information. Do not ever promise that you will be able to keep every conversation private. Explain that you may need to contact a professional staff member, but that you will not tell anyone who doesn't need to know what's going on. Often if they are venting about a common roommate problem, you will

be able to keep that confidential from other residents. This is likely enough for a resident to feel comfortable.

- *If you need to tell someone, always make sure they are an appropriate resource.* When in doubt, contact your Residence Hall Manager for help and they can get the right person to contact you. You do not need to share any identifying information at this time, but can ask for advice or clarification on how to proceed with the situation. If they cannot directly help you they will at least be able point you in the right direction. Do not tell other RAs or your friends in hopes that they will keep it to themselves. Always assume that if you are telling another peer any information, it will get out. Use this as a gauge as to whether or not you can share specific information. Know your campus resources, including the confidential resources, so that you will feel more comfortable referring someone to the appropriate service.
- *If another RA tries to tell you about a confidential conversation, stop them.* Please remind them that they should not be freely sharing this information and either need to keep it confidential or talk with their supervisor.
- *If you are going to involve someone else, always let the original person know.* Be as transparent as you can regarding who will know what information. Explain the reasons why you need to share the information, and ask the person to understand. Whether they do or not is something we can deal with later, but your primary responsibility is to ensure the health and safety of that student and any other student who may be impacted (this includes yourself). If you are sitting quietly with this person and are having a good conversation, it's okay to let them know you think you need an expert to assist at that point and that you will contact them. However, if you are in a tense situation where the student may be in immediate danger and you need immediate assistance, it can be okay to call for help first and then notify the student once help is on its way. Immediate danger to the student's or other's safety is the mitigating factor on how soon you should notify a student when someone else is included.

## **Dealing with Confrontation**

Knowing how to handle confrontation is an important part of the RA experience. Whether you're confronting an issue on your own behalf, working on the behalf of another resident, or approaching a violation of campus or community standards, all confrontation can be handled by keeping a few basic principles in mind.

### **Confrontation is...**

- An intervention.
- Allowing ourselves to grow, change, and learn who we are and what we value.
- Feedback about an individual's behavior (not their personality traits).
- Not necessarily negative!

### **Confrontation is important because...**

- It helps build and maintain a community.
- It allows students to share their needs and assert their rights.



- It makes each person take responsibility and not putting it all on the RA.
- It provides you with important skills for working with a variety of people and situations.

### **Use Confrontation...**

- When the needs and rights of an individual are being violated.
- When the community needs healing.
- When a student is involved in a policy violation.
- When you feel that someone is involved in a type of behavior that, if changed, would benefit them, yourself as well as the community as a whole.
- Confrontation has steps to ensure you are prepared and thorough. Let's review what to do when deciding to confront someone about problematic behavior.

### **Pre-Confrontation**

- Always be prepared.
  - Have a pen/ paper or phone ready.
  - Know the basic facts regarding the behavior you are confronting.
  - Have an immediate goal.
  - Know who your back-up is if you need them.
- Get your head into the game
  - Check your posture.
  - Watch your tone.
  - Remain calm.

### **Actual Confrontation Guidelines**

- Remove any distractions and ask for their attention. "Can you turn down the music?"
- Identify yourself by stating your name and position.
- Clearly explain why you are confronting the situation. "I noticed that you've been missing all the floor dinners."
- Advise them of any policies that have been violated.
- Be honest and direct. Do not over explain, don't ramble.
- Be polite but assertive. "I understand your concern about this policy, however it must be followed as long as it is a policy."
- Keep conversation focused on the situation at hand. "Freedom of speech is an important topic, and so is the freedom from harassment on our floor."
- Let them know you'll be documenting the situation. "I am writing down notes so I can accurately document this interaction as part of my job."
- Ask for identification. "Can I see your student ID? You don't have it? Do you have any other form of government ID?"
- Ask students who don't live in the room to leave. "I need to speak to them alone, please."

- See if students have any questions before concluding the confrontation. "The last thing I would want is for this process to be unclear or scary for you. Do you have any questions about anything I've said so far?"
- Remember you are confronting the issue not the person. "Please don't think I am targeting you, I am just responding to this disruptive behavior."
- Don't apologize for doing your job. If you don't, a roommate or a whole floor may suffer from these behaviors continuing. Avoid saying, "I'm sorry, but I have to document you."

### **Things that Could Happen During a Confrontation**

- Avoid becoming angry and worked up. Maintain professionalism and composure at all times. The person may try to point out another person's behavior or even your own in defense of them being able to do the same thing. "I will follow up on that, but right now I need to address the issue at hand."
- Focus on the person's positive points as well as the negative behaviors. "I am noting here that you have been very cooperative."
- Avoid, "I told you so..." comments that make the person feel inferior.
- Realize and convey that the confrontation need only be an initial contact and that helpful referral service, time, and understanding can and will follow for appropriate situations

### **After Confrontation**

- Always be willing to discuss the confrontation with your supervisor for support, resources, and guidance.
- Submit the incident report, remembering to only use facts. "RA So and So smelled alcohol before knocking on the door" vs "RA knew they were drinking inside so they busted up the party."
- When possible and appropriate be sure to follow-up, especially if those involved are your residents.

### **Frequently Asked Questions**

- The resident will not open their room door after knocking ?
- Knock and announce yourself again and that you are aware residents are in the room. If they do not open the door, announce that you will have to get Campus Safety involved if they do not open the door. Wait for a moment for compliance. If they still don't open the door, follow through with your escalation.
- Resident runs away or attacks?
- If they run away let them. Other residents present can provide information.
- If you feel a resident is going to attack, remove yourself from the situation immediately and contact Campus Safety.

### **RA Best Practices**

- Best RAs know the policies and ask when one is unclear.
- Best RAs are consistent when confronting situations.

- Best RAs call for back-up when needed. That can be another RA, supervisor, or Campus Police.
- Best RAs have all the important phone numbers already in their phone like Campus Safety, their supervisor, the RA On-Call phone, etc.
- Best RAs don't take rude behavior or negative attitudes personally.
- Best RAs don't disrespect or threaten a resident.

## **Mediation**

Every person will perceive conflict differently. Some people try to avoid conflict while others seem to thrive in it. Conflict can both be debilitating in some situations while healthy and necessary for others. When handled effectively, conflict can challenge ideas, spur change and progress, inspire growth, improve communication, and preserve future relationships.

### **Conflict is not the Answer When...**

- It is avoided and ignored.
- It negatively affects morale and efficiency.
- It is expressed as a personal attack.
- It creates a hostile living or learning environment.
- It shuts down the lines of communication between people.
- It creates an environment where others do not feel safe and respected to share their thoughts, needs and perspectives.
- It causes resentment, anger, frustration, withdrawal and/or violence.
- Behaviors and actions don't change after a conflict is supposedly resolved.

### **When You Hear of a Conflict on Your Floor...**

- Gather information from all parties involved, not just the person with the problem.
- Let residents know that conflict is normal and in most cases can be resolved. You have been trained to do this and can be more successful than them doing it alone. Help instill confidence in your process.
- Ask whether the person who has a problem has voiced their concerns to the other person yet. Very often a problem is due to the other person not knowing they're causing issues.
- Speak to the person with the problem and share the following steps of escalation:
  - Work it out amongst themselves (this is the desired outcome)
  - Mediate with an RA
  - Meet with your supervisor either alone or together with the problem person
- Mediation has a few steps to make sure you do it right. Let's review those steps.

### **Pre Mediation**

- Gather information from all parties involved. Before you start, you should have an idea of what each person thinks the problem is and possibly brainstorm a few solutions. Talk to them.

- Make sure both parties are motivated to resolve the issue. Can they agree on a time and place? Will they actually show up? Or would one rather just agree to the other's terms in order to avoid a conflict?
- Determine the current "balance of power" amongst all involved to help determine what role you'll need to play during the mediation. Will one person talk over the other and you'll need to reign them in? Will one person intimidate the other so they'll talk less?
- Discuss the situation with your supervisor. Get tips prior to mediating!
- Don't make any promises regarding the outcome of the mediation. Very often what you think is the problem based on your information gathering won't turn out to be the case when you actually dig deep into the issues. It turns out to be something older or more complicated.
- Find a neutral space to conduct the mediation where everyone will feel empowered. A study room? Your room? The RA Office?
- Try to set a time that is convenient for everyone. Set a deadline to schedule this time so no one can stall indefinitely. If a party does not schedule by the deadline, let them know that you may have to just pick a time and it is their responsibility to comply with what is decided. You will still act in an even neutral role to help everyone get something out of it.

### **During Mediation**

- Explain that your role as mediator is to start topics, ask questions, summarize decisions, and referee if needed.
- Tell them everyone involved has equal rights to be heard and speak freely. If you need an object that the speaking person can hold to help maintain a speaking order, you can introduce one.
- Have both students set goals for the mediation. "I would like to just be able to sleep." or "I want to be able to have my friends over."
- Let them talk it out and step in only where necessary to keep the conversation on track or ensure everyone is equally heard. Call out any personal attacks made and immediately deem them unacceptable. If someone is unable to cease making personal attacks, you may need to end the mediation at that time until they can agree to come together again without doing that.
- When they share concerns, encourage they stick to specifics instead of generalizations or blanket remarks. "Last week when you did this..." vs "You're always so annoying."
- Be task oriented and stick to the topics you propose. Take notes - this allows you to reference back to what's said and ensure that all issues have been covered. Don't be afraid to table a topic and come back to it if conversation stalls.
- Summarize and clarify what you've heard when something revealing is said or a big decision is made.
- Ask questions to help guide both parties toward the resolution you're hearing.
  - Work it out amongst themselves (this is the desired outcome)
  - Mediate with an RA
  - Meet with your supervisor either alone or together with the problem person

- Mediation has a few steps to make sure you do it right. Let's review those steps.

### **Post Mediation**

- Follow up with all parties involved a little later. Are the solutions still working?
- Put all mutually agreed to outcomes in writing and send to all parties involved. An email or roommate agreement sheet would suffice.
- Talk to your supervisor about the mediation process. Make sure you didn't miss anything and that you can also vent about how it went.
- If conflict remains, ask your supervisor for the next step.

Don't be discouraged if the mediation isn't able to resolve every issue right away. Sometimes it takes multiple mediation sessions to come to an agreed upon outcome. You may solve one problem this time but have to stomp out a few others. Solving even one issue during a mediation is a success! Also, sometimes solutions may work for awhile before becoming an issue again due to failing to address a more underlining issue. It's okay if you have to revisit the situation again in the future, just share that you don't think you got to the core issue and should mediate again.

### **"I" Messages**

*Adapted in part from Dr. Thomas Gordon's Parent Effectiveness Training, 1971.*

Most messages we send to others regarding behavior are very strongly directed at them and what they're doing "wrong." Most of the time these messages don't resolve the issue, and will often make matters worse by causing the other person to feel attacked or become more resistant to changing their behavior. The use of "I" messages is a way to let someone know that you don't approve of their behavior while getting them to consider the effects their decisions are having on others. This also leaves them in a power position to change their behavior for the right reasons and not just because someone told them to do so.

"I" messages consists of three parts:

1. The specific behavior (When you play your music that loud)
2. The resulting feeling you experienced (I feel upset)
3. The tangible effect on you (I can't study very well)

For example: "When you play your music that loud, I feel upset because I can't study very well when there's a lot of noise."

### **Roommate Agreements**

Communication between roommates is key to having a successful and enjoyable year living together. Every resident is different and brings something unique to their roommate relationship. Sometimes the differences can clash and create conflict in the room.

1. It is important that residents talk with their roommate and establish clear expectations for each other and how their room will be utilized during the academic year.
2. Each should fill out a roommate agreement form. The form can be found on the Roommate Agreement module of the ResLife Portal and printed copies are often in RA Offices.
  - a. When the residents have finished, the RA should go over the form with the residents to ensure everything is reasonable.
  - b. After everyone signs off agreeing to the agreement, every resident should take a picture of the agreement and the RA should place the original in the RA Office just in case there is a need to go back and revisit the agreement at a later date.



## Resident Assistant (RA) Manual

# Chapter 7: Student Conduct

In this chapter you will:

- Learn about the Student Conduct Process
- Learn how to approach a policy violation
- Learn about the paperwork involved in the process

### The ASU-Beebe Student Conduct Process

The student conduct process at the ASU-Beebe focuses on teaching students to take responsibility for their actions. This is done in an educational framework so the student who is charged and found guilty may see this not as punishment, but as a learning and growth opportunity. Therefore, from the moment the Resident Assistant becomes involved – confronting the violation and documenting the situation – the learning process should begin.

When you see that a violation is occurring, it is the expectation of the Dean of Students that you confront the violator(s) in an appropriate manner and document the incident correctly. With the exception of the Student Conduct Notice form, all Student Conduct documents are submitted electronically using the online Incident Report form, in the ResLife Portal.

The student conduct process begins when you see a policy violation. At this point, you must make a decision to document the situation but issue a Student Conduct Notice form and submitted in the violation in the online Incident Report form. If it is a minor first offense such as a noise violation, consider giving the resident a warning. If it is a major offense such as drugs, alcohol or physical fighting no warnings should be given. The following section tells you how to confront a policy violation

### CONFRONTING POLICY VIOLATIONS

What do you think of when you hear the word *confrontation*? Most people automatically think of difficult situations that can turn nasty in the wrong conditions. Confrontation doesn't need to be a negative concept in Residence Life. In fact, if handled properly, confrontation can be a positive educational process by which an individual learns and grows.

It is difficult to confront a policy violation. It is an expectation of your position that you will abide by both College and Residence Hall policies, as well as confront violations and take

appropriate action. Following are a few guidelines you'll want to remember as you perform this aspect of your job:

- Remain calm. Don't rush. Take time to think.
- Relax and compose yourself before approaching a situation. Have your facts in order.
- Adjust your behavior to avoid hostility and misunderstanding.
- Approach the situation in a positive manner. Realize that all residents are at different levels, but each one deserves due explanation of policies and respect as an individual.
- Identify yourself to the student in question and request a private talk with them.
- Confronting someone in front of others can cause unnecessary tension and hostility.
- Treat all residents in a fair, consistent, and objective manner.
- Explain that he/she or their guest is violating a policy.
- Explain the policy and why we have it.
- Explain how their behavior affects others. Explain the consequences of the action.
- Use your good judgment to determine if you should give a warning or if the resident will be written up. Be sure to document everything on an Incident Report if a warning was given. This will be of help later if they continue the behavior and you have to charge them.
- Get to know residents, so when you need to confront them, you have already established a rapport with them.
- Make sure you understand all policies and regulations so you can explain them to residents in situations such as this.
- Point out that a student can disagree with a policy and decide to violate it, but that he/she must accept the consequences of the action.
- Ensure that your own everyday behavior serves as a positive role model for all residents.
- If a student is under the influence of drugs or alcohol, get the situation under control and talk to the student when he/she is sober.
- Leave residents with their dignity. Do not humiliate them.
- Follow up with the resident a day or two after the incident. Be friendly and assure them that you still like them. Let them know that their behavior, not themselves, was the problem.
- Ask your fellow RAs for support if you feel you need it. Confronting violations is a task that only gets easier through continued efforts. Make sure you inform your RHM after you have confronted a violation, and give them the appropriate copies of the Student Conduct Report form.
- If you have any doubt about how to proceed with a confrontation or violation infraction, contact an RHM. Never key into a room over a policy violation – leave this to an RHM.

The following are a few examples of the most common policy violations RAs deal with:



**Noise** – Any type of noise that can be heard outside of the room during quiet hours is considered a noise violation. A noise violation can also occur when the noise can be heard more than three doors down during courteous quiet hours.

**Visitation** – A non-resident in a hall after visitation hours, or a unescorted resident in a non-assigned hallway or building, is considered to be violating the visitation policy. A resident can also be in violation of this policy if:

- A non-resident of the opposite gender is in their room past visitation hours.
- A non-resident of the same gender is in their room past visitation and has not signed a guest housing contract.

Finally, it is important that you convey several clear messages to a resident during a confrontation:

- We care.
- Individuals are responsible for their own actions.
- The focus is on the behavior, not the person.
- We are responsible *to* our residents – not *for* them.

The focus is to educate the resident on how situations in college reflect situations they may later encounter in the real world. Residents need to be aware of their actions and how those actions affect the community around them. If violations are ignored, residents learn nothing about community, and the community will suffer. A crucial part of an RA's job is building strong, healthy communities. Policies and standards play a major role in making sure that this happens.

Now that you know how to approach the situation here is a step by step set of instructions for documenting a policy violation.

- Ask for IDs.
- Tell the student *"You are being charged with \_\_\_\_\_ violation. This is just a charge and does not mean that you are guilty."*
- Complete a **Student Conduct Notice Form** for each student who is written up. Pre-hearing conferences are done on at the discretion of each of the student conduct officer.
- During training you will be provided with instructions for completing the incident forms. On the Reporting Form, you should include why each person was charged. Please explain simply *"\_\_\_\_\_ was charged with visitation because there were two girls in his room after visitation hours. \_\_\_\_\_ was charged with unauthorized guest because she was not signed in at the front desk. \_\_\_\_\_ was charged with verbal abuse because he cussed at me while I was explaining why he was charged."*
- An e-mail will be sent to the Dean of Students when you submit your online report.
- If the incident involved drugs, alcohol or physical fighting you should call college police (8851) and let them handle it. These incidents will be referred to the Dean

of Students and you should not have to file a report online incident report. If public safety takes over, you may be asked to give a witness statement.

## **STUDENT CONDUCT HEARINGS**

The next step in the student conduct process is the Student Conduct pre-hearing conference and then hearing. The pre-hearing conference will take place between the RHM (if residence hall policy violation) or the Dean of Students or Dean of Students (if Student Code of Conduct violation) and the student.

At the pre-hearing, the student will be given the opportunity to present a statement and information they find important related to the respective charges. At the end of the pre-hearing conference, the student will be provided the option to have a hearing before the Student Conduct Committee or Dean of Students (depending on the level of the charges) or agree appropriate sanctions through informal resolution of the charges by mutual consent.

If the student chooses a hearing with the Student Conduct Committee or Dean of Students, there is a chance you will be called to testify at the hearing. Here is what you should expect.

- The Student Conduct Hearing Officer will introduce themselves and the accuser/witnesses.
- The Officer will state the charges filed against the student(s).
- The Officer will ask if the accused would like to tell their side of the story and if they would like to plead responsible or not responsible on any or all of the charges.
- The accuser/witness will be asked to share their account of what happened and answer any questions of the accused and the Hearing Officer.
- The accused will then leave the room and the Student Conduct hearing Officer may ask that the witness/accuser stay and offer their thoughts on a proper sanction.
- The accused will receive a computer copy of the Student Conduct hearing results.

## **FINAL THOUGHTS ON STUDENT CONDUCT CITATIONS**

You may feel very uncomfortable confronting policy violations for the first time. Keep in mind that doing so will help the residents learn from their actions. If necessary take a veteran RA with you the first time you have to write someone up. They will be able to give you tips on how to handle the situation. There are some things that you should not do throughout the Student Conduct process.

- Discuss the Case with the resident, or another resident.
- Show disrespect to the student or their friends.
- Take the case personal. (This is just your job. Do not take it personal.)
- Harass a student.

### Student Code of Conduct Violation List

|              |   |                              |   |
|--------------|---|------------------------------|---|
| CC II § A.1  | Alcohol violation   | CC II § A.12                 | The function of non-registered student organization           |
| CC II § A.2  | Use of Tobacco products   | CC II § A.22                 | Hazing  |
| CC II § A.3  | Drug violation  | CC II § A.23                 | Violation of policies, procedures, or regulations             |
| CC II § A.5  | Disorderly conduct  | CC II § A.24                 | Misuse, abuse, and unauthorized use of computing resources    |
| CC II § A.6  | Harassment  | CC II § A.25                 | Incorrigible or persistently irresponsible behavior;          |
| CC II § A.7  | Unauthorized or illegal entry                                   | CC II § A.8                  | Dishonesty  |
| CC II § A.11 | Physical assault  | CC II § A.10                 | Falsifying action or alteration of any College document       |
| CC II § A.10 | The threat of physical harm                                     | CC II § A.9                  | Disruption of teaching  |
| CC II § A.12 | Sexual misconduct   | CC II § A.27                 | Disruption of the academic community                          |
| CC II § A.15 | Possession or use of firearms, fireworks, weapons, or chemicals | <b>CC II § A.19</b>          | <b>Failure to abide by College Residence Hall regulations</b> |
| CC II § A.17 | Theft/ attempted theft,   | CC II § A.14                 | Failure to comply w/ Univ Official                            |
| CC II § A.17 | Possession, sale, or barter of property of the University       | CC II § A.15<br>CC II § A.28 | Failure to fulfill disciplinary sanction                      |
| CC II § A.18 | Damage or unauthorized use College property                     | CC II § A.28                 | Abuse of the Judicial System                                  |
| CC II § A.21 | The instigation of false alarms                                 | CC II § A.19                 | Obstruction of College Operations                             |
| CC II § A.4  | Gambling  | CC II § A.26                 | Such other violations   |
| CC II § A.7  | Hate Conduct  |                              |   |

### Residence Hall Regulation Violation List

|                             |  |                            |  |
|-----------------------------|--|----------------------------|--|
| CC II § B.1<br>RHM § 4.6    | Violation Visitation Policy                      | RHM § 2.4                  | Misuse of keys/ ID Card                    |
| CC II § B.4<br>RHM § 4.7    | Violation of Overnight Guest Policy              | RHM § 2.11<br>RHM § 4.20.D | Propping doors                             |
| CC II § B.5<br>RHM § 4.20.N | Possession of Candles                            | RHM § 4.8                  | Violation of study hours                   |
| CC II § B.5<br>RHM § 4.20.N | Possession of fireworks                          | RHM § 4.20.H               | Noise Violation                            |
| CC II § B.5<br>RHM § 4.20.N | Possession of incense                            | RHM § 4.10                 | Disposing room trash in common areas       |
| CC II § B.5                 | Possession of fire hazards                       | RHM § 4.12                 | Prohibited cooking                         |
| CC II § B.6                 | Possession of prohibited pet                     | RHM § 4.13                 | Prohibited decorations                     |
| RHM § 2.4                   | Failure to occupy assigned room                  | RHM § 4.17                 | Health & Safety violation                  |
| RHM § 4.19                  | Misuse of furniture                              | RHM § 4.18                 | Prohibited electrical cords                |
| RHM § 4.19                  | Removal of common area furniture                 | RHM § 4.20.C               | Attempting suicide or threatening suicide. |
| RHM § 4.20.L                | Lewd, indecent or obscene conduct or expression. | RHM § 4.20.E               | Thrown object from building                |
| RHM § 4.20.S                | Laser light pointing devices                     | RHM § 4.20.T               | Access to the roof.                        |



## Resident Assistant (RA) Manual

# Appendix A: Housing Forms

In this section you will find copies of most of the forms you will encounter as an RA. Most are self-explanatory. Your RHM will train you on the appropriate way to use these forms.

- **Move-in Forms**
  - **Housing Lease Agreement**
  - **Room Condition Reports (RCR)**
  - **Emergency Contact Form**
  - **Meningococcal Awareness Form**
  - **Personal Property Inventory Form**
  - **Student Housing Term Acknowledgement Form**
- **Conduct Forms**
  - **Student Conduct Notice Form**
  - **Health & Safety Form**
- **Assignment Forms**
  - **Housing Consolidation Form**
  - **Renewal Selection Verification Process Form**
  - **Lease Agreement Release Form**
  - **Housing Check-out Form**
- **Miscellaneous Forms**
  - **RA Duty Log Worksheet**
  - **Roommate Agreement**
  - **Overnight Guest Form**
  - **Housing Charge Notice Form**
  - **Grade Check Form**