

University Housing
& Dining Presents

The Guide For Resident Assistants

2019-2020



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Section 1: Mission, Vision, Values, & Educational Priority



Mission, Vision, Values, & Educational Priority

Clemson University Mission and Vision Statement

Vision Statement

Clemson will be one of the nation's top-20 public universities.

Mission Statement

Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Our primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. The foundation of this mission is the generation, preservation, communication, and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.

Division of Student Affairs:

What we believe

We believe each one of us is empowered to positively impact our community and the world.

Mission

To prepare and empower students to make a difference as global citizens.

Value

To be a preeminent, student-centered community that creates supportive and inclusive environments to prepare students for lifelong learning.

University Housing & Dining:

Mission Statement

We create supportive and challenging environments that enrich and nourish lives.

Vision Statement

To be the premier campus community in the country.

Value Statement

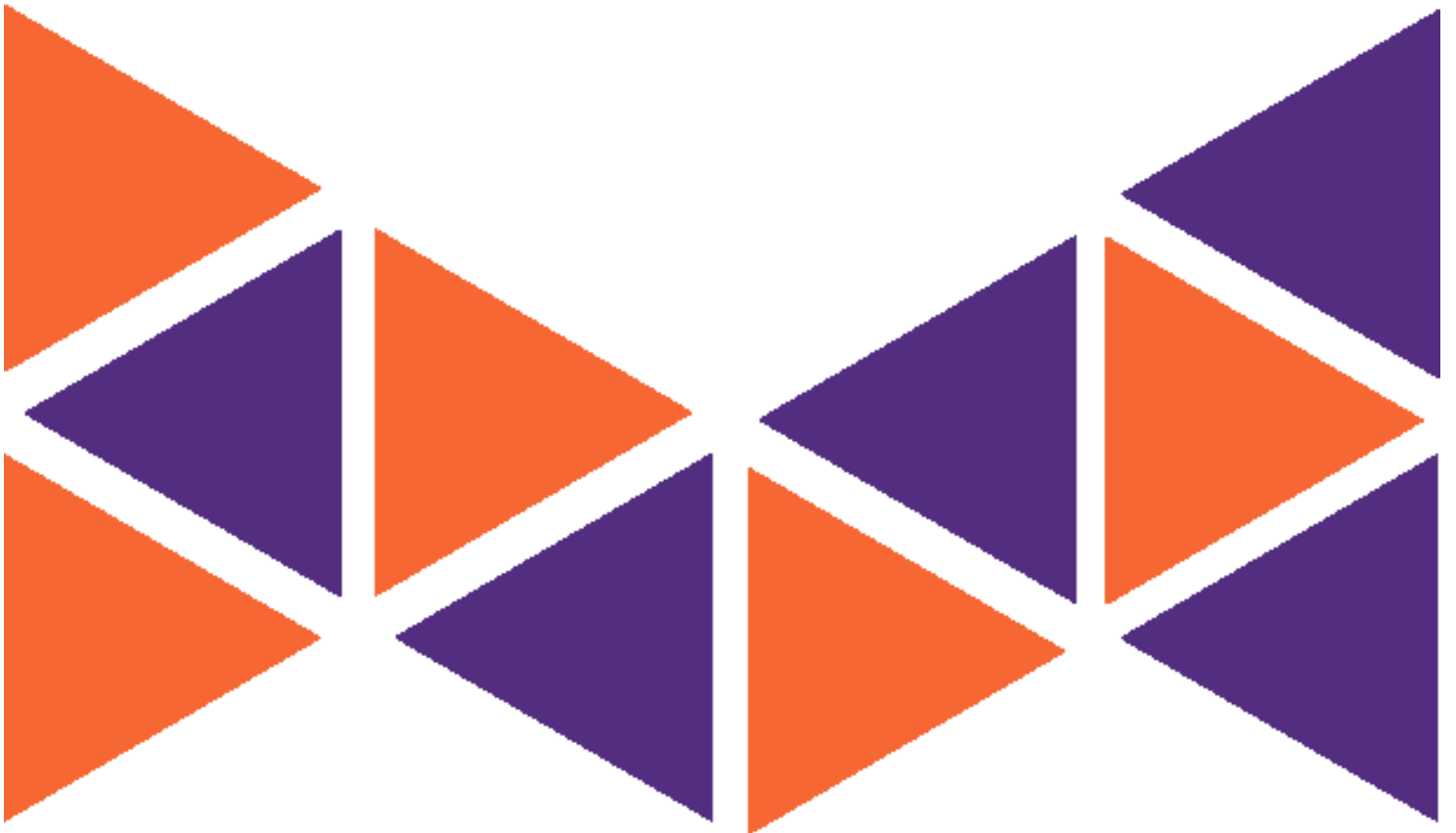
University Housing & Dining is a student focused community that values integrity, courage and excellence.

Educational Priority

Living on campus at Clemson University is a transformative experience that will prepare and empower students to *explore* who they are, *connect* meaningfully with others, *engage* intellectually, and *lead* as us as global citizens



Section 2: RA Job Description & Department Expectations





Resident Assistant – Position Description 2019 - 2020

Our Mission

University Housing & Dining (UH&D) strives to create supportive and challenging environments that enrich and nourish lives. Further, we seek to be the premier campus community in the country. Resident Assistants (RAs) are an integral part of furthering this mission and vision.

Inclusion Statement

We proudly commit to preparing our students and staff to thrive in a global community. We seek to understand and affirm all identities, engage in residential community dialogue, and promote an inclusive and supportive residential community environment.

Residential Experience Model Learning Goals

We believe an intentional residential experience is transformative. We believe that students will learn and grow in specific ways while living on-campus. Through facilitating the Residential Experience Model, Resident Assistants will mentor residents to explore who they are, connect with others in the community, engage academically, and lead in meaningful ways.

Resident Assistant Experience

Resident Assistants serve students in our residential communities in a variety of roles we have identified as leaders, role models, critical thinkers, peer educators, and community builders.

Resident Assistant Responsibilities

Leaders: RAs will practice leadership through authentic and relational actions, recognizing that leadership is a process and the outcome is positive change for the greater community.

- RAs are leaders within their residential community and the larger Clemson community.
- Serve as mentors and role models to their residents. RAs hold diverse perspectives and often draw on their own experiences to guide their peers through the Clemson experience.
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens.
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so.

Role Models: RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community.

- Serve as a credible role model by holding themselves and residents accountable to the University Housing Contract and Rules & Regulations, University Code of Conduct, and community standards and norms.
- Regularly interact with Faculty-in-Residence, Faculty Friends, Living-Learning Community partners, or Residential College partners and encourage residents to engage with faculty outside of the classroom.
- Strive to be an authentic leader within community and create a positive experience for students.
- Role model academic success as a student, maintaining the academic expectations of the role.

Critical Thinkers: RAs will solve problems and make decisions with an ethical and informed mindset, valuing the administrative responsibility of serving as an RA.

- Identify a problem and know how/resources to address the problem.
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem.
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence.
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns.
- Take action to respond to problems within the scope of role and engage support as appropriate/required.

Peer Educators: RAs will serve as a key resource for the community members making appropriate and timely referrals that support student success.

- Provide opportunities for residents to reflect on their choice of major, career aspirations, etc. as they pursue their degree. RAs play a part in facilitating a culture of lifelong learning.
- Create a community that is conducive to academic success. RAs should be aware of basic academic policies and refer students to a variety of academic resources.
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity.

Community Builders: RAs will utilize intentional interactions and staff support to build a strong network of connected residents.

- Develop relationships with residents. RAs are expected to have regular one-on-one interactions in order to get to know each resident individually. RAs help to connect residents in the community to one another.
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps.
- Work with residents to maintain physical space within the community. Residents are encouraged to take appropriate care of their assigned space and the community as a whole.
- Assist residents in proactively addressing individual and community conflict.

Resident Assistants are also responsible for completing administrative responsibilities within the community. An RA will assist with room inspections during community open and closing; work assigned hours at a community desk; serve in an on-call rotation, and other duties related to administrative responsibilities.

Resident Assistants are subject to specific expectations that will be outlined in a staff member's employment agreement, departmental and supervisor expectations, Housing Contract and Rules & Regulations, and the University Code of Conduct.

A Resident Assistant will be subject to the following policies and guidelines:

We prioritize academic success and your role as a student, and have therefore implemented academic policies designed to support and enhance your academic career.

- Resident Assistants must be enrolled as a full-time student at Clemson University at the time of application and start of employment.
- We highly recommend that an RA does not enroll in more than 18 hours of academic credit.
- Resident Assistants must maintain a semester and cumulative GPA of 2.0 at the time of appointment and throughout the term of employment. (Some Living-Learning communities may require a higher GPA.) A staff member's semester and cumulative GPA will be checked each fall and spring semester. Academic forgiveness will not be taken into consideration after my grades have been received
- Resident Assistants are academic role models. Any issue of academic dishonesty will be addressed.
- Resident Assistants will take EDC 3900: Student Development, Leadership, and Counseling for the University Paraprofessional as a pre-service requirement of employment. EDC 3900 is a 3-hour credit course, and an RA must earn a C or better in the course and gain approval from the instructor of record to continue into the RA role. Failure to complete this course with a grade of C or better, and gain instructor of record approval, may impact my employment.

Resident Assistants must be in good disciplinary standing, defined as not having an active sanction of judicial probation or higher as well as having no active sanctions from a case where they were found in violation of the Housing Contract and Rules & Regulations or the University Code of Conduct. Student conduct records for Clemson University, and Tri-County Technical College (where applicable), will be reviewed prior to and during the time of employment.

A Resident Assistant is first committed to their RA role and responsibilities. Additional time commitments such as significant leadership opportunities, academic engagements, and additional employment, are secondary to the RA position. Additional opportunities with extensive time commitments will have significant impact on an RA's wellbeing and ability to balance responsibilities within the RA role. Examples of additional time commitments include: participation in a co-op, UPIC, federal work study, internship, student teaching experience, educational clinicals, 18+ credit hours, and/or significant leadership roles. **First time RAs may not be allowed to have any additional time commitments.** An RA must request permission in writing via the 'Request for Additional Time Commitments Form', and receive approval, in advance to engage in these commitments. All requests may not be granted.

University policy currently states that no student is permitted to work more than 28 hours per week. Employment in the Resident Assistant position is a primary obligation. Any additional employment must be requested in advance and must be approved before engaging with another department. Only jobs within UH&D, UPIC Internships, and Federal Work Study may be considered. Additional employment opportunities are limited to 8 hours within UH&D and positions external to Clemson University.

Staff placement is at the discretion of Residential Living and Residential Learning staff. Residential Living and Residential Learning staff assesses needs of each community, as well as the strengths and talents that an individual staff member can bring to a resident population and the staff team. Living-learning communities and other residential programs may have specific requirements for membership; RA positions are aligned with those requirements. The departments also strongly considers any "conflict of interest" that may affect placement. For instance, individuals with family relationships, dating relationships within staff or within the assigned community, etc. may not be placed on the same staff. RAs should notify their supervisor(s) if a conflict of interest develops or is present.

Active participation in training and continued learning experiences is essential to a staff member's success, and therefore, all training and continued learning experiences throughout the term of employment are mandatory. Resident Assistant Training begins on Thursday, August 1, 2019.

Remuneration and Benefits:

Stipend: Resident Assistants are paid on a stipend basis with stipend amounts divided equally amongst pay periods falling within the dates of employment. Most positions are paid a stipend of \$4,020.00 for the academic year. Any differences for specialized positions will be noted in that particular position's Employment Agreement. Work hours may vary week to week.

Meal Plan: UH&D believes in the community that is created through relationship building with one another over food. A meal plan is provided as a means to allow them to engage in the community that is created in dining halls and retail venues on-campus. Staff are encouraged to provide meaningful feedback to Dining in partnership with one another to enhance our offerings for students.

Housing Assignment: Resident Assistants are provided with a private room. In the event of higher than expected occupancy, an RA may be assigned a temporary roommate. Resident Assistant rooms will be billed at the designated RA rate. (The RA rate for the 2018-19 was \$2,756 and this will be subject to annual rate increases.)

Note: The value of the housing rate and meal plan is applied as a resource to a student's financial aid account. Please consult with a financial aid counselor if you have questions about the impact to available aid.

Discounts: Resident Assistants receive a 10% discount at the University Bookstore.

Term of Employment: August 1, 2019 at 7:00am, for staff development and training, through May 3, 2020 at 5:00pm, after released by supervisor. Staff in apartment areas will be asked to remain until 5:00pm, May 9, 2020, for graduation closing.

How to Apply: Applications are available online at <http://clemson.erezlife.com/>. Please contact the Graduate Assistant for Recruitment and Selection at rselection@clemson.edu with any questions regarding interviews.



Department Expectations for Resident Assistants 2019-2020

Resident Assistants (RAs) are held to a high standard and are expected to consistently uphold the duties of their position. This document outlines departmental expectations of the position. Additional expectations will be shared by your supervisor(s) and/or Living-learning community partners during RA Kick-Off in April 2019 and RA Training in August 2019 to address staff-specific or community-specific needs. Staffs are encouraged to set expectations for one another, including peer-to-peer and RA-to-supervisor.

We believe an intentional residential experience is transformative. RAs play a key role in creating and shaping environments that contribute to the resident experience.

The resident experience is facilitated through the learning goals of the Residential Experience Model (REM). RAs should get to know residents individually and establish appropriate relationships with them in order to provide the best experience not only for the community but for each individual resident.

Resident Assistant Responsibilities

Leaders: RAs will practice leadership through authentic and relational actions, recognizing that leadership is a process and the outcome is positive change for the greater community.

- RAs are leaders within their residential community and the larger Clemson community.
- Serve as mentors and role models to their residents. RAs hold diverse perspectives and often draw on their own experiences to guide their peers through the Clemson experience.
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens.
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so.

Role Models: RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community.

- Serve as a credible role model by holding themselves and residents accountable to the University Housing Contract and Rules & Regulations, University Code of Conduct, and community standards and norms.
- Regularly interact with Faculty-in-Residence, Faculty Friends, Living-Learning Community partners, or Residential College partners and encourage residents to engage with faculty outside of the classroom.
- Strive to be an authentic leader within community and create a positive experience for students.
- Role model academic success as a student, maintaining the academic expectations of the role.

Critical Thinkers: RAs will solve problems and make decisions with an ethical and informed mindset, valuing the administrative responsibility of serving as an RA.

- Identify a problem and know how/resources to address the problem.
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem.
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence.
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns. Take action to respond to problems within the scope of role and engage support as appropriate/required.

Peer Educator: RAs will serve as a key resource for the community members making appropriate and timely referrals that support student success.

- Provide opportunities for residents to reflect on their choice of major, career aspirations, etc. as they pursue their degree. RAs play a part in facilitating a culture of lifelong learning.
- Create a community that is conducive to academic success. RAs should be aware of basic academic policies and refer students to a variety of academic resources.
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity.

Community Builders: RAs will utilize intentional interactions and staff support to build a strong network of connected residents.

- Develop relationships with residents. RAs are expected to have regular one-on-one interactions in order to get to know each resident individually. RAs help to connect residents in the community to one another.
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps.
- Work with residents to maintain physical space within the community. Residents are encouraged to take appropriate care of their assigned space and the community as a whole.
- Assist residents in proactively addressing individual and community conflict.

Resident Assistants are expected to maintain a high standard as role models:

- RAs will role model Clemson core values of integrity, honesty and respect.
- RAs adhere to the Clemson Code of Conduct, Housing Contract and Housing Rules & Regulations, and local, state, and federal law.
- RAs will portray themselves appropriately through online personas, i.e., through use of Facebook, Twitter, blogging, and other social media outlets. Inappropriate behavior and/or poor representation of the department through social media will be addressed by a supervisor.
- If an RA chooses to use GroupMe or other mass messaging communication, the RA will do so per expectations established by the department. Any posted content that violates the Clemson Code of Conduct or Housing Rules & Regulations should be reported.
- RAs will be trusted with confidential information. RAs are expected to be ethical and show integrity with the use of confidential information, and will follow all guidelines stated in the confidentiality agreement

Alcohol Usage Expectations within the RA Role:

- **Role Model:** RAs are role models regardless of their physical location. These expectations extend beyond an RA's assigned residential community.
- **Student Role:** As a student at Clemson University it is expected that RAs abide by all policies in the Code of Conduct, Housing Rules & Regulations, and local, state, and federal law.
- **In Community Consumption:** Of-age RAs are permitted to quietly and modestly consume alcohol in their rooms. Of-age RAs may have 1-2 guests in their space if they are of age as well. Underage persons should not be present during the consumption of any alcohol.
- **Roommate Agreements:** If an RA shares a space with other residents, it is expected that the RA will engage in a conversation with their roommates about alcohol in the room. If an RA resides with underage residents, the RA is responsible for reporting any underage alcohol consumption just as they would any other student.
- **Display & Storage:** No resident is permitted to 'display' alcohol. RAs may store alcohol in fridges and pantry spaces as necessary.

- **Excessive usage:** It is expected that no Clemson student ever reaches the point of gross intoxication. This expectation extends to RAs as well.
- **Failure to meet expectations:** Failure to meet any of the above expectations will result in an RA's immediate termination. RAs will be referred to the Office of Community and Ethical Standards for judicial adjudication as appropriate. The adjudication process is separate from the employment process.

Conflicts of Interest: An RA should understand that the nature of the RA role will lend itself to deep connections with other students and staff. Should there be any relationship that may undermine an RA's ability to perform their duties effectively, this should be reported to his/her supervisor(s). This may be but is not limited to: family members living in the assigned community, romantic relationships with a student in the assigned community, romantic relationships with a co-worker, etc.

Administrative Responsibilities:

- RAs work with their staff team and supervisor(s) to oversee the opening of the residential community prior to the start of the fall and spring semesters, as well as closing of the residential community at the end of fall and spring semesters. RAs will check in/out residents, complete room inspections, work the community desk, and complete other tasks as assigned.
- Each Resident Assistant is required to work 3 hours per week at an assigned community/area desk. If the hours at a particular community desk are full, an RA will be assigned permanently to another desk (or to Mell Hall) to complete their assigned hours.
- RAs will keep open communication with the Graduate Community Director and/or Community Director and Assistant/Associate Director including, but not limited to, returning phone calls promptly and checking office mailbox and email daily. Open communication also means regularly informing supervisor(s) of incidents, concerns and solutions related to the community and its residents in a timely manner.

Staff should wear appropriate attire when completing specific job tasks that attends to professionalism and safety. RAs should wear proper footwear when working at the community desk and while completing community walks. RAs should also appropriately identify themselves in their role during these instances, as well as while completing opening and closing functions of the building. This may include wearing a particularly assigned shirt, nametag, etc.

Confidentiality Expectations:

RAs are subject to all policies, procedures, and expectations stated in the RA Confidentiality Agreement. All Resident Assistants are required to sign the Confidentiality Agreement during RA Training (or when hired, for mid-year hires).

Expectations Regarding Staff Time Commitments:

- Academic success is a priority. RAs are encouraged to regularly share information with their supervisor(s) about their classes and academic progress. *We highly recommend that an RA does not enroll in more than 18 hours of academic credit.* If you plan to take more than 18 hours of academic credit, you must speak with your supervisor(s) to create a proactive plan to navigate classes and RA responsibilities and expect that this plan will be regularly reviewed throughout the semester.
- University policy currently states that no student is permitted to work more than 28 hours per week. Employment in the Resident Assistant position is a primary obligation. Any additional employment must be requested in advance and must be approved before engaging with another department. Only jobs within UH&D, UPIC Internships, Federal Work Study may be considered.
- Supervisors should be consulted in the event that an RA plans to do a co-op or internship, or is student teaching, or doing educational clinicals to address time in and out of the community, availability to residents, and overall management of tasks. Having a co-op, internship, student teaching, or educational clinical while in the RA position must be **pre-approved**. First time RAs will not be allowed to have any additional time commitments.
- An RA should consult with his/her supervisor(s) prior to making outside commitments that may require a significant amount of time. Extracurricular involvement is secondary to the RA position. An RA must request permission in writing via the 'Request for Additional Time Commitments Form', and receive approval, in advance to engage in these commitments. An RA must speak with his/her supervisor(s) about a significant leadership role in an organization, and/or involvement in an organization with time commitments that are counter to requirements for RAs to be available within their community. Not all outside opportunities and extracurricular involvement will be approved.
- RAs will follow all dates of employment as listed in the Residential Living Employment Agreement and RA Residential Community Operational Dates.
- Approved time away must be granted by your supervisor. Time away is minimally defined as any time that you do not plan to sleep in the building. Approval processes may vary from supervisor to supervisor, but all communities are required to maintain half-staff requirements. Please see your supervisor for more information regarding how to submit time away requests.

Other duties as assigned: RAs may be required to complete additional tasks and/or responsibilities at the discretion of the department or the supervisor.

RA Confidentiality Agreement

As an employee of Residential Living, I am given access to systems, information about incidents, and other types of confidential materials which are necessary for me to complete job related responsibilities. Therefore, it is critical that I understand policies, procedures, and expectations regarding my access to and appropriate use of confidential information.

Records and files from within Residential Living as well as any verbal information that may be heard or any written material that I see is confidential. I will not discuss this information with people who do not need to know this information. If I do not know if information can be shared, I will consult with my supervisor or the appropriate on-call staff member.

RAs are required to uphold FERPA, the Family Educational Rights and Privacy Act. All RAs must complete a FERPA tutorial. This can be completed in the Tiger Training/Bridge App or by visiting the Clemson University Registrar's website and taking the associated quiz.

RAs will not disclose any information about a resident outside of what is allowed by federal law under FERPA. Things like Incident Reports and CARE Reports are a part of a student's educational record. We may use simulated information for training purposes or to debrief community issues; gossip or sharing specific details with staff or students who were not involved in situations is inappropriate sharing of FERPA protected information.

An RA may not use any system in which they can access student information (e.g., StarRez) to find out student personal information for personal use. If you are seeking information but are not doing so as a matter of the course of completing job duties, you may access the Clemson University phonebook, available to all public parties at clemson.edu.

Refer phone calls or questions from parents, family members, friends, etc. about a particular resident to your supervisor(s). Graduate Community Directors and Community Directors will address these questions. Exception: If someone indicates that an emergency situation is in progress, please collect the information shared and respond immediately according to established crisis and emergency guidelines.

Cell phone numbers that are not published are not directory information, and therefore, should not be shared. If you cannot find a phone number in the Clemson University phonebook, under the Staff Directory on the Clemson Home website, or posted somewhere visibly in your building, you should not give that number to someone else (a student, a parent, etc.) without permission. Office phone numbers are directory information and can be shared as needed.

I understand access to information is an indication of trust. Further, RAs are expected to be ethical and show integrity with the use of confidential information. I will not misuse the access I have to the information given to me. I understand that if I misuse the information, my supervisors will address my actions through the use of the RA Accountability Model; I may be terminated from further employment.

I understand that I am responsible to uphold the above stated policies, procedures and expectations.	
Name (Printed)	
Signature	
Date	

Residential Living On-Call Cell Phone Usage & Keys

Student Staff On-Call iPhone Usage Policy

I understand this cell phone has been provided to each community to complete on-call and other responsibilities. I will uphold the following expectations when using this phone:

- I will only utilize this iPhone's capabilities (send or receive phone calls, text messages, or data usage) for University Housing & Dining work purposes (on-call, community related responsibilities, etc.), and that I will not utilize this iPhone in personal ways that would be misuse or abuse of University and State resources.
- I understand I am to follow the Clemson University Acceptable Use Policy for IT Resources while using this device, as well as maintain all expectations found in Confidentiality Agreement and the RA Agreement that I have signed
- I will pick up the phone no later than 7:30 pm prior to the community desk closing. I will return the phone by 7:30 am the following morning, or 7:30am on Monday for weekends.
- If the cell phone does not work, I will contact the appropriate on-call person immediately. Additionally, I will notify my supervisor or Grad On-Call if the charger is missing or broken.
- I will carry the phone with me at all times while on-call and answer the phone each time it rings at desk and on-call. I will ensure that the phone is in a place where I can hear it while I sleep and that the phone is set to a volume that will wake me up. I will **not** place the phone in Do Not Disturb mode or manipulate these settings.
- I understand I may receive text messages from residents; however, my response will be to call residents in response to text messages for additional information.
- I understand because the community staff share this cell phone as a resource that certain Apps on this phone require authentication, I agree to not manipulate this authentication unless directed to and will report any issues to my supervisor or appropriate on-call staff.
- I agree to not manipulate settings or profiles on this iPhone unless otherwise directed by my supervisor or on-call staff. If it is found that I have, I understand that my supervisor may address this through the RA Accountability Model.
- I understand that I may be financially responsible for the replacement of either phone, case, charger, or any combination if it is determined that the damage or loss is negligible on my part.

Key Information

I have been issued the following keys for the term of my employment:

Key Core	# of keys	Description	Received	Returned

I will abide by the following key expectations:

- Lost keys will be immediately reported to my supervisor or the appropriate on-call staff member. In the event that I lose a key I may be required to pay for the costs (materials and labor) associated with the replacement of that key. I will not be charged more than \$500 per key loss.
- I will not carry keys I am not actively using to reduce the likelihood of loss.
- I will only use keys as directed. I understand that the loss or misuse of keys will result in employment action and may result in civil or criminal action.

I agree to the above stated expectations regarding on-call i-phone and key usage	
Name (Printed)	
Signature	
Date	

RA Desk Behavior Guidelines

Arrive Promptly and Prepared

Be respectful of other RAs by arriving on time for your shift. The RA working the shift prior to you cannot leave the desk unattended if you are late, so please be respectful of their obligations. If you are sick without notice before/during your shift contact your supervisor(s) immediately. If you plan a desk shift swap with another RA or know in advance that you will be unable to cover your shift for an appropriate reason (i.e. health appointments, course requirement organized by professor, travel, etc.), you must contact your supervisor(s) at least 24 hours in advance so that an adjustment can be made to the community desk calendar.

Always bring your desk key to your shift and keep the key box locked at all times—only open it when you need to perform key functions using StarRez. For communities with electronic key boxes, ensure you are following additional expectations set by your community leadership teams.

Desk Presence

Remain behind the desk at all times. You may leave only when your replacement arrives or you are completing a Lockout. The desk is never to be unattended, but if you need to take a quick restroom break, put up the “Will Return Shortly” sign and make sure the desk and key box are locked to maximize security. RAs in apartment communities may leave the desk to check common spaces for cleanliness and post signage, but must return to the desk within 5 minutes.

If your replacement does not arrive within five minutes of the start of the next shift, contact your supervisor(s) immediately and proceed as directed. When closing the desk at 7:30 p.m., if the RA On-Call has not picked up the phone, please give them a call (except Norris Desk). If the RA On-Call does not respond, contact the GCD On-Call for your area. Do not leave the desk until the phone has been picked up by the RA On-Call.

Look up and greet every person that walks by the desk with a smile. Be courteous to everybody. Provide excellent customer service and understand the basics of the community in order to serve as a resource for residents/guests. Know how to help or where to find the answer. In order to accomplish this, no headphones or earbuds may be worn while at the desk. You may play appropriate music from a personal computer at a low level.

General Desk Tasks

While working at the desk, keep the area clean and free of clutter. Assist residents with check-ins and check-outs. Manage key concerns for residents and issue temporary keys as needed. Utilize the protocols outlined in the Key Process flowcharts and StarRez Guides provided in the desk binder. **Remember: there is a \$75 charge for a lock change and a temp key is always due back at the desk by noon the following business day.** Respect and maintain all privileged or sensitive information the RA Confidentiality Agreement. Supervisors will inform you should you also need to: help the community with passive events at the desk, audit community equipment or file/organize community supplies and paperwork.

RA Work-Related Tasks

RAs should ensure all work-related tasks are complete. The following are examples of work-related tasks: community specific tasks communicated by supervisors, log ACA hours for the week, call the on-call phone for the community to ensure all is in working order, submit Tiger Talks, create door decorations, work on community billboard (s)/newsletters, work on community desk billboard, complete OTMs, check dead keys, think about events (incorporate REM, draft proposal sheet, develop marketing), plan for events, complete the monthly dining survey, etc.

Personal Dress and Conduct

Please dress in provided departmental attire and always wear your nametag. Ensure attire is clean, neat and professional. Due to safety regulation, shoes must be worn at all times while performing job duties. Refrain from sitting with your back to the desk, putting your feet up on the desk, or falling asleep while stationed at the desk.

Technology

Log in to StarRez at the beginning of your shift and log out at the end of your shift. The desk computer is for StarRez, Kronos or other work-related websites only. Please use your personal computer for homework or other activities.

Phone Etiquette

When answering the community desk phone and on-call phone, understand that the caller is not always sure who they are contacting, please greet them with the following:

Community Desk Phone: “Community Name **front desk**, this is Resident Assistant Jordan Smith, How can I help you?”

Community On-Call Phone: “Community Name **On-Call phone**, this is Resident Assistant Jordan Smith, how can I help you?”

This greeting allows the caller to know who exactly they have reached in what capacity.

Cell phones should not be used for personal calls during your shift, but texting is permitted as long as it does not divert attention from your work.

Guests

You are not permitted to invite guests behind the desk, but guests are permitted to remain in the lounge/lobby area. Try to keep visitation to a minimum, and always suspend conversation in favor of greeting or helping a resident. Do not complete group work at the desk.

Confidentiality Expectations

RAs will be trusted to appropriately access and utilize confidential information (included, but not limited to information found in StarRez). RAs must follow all guidelines and expectation state in the RA Confidentiality Agreement.

Mell Hall RAs

Certain RAs will be assigned to Mell Hall instead of working desk shifts within communities. These RAs will be scheduled one per day, Monday – Friday, for a 3-hour block shift. All shifts must be approved by the Administrative Assistant for Residential Living and cannot be broken up into smaller periods of time. Shifts on Friday must begin no later than 11:00 a.m. It is also preferable that this position span the duration of the academic year as opposed to being assigned each semester. This is to ensure mail runs are not interrupted due to training requirements and mandatory driving record checks (explained below).

Primary responsibilities for this position include completing community mail runs, checking RA resource room inventory, and assisting with basic projects as assigned by the AA for Residential Living. Staff assigned to Mell Hall should report promptly at the beginning of her/his scheduled shift to log any ACA hours.

Mail runs will be completed at the beginning of each shift using the Mell Hall golf cart. RAs should review any other needed tasks with the Administrative Assistant for Residential Living upon their return. Work should be completed in order of priority and/or based on available time. Any project being completed outside of Mell Hall (e.g., resource room inventory) requires that information be reported back to the Administrative Assistant for Residential Living prior to the end of the scheduled shift. Mell Hall RAs should bring their laptops with them, so they can work on other job-related responsibilities in the event of downtime.

Please note that this position may involve minor exposure to inclement weather (cold/heat/light rain). If this poses a problem, it should be discussed with supervisor(s) in advance. All Mell Hall RAs will be required to pass a driving record background check before being allowed to drive the Mell Hall golf cart or van. Failure to return a favorable result may prevent an RA from holding this position due to not being able to complete the mail run.



Section 3: Crisis, CARE, & Mediations



FERPA & a Reporting Individual

The Family Educational Rights and Privacy Act of 1974 (FERPA) allows eligible students certain rights of disclosure, non-disclosure, and correction of their education records. All student employees are to complete the FERPA Training sent out by the University to the Tiger Training App.

Sometimes, someone who is not the student of concern reports that they are worried for a student of concern. The reporting person could be a roommate, a friend, a boyfriend/girlfriend, sibling, parent etc. This is how we often hear about students needing additional support or care! Reports can be via on-call phone, front desk, a conversation in the hallway, etc.

When someone reports they are concerned, show empathy and care. They are reporting because they are worried or scared for someone that is important to them.

As RAs you can always gather information, but you cannot disclose information to someone. Listening is appropriate and you may be required to take action from what you hear.

How to Respond to a Reporting Individual

1. Reassure: "I am here to help."
2. Information Gathering and Assessing the Situation: "I need as much information as possible to be able to help. What is happening, where is the student now, and what is their current state?"
3. Role Definition: "As an RA and due to FERPA, I will not be able to verify whether this person is or is not a student, nor whether they live on or off campus. I cannot provide you with updates, but the university will contact the student's emergency contact if needed."
4. Action: "Thank you for sharing this concern, I will be responding to this situation within my trained protocol."

Once the conversation ends, you need to make a decision about what happens next. In the event of a possible medical emergency (seizures, diabetes, known disability, recent injury etc.), concern for suicide, or sexual assault, and other instances, you must begin the expected response protocol immediately!

Confirm, via StarRez, where the student of concern lives. Do not share housing information or student status with the reporting person.

Call your supervisor and/or the GCD On-Call to ask questions and to update them on the situation. They might consult with you about next steps or help you respond. If the student doesn't live in your community, or if this person of concern is not a student, call the GCD On-Call and possibly CUPD to let them know about the person of concern so action can be taken to support that person.

Take action!

Write an incident report once the situation has been addressed.

Remember

- You are not alone. Ask for help!
- FERPA means you can't share information back out, it doesn't mean you can't listen to someone who is reporting a concern. You cannot confirm if the person of concern is a student, whether they live on or off campus, nor their housing assignment.
- Regardless of the source, when you hear information that someone might be in need of care, you are responsible to take action.
- Do not put up barriers to providing care for a student. If you can knock on a door and check in, do so. If a wellness check is needed, call CUPD and the GCD On-Call, so support is available too.

HANDLING CONFRONTATION WITH VERBAL JUDO

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Department of Communication Studies

Where Does Verbal Judo Come From?

- George Thompson, a police officer, was searching for a way to elicit compliance from difficult people.
- Part of police officer training, but many techniques can be applied to non-police situations.
- Judo means “the gentle way.” The objective is to take the force out of an aggressor’s words.
- “How to sell a polar bear an ice cube...and convince him that he needs it.”

Take Crap with Dignity and Style!

- Learn to deflect insults without getting upset.
- When you respond with anger, it quickly becomes a shouting match.
- Respond calmly and diffuse the situation.

11 Things You Should Never Say During a Confrontation:

<u>Don't Say</u>	<u>Try This Instead</u>
1. Come here!	Can I talk with you a minute?
2. You would not understand!	Let me explain this to you.
3. Because those are the rules!	<i>You</i> better be able to recite them word for word.
4. It's none of your business!	The people involved would not want me to share confidential information with you.
5. What do you want me to do about it?!	Be a part of the solution.
6. Calm down!	It's going to be alright. What's the problem?
7. You never...or...you always!	Do not generalize.
8. I'm not going to say this again!	Maybe I'm not properly communicating this to you. It's important that you understand this. Let me explain again.
9. What's your problem?!	What's the matter? I'm here to help you.
10. I'm doing this for your own good!	You better be able to explain <i>why</i> .
11. Why don't you be reasonable?	Be reasonable with them. They will reflect that back to you.

Empathy

- The *most* powerful word in the English language for difficult people or those in crisis.
- Not sympathy. You don't have to like or approve.
- Not required to agree.
- Be able to see through another person's eyes.
- Empathy absorbs tension.

Strip Phrases

- A strip phrase that strips an insult of its power. They make you feel good by letting you respond and deal with the problem instead of simply being a reactive participant; allow you to jump over insults; and make you sound more professional
- Examples:
 - I appreciate that, but...
 - I understand that, but...
 - Oh. Yes. I see. However...
 - I got that, but...
 - I believe that, however...
 - That is a fact, but...
 - That may be true, but...
 - No kidding! Tell me more.
- They get you to the “springboard” word (e.g. but, however). This gets back to what you want to talk about. Once you disempower the insult, you focus on the goal.
- Other useful phrases:
 - Have I been rude to you?
 - Is there anything that I can say that will elicit your cooperation? I sure hope there is.

Principles of Dealing with Difficult People

- Let the person say what they want, as long as they *do* what *you* want.
- Always go for the win/win scenario.
- Report verbal abuse verbatim.
- They can have the last word because *you have the last action*.
- Show respect at all times—even when dealing with someone who is not showing you respect.
- If we lost our professional face we become part of the problem.

Paraphrasing

- Whoa. Let me be sure I heard you.
- So that I understand you, what you said was...
- Let me be sure I heard you correctly. You said...
- Benefits:
 - You have hooked the other person. They will listen to the message because *they said it*.
 - You have taken control and he/she is now listening.
 - You are making sure of what you heard.
 - The other person believes you are trying to understand them. It does not matter if you are interested in what they said, as long as they *think* you are interested.

Nonverbal Communication

- Carries up to 60% of your message.
- Voice carries 30% of your message.
- The actual message (truth or lack of truth) carries 10% of your communication.
- It's not what you say, but how you say it that counts (tone, rate, inflection, proxemics).

Before the Confrontation

Inform students of the policies.

Never say, "If I don't see it, it isn't there."

Be approachable, but be firm on policy enforcement.

Whenever possible let the student make the choice or assist in the decision making process.

7 Step Confrontation Method

1. Greeting: "Hello!" "Hey y'all,"
2. Introduction/Identification: "My name is... and I'm the RA on call."
3. "The reason I am here is because..."
4. "Is there any reason why you..."
5. **Gather/Collect Information-** Collect ID cards from everyone present (TigerOne cards, driver's licenses)
6. **Inform of Decision-** Let them know you have to document the situation and that the Office of Community and Ethical Standards will be in contact with them by email.
7. "Is there anything else I can answer for you today? Thank you for your cooperation."

After the Confrontation

- Follow up with the student within 24 hours. Be professional.
- Always maintain your professional face.
- Treat others the way you would like to be treated.
- Distinguish between reasonable and severe resistance.
- Use positive feedback when they comply. Do not patronize.
- Use humor if it can be done with dignity.
- The less ego you show the more power you have over others.

Thompson, G. J., & Jenkins, J. B. (1993). *Verbal judo: The art of gentle persuasion*. New York: Harper Collins.



RESIDENTIAL EXPERIENCE MODEL

Roommate Agreement

Educational Strategy

Living in Community – C1

Respectfully discuss expectations of self and others in a community environment

LOGISTICS

What do you need to plan beforehand?

Overview	The Roommate Agreement process is an opportunity for your residents to share expectations that they have for themselves and their roommates in a shared living environment. As RA, you want to be sure that all voices are heard and that students can find common ground around a variety of issues that may arise for your residents throughout the year. Arrange a time and location to meet with all residents of the room, suite, or apartment to discuss the Roommate Agreement.
Materials Needed	<ul style="list-style-type: none"> Bring: Blank copies of Roommate Agreements and pens/pencils (or laptop for communities completing online Roommate Agreements) Optional: Additional paper to for notetaking <p>As a result of completing this Roommate Agreement, residents will be able to:</p> <ul style="list-style-type: none"> Articulate personal values and expectations for their shared living environment. Discuss potential areas of conflict and list ways to navigate and resolve roommate conflicts.

LEVELS OF LEARNING

What will a successful resident look like?

Entry Level	Beginning	Intermediate	Advanced
Cannot identify expectations for a shared living environment	Identify basic expectations for a shared living environment	Communicate personal expectations for a shared living environment	Respectfully discuss expectations of self and others in a community environment
Residents are not able to speak up about needs and preferences for their living space.	Residents can recognize expectations they have for how they will act/how they hope their roommate(s) will act in their living space when given examples	Residents can talk about the needs and wants they have for how they and their roommate(s) will act in their living space	Residents are able to respectfully communicate ideas about expectations and openly listen to differing opinions about the living space

IMPLEMENTATION

What do you need to do?

Introduction RA, 5 min	<ul style="list-style-type: none"> Introduce yourself to residents and give an overview of the roommate agreement. Invite residents to share information about themselves and their background (hometown, points of interest, hobbies, etc.). Highlight any words or phrases that describe the values resident stated were important to them.
Establishing Expectations RA, 15 min	<ul style="list-style-type: none"> Discuss the purpose and importance of the roommate agreement. Have each resident identify their expectations for the shared living space. Discuss each section of the agreement (no writing at this point, just conversation). (For suites and apartments, discuss areas that affect all residents of the suite/apartment first and then split into smaller conversations with residents who share bedrooms.) Have each resident share personal routines and preferences that may affect the shared living environment. Have residents strategize best practices for working around each other's preferences and needs. Remind residents of the Housing Contract/Rules & Regulations as needed.

Accountability RA, 10min	<ul style="list-style-type: none"> • Have residents identify potential areas of conflict. • Have residents describe their communication styles and list ways to navigate and resolve conflict. Residents should: <ul style="list-style-type: none"> • Agree on desired methods of confrontation should the need arise. • Decide what behaviors are not acceptable should conflict arise. • Have residents agree on ways to hold each other accountable for upholding the roommate agreement.
Wrap-Up RA, 5 min	<ul style="list-style-type: none"> • Have one roommate fill out the roommate agreement based on the group discussion. • Have all residents sign the roommate agreement. • Remind residents that the roommate agreement will be reviewed in the event of roommate conflict situations.
ASSESSMENT <i>What will we need from you?</i>	
Assessment	<ul style="list-style-type: none"> • Type of CAT Strategy: Completed Roommate Agreement • Submit feedback to your supervisor on how the roommate agreement went
Modifications	For communities who are completing online Roommate Agreements, you may have residents discuss the process that they experienced in getting to agreements on different topics. Were there areas that both came to an immediate agreement about? Where were there differences of opinion that took several times to agree upon? What are some of the observations from the RA about the completed agreement? Be sure to be open about communicating how differences may be resolved should they arise throughout the year.
References and Additional Resources	<p><u>Strategies for Building Controversy with Civility</u> (Komives & Wagner, 2017)</p> <p>Build Trust (confidence to voice an opinion requires trust)</p> <p>Set and enforce ground rules of communication to allow people to openly share</p> <p>Be the first to trust – model vulnerability and open up Show concern for others – listen and pay attention to ideas, help others solve problems, be open to influence Share knowledge and information – contribute what you know and encourage others to do the same</p> <p>Acknowledge and Engage with Controversy (do not avoid discomfort of disagreement)</p> <p>Embrace differences of opinion rather than attempting to avoid or reduce them Never ignore or discourage controversy because it creates false harmony</p> <p>Examine Context and Spaces (is this the right place and time for this conversation?)</p> <p>Consider how the environment might impact the controversy (Is this happening in a resident's room? Is this happening online?) Do all members have the resources needed to be successful and heard?</p> <p>Foster Dialogue (communicate to listen, not just to speak, be open to learning from others)</p> <p>Consider how intergroup dialogue can be used to share personal experiences</p>



Roommate Mediation

Additional Strategy (as needed)

Living in Community – C1

Respectfully discuss expectations of self and others in a community environment

LOGISTICS

What do you need to plan beforehand?

Overview	<p>Arrange a time and location to meet with all residents of the room, suite, or apartment</p> <p>Review current Roommate Agreement</p>
Materials Needed	<p>RA needs to alert direct supervisor about upcoming meeting, including potential issues. If needed, talk through what to say with direct supervisor. Reserve a neutral and private space to host the meeting and ensure that all participants can attend</p> <ul style="list-style-type: none"> Bring: Completed Roommate Agreement Optional: Blank Roommate Agreement or paper to for notetaking <p>As a result of completing this mediation:</p> <ul style="list-style-type: none"> Residents will share concerns or clarify issues occurring in their community Residents will confront each other about issues that are negatively impacting the community Residents will review Roommate Agreement Residents will revise the Roommate Agreement and how they will hold each other accountable to it

LEVELS OF LEARNING

What will a successful resident look like?

Entry Level	Beginning	Intermediate	Advanced
Cannot identify expectations for a shared living environment	Identify basic expectations for a shared living environment	Communicate personal expectations for a shared living environment	Respectfully discuss expectations of self and others in a community environment
Residents are not able to speak up about needs and preferences for their living space.	Residents can recognize expectations they have for how they will act/how they hope their roommate(s) will act in their living space when given examples	Residents can talk about the needs and wants they have for how they and their roommate(s) will act in their living space	Residents are able to respectfully communicate ideas about expectations and openly listen to differing opinions about the living space

IMPLEMENTATION

What do you need to do?

Introduction & Establish Roles RA, 5-10 min	<ul style="list-style-type: none"> Explain the role of the RA in the roommate mediation process. Staff member will not make decisions regarding accountability, just act as a conversation facilitator, and a neutral source. Roommates will create a shared agreement for living together.
Ground Rules for Communication RA, 5 min	<ul style="list-style-type: none"> Set ground rules for mediation. Use a “talking” object if needed. Facilitator will write down common statements said by residents about the issue.

Explain Process and Mediate <i>RA, 20-30 min</i>	<ul style="list-style-type: none"> • Give each person present time to share thoughts without interruption from other people (use “talking” object). • Once everyone has shared their experience, the facilitator will explain back to the residents what was said and heard. • Give each person an opportunity to respond to the facilitator’s response and understanding of the issues and concerns raised without interruption from other people. • Allow roommates to respond to one another reminding them of the ground rules set in the beginning.
Action Plan <i>RA, 15-20 min</i>	<ul style="list-style-type: none"> • Collectively develop a plan of action in response to the presented concerns/common themes (this could include rewriting the roommate agreement). • Discuss possible ways to respond to conflict, manage confrontation, process feelings, etc. • Articulate campus resources that can support students in processing their experience (CAPS or Redfern, Advisors, Professors, Residential Living Staff). • Brainstorm ideas of how to hold one another accountable to Action Plan • Decide on a time frame to meet again to revisit the Action Plan.
Wrap-Up <i>RA, 10-15 min</i>	<ul style="list-style-type: none"> • Write a summary of the Roommate Mediation meeting. • Summary should include: names of people present, concerns raised, ways the roommates will resolve conflict, the resolution reached, and next meeting time. • Provide a copy of the summary to your residents and to your direct supervisor.
ASSESSMENT <i>What will we need from you?</i>	
Assessment	<ul style="list-style-type: none"> • Type of CAT Strategy: One Word Check-in & new or updated Roommate Agreement • Submit feedback to your supervisor on how the roommate agreement went
Modifications	<p><i>What are some options that can be adapted for different communities?</i></p> <p>Time Limitation: Would recommend flexibility based on the needs of the residents.</p> <p>Space Limitation: Private and neutral space is best. If possibly, you can consider using a supervisor’s office</p> <p>Things to consider (Common issues, anticipated modifications, further items, reflections for self, etc.):</p> <ul style="list-style-type: none"> • Watch body language • Address each by name • Be neutral • Give each person the same amount of time to talk • Ask questions to gain understanding • Reflect back what is said by each resident • It might not be solved or mediated right away, some situations take time or need other actions
References and Additional Resources	<p>Verbal Judo Resources</p> <p><u>Strategies for Building Controversy with Civility</u> (Komives & Wagner, 2017)</p> <p>Build Trust (confidence to voice an opinion requires trust)</p> <p>Set and enforce ground rules of communication to allow people to openly share</p> <p>Be the first to trust – model vulnerability and open up</p> <p>Show concern for others – listen and pay attention to ideas, help others solve problems, be open to influence</p> <p>Share knowledge and information – contribute what you know and encourage others to do the same</p> <p>Acknowledge and Engage with Controversy (do not avoid discomfort of disagreement)</p> <p>Embrace differences of opinion rather than attempting to avoid or reduce them</p> <p>Never ignore or discourage controversy because it creates false harmony</p> <p>Examine Context and Spaces (is this the right place and time for this conversation?)</p> <p>Consider how the environment might impact the controversy (Is this happening in a resident’s room? Is this happening online?)</p> <p>Do all members have the resources needed to be successful and heard?</p> <p>Foster Dialogue (communicate to listen, not just to speak, be open to learning from others)</p> <p>Consider how intergroup dialogue can be used to share personal experiences</p>

Incident Reports

When to Write an Incident Report?

An RA will be required to write incident reports when witnessing acts or policy violations of the Student Code of Conduct or University Housing Rules and Regulations. The most common examples of incidents in residence halls include the following: noise, trash, guest and visitation, alcohol or drug use etc.

Incident Categories & Types

The following types of incidents should be submitted as **Conduct Matter**.

- **Policy Violations:** Write incident reports for alleged policy violations of the Student Code of Conduct or Housing Rules and Regulations.
 - Typical examples include noise, trash, guests and visitation, alcohol, drugs, etc.
- **Vandalism:** Damage to housing property that is intentional, offensive or harmful for the community
 - Holes in walls or other damage to physical property
 - Written word, signage, or posters etc. with offensive, vulgar, or inappropriate language
- **Threat of Harm:** Any time a resident has harmed themselves or others, or has threatened to harm themselves or others
 - Physical altercation
 - Damage to a roommate's property
 - Cutting or self injury
 - Suicidal thoughts

The following types of incidents should be submitted as **Housing Non-Conduct Matter**, if believed to have occurred naturally. *Any maintenance issue that we believe is a direct cause of a person's actions, even if responsible party is not known, should still be submitted as Conduct Matter.*

- **Minor Maintenance Issues:** Physical damage that has occurred in the residence hall that could be classified as minor and requires maintenance support
 - Elevator is not working (may or may not have people inside);
 - Minor issues or repairs (paper towel dispenser broken, dents or nicks in wall) etc.
- **Major Maintenance or Facility Issues:** Events which required action or sense of urgency that effect the entire residence halls safety
 - Fire or fire alarm
 - Water damage to a room/apt/area

Incident Report Writing Checklist: Writing an Incident Report

- ☐ Before writing an incident report, collect the following information from those involved
 - ☐ Name or Organization, CU ID# or License #, Date of Birth, Gender, Phone Number, Email , Hall/Address, Pictures/Supporting Evidence
- ☐ To write a report go to this webpage: <https://cm.maxient.com/reportingform.php?ClemsonUniv>
- ☐ To begin your report: “On [Day], [Date], at [Time], Resident Assistant (RA) (on call) [Your Name] encountered [Observed violation].
 Example: On Wednesday, December 13th, 2017, at 9:02 pm, Resident Assistants (RAs) on call Liam Neeson and Bruce Willis heard loud music coming from Cope Room 420.
- ☐ Always introduce new people using [Title] [First Name] [Last Name] before abbreviating titles and shortening to [Title] [Last Name].
 Example: RA Neeson knocked on the door of Cope 420 and Resident Snoop Dogg answered the door. RA Neeson asked Resident Dogg if RAs Neeson and Willis could enter the room.
- ☐ Use accurate quotes whenever possible to provide a clear picture of the scenario.
 Example: Resident Dogg replied, “Why are y’all always breaking up a good time?” and slowly opened the door.
- ☐ Make a note of any important times: when the incident started, when the incident concluded, when a phone call was placed, and whenever a new person entered the situation.
 Example: RAs Neeson and Willis entered room Cope 420 and found Resident Martha Stewart laying on the futon unconscious with a half full handle of Fireball Whiskey. RA Willis contacted CUPD and EMS at 9:05 pm to request assistance. At 9:07 pm, RA Willis called Graduate Community Director (GCD) on call Meghan Markle to inform GCD Markle about the situation.
- ☐ If a resident is being transported, make note of the hospital where the resident is being taken. All information about the condition and status of the resident (that is known) should be shared with the GCD on-call via phone or at the scene.
 Example: At 9:27 pm, RA Neeson informed GCD Markle that Resident Stewart was being transported to Oconee Memorial Hospital.
- ☐ Conclude with the time the incident ended and any wrap-up details.
 Example: RAs Neeson and Willis returned with Resident Dogg from the recycling bins and thanked Resident Dogg for his cooperation. The incident concluded at approximately 9:55 pm.

Incident Report Writing Checklist: Submitting an Incident Report

Background Information

- ☐ Under “Nature of this Report”, I selected “Conduct Matter” (unless otherwise instructed).
- ☐ Or, I selected “Housing Non-Conduct Matter” (only for naturally occurring maintenance issues).

Involved Parties

- ☐ I marked students directly involved in the incident as “Alleged” (unless otherwise instructed) and I marked RAs (and/or other staff) assisting with the incident as “Witness.”
- ☐ I included every individual mentioned in the body of the report in this section.

Incident Description

- ☐ I used the introductory and concluding sentences explained on the other side of this document.
- ☐ I provided a sequential, accurate narrative of the incident.
- ☐ I included all required details for follow-up, such as hospital name and time of departure in the event of a hospital transport.
- ☐ I reported the events in an unbiased manner, including only accurate facts and quotes.
- ☐ I wrote in third person and avoided the use of pronouns.
- ☐ I double checked spelling and grammar.

Supporting Documentation

- ☐ I uploaded all required photos to the report (e.g. alcohol/drug paraphernalia, property damage).
- ☐ I made sure the photos do not include people or their IDs.

Select Copy Recipients

- ☐ If the incident occurred during the weekend, I copied the GCD On-Call and CD On-Call (found on Canvas).

CARE Report Writing Checklist

When to Write a CARE Report

CARE Reports may be written for a variety of concerns, which include but are not limited to: Emotional Issues, Roommate Conflicts, Grief Support, Academic concerns, Financial, Adjustment issues, death of a friend or family member, personal health*/wellness, homesickness/engagement, and others.

*A CARE report may be written for a concern involving EMS assessment/hospitalization, EXCEPT; an Incident Report should be submitted for any medical concern involving alcohol and/or drugs.

Checklist

- ☐ **To begin your report: “On [Day], [Date], at [Time], Resident Assistant (RA) (on call) [Your Name] encountered [How you were made aware of the situation].**

Example: On Wednesday, January 3, 2018, at 3:14pm, Resident Assistant (RA) Maryne Taute heard a knock on RA Taute’s door from Cribb Hall a Resident Michael “Mikey” Miller.

- ☐ **Always introduce new people using [Title] [First Name] [Last Name] before abbreviating titles and shortening to [Title] [Last Name].**

Example: RA Taute answered the door and Resident Miller asked if RA Taute could talk to Resident Miller’s roommate. RA Taute went to Resident Miller’s room and Resident Miller’s roommate, Resident John Tilley, was present. RA Taute asked Resident Tilley if he wanted to talk.

- ☐ **Use accurate quotes whenever possible to provide a clear picture of the scenario.**

Example: RA Taute asked Resident Tilley if everything was okay and Resident Tilley replied, “Actually, no, school is a lot harder than I thought it would be and I’m not making any friends. Most days I don’t even want to leave my room.”

- ☐ **If applicable, make a note of the resident’s appearance and/or actions using objective terminology.**

Example: RA Taute noticed that Resident Tilley had bags under his eyes and his hair was unkempt. During the conversation, Resident Tilley kept looking around the room and would not make eye contact with RA Taute.

- ☐ **Include any campus resources to which you referred the resident.**

Example: RA Taute gave Resident Tilley contact information for the Academic Success Center and CAPS.

- ☐ **Note any NEXT STEPS you might take.**

Example: NEXT STEPS: RA Taute will check in with Resident Tilley on Friday to see how he is doing.

- ☐ **Conclude with the time the encounter ended and any wrap-up details.**

Example: RA Taute thanked Resident Tilley for talking with RA Taute, and the conversation concluded at approximately 4:07pm.



Section 4: Curriculum & Competencies



RA Competencies

Leaders: RAs will practice leadership through authentic and relational actions, recognizing that leadership is a process and the outcome is positive change for the greater community.

- RAs are leaders within their residential community and the larger Clemson community.
- Serve as mentors and role models to their residents. RAs hold diverse perspectives and often draw on their own experiences to guide their peers through the Clemson experience.
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens.
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so.

Role Models: RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community.

- Serve as a credible role model by holding themselves and residents accountable to the University Housing Contract and Rules & Regulations, University Code of Conduct, and community standards and norms.
- Regularly interact with Faculty-in-Residence, Faculty Friends, Living-Learning Community partners, or Residential College partners and encourage residents to engage with faculty outside of the classroom.
- Strive to be an authentic leader within community and create a positive experience for students.
- Role model academic success as a student, maintaining the academic expectations of the role.

Critical Thinkers: RAs will solve problems and make decisions with an ethical and informed mindset, valuing the administrative responsibility of serving as an RA.

- Identify a problem and know how/resources to address the problem.
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem.
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence.
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns.
- Take action to respond to problems within the scope of role and engage support as appropriate/required.

Peer Educator: RAs will serve as a key resource for the community members making appropriate and timely referrals that support student success.

- Provide opportunities for residents to reflect on their choice of major, career aspirations, etc. as they pursue their degree. RAs play a part in facilitating a culture of lifelong learning.
- Create a community that is conducive to academic success. RAs should be aware of basic academic policies and refer students to a variety of academic resources.
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity.

Community Builders: RAs will utilize intentional interactions and staff support to build a strong network of connected residents.

- Develop relationships with residents. RAs are expected to have regular one-on-one interactions in order to get to know each resident individually. RAs help to connect residents in the community to one another.
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps.
- Work with residents to maintain physical space within the community. Residents are encouraged to take appropriate care of their assigned space and the community as a whole.
- Assist residents in proactively addressing individual and community conflict.

Residential Experience Model

Student Learning at Clemson University

Think of your first semester living on campus. What did you learn? Maybe it was communicating with your roommate or developing study skills that would set you up for academic success. While there are many things you learned within your coursework, we believe there is significant learning that also happens outside of the classroom. A residential community is a great place for learning valuable life skills.

The Residential Experience Model (REM) is a curricular approach to guiding student learning and success in our living environments. REM helps us intentionally plan and educate residents throughout their time living on campus. Based on what we know about the values of Clemson University and the progression of the year, we have designed a learning plan in REM that we believe will set our students up for success.

We have a passion for the individual experience. We recognize the diverse experiences that students can have in college and ask our staff to develop personal relationships with all of our students. Rather than relying solely on traditional programming, REM employs multiple educational strategies for structured and outcomes-based interactions that connect students to resources and content experts across campus.

As an RA, you're able to take the learning concepts we create and share them with your residents in fun, relatable ways. You will be able to create individual relationships with all your residents in ways that professional staff cannot and help them to navigate their college experience.

Educational Priority

Living on campus at Clemson University is a transformative experience that will prepare and empower students to *explore* why they are, *connect* meaningfully with others, *engage* intellectually, and *lead* as global citizens.

REM focuses on learning in four areas. These are our learning goals:

- Self-Exploration
- Living in Community
- Intellectual Engagement
- Global Citizenship

Why These Focus Areas?

These focus areas, or learning goals, were developed through a collaborative process of listening to students, student and professional staff, academic and student affairs partners and a review of current research in student development theory. When asked what students gain from living in residence communities at Clemson, four clear themes emerged. Students can grow in these four learning goals at any time during their on-campus experience, and there is a natural progression through the learning goals. Through the four goals, a student will learn

- How to explain personal identities and values,
- How to form meaningful relationships with others,
- How to value life-long learning,
- How to positively impact the world.

Learning Outcomes & Rubrics

If learning goals are the course topics, learning outcomes are the individual assignments that students complete to show they understand that topic. Each learning goal has concrete learning outcomes that if completed, we can assume a resident has achieved learning in that goal. Each of our learning outcomes utilizes an active verb that shows a demonstration of learning.

Self-Exploration (Explore)

Residents will be able to:

- Demonstrate congruence between personal values and actions
- Examine the impact of their own social identities

Living in Community (Connect)

Residents will be able to:

- Respectfully discuss expectation of self and others in a community environment
- Actively address language and actions that negatively affect the community
- Engage with people who hold social identities different from their own

Intellectual Engagement (Engage)

Residents will be able to:

- Competently interact with faculty and staff
- Utilize appropriate campus resources to enhance academic success
- Solve problems using knowledge and information

Global Citizenship (Lead)

Residents will be able to:

- Practice strategies for effective leadership through learning and actions
- Recognize the ways social justice issues impact the Clemson campus community
- Engage in sustainable behaviors to contribute to positive social change

All our learning outcomes demonstrate skills that must be worked on throughout adult life. None of these outcomes have a definitive completion or mastery. Additionally, we know there are multiple learning levels within every learning outcome that residents may experience. Due to this, we created rubrics for each learning outcome. Rubrics show the progression of learning for each outcome and allow us to sequence learning in individualized ways for our residents.

Rubrics

EXPLORE	Entry Point	Beginning	Intermediate	Advanced
	Cannot list personal values	<i>List</i> personal values	<i>Demonstrate</i> personal values in some actions	<i>Demonstrate</i> congruence between personal values and actions
	Cannot list social identities	<i>Identify</i> social identities that exist in society	<i>Recognize</i> the impact that social identities can have on individual experience	<i>Examine</i> the impact of their own social identities

CONNECT	Entry Point	Beginning	Intermediate	Advanced
	Cannot identify expectations for a shared living environment	<i>Identify</i> basic expectations for a shared living environment	<i>Communicate</i> personal expectations for a shared living environment	<i>Respectfully discuss</i> expectations of self and others in a community environment
	Cannot identify language and action that negatively affect the community.	<i>Identify</i> language and actions that negatively affect the community.	<i>Recognize</i> the importance of addressing the language and actions that negatively affect the community	<i>Actively address</i> the language and actions that negatively affect the community
	Cannot recognize the importance of interacting with people who hold social identities different from their own	<i>Recognize</i> the importance of interacting with people who hold social identities different from their own	<i>Seek spaces to</i> interact with people who hold social identities different from their own	<i>Engage</i> with people who hold social identities different from their own

ENGAGE	Entry Point	Beginning	Intermediate	Advanced
	Cannot recognize the importance of competently interacting with faculty and staff	<i>Recognize</i> the importance of competently interacting with faculty and staff	<i>Seek opportunities to</i> interact with faculty and staff	<i>Competently interact</i> with faculty and staff
	Cannot list campus resources	<i>List</i> campus resources	<i>Identify</i> appropriate campus resources to enhance academic success	<i>Utilize</i> appropriate campus resources to enhance academic success
	Cannot identify steps to solve problems	<i>Seek out</i> knowledge and information to solve problems	<i>Articulate</i> the usefulness of knowledge and information	<i>Solve</i> problems using knowledge and information

LEAD	Entry Point	Beginning	Intermediate	Advanced
	Cannot recognize leadership strategies	<i>Recognize</i> leadership strategies	<i>Develop</i> strategies for effective leadership through learning and action	<i>Practice</i> strategies for effective leadership through learning and action
	Cannot name social justice issues	<i>Name</i> social justice issues	<i>Identify</i> social justice issues impacting society	<i>Recognize</i> the ways social justice issues impact the Clemson campus community
	Cannot identify opportunities for positive social change	<i>Identify</i> opportunities for positive social change	<i>Develop</i> strategies for engaging in positive social change	<i>Engage</i> in sustainable behaviors to contribute to positive social change

Strategies

While some learning will occur organically in the community, there are three REM strategies that are planned and implemented throughout the year. These strategies are intentionally planned and sequenced so that residents will interact with concepts in different ways at set times of the year when we believe the impact will be greatest.

Tiger Talks:

Tiger Talks are intentional conversations between you and your residents. As RAs, we expect you to be experts of your community and build relationships with your residents. Tiger Talks allow you to get to know residents on an individual level and discover community trends.

Billboards & Newsletters (BBNLs):

Billboards and newsletters are created by RAs once a month for their residents. These are opportunities to share knowledge and resources that tie to our learning outcomes. We have designed them to be interactive to allow residents to connect with the concepts to demonstrate learning.

Events:

Events are planned, in-person interactions with your residents. These can be designed and implemented at the RA or community level for large group or small group initiatives. Events provide interactive activities that allow residents to discuss topics like values or leadership. Each event has content and resources to cover and a quick, classroom assessment technique to collect information about what residents gained from participating.

Educational Plan:

An educational plan is a roadmap of the year created using trends from past years. The educational plan ensures we sequence our learning outcomes in intentional ways while diversifying our strategies. Because of our plan, every resident on campus will get a similar baseline of experience. While we expect communities to tailor their strategies to best fit their student populations, the educational plan takes pressure off your shoulders to educate your residents in topics you're still growing in yourself.

Fall 2019 Semester Educational Mapping

	August	September	October	November/December
<i>Demonstrate congruence between personal values and actions</i>	Event: Values Activity – Residents will define and articulate personal values during first community meeting and will share on door decorations			
<i>Examine the impact of their own social identities</i>		BB/NL: Social Identities – Residents will complete an interactive identity board or newsletter to highlight diversity present in community.		
<i>Respectfully discuss expectation of self and others in a community environment</i>	Achieved through completion of Roommate Agreements, Roommate Mediations, and Conduct Meetings			
<i>Actively address the language and actions that negatively affect the community</i>	Achieved through critical incident meetings and Conduct Meetings			
<i>Engage with people who hold social identities different from their own</i>		Tiger Talk: Conversation across Difference – RAs will use specific questions to explore residents' ability to new people across identities		
<i>Competently interact with faculty and staff</i>	BB/NL: Talking to Faculty – Identify importance of and strategies to interact with professors in class; Introductions to FIR & LLC partners in community.			
<i>Utilize appropriate campus resources to enhance academic success</i>			BB/NL: Midterm Skills for Success – Students will identify strategies and resources they can utilize to successfully navigate midterms	
<i>Solve problems using knowledge and information</i>			Tiger Talk: Class Registration and Changing Majors – RAs will use specific questions to explore academic goals achieved in fall and anticipated for spring	
<i>Practice strategies for effective leadership through learning and action</i>		Event: Leadership Intro – Residents will complete an inventory to explore strengths for leadership while learning about leadership opportunities on campus		
<i>Recognize the ways social justice issues impact the Clemson campus community</i>				Event: Dialogue Discussion – Facilitated conversation led by PDFs/RAs to discuss social justice issues impacting Clemson and beyond
<i>Engage in sustainable behaviors to contribute to positive social change</i>				BB/NL: Food Insecurity and Hunger on campus – introduce concept and provide resources for students to gain services/support initiative

Lesson Plans

Every strategy this year will have a lesson plan. This lesson plan will walk you through the steps of planning, implementing and assessing your strategies. While each lesson will provide the content that will need to be covered with your residents, you will have freedom to design creative ways to implement the lesson plans. You can work with your supervisor to discuss ideas for implementation.

Tiger Talks

What is an intentional conversation? An intentional conversation is simply a conversation with a purpose. It is more than just saying “Hi!” and “How are you?” while walking to your room or class. Intentional conversations are about taking the time to approach a resident or allowing them to meet you to have a conversation based on their needs or interests at the time. It is very important that each conversation be genuine and that you are asking follow-up questions and providing resources for your residents.

How can you get Tiger Talks? There are a variety of different ways that you can have an intentional conversation. Finding a place and a time to have these conversations is the first and one of the most important steps to having a genuine conversation. If you have the conversation in spaces where your residents are not comfortable, your conversations will feel uncomfortable and awkward

Places and ways that you can approach residents for Tiger Talks:

- Knocking on residents’ doors
- Joining residents in community lounges/study rooms
- Creating “open door” policies for RA living spaces
- Creating a standing meal time for residents to join you
- Going to the gym together
- Inviting residents to walk with you to class
- Interacting with residents while at the front desk

How do you submit them? After every Tiger Talk, you will submit a post form. On the post form, you will provide a short summary of the conversation (3-4 sentences) and answer 3 yes/no questions related to the assigned learning outcome.

Billboards & Newsletters

Billboard Expectations

- Your billboard needs to connect to the assigned REM learning outcome
- At least 5 pieces of information must be included on your billboard
- Your billboard must be interactive
- Your billboard must be neat and visually appealing
 - Borders or even edging
 - Clean backing paper or fabric
 - Colorful
 - Sufficiently stapled down
 - Text side readable from three paces away (should be able to read from the opposite side of the hallway). You can use your own handwriting on billboards if it is legible and neat

Newsletter Expectations

- Your theme needs to connect to the assigned REM learning outcome
- Templates
 - You may use a community standard template, Canva, Lucidpress, Microsoft Office or any Adobe products to create your newsletter

How do you submit BBNL data? Every BBNL lesson plan will provide you with an assessment technique. By the end of the month, you must upload the data you receive to the post form.

Events

How do you assess your events? Each event lesson plan will contain a pre-designed assessment technique. There are six assessment techniques that we will utilize throughout the year:

- Exit Survey: Residents answer 2-3 questions at the end of the event
- One-Word Takeaway: Student share their one word feeling or take away from the event
- Six-Word Summary: Residents describe their feelings of the event or what they learned in six words
- Red/Green Light: Residents hold up the corresponding color to show their knowledge of a topic before and after the event
- Quote Wall: Residents write their favorite moment/idea/quote from the event
- Muddiest Point: Residents describe what part of the topic is still confusing or “muddy”

How do you submit event data? By the end of the corresponding month, you must upload your event data to the post-form. If multiple RAs worked on the event together, you only need to submit one form.

Monthly Reports: Monthly Reports are a way that we can see how our residents are progressing through REM during the year. There are three things that we can learn from Monthly Reports. First, you will be able to share how your residents have been achieving the learning outcomes through the strategies employed over the previous month. Secondly, you can share anything that is trending in your community and any campus resources you have referred your residents to. Finally, you will be able to self-assess your own knowledge and comfort of upcoming learning outcomes for the next month. You should complete your monthly reports during your staff meeting and we will send out results for each community within the next two weeks so that you can see trends in your community and across campus.

Sociograms: Sociograms are visual representations of a community. These help us understand our residents better as individuals, see trends of groups, and recognize how residents are using their spaces and resources in the community. Sociograms will be presented in staff teams in early October and will be used as a guide to complete a SWOT (strengths, weaknesses, opportunities, threats) analysis for each community. Your supervisor will provide more context, explanations, and examples about the expectations for your sociogram.

Students will showcase the sociograms of their community that includes the people and environments and how individuals connect. Be prepared to answer most of these questions about your community:

- How do individuals relate or connect to each other (room location, hangout spaces, friendships, leadership roles, etc.)?
- Describe important aspects about each individual (Examples include: major, hometown, interests (academic and co-curricular), involvement, formal/informal leadership roles, clubs or organizations, internships, fraternity or sorority participation, community service, involvement, gifted in a particular academic area, developing faith life, intramural sports, hobbies)
- What types of talents and abilities exist in the community? What needs or deficits exist in the community?
- How can you (as a leader and/or member of this community) connect individuals to each other?
- What trends exist in your community? What role do you play in the community and how do you impact others?
- What types of behaviors are you mindful of in the community? (Types of Behaviors could include: academic successes or struggles, processing family issues, high levels of involvement, struggling academically, have had significant relationship changes, exploring identity, aren't studying much/skipping class, playing too many/much video games, emotional concerns, significant changes in health, use of alcohol or illegal substances, group participation.)
- Why is it important for you to know this information? How will it help you in your RA role?

CliftonStrengths Quick Reference Card

Achiever	People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
Activator	People especially talented in the Activator theme can make things happen by turning thoughts into action. Once a decision is made, they want to act quickly.
Adaptability	People especially talented in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one day at a time.
Analytical	People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
Arranger	People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
Belief	People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
Command	People especially talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness	People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
Consistency	People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear expectations and adhering to them.
Context	People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative	People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
Developer	People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
Discipline	People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.
Focus	People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic	People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Harmony	People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer	People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Individualization	People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Input	People especially talented in the Input theme have a need to collect and archive. They may collect information, ideas, history, or even relationships.
Intellection	People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
Maximizer	People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity	People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
Relator	People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility	People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative	People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance	People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
Significance	People especially talented in the Significance theme want to make a big impact. They are independent and sort projects based on the level of influence it will have on their organization and others around them.
Strategic	People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo	People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.



Section 5: Important Dates & Policies



Operational Dates

What are “Operational Dates”?

Operational dates are the dates that define when our communities are open and closed, and the level of coverage that we need to provide in regards to staffing desks and providing staff that are On-Call. Please enter these dates on your calendar now. *You will be expected to follow these dates and to communicate with your supervisor regarding arrival and departure from your community. You should not make travel plans, book plane tickets, or commit to other obligations without first speaking with and receiving supervisor approval.*

For your convenience, all pre-opening dates that include staff arrival and training have been included. *This is not inclusive of all training dates or additional development sessions that will be required during the year.* RAs may have other required dates for their position, including departmental expectations to assist with RA interviews, etc. You will receive additional dates pertaining to your position after you begin your term of employment.

Staff Training		
July 30-31	Tu–W	RA Overnight Outdoor Leadership Experience (if attending, trip will depart on 7/30 and return 7/31)
July 31	W	RA Move-In: RAs are encouraged to move in Wed. July 31, 8 a.m. to Noon. (Arrivals prior to this date must receive special approval and be coordinated with a supervisor.)
Aug. 1	Th	RA Training (RALI & RAO) begins: Be prepared to start training by 7 a.m.
Move-In 2019		
Aug. 10	Sa	Room Readiness completed for all housing spaces by Residential Living.
Aug. 11-17	Su	Desks are open from 7:30 a.m.–7:30 p.m. for early arrival check-in and move-in. RAs work MOVE-IN desk hours, as scheduled, for Move-in responsibilities. Please be prepared, if needed, to open 30 minutes prior to posted time on main move-in days. Presence in communities is expected; any time away should be discussed with supervisor(s) in advance. See Time Away Policies (for Resident Assistants).
Aug. 11	Su	Housing Summer Programs desk staffing ends at 7:30 p.m. First RA on-call night begins at 7:30 p.m.
Aug. 13-	Tu	MOVE-IN for Panhellenic Recruitment Potential New Members check-in between 8 a.m. to Noon; Affiliated Sorority Women check-in between Noon to 4 p.m.
Aug. 16	F	MOVEIN, Day 1 Desks Open; Each community should be staffed to level needed, according to scheduled move-in appointments.
Aug. 17	Sa	MOVEIN, Day 2 Desks Open; Each community should be staffed to level needed, according to scheduled move-in appointments.
Aug. 18	Su	MOVEIN Continues (IFC Chapters, ClemsonLIFE) RAs work MOVE-IN desk hours from 7:30 a.m.–7:30 p.m., as scheduled, for Move-In responsibilities.
Aug. 18-20	Su-Tu	RAs assist with Kick-Off Clemson per established expectations. Full Kick-Off Clemson schedule can be reviewed at: http://www.clemson.edu/accepted-students/kick-off-clemson/
Aug 19	M	Regular desk schedule begins. Desks are open on Mon. – Fri. from 7:30 a.m.–7:30 p.m

Operational Dates

Fall Semester 2018		
Aug. 19	M	Classes begin at Tri-County.
Aug. 21	W	Classes begin at Clemson.
Aug. 23-25	F-Su	Presence in communities is expected; any time away should be discussed with supervisor(s) in advance. See Time Away Policies (for Resident Assistants).
Aug. 26	M	Resident Assistants who have been approved for additional employment should not begin working those hours until this date. (Hours prior to this will need to be designated for staff training, Move-In, and first week of class responsibilities.) Please refer to the RA position description and employment agreement for information regarding seeking additional employment.
Football Game Week-ends		RAs will be needed to assist in desk coverage Mickel and Cribb & DesChamps during home football games. Home games are scheduled on Aug. 29 (Thurs.) *, Sept. 7, Sept. 21, Oct. 12, Oct. 26, Nov. 2, Nov. 16. The desks will typically be open 4 hours before the game to 4 hours after the game, but this schedule may vary, based on kickoff time. All RAs with hours available may sign up to work, on a first-come, first-served basis. If hours are unfilled, RAs from the Gressette & Mickel or Cribb & DesChamps communities will be responsible for filling the remaining hours. Please refer to the Home Game Weekends protocol for more information. *Please note that all community desks will be staffed per regular 7:30 a.m. to 7:30 p.m. schedule on Thurs. , Aug. 29 + additional desk hours scheduled as needed.
Sept. 23-17	M-F	Mandatory Staff Development, details and times TBA
Oct. 11	F	Desks will remain open from 7:30 a.m. – 7:30 p.m. Break on-call** for extra pay begins at on Fri., Oct. 11 at 7:30
Oct. 14-15	Tu	Fall Break: Desks closed; RA on-call sign posted for assistance.
Oct. 15	Tu	Break on-call ends/Regular RA on-call schedule resumes at 7:30 p.m.
Oct. 16	W	Regular desk schedule resumes at 7:30 a.m.
Nov. 14-15	Th-F	Mandatory Staff Development, details and times TBA
Nov. 26	Tu	Desks will remain open from 7:30 a.m. – 7:30 p.m. Break on-call** for extra pay begins on Tues., Nov. 26 at 7:30 p.m. and ends on Sun., Dec. 1 at 7:30 p.m. (EXTRA pay = 5 days)
Thanksgiving: November 27-29		
Dec 1	Su	Break on-call ends/regular RA on-call schedule resumes at 7:30 p.m
Dec 2	M	Regular desk schedule resumes at 7:30 a.m.
Dec 13-14	F–Sa	Staff must be present to assist with closing responsibilities; staff may not depart until released by supervisor after completing all closing responsibilities.
Dec 14	Sa	University Housing closes at 5 p.m. to all residents except graduating seniors and those participating in graduation. <ul style="list-style-type: none"> Regular RA on-call ends in traditional residential communities (first year and suites areas). RAs are free to leave after all closing tasks are completed and they have officially checked out with their supervisor; some apartment staff will be required to remain for assistance with graduation closing.
Dec 19.	Th	Graduation
Dec 20	F	University Housing closes for graduating seniors at 10 a.m. <ul style="list-style-type: none"> RAs assisting with graduation closing tasks are free to leave after all closing tasks are completed and they have officially checked out with their supervisor. Break on-call** will be available for RAs in apartments by volunteer for extra pay from Fri., Dec. 20 at 7:30 p.m. until regular RA on-call resumes on Fri., Jan. 3. at 7:30 p.m. (EXTRA pay = 14 days)

January Move-In		
Jan 3-4	F–Sa	Communities must be at half-staff Fri., Jan. 3 by Noon. All RAs must be in communities by Sat., Jan. 4; confirm arrival time with supervisor.
Jan 3	F	Desks open 3 p.m. – 7:30 p.m. for Orientation Check-In. Regular RA on-call schedule begins at 7:30 p.m.
Jan 5	Su	University Housing opens at 8 a.m. RAs work MOVE-IN desk hours from 7:30 a.m.–7:30 p.m., as scheduled, for Move-In responsibilities.
Jan 6	M	Regular desk schedules resume. Desks are open Mon. – Fri: 7:30 a.m.–7:30 p.m. Staff
Staff Training		
Jan 5–6	Su-M	RA Training, details and times TBA
Jan 7	Tu	Mandatory Staff Development, details and times TBA
Spring Semester 2020		
Jan 6.	M	Classes begin at Tri-County
Jan 8	W	Classes begin at Clemson.
Jan 10-12	F–Su	Presence in communities is expected; any time away should be discussed with supervisor(s) in advance. See Time Away Policies (for Resident Assistants).
Jan 20	M	MLK Day: Desks are closed. RA Weekend On-Call extends from Fri., Jan. 17 – Mon., Jan. 20 at 7:30 p.m. Regular RA On-Call schedule resumes at 7:30 p.m
Feb 13-14	Th-F	Mandatory Staff Development, details and times TBA
Feb 18	Tu	RA Kick Off (2020-2021 staff), non-returners cover on-call. Details and time TBA
March 13	F	Desks will remain open from 7:30 a.m.–7:30 p.m. Break on-call ** for extra pay begins Fri., Mar. 13 at 7:30 p.m. and ends on Sun., Mar. 22. at 7:30 p.m. (EXTRA PAY = 9 days)
March 16-20	M-F	Spring Break: Desks closed; RA on-call sign posted for assistance.
March 22	Su	Break on-call ends at 7:30 p.m. Regular RA On-Call schedule resumes at 7:30 p.m
March 23	M	Regular desk schedule resumes at 7:30 a.m
March 26-27	Th-F	Mandatory Staff Development, details and times TB
April 19	Su	gRAmmys—Residential Living Ceremony
April 27– May 2	M-SA	Desks are open regular hours from 7:30 a.m.–7:30 p.m. daily. RAs work CLOSING desk hours, as scheduled, for closing responsibilities.
May 1-3	F-Su	Staff must be present to assist with closing responsibilities. Any time away should be discussed with supervisor(s) in advance. See Time Away Policies (for Resident Assistants).
May 3	Su	CLOSING/CHECK OUT University Housing closes at 10 a.m. to all residents except graduating seniors or approved late stays. Desk is open from 7 a.m.–noon for closing check-outs. RAs in traditional and suites areas are free to leave after all closing tasks are completed and s/he has officially checked out with her/his supervisor; some apartment RAs will be asked to remain for assistance w/ graduation closing. (Please refer to your employment agreement; apartment contracts do not end until 5/09/20
May 4-8	M-F	Students with late stay approval may make individual appointments to check out May 4 - 8, based on approved move-out date. Communities are encouraged to return to regular desk schedules where needed on Wed., May 6 at Noon.
May 7-8	Th-F	Commencement
May 9	Sa	CLOSING/CHECK OUT–University Housing closes at 10 a.m. (all residents). Students attending the first summer session(s) and currently living in University Housing must move into assigned space by noon. RAs in apartment areas are free to leave after all closing tasks are completed and s/he has officially checked out with her/his supervisor.

**Time Away Policies (for Resident Assistants)*

Approved time away, minimally defined as any time that you do not plan to sleep in the building, must be granted by your supervisor. Approval processes may vary from supervisor to supervisor, but all communities are required to maintain half-staff requirements. Please see your supervisor for more information regarding how to submit time away requests. (See official University Housing & Dining RA Time Away Policy)

***Break On-Call Policies*

Break On-Call days are 24-hour periods that begin at 7:30 p.m. on the day assigned and end at 7:30 p.m. on the following day. Regular RA On-Call resumes at 7:30 p.m. on the final day of a break period.

Other dates to consider

As dates are finalized, RAs may be asked to assist with other processes as a part of their role. This includes Resident Assistant Selection Process (RASP) and the housing sign-up for the next academic year.

University Housing & Dining Resident Assistant Time Away Policy

An essential part of the Resident Assistant role is maintaining an active presence in your community. Active presence is defined as a Resident Assistant spending physical time within their residential community that accommodates and recognizes the differing schedules of their residents. Active presence is more than a RA being available in their room behind a closed door or available via virtual communication. RAs are expected to make an effort to connect with residents by knocking on doors, sitting in the lounge/common space, and having an open door for residents to stop by. Furthermore, Resident Assistants are expected to maintain an active presence throughout the week by selecting various weekdays and weekends to allow for all schedule types to be accommodated for.

As a result of prioritizing the experience Resident Assistants create for their residents and to meet the departmental standard of 50% of RA staff being present in community at all times, there is a departmental time away policy for all Resident Assistants to abide by when they will be sleeping out of their assigned community and unable to act in official RA capacity. Time away for Resident Assistants is approved by the leadership team through the community specific Google Form provided by the leadership team. The leadership team will review the time away request submissions and email the Resident Assistant back if their time away is approved. RAs **must** have approval before leaving for time away and time away requests will be submitted on a first come, first serve basis. When Resident Assistants wait until the last minute to submit time away requests it puts the community in jeopardy of achieving the half-staff requirement. It is expected Resident Assistants plan ahead to submit time away forms far enough in advance for a member of their leadership team to approve them (i.e. if all leadership team members are out of office on Friday, do not submit a time away request for Saturday on Friday). If the time away system is abused, an RA may be addressed through the RA Accountability Model.

If a Resident Assistant has a significant academic commitment outside of the Resident Assistant role (co-oping, nursing clinicals, etc.), time away expectations are altered as a result of their Additional Time Commitments conversation with the leadership team.



REQUEST FOR ADDITIONAL TIME COMMITMENTS 2019 – 2020

A Resident Assistant's (RA) first commitment is to their RA role and responsibilities. Additional time commitments such as significant leadership opportunities, academic engagements, and additional employment, are secondary to the RA position. Additional opportunities with extensive time commitments will have significant impact on an RA's wellbeing and ability to balance responsibilities within the RA role. For example: participation in a co-op, internship, student teaching experience, clinicals, leadership roles in student organization(s), and/or membership or intake process in a fraternity or sorority.

An RA's housing position is considered to be their primary employment and all expected hours will need to be allotted for this position before other work for pay can be considered. Any additional employment (on or off campus) must be requested in advance and must be approved – first by your supervisor and then by an Assistant or Associate Director for Residential Living – before engaging with another department. Only jobs within University Housing & Dining, UPIC Internships, and Federal Work Study may be considered for on campus employment. These positions may not exceed 8 hours per week unless specific approval has been given for additional hours.

An RA must request permission in writing via the 'Request for Additional Time Commitments Form', and receive approval, in advance to engage in the above commitments. All requests may not be granted.

Additionally, we encourage you to discuss academic requirements necessitating that you enroll in 18+ credit hours for any given semester with your supervisor(s). These hours do not have to be approved by housing staff; however, having regular conversations about the impact of a heavy academic course load while navigating the RA position is highly recommended to ensure your success in the position.

RESIDENT ASSISTANT INFORMATION

Full Name: _____

2019-2020 Assignment: _____

Community Supervisor: _____

Anticipated number of credit hours: Fall 2019: _____ Spring 2020: _____

PLEASE CHECK ALL THAT APPLY

☐ **Academic Engagements (Fall 2019)**

Select One: Co-Op UPIC Federal Work Study Internship Student Teaching Experience Clinicals

Name of Business/Organization: _____

Physical Address: _____

Driving Time (hours per day): _____

Anticipated Schedule/Time Commitment (hours per day): _____

I am receiving academic credit for my participation: YES NO

☐ **Academic Engagements (Spring 2020)**

Select One: Co-Op UPIC Federal Work Study Internship Student Teaching Experience Clinicals

Name of Business/Organization: _____

Physical Address: _____

Driving Time (hours per day): _____

Anticipated Schedule/Time Commitment (hours per day): _____

I am receiving academic credit for my participation: YES NO

☐ **18+ Credit Hours**

Total Credits Hours Requested for Fall 2019: _____

Total Credits Hours Requested for Spring 2020: _____

Rationale: _____

☐ **Additional Employment/Other Work for Pay (Fall 2019)**

Select One: UH&D UPIC Federal Work Study External to Clemson University

Name of Business/Organization: _____

Physical Address: _____

Driving Time (hours per day): _____

Anticipated Schedule/Time Commitment (hours per day): _____

☐ **Additional Employment/Other Work for Pay (Spring 2020)**

Select One: UH&D UPIC Federal Work Study External to Clemson University

Name of Business/Organization: _____

Physical Address: _____

Driving Time (hours per day): _____

Anticipated Schedule/Time Commitment (hours per day): _____

A Leadership Role or Organizational Involvement is determined by the time commitment necessary to engage in this organizational commitment. Organizational Involvement with time commitments that will have a significant impact on a staff member's availability in the community or ability to navigate job responsibilities should be discussed. Additionally, an RA may not be approved to hold an organizational leadership role where there may be an inherent conflict of interest (e.g., an RA would not be permitted to serve on the executive board of the Residence Hall Association).

☐ **Leadership Role(s)/Organizational Involvement (2019-2020)**

Name of Organization: _____

Role for 2019-2020: _____

Anticipated Time Commitment (hours per week): _____

Anticipated Semester Involvement: Fall Spring Both

☐ **Leadership Role(s)/Organizational Involvement (2019-2020)**

Name of Organization: _____

Role for 2019-2020: _____

Anticipated Time Commitment (hours per week): _____

Anticipated Semester Involvement: Fall Spring Both

Following submission of this form to your supervisor(s), you will be required to attend a scheduled meeting where your specific requests are discussed further. Approval or denial will be provided in writing following this meeting.

I understand and initial the following:

_____ Requesting additional time commitments for 2019-2020 does not guarantee approval

_____ Approval can be removed should my performance within the RA role not meet expectations

_____ I can only accept a paid position within UH&D, UPIC, Federal Work Study, or outside of Clemson University

_____ I cannot begin additional paid work until August 26, 2019

_____ My additional paid work and/or leadership roles cannot exceed more than 8hrs/week



Section 6: RA Student Leadership Positions



Resident Assistant Leadership Positions

Community Development Assistant (CDA) — *Jana Jordan*

In addition to serving in the role of Resident Assistant (RA), the Community Development Assistant (CDA) position offers the opportunity to take on additional roles and responsibilities. The CDA position is highly individualized to meet the needs of specific communities and to provide leadership development for individual CDAs. Together with their supervisor(s), CDAs work to fulfill the specific needs of their staff and community while engaging in opportunities to grow as a leader.

CDAs in each community will complete the following responsibilities of the CDA position:

- Serve as a mentor and role model to other staff members. This relationship may look different with each Community Development Assistant and each staff member.
- Maintain regular communication with Graduate Community Director/Community Director and RA staff members.
- Provide leadership for the implementation of Residential Experience Model (REM) and individual community plans.
- Participate in leading the weekly staff meeting, with a section designated for the CDA.
- Attend Community Development Assistant meetings, as scheduled, at which continued professional development, training, and discussion regarding current issues will occur.
- CDAs will contribute to the CDA position positively by assisting with the recruitment and selection processes for the next class of CDAs.

Beyond basic job expectations listed above, the CDA position is highly individualized by community. Some possible responsibilities to serve an individual community include, but are not limited to, the following:

- CDAs are responsible for presenting sessions during RALI, as assigned.
- Provide assistance to supervisor(s) according to community needs and as allocated per the CD/GCD/CDA discussion where expectations and roles are established.
- Plan and implement staff development during staff meetings.
- In addition to assigned on-call requirements, the CDA may serve as a resource and role model for RA staff related to low level on-call questions, incidents, and reporting procedures to promote effective crisis management.
- Serve as support for Community Council with designated Residential Living staff member and RHA representative.
- Provide assistance and guidance to aid in developing a strong Community Council and act as a liaison between the RA staff and Community Council.
- Assist with recognition of staff members, which may include writing of OTMs.

Resident Assistant Peer Dialogue Facilitator (PDF) — *Eric Pernotto*

The Resident Assistant Peer Dialogue Facilitator [RA PDF] is a specialized position within Residential Life. This position is a hybrid role that includes all stated job duties of the Resident Assistant position description, as well as serving in a dual appointment with the Gantt Multicultural Center as a Peer Dialogue Facilitator.

An RA PDF is expected to:

- Foster an environment that promotes mutual respect among the residents and emphasizes, and challenges residents to explore new and unfamiliar social identities
- Assist in the education of students and staff to promote differences, particularly those associated with race, ethnicity and culture; offer insight into diverse identities and cultures
- Interface with underrepresented students as a resource and conduit of information
- Assist in RALI sessions during fall and spring training, as assigned
- Serve as resource for RAs and CD/GCD in staff meetings and in-community training activities
- Assess the needs and interests of the residents related to areas of social justice and intergroup dialogue
- Facilitate intergroup dialogue in formal and informal settings
- Mediate conflicts, specifically those which target social identities, and work with residents to achieve mutually beneficial resolutions

Resident Assistant Leadership Positions

RA Educator — *Amy Gamble*

The primary role of an RA Educator is to assist with RA training, learning and professional development initiatives. RA Educators will work as a team of 5 members, and will be supervised by the Graduate Assistant for Learning and Development. This position will function as an additional role to that of Resident Assistant.

The role is designed to provide returning Resident Assistants an opportunity to have increased involvement in the development process of RA Training and learning initiatives. RA Educators will explore the implementation of innovative methods and forms learning strategies including e-learning, flipped learning, and dynamic content delivery. This opportunity will allow student staff members to apply skills from their RA experience, academic, and personal interests in a practical manner.

In addition to adhering to the Resident Assistant position description and established departmental expectations, this role will have the following duties and responsibilities:

- RA Educators will take part in brainstorming and building learning outcomes.
- RA Educators will prepare sessions and present during learning and development opportunities.
- RA Educators will participate in the review committee for learning and development proposals.
- RA Educators will assist in researching best practices for e-Learning modules and dynamic delivery.
- RA Educators will help create e-Learning and flipped learning modules.
- RA Educators will incorporate dynamic content delivery into learning materials.
- RA Educators will collaborate with Community Development Assistants and the RA Advisory Board.
- RA Educators will develop proficiency in peer-to-peer education.
- RA Educators will actively support the RA staff.
- RA Educators will, as a team, plan and implement a learning opportunity campus-wide for RA staff, as applicable.

Resident Assistant Recruitment Ambassador (RARA) — *Maggie Potter*

In addition to serving in the current role as a Resident Assistant (RA), the Resident Assistant Recruitment Ambassador (RARA) position offers the opportunity to recruit potential resident assistants during the fall semester. As an active member of the RARA Team, you will share the knowledge and experience that you have gained as an incoming or current RA with other students. Ambassadors will work as a small team of RAs and report to the Graduate Assistant for Recruitment & Selection.

In addition to the Resident Assistant position description and department expectations, the Resident Assistant Recruitment Ambassador will complete additional responsibilities.

- Attend regular staff meetings. The date and time is TBD.
- Staff various promotional events and initiatives that promote the Resident Assistant Selection Process (RASP) and encourage students to apply to be a resident assistant. Events include tabling on Library Bridge, mobile marketing, and presenting at RASP information sessions. RARAs are **not required** to be at **all events**, but are expected to engage in the shift sign-up process during staff meetings.
- Develop events to promote the Resident Assistant Selection Process (RASP).
- Communicate, nominate and recruit potential resident assistants within residential communities, student groups, etc.
- Serve as a positive representative for Residential Learning and Residential Living through understanding the mission, vision and core values.
- Promote REM as a platform for RAs to create positive impact in the residential communities.

Resident Assistant Leadership Positions

Resident Assistant Advisory Board (RAAB)

Rosa Sava (rsava@clemson.edu), President

What is the purpose of Resident Assistant's Advisory Board (RAAB)

- The purpose of the Resident Assistant Advisory Board (RAAB) is to provide a forum for Resident Assistants (RA) to provide input and feedback to Residential Living and/or University Housing & Dining regarding issues, concerns, and/or suggestions related to the RA position and Residential Living.
- RAAB shall make recommendations to Residential Living in areas such as, but not limited to, RA training, Residential Experience Model, RA selection, department recognition, and RA compensation/benefits.

What is the structure of RAAB?

- 1 – 3 representatives apply and are selected from each community. These representative meet regularly as a whole group as well as through committees.
- RAAB has an executive board made up of a President, Vice President of Administration, Vice President of Special Projects, Vice President of Communications, and Vice President of Recognition.
 - For 2019 – 2020 academic year all the Vice President roles are open for RAs to apply in the Fall and will be elected in September by representatives in the general meeting.

Goals of RAAB

- Discuss and research the improvement of the overall RA experience at Clemson University.
- Advocate for RA involvement in Residential Living, such as the Resident Assistant Selection Process (RASP), Resident Assistant Orientation (RAO) and Resident Assistant Leadership Institute (RALI).
- Facilitate and increase partnership and collaboration between the different communities. (which may result in cross-community events, etc.)
- Assist with the coordination of activities/opportunities for staff members to connect across campus, including the end of the year award ceremony.
- Promote and maintain the level of communication between RA staff members and the Residential Living Assistant/Associate and Director-level staff.



Section 7: RA Evaluations & Accountability



RESIDENT ASSISTANT PERFORMANCE EVALUATION

2019-2020

Purpose of the Evaluation Process

Residential Living believes that providing ongoing, constructive feedback is important to the performance and continued leadership development of all staff members. Your supervisor provides appropriate coaching through staff training, accountability, and one-on-one supervision conversations. An evaluation provides documentation of overall performance for a designated period of time and allows supervisors and supervisees to reiterate strengths and opportunities for improvement.

Review this evaluation thoughtfully and reflect on your performance during this evaluation period.

- *What successes can you celebrate?*
- *What action plan may work best for improving your performance in a certain area?*
- *What do you need from your supervisor to be successful in your position?*

Grading Criteria

Resident Assistants are evaluated each semester based on performance within the scope of the RA position description. Performance ratings are based on the following scale:

NI: Needs Improvement	ME: Meets Expectations	EE: Exceeds Expectations
A staff member who needs improvement is performing below the level of competency expected by the department and/or individual supervisor.	A staff member who meets expectations is consistently performing job responsibilities and goals at the level of competency expected by the department and/or individual supervisor.	A staff member who exceeds expectations is consistently performing job responsibilities and goals above the level of competency expected by the department and/or individual supervisor.

Evaluation Areas

Ras will be evaluated in four key areas that cover the wide scope of their position.

- General Responsibilities and Leadership
- Community Development
- Residential Education
- Community Advocacy

Overall Performance Comments

In order to provide context for a staff member's performance and elaboration on the above ratings, include a narrative description below. Descriptions should include an assessment of the staff member's performance, including specific accomplishments and areas for improvement, based on supervisor observations, peer evaluations, and resident feedback.

Fall:

General Responsibilities & Leadership	Fall	Spring
Serves as an appropriate role model and mentor for residents.		
Contributes to a positive team environment.		
Appropriately represents University Housing & Dining and maintains professionalism.		
Exhibits ability to manage time, maintain academic balance, and meet deadlines.		
Maintains effective and appropriate communication with supervisor(s), staff, and students.		
Maintains confidentiality and appropriately manages confidential information.		
Demonstrates a commitment to own personal and leadership development through the RA role.		
Overall Rating		

Community Development	Fall	Spring
Maintains an active presence in the community.		
Interacts one-on-one with residents and develops appropriate relationships.		
Maintains contact with residents and an awareness of community trends.		
Connects students within the residential community and encourages interactions between residents.		
Works to create an inclusive environment that is respectful of all students' identities.		
Provides resources to residents according to individual and community needs.		
Overall Rating		

Residential Education	Fall	Spring
Actively participates in the creation and implementation of the Community Plan.		
Engages residents in the process of gaining personal awareness and an understanding of who they are as individuals.		
Provides opportunities for students to learn about others who are different from themselves.		
Encourages residents to develop an awareness of issues impacting the community and the world.		
Utilizes faculty, academic resources, and campus partners to engage students.		
Offers varying opportunities for residents to engage in leadership development.		
Overall Rating		

Community Advocacy	Fall	Spring
Maintains an atmosphere conducive to academic success.		
Utilizes problem solving and critical thinking skills.		
Utilizes helping skills in times of crisis and/or conflict.		
Provides appropriate follow-up for crisis and on-call situations.		
Holds residents accountable to the Student Code of Conduct and the Housing Contract by confronting alleged policy violations and documenting incidents in an accurate and timely manner.		
Mediates roommate conflicts and works with residents to achieve mutually beneficial resolutions.		
Encourages residents to take care of their assigned space and the community as a whole (reporting maintenance issues, keeping common areas clean, etc.).		
Overall Rating		



RESIDENT ASSISTANT ACCOUNTABILITY MODEL

Residential Living & Residential Learning are committed to working with Resident Assistants (RAs) to ensure they are properly trained and developed in their RA role. This document addresses the overall developmental approach expected of supervisors when working with RA staff. RAs were hired because of the good judgment we believe they possess; it is expected they use this in combination with the training they receive to make good decisions. It is the responsibility of every staff member to read and act in accordance with their employment agreement, departmental expectations, and additional expectations provided to them by their supervisor(s)/for their community. The first phase of this document addresses the expectations for academic performance of RA staff. The second phase addresses the job related performance of RA staff.

Academic Performance

As educators, we are aware that the academic journey of each student is unique. It is important to take all factors of a student's academic performance into account, with an ultimate emphasis on supporting the student's overall academic success. When reviewing a staff member's academic performance, the following standards will be used.

We support the academic mission of the institution, encourage the academic success of all students, and are committed to intellectual engagement in our communities. Serving as an academic role model is an important part of the RA position. As an academic role model, RAs should seek personal academic success and support residents in their academic success.

As such, Resident Assistants must maintain a semester and cumulative GPA of 2.0 at the time of appointment and throughout the term of employment. (Some Living-learning communities may require a higher GPA.)

RA grades will be reviewed on a semester basis, prior to and during the time of employment, to ensure that staff are in compliance with academic guidelines. The following may result in removal from the position:

Prior to the start of employment: If an RA is found to have a semester OR cumulative GPA below 2.0 at the time of fall and spring semester grade checks, the offer of the RA position may be rescinded. This decision will be made at the discretion of the Director of Residential Living and Director of Residential Learning.

During the term of employment: If an RA is found to have a semester OR cumulative GPA below 2.0, they will be terminated from the RA position.

Academic forgiveness will not be taken into consideration after grades have been reviewed. Official grade changes may be considered; documentation of grade changes must be confirmed.

RAs who are found to have a semester OR cumulative GPA between 2.0 and 2.5 – prior to the start of employment or during the term of employment – are required to meet with Residential Learning staff during the following semester to receive academic coaching and to develop an academic success plan. RAs who do not meet with Residential Learning staff by a specified date, or who fail to follow the academic success plan, may be terminated from their position. Should any circumstance or process change the GPA after the initial check, the RA will still be required to receive academic coaching. Academic forgiveness will not be taken into consideration after grades have been reviewed.

Additionally, any issues of academic dishonesty will be addressed and may result in termination.

Job Related Performance

Resident Assistants were hired because they communicated a clear desire to serve students in the RA role. Residential Living & Residential Learning are responsible for providing a framework for RAs to be successful.

There are times when RAs might act outside of expectations. Mistakes are a natural part of growth and development. It is the responsibility of Residential Living & Residential Learning to hold staff members accountable so they better align their decisions with the expectations of their position and the training they receive.

When holding RAs accountable, supervisors will utilize the RA Accountability Model to assess each situation individually, taking into account any prior accountability in the employment history of the RA. If there are no prior accountability measures that have been taken, evaluation and/or follow-up may begin at the furthest left X.

Please see the table of Common Areas of Concern & Possible Consequences listed at the end of the document. These examples are not meant to be all inclusive, rather to provide a framework in order to choose the appropriate starting point for employment actions.

Implementation of Progressive Discipline

No decisions regarding accountability will be made until a community supervisor has spoken with the RA to ensure a decision is made with all pertinent information. Decisions about actions resulting in warning emails or warning letters will be made by community supervisors after discussing the situation with the RA.

Issues that may result in probation or termination will be reviewed thoroughly thru the following process:

- Community supervisor meets with the RA for details about the situation. The RA should have ample time to share all details pertaining to the situation.
- Community supervisor consults with the area AD. The community supervisor should be prepared to share the following information:
 - How were we made aware of the situation?
 - What transpired in the situation?
 - What are the ramifications of the situation?
 - What did the RA share in the conversation regarding the situation?
 - What recommendations does the community supervisor have?
- The community supervisor and AD will discuss the situation and review any prior accountability for the RA, after which an employment decision will be made.
- The community supervisor will prepare the letter and send it to the AD for feedback.
- The community supervisor will meet with the RA to discuss the decision (and any corrective action) and give the RA a copy of the letter. Any staff member probation or termination should be communicated by a FT staff member. (Graduate staff supervisor(s) may also be present.)
- The community supervisor signs the letter and provides a copy to the area AD and the Administrative Assistant for Residential Living (for employment file).

Appeal Process

- Warnings are not eligible for appeal. If you have specific questions about the contents of the email or letter, contact your community supervisors.
- Probation or termination decisions and/or conditions may be appealed.
 - The appeal must be typed and emailed within two business days of receiving the probation or termination letter. Community supervisors will inform the RA to whom to send the appeal.
 - The AD will arrange to meet with the staff member within three business days of the appeal submission.
 - Within two business days after the meeting, the AD will prepare a response and decision in writing.
 - If, after this step, the facts of the situation are still in question or the RA feels there are further grounds for appeal, they may appeal to the Director. The Director will arrange to meet with the staff member within three business days.
 - Within two business days after the meeting, the Director will prepare a response and decision in writing. The Director's decision is final.

When an RA pursues an appeal, the conditions of the probation or termination are still immediately in effect. Staff should not act in the RA role during this timeframe and may still be expected to relocate (if applicable). If terminated, RAs are responsible for contacting Mell Hall (864-656-2295) to pursue available on-campus housing options if desired. Housing is not guaranteed for departing staff members.

Staff Resignation

If an RA wishes to resign from their position, they must inform their supervisor via a formal letter of resignation (email or print), which will be placed in their personnel file. This letter should include the RA's last day of work and the reason for the resignation. An official signature is required. RAs are responsible for contacting Mell Hall (864-656-2295) to pursue available on-campus housing options if desired. Housing is not guaranteed for departing staff members. There is an off-boarding process in eRezLife which would begin upon resignation.

File Management

- Warning Emails will be sent (To) the Resident Assistant and the Supervisory Team (CD/C and GA/GCD) and Associate Director Administrative Assistant (Rai Edbrooke) will be (CC) for record keeping
- Warning, Probation, and Termination Letters are provided to the RA in a physical copy, always. In addition, the letter will also be emailed to CC, including the Supervisory Team (CD and GCD, Assistant/Associate Director for area and "Employment File" meaning the Associate Director Administrative Assistant (Rai Edbrooke) will file a copy of the letter in the RA's employment file

Example:

CC:

Employment File

Community Director, Name Name

Graduate Community Director, Name Name

Assistant/Associate Director for Residential

	Verbal Warning with Email	Official Warning Email	Warning Letter	Probation	Termination
Lack of community engagement: measured through sociograms, Tiger Talks, and resident feedback	X	X	X	X	X
Failure to meet deadlines, including but not limited to on-call logs, hours tracking (ACA), Tiger Talks, Billboards/Newsletters, Monthly Reports, etc.	X	X	X	X	X
Attitude that negatively affects team morale	X	X	X	X	X
Not meeting Departmental and/or Community specific expectations or training	X	X	X	X	X
Up to 10 minutes late to meetings or desk/on-call shifts without advanced communication		X	X	X	X
Failure to maintain communication with community supervisors		X	X	X	X
Failure to wear provided departmental attire while on-call, working assigned desk shifts, performing additional duties as assigned, etc.		X	X	X	X
Failure to notify appropriate personnel of minor on-call issues/late incident report submission			X	X	X
Late to desk or on-call shifts (more than 10 minutes)			X	X	X
Severe and/or frequent lateness to meetings or desk shifts (more than 10 minutes)			X	X	X
Missed scheduled meeting: 1:1, staff meeting, continued learning, Academic Coaching, etc.			X	X	X
Failure to appropriately report Additional Time Commitments			X	X	X
Failure to notify appropriate personnel of major on-call issues/failure to report incidents				X	X
Missed desk or on-call shift				X	X
Keys: Lost desk or submaster key (plus cost of replacement – lock and all keys, up to \$500), failure to follow proper desk procedures				X	X
Minor violations of the Student Code of Conduct or Housing Contract / Housing Rules & Regulations				X	X
Left community while on call				X	X
Failure to adhere to Operational Dates				X	X
Insubordination				X	X
Misrepresenting self through the RA role/misuse of authority				X	X
Failure to appropriately report sexual misconduct, suicide ideation/harm to self, etc.					X
Actions that no longer allow RA to be effective as a role model in the community					X
Violations of the amorous relationships policy					X
Violations of staff alcohol usage expectations					X
Misuse of access or information privileges/violation of confidentiality					X
Major violations of the Student Code of Conduct or Housing Contract / Housing Rules & Regulations					X
Violation of local, state, or federal law					X



Section 8: Department Contacts & Campus Resources



Living-Learning Communities (LLCs) and Residential Colleges on Campus

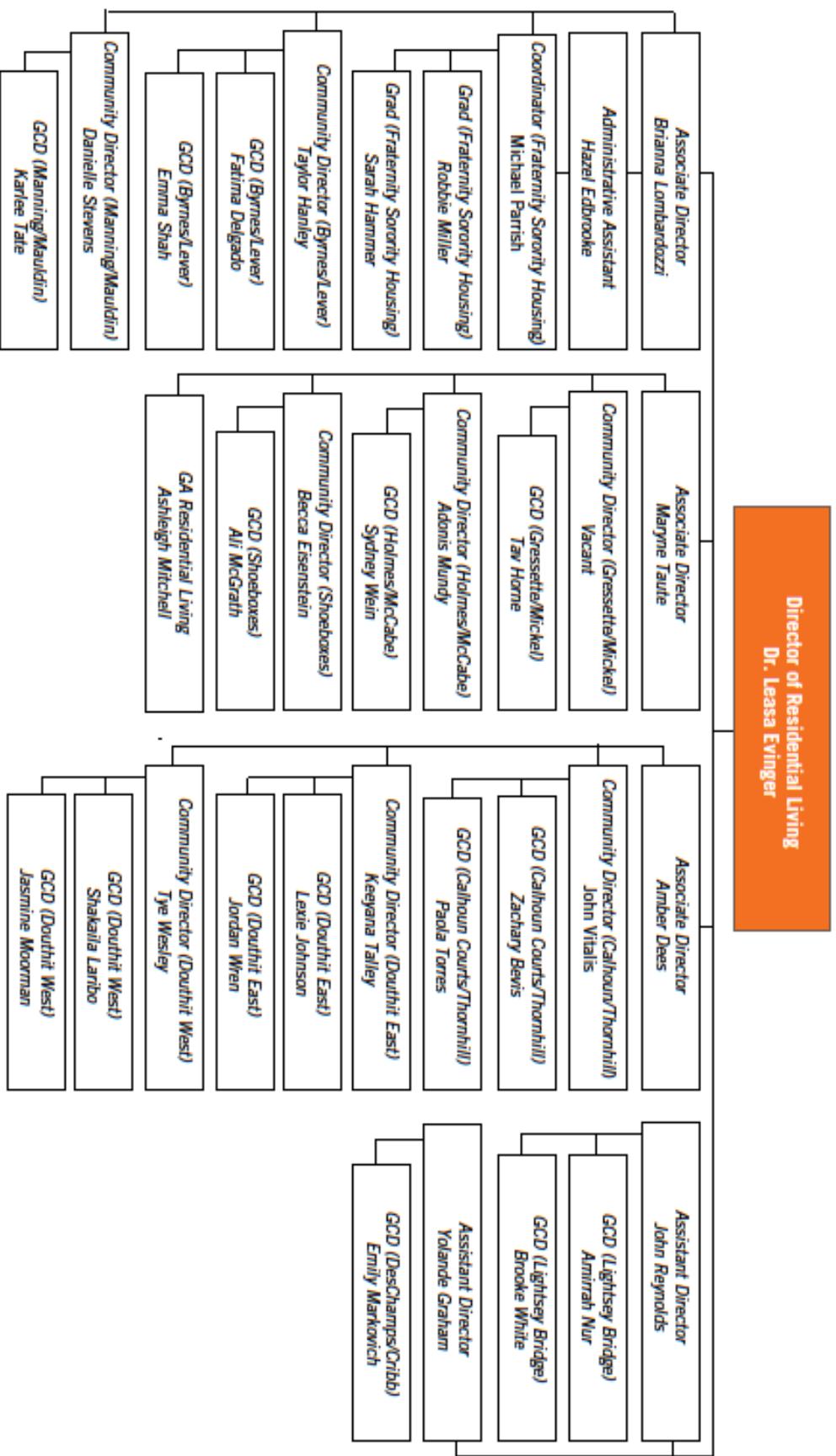
Community	LLC	Location
Lever	RISE (Residents In Science and Engineering)	2nd–10th floors
Byrnes	RISE (Residents In Science and Engineering)	2nd–8th floors
Shoeboxes—Geer	CREATE	2nd and 3rd floors
Shoeboxes—Young	WAVS (Women in Animal & Veterinary Sciences)	3rd floor
Gressette	Clemson IDEAS (Innovation, Design, and Entrepreneurship Among Students)	3rd floor
	Wellness	3rd floor
	PGM	4th floor
DesChampes & Cribb	Honors Residential College	All
Douthit E	CUBS (Community for Undergraduate Business Students)	1st–3rd floors
Calhoun Courts	Call Me MISTER	N05
	LEAF (Leading for our Environment and Future)	NO4
	CEC (Cultural Exchange Community)	S11, S12
Holmes	CASH (Civics and Service House)	2nd floor
	CONNECTIONS	3rd and 4th floors
	Air Force ROTC	5th floor
	Army ROTC	5th floor
McCabe	Transfer Residential Community	4th–5th floors
Mickel	WISER (Women in Science and Engineering Residence)	2nd floor



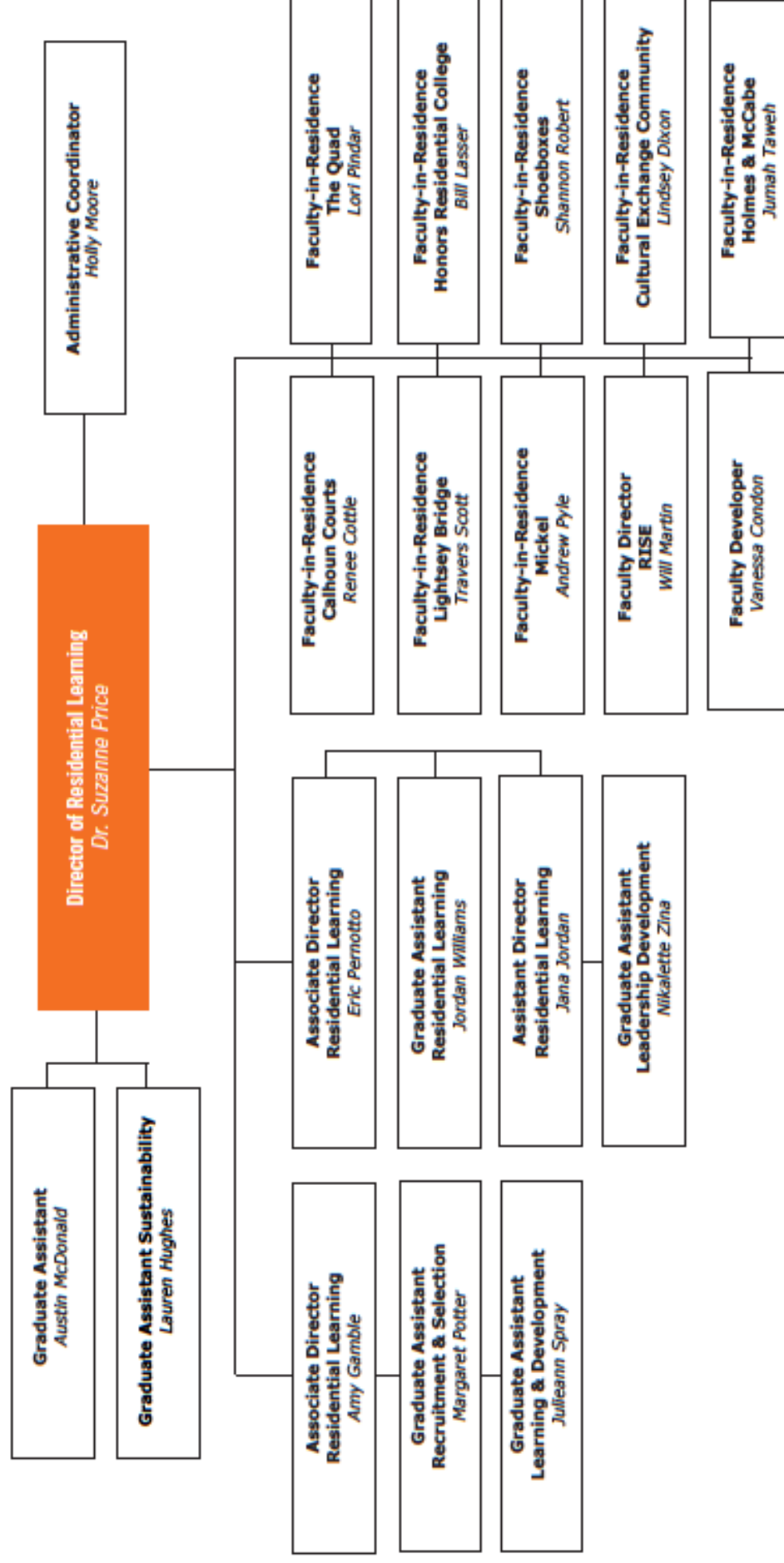
Campus Communities

Community	Classification of students	Community Style	Special Characteristics
Byrnes & Lever	First-year	Traditional	Residents in Science and Engineering (RISE) LLC, Faculty Director
Calhoun Courts	First-year and continuing students	Apartment	LEAF LLC, Call Me MISTER LLC, Cultural Exchange Community (CEC) LLC, Bridge to Clemson (S1, S3, S5, S7), Faculty-in-Residence
Cribb & DesChamps	Honors first-year and continuing students	Suite-style	Honors Residential College, Faculty-in-Residence
Douthit East	First-year	Traditional (wet core bathrooms)	Community of Undergraduate Business Students (CUBS)
Douthit West	Continuing students	Apartment	Clemson LIFE, student athlete housing
Gressette	First-year	Traditional (wet core bathrooms)	Wellness LLC, Clemson IDEAS LLC, PGA Golf Management LLC, Faculty
Holmes	First-year	Suite-style	CASH LLC, CONNECTIONS LLC, Army ROTC LLC, Air Force ROTC LLC, Faculty-in-Residence
Lightsey Bridge	Majority first-year with some continuing students	Apartment	Bridge to Clemson students, student athlete housing, Faculty-in-Residence
Manning	First-year	Traditional	All female community
Mauldin	First-year	Traditional	Predominately female community, one male floor
McCabe	Continuing students	Suite-style	Transfer Residential Community LLC, Faculty-in-Residence, Bridge to Clemson
Mickel	Continuing students	Suite-style	WISER LLC, Faculty-in-Residence
Shoeboxes	Majority first-year with few continuing students	Traditional	WAVS LLC, CREATE LLC, Faculty-in-Residence
Thornhill	Continuing students	Apartment	Duplex community

UNIVERSITY HOUSING & DINING — RESIDENTIAL LIVING ORGANIZATIONAL CHART



UNIVERSITY HOUSING & DINING — RESIDENTIAL LEARNING ORGANIZATIONAL CHART



Residential Living & Residential Learning Staff Contact

RESIDENTIAL LIVING ON-CALL NUMBERS	
East Campus	864-650-4640
West Campus	864-650-4713
Apartments	864-985-5694
CD Staff	864-643-5693
AD Staff	864-643-5694

COMMUNITY FRONT DESK NUMBERS		
Community	Desk Phone	On-Call Phone
Byrnes	864-656-2140	864-986-1111
Calhoun & Thornhill	864-656-2341	864-986-1118
Cribb & DesChamps	864-656-9426	864-986-1166
Douthit East	864-656-9850	864-986-1133
Douthit West	864-656-9724	864-986-1194
Holmes & McCabe	864-656-1767	864-986-1108
Lever	864-656-7325	864-986-1113
Lightsey Bridge	864-656-1150	864-986-1115
FSH - Norris	864-656-0528	864-986-1743
Manning & Mauldin	864-656-2311	864-986-1114
Shoeboxes - Young	864-656-2410	864-986-1125
Gressette & Mickel	864-656-4800	864-986-1170

HOUSING & DINING PARTNERS	
Clemson University Police/Fire/EMS	864-656-2222
OAS - Office of Advocacy & Success	864-656-0471
SAS - Student Accessibility Services	864-656-6848
Gantt Multicultural Center	864-656-7625
OCES - Office of Community and Ethical Standards	864-656-0510
FSL - Fraternity & Sorority Life	864-656-7578
PATS - Parking and Transportation Services	864-656-2270
Tiger One	864-656-0763
Campus Rec - FIKE	864-656-3453
Student Health - Redfern	864-656-2233
CA&E - Campus Activities and Events	864-656-4636
CCPD - Center for Career and Professional Development	864-656-0440
CCIT - Clemson Computing and Information Technology (ITHelp)	864-656-3494

Residential Living & Residential Learning Contact Information

Name	Title	Phone Number	Email
Leasa Evinger, Ph.D.	Director, <i>Residential Living</i>	864-656-5447	lkowals@clemsun.edu
Brianna Lombardozzi	Associate Director, <i>Residential Living</i>	864-656-5792	bmlomba@clemsun.edu
Rai Edbrooke	Administrative Assistant	864-656-7796	hedbroo@clemsun.edu
Michael Parrish	Coordinator, <i>Fraternity Sorority Housing</i>	864-656-5793	mparri3@clemsun.edu
Robbie Miller	Graduate Assistant, <i>Fraternity Sorority Housing</i>	864-656-0437	robbie2@clemsun.edu
Sarah Hammer	Graduate Assistant, <i>Fraternity Sorority Housing</i>	864-656-0437	skhamme@clemsun.edu
Taylor Hanley	Community Director, <i>Byrnes & Lever</i>	864-656-0420	thanle@clemsun.edu
Emma Shah	Graduate Community Director, <i>Byrnes & Lever</i>	864-656-1308	eshah@clemsun.edu
Fatima Delgado	Graduate Community Director, <i>Byrnes & Lever</i>	864-656-1261	mariafd@clemsun.edu
Danielle Stevens	Community Director, <i>Manning & Mauldin</i>	864-656-5783	dsteve3@clemsun.edu
Karlee Tate	Graduate Community Director, <i>Manning & Mauldin</i>	864-656-0522	kmtate@clemsun.edu
Maryne Taute	Associate Director, <i>Residential Living</i>	864-656-0670	mtaute@clemsun.edu
Ashleigh Mitchell	Graduate Assistant, <i>Residential Living</i>	864-656-5738	ashlei9@clemsun.edu
(Vacant)	Community Director, <i>Gressette & Mickel Hall</i>		
Tav Horne	Graduate Community Director, <i>Gressette & Mickel Hall</i>	864-656-9427	tavarih@clemsun.edu
Adonis Mundy	Community Director, <i>Holmes & McCabe</i>	864-656-2358	adonism@clemsun.edu
Sydney Wein	Graduate Community Director, <i>Holmes & McCabe</i>	864-656-4386	swein@clemsun.edu
Becca Eisenstein	Community Director, <i>Shoeboxes</i>	864-858-8434	reisens@clemsun.edu
Alison McGarth	Graduate Community Director, <i>Shoeboxes</i>	864-858-8871	apmcgra@clemsun.edu
Amber Dees	Associate Director, <i>Residential Living</i>	(864)-656-3623	adees@clemsun.edu
Keeyana Talley	Community Director, <i>Douthit East</i>	(864)-656-9779	keeyant@clemsun.edu
Jordan Wren	Graduate Community Director, <i>Douthit East</i>	(864)-656-9776	jwren@clemsun.edu
Lexie Johnson	Graduate Community Director, <i>Douthit East</i>	(864)-656-9778	ajohn25@clemsun.edu
Tyeesha Wesley	Community Director, <i>Douthit West</i>	(864)-656-9771	tyeeshw@clemsun.edu
Shakaila Laribo	Graduate Community Director, <i>Douthit West</i>	(864)-656-9769	slaribo@clemsun.edu
Jasmine Moorman	Graduate Community Director, <i>Douthit West</i>	(864)-656-9770	jcmoorm@clemsun.edu

Residential Living & Residential Learning Contact Information

Name	Title	Phone Number	Email
John Vitalis	Community Director, <i>Calhoun Courts & Thornhill Village</i>	864-656-0811	jvitali@clemson.edu
Zachary Bevis	Graduate Community Director, <i>Calhoun Courts & Thornhill Village</i>	864-656-1257	zbevis@clemson.edu
Paola Torres	Graduate Community Director, <i>Calhoun Courts & Thornhill Village</i>	864-656-1258	paolat@clemson.edu
John Reynolds	Assistant Director, <i>Lightsey Bridge</i>	864-656-9839	jreyno7@clemson.edu
Brooke White	Graduate Community Director, <i>Lightsey Bridge</i>	864-656-7022	bw8@clemson.edu
Amirrah Nur	Graduate Community Director, <i>Lightsey Bridge</i>	864-656-9807	anur@clemson.edu
Yolande Graham	Assistant Director, <i>Cribb & DesChamps</i>	864-656-9429	ygrham@clemson.edu
Emily Markovich	Graduate Community Director, <i>Cribb & DesChamps</i>	864-656-9428	emarkov@clemson.edu
Suzanne Price, Ph.D.	Director, <i>Residential Learning</i>	864-656-0285	mjprice@clemson.edu
Holly Moore	Administrative Coordinator	864-656-0543	hamoore@clemson.edu
Austin McDonald	Ph.D. Graduate Assistant, <i>Assessment and Research</i>	864-656-5734	adolphm@clemson.edu
Lauren Hughes	Graduate Assistant, <i>Sustainability</i>	864-656-0302	lhughe6@clemson.edu
Amy Gamble	Associate Director, <i>Residential Learning</i>	864-656-7454	acg@clemson.edu
Maggie Potter	Graduate Assistant, <i>Recruitment & Selection</i>	864-656-5736	mapotte@clemson.edu
Julieann Spray	Graduate Assistant, <i>Learning & Development</i>	864-656-5737	jspray@clemson.edu
Eric Pernotto	Associate Director, <i>Residential Learning</i>	864-656-5740	epernot@clemson.edu
Jordan Williams	Graduate Assistant, <i>Residential Learning</i>	864-656-5738	jwill38@clemson.edu
Jana Jordan	Assistant Director, <i>Residential Learning</i>	864-656-2812	jana2@clemson.edu
Nika Zina	Graduate Assistant, <i>Leadership Development</i>	864-656-0518	nzina@clemson.edu

Campus Partners Contact Information

Office	Services Offered	Location	Contact Info
Academic Success Center	Drop-in tutoring for 100+ courses, tutor matching service, Peer-Assisted Learning (PAL) for more difficult courses, MATHLab, learning strategies consultations, academic coaching, success strategy workshops, cross-college advising, academic recovery	The Class of 1956 Academic Success Center Building	864-656-6452 asc@clemsn.edu
Campus Activities and Events	Tiger Media, U-NITES at the Barnes Center, TigerPaw Productions, CLEMSONLiVE, Central Spirit, Tiger Quest, room reservations for the Barnes Center, Edgar Brown University Union, Hendrix Student Center, outdoor spaces, and Tillman Auditorium	Hendrix Student Center, Guest Services Desk and 203	864-656-4636 reserve@clemsn.edu
Center for Career and Professional Development (CCPD)	Career assessments, career development and planning, career fairs, cooperative education program, career counseling, internship programs, job search assistance, interview tips and mock interviews, on-campus interviewing, professional development workshops, professional networking, resume and cover letter review	Hendrix Student Center 316	864-656-0440
Clemson Abroad	Hub for students interested in going abroad, coordinate three types of programs: faculty-directed, exchange, and third party, Study Abroad 101, support students as they prepare to go abroad and as they return	Martin E-301	864-656-2457 abroad@clemsn.edu
Clemson Computing and Information Technology (CCIT)	Wi-fi maintenance, technology troubleshooting, printing and plotting, IT training	Cooper Library	864-656-3494 IThelp@clemsn.edu
Clemson Outdoor Recreation and Education (CORE)	Adventure trips, equipment rentals, custom group trips, spring break trips	Snow Family Outdoor Fitness and Wellness Center	864-656-0892 outside@clemsn.edu
Clemson University Police Department (CUPD)	Property registration, lost and found, crime victim services, Tiger Transit, fingerprinting, bike patrol, student patrol, Rave Guardian	124 Ravenel Center Pl Seneca, SC 29678	police@clemsn.edu Emergency: 864-656-2222
Counseling and Psychological Services (CAPS)	Therapy assisted online, Workshops, Support and Therapy Groups, Individual and Couple Therapy, Dialectical Behavior Therapy	Redfern Health Center	864-656-2451
Harvey and Lucinda Gantt Multicultural Center	The Wardrobe, Pride Week, International Festival, Martin Luther King Jr. Celebration, Ally Training, Trans* Week of Awareness, GOODTalk, Community Dialogues, Peer Dialogue Facilitators, Intergroup Dialogue, Values Summit	Brackett 300	864-656-7625

Campus Partners Contact Information

Office	Services Offered	Location	Contact Info
Healthy Campus	<i>Aspire to Be Well, programming focused on bystander intervention, interpersonal violence, alcohol and other drugs, mental health, and holistic wellness</i>	Fike Recreation Center	864-656-5002
Kite Hill	<i>Central recycling location for campus, drop-off center available to faculty, staff, students, and the general public</i>	Kite Hill– located behind R-1 parking	Dave VanDeventer dvand@clemsn.edu
Military and Veteran Engagement	<i>Green Zone training, SITREP (monthly newsletter), Hail and Farewell: Veteran Orientation and Graduation Receptions, Clemson Student Veteran Center, Veterans Writing Group</i>	Tillman 204	864-336-3494 veteran@clemsn.edu
Office of Advocacy and Success (OAS)	<i>CARE network, helps students connect to other offices when experiencing a crisis</i>	Hendrix 202	864-656-0471
Office of Community and Ethical Standards (OCES)	<i>Incident Reports, responsible for upholding the student code of conduct.</i>	University Union 912	864-656-0510
Office of Global Engagement – International Services	<i>Assist with student visas, Optional Practical Training, student programming, Learning English Across Frontiers (LEAF) - informal conversation hour for international and domestic students, International Student Orientation</i>	Long 108	864-656-3614 is@clemsn.edu
Parking and Transportation Services	<i>Parking pass management for employees, students, and visitors, gameday parking management, campus shuttle services</i>	University Union G-01	864-656-2270 parking@clemsn.edu
Paw Pantry and The Wardrobe	<i>Provide for students with food insecurity. The Wardrobe also provides a free clothing bank for trans or gender non-conforming students</i>	University Union– Harcombe Dining Hall	pawpantry@clemsn.edu
Student Accessibility Services	<i>Academic Access Letter, assistive technology, communication services, electronic textbooks, housing accommodations, transportation accommodations, Tiger 2 Tiger, Delta Alpha Pi Honor Society, test proctoring center</i>	Class of '56 Academic Success Center Building 239	864-656-6848 studentaccess@clemsn.edu
Student Financial Aid	<i>Point of contact regarding any form of financial aid (loans, scholarships, grants), financial literacy materials</i>	Sikes G-01	864-656-2280 finaid@clemsn.edu
Student Health Services	<i>Pharmacy, Women's Clinic, Immunizations and Allergy Injections, Primary Care, Laboratory, Nurse's Clinic, Radiology, Sports Medicine Clinic</i>	Redfern Health Center	864-656-2233



Section 9: University Housing Student Organizations & Awards



The gRAmmys

April 19, 2020

The gRAmmy Award Ceremony, better known as The gRAmmys, is the annual end of year Residential Living ceremony. During the ceremony we traditionally show staff made videos, honor RAs who have served in leadership positions (CDA, PDF, RAAB, RARAs, RA Educators, etc.) as well as those who have excelled beyond their position description. The ceremony allows time to recognize RAs on the individual level, the staff level, and even allow for some of the graduate and full time professionals. Each staff will select at least one finalist for each of the five individual RA award categories in March. If you have questions or suggestions for the ceremony you can also inform your community's RAAB representative(s).

Individual RA Award Categories:

Rookie RA of the Year

This award seeks to recognize one Resident Assistant who has been serving in the role for **two semesters or less**. This staff member should be a positive and ethical leader that performs at a consistently high level in the RA role. This RA should create meaningful connections with others, truly understand trends within their community and the needs of their residents, and serve in a mentoring capacity for residents and peers.

Veteran RA of the Year

This award seeks to recognize one Resident Assistant who is the embodiment of Clemson University Residence Life. This staff member should be a positive and ethical leader that performs at a consistently high level in the RA role. This RA should create meaningful connections with others, truly understand trends within their community and the needs of their residents, and serve in a mentoring capacity for residents and peers. The RA nominated for this award must be someone who has served in the role for **more than two semesters**.

REM Royalty

This award will go to a minimum of two Resident Assistants that have demonstrated outstanding commitment to implementing REM within their community. These RAs engage with REM consistently and have actively sought out ways to engage their community with REM as well. They are excellent role models of how an RA should appropriately engage with REM. You may see these interactions through events, billboards, intentional conversations and Tiger Talks, the way they build community within their floor, in crisis or difficult conversations, etc. These RAs view their roles as educators and understand the value of this role in building community.

Inclusive Excellence Award

The Inclusive Excellence Award will recognize a minimum of two Resident Assistants who have displayed an exceptional commitment to fostering an environment in which diversity is valued, respected, and appreciated. A successful nominee will have displayed outstanding contributions to creating an inclusive community evidenced through Tiger Talks, Learning Experiences, billboards/newsletters, and campus partnerships. Nominees understand their roles as educators and model the way for building an inclusive community.

RA Hall of Fame (3 semesters or more)

This award will be given to five Resident Assistants that have been dedicated and passionate leaders. Hall of fame candidates should be staff members that are positive role models and strong mentors for both fellow staff and residents. The RA nominated should be a person that creates meaningful connections with others and significantly contributes to the residential experience. An RA Hall of Fame candidate is a person who has helped others to learn and to grow – and ultimately impacted the lives of their residents, peers, and supervisors in a positive way.

Note: Hall of Fame nominations are specifically for those RAs that are permanently ending their service with the Department (i.e. Graduation or leaving position). RAs that Co-Op or Study abroad are not eligible if they will be returning to service after their endeavor is completed.

Staff Awards Categories:

Community of the Year

The Community of the Year award will be given to the community that has most successfully delivered an intentional residential experience. We believe that an intentional residential experience is transformative. This means that residents – and staff – should learn and grow in meaningful ways while living on campus. A successful community of the year nominee will note how staff have incorporated the four learning goals of REM into their work over the academic year. Nominations should also describe what we believe students have learned and how this learning occurred. You are encouraged to include meaningful interactions that have occurred, events that have been held, significant contributions, and/or things of note in the community (e.g. OTM's).

Staff of the Year

The Staff of the Year award will be given to the staff that best represents a spirit of teamwork. Staff members should know when to lead and when to follow. Staff members should have strong relationships with one another, demonstrate hard work, be able to cooperate successfully with one another, and collaborate on tasks throughout the year. Please provide a specific description of the staff and the ways that the staff meets these criteria. We seek to recognize a staff that has made a difference this year through their strong working relationships with one another.

Individual Grad and Full Time Award Categories:

CD/C of the Year

The CD/C of the Year award will recognize a community director/coordinator who has displayed an exceptional commitment to the development of their communities/areas and their staff. A successful nominee goes above and beyond in creating supportive, inclusive residential communities and utilizes REM in a way that develops the growth of students in their community. Nominees understand their role as a leader and actively work towards the success of Clemson Home.

Residential Learning Grad of the Year

The Residential Learning Grad of the Year award will recognize a residential learning graduate assistant who has displayed an exceptional commitment to the success of Clemson Home. Though their work is often not as visible, the result of their work can be felt throughout all parts of Clemson Home. The successful nominee goes above and beyond what is expected of them and is evidenced through their interactions with students, feedback from supervisors, and overall positivity in the role.

Residential Living Grad of the Year

The Residential Living Grad of the Year award will recognize a residential living graduate assistant who has displayed an exceptional commitment to the success of their community and staff. A successful nominee shows an exceptional balance between their role as a supervisor for their community and their role as a graduate student at Clemson University. Successful nominees also strive for excellence in their communities as evidenced through advising, supervision, commitment to REM, and overall positivity in the role.

Student Organizations in University Housing

As part of your role as a Resident Assistant, there will be opportunities to collaborate with and support other student-run leadership organization on campus. University Housing has several opportunities for residents to invest in their residential experience and become leaders on campus. Below is a table outlining some of the specifics about the Residence Hall Association (RHA), EcoReps, and the National Residence Hall Honorary (NRHH), as well as Of The Month (OTM) Awards.



Clemson University's Residence Hall Association

We, the Residence Hall Association, a residential resource organization, serve to speak in support of on-campus residents and to provide leadership, services, and opportunities in order to create a link between the residents and the larger community, educate the residents, promote diversity and serve as a voice to the University. For more information, please contact rha@g.clemson.edu. Meetings are Thursdays at 7pm.

The Tony W. Cawthon Chapter of the National Residence Hall Honorary



The purpose of this chapter shall be to provide recognition and promote growth for on campus student leaders who have provided outstanding service or exceptional leadership in promoting Clemson University's Residence Halls. For more information, please contact: nrhh.clemson@gmail.com



Clemson University Eco-Reps

EcoReps seek to promote a strong foundation of sustainable lifestyle practices within the Clemson University campus and community, through fostering a culture of awareness, respect, accountability, and education among peers, staff, and faculty. For more information, please contact: clemsonhomesustainability@gmail.com.

OTMs or Of The Month Awards

The 'Of The Month' Award process recognizes outstanding contributions to college and university residence. OTM nominations must be month specific, meaning the nomination should only focus on the month for which it is written.

Please refer to the OTM Writing Guide provided by your supervisor for all information regarding OTM writing and submission.

The NRHH Executive Board oversees the OTM Cup. The OTM Cup outstanding OTM writing abilities of a specific community within Clemson Home. The OTM Cup runs from August to April. Communities receive 20 points per campus winning OTM, an additional 20 points for a regionally winning OTM, and another 20 points for a NACURH winning OTM. The winning community RA staff will be invited to the NRHH End of Year Banquet.



Community Council

Goals of Community Council

- **Event Planning**
 - Social, educational, diversity/inclusion, recognition, community service, sustainability
 - Students typically prefer social event planning, but challenge them to incorporate a dynamic twist to make the program even stronger!
- **Advocating for changes in the community**
 - Each hall council has a Community Advocate whose role is to handle community advocacy initiatives
- **Sustainability**
 - Each community council has an Eco Rep that will plan sustainability related events/initiatives and encourage sustainable practices within community council
- **Taking part in Leadership Development opportunities**
 - Fall and Spring RHA Leadership Summit
 - RHA General Assembly Attendance
 - Regional and national conferences
 - Student Affairs committees/boards
- **Being the voice of their community to RHA and to University Housing & Dining staff**

Community Council Position Descriptions

GOVERNOR: The Governor is the figurehead of the Community Council, the one who presides over all Council meetings and establishes an open and consistent stream of communication with RHA. This position's RHA liaison is the RHA President.

COMMUNITY ADVOCATE: The Community Advocate serves as the primary liaison between their Council and the RHA Vice President, is a resource on matters of advocacy and will assume the duties and responsibilities of the Governor should they be absent. This position's RHA liaison is the RHA Vice President.

SECRETARY: The Secretary is responsible for maintaining and publishing many of the documents required for Councils, such as Council Contact Roster, Attendance Records, Minutes, Programming Forms and receipts, among others. The RHA Secretary is this position's RHA liaison.

SENATOR(S): The Senator is the person who is responsible to represents the concerns and opinions of the Council to General Assembly. They will report back at each Council meeting on the proceedings of General Assembly and vote on matters in accordance to what was shared at the Council meeting. Your council may have one or two senators, depending on Community Council elections. The senators' RHA liaison is the National Communications Coordinator (NCC).

EVENTS CHAIR: The Events Chair is responsible for coordinating, organizing, advertising and promoting all Community Council events. They are also the point person for the Council on RHA equipment rentals. This position's RHA liaison is the Special Events Director.

ECO-REPS: Eco-Reps serve as a point of contact between Community Council, EcoReps, In-Hall Staff, University/Residential Facilities, and the Graduate Assistant for Sustainability and are a resource on general topics of sustainability, and Clemson sustainability initiatives, to colleagues and fellow community members. This position's liaison is the Eco-Rep Executive Board.

COUNCIL MEMBERS: Council members attend council meetings, express concerns the residential community as expressed and service in as needed positions such as "social media chair" or "birthday chair". This position does not have an RHA liaison.

EcoReps

EcoRep Executive Board Position Descriptions

Leadership and Education Chair, shall:

- Lead weekly EcoReps and Executive Board Meetings, including the development of agendas and PowerPoints prior to each meeting
- Empower EcoReps to consistently attend and engage in EcoReps meetings and events
- Serve as the primary spokesperson and representative for EcoReps
- Remain knowledgeable regarding Executive Board members' ongoing involvement(s) and schedules
- Meet individually with each student involved in EcoReps, once per semester, in an effort to build supportive and meaningful relationships
- Ensure success of EcoReps activities and initiatives by supporting involved members and seeking out effective and creative solutions to challenges that may arise
- Assist in maintenance of EcoReps organizational documents
- Prioritize adding education into all EcoReps functions including, but not limited to, General Assembly meetings, programming and events, and collaborative initiatives

Activities and Events Chair, shall:

- Coordinate EcoReps involvement in events and initiatives (e.g. Recyclemania, Game Day Recycling, tabling events, etc.)
- Ensure that all proper documentation is available and completed prior to, during, and following events (e.g. reservations, waivers, special events forms, program proposals/evaluations, etc.)
- Serve as a resource and place of support for Ecological Representatives as they engage in Community Council programs
- Inventory and manage EcoReps general use items, including: snacks, EcoReps tablecloth, EcoReps retractable banner, promotional materials, etc.

Outreach and Assessment Chair, shall:

- Serve as a liaison between EcoReps and other Clemson student organizations
- Collect and disseminate minutes from RHA General Assembly Meetings to EcoReps
- Collect and disseminate minutes from Solid Green Student Coalition Meetings to EcoReps
- Update EcoReps members on ongoing campus sustainability initiatives
- Seek out opportunities to collaborate with fellow student leaders and their initiatives by meeting at least once, each semester, with the RHA President, Solid Green President, and CUSG Sustainability Director
- Collaborate with the Graduate Assistant for Sustainability to create assessment for EcoReps programming and events, meetings, and initiatives
- Share assessment results with interested entities, such as, but not limited to RHA, Solid Green, CUSG Sustainability Committee, and Facilities

Social Media and Advocacy Chair, shall:

- Remain up-to-date on local, national, and global current events that pertain to sustainability
- Provide weekly updates to EcoReps on sustainability-related current events
- Oversee EcoReps presence on the Facebook, Instagram, and TigerQuest pages
- Update the Clemson EcoReps Facebook page with at least one new post each week
- Post EcoReps event and initiative details on EcoReps TigerQuest, Instagram, and Facebook Page
- Coordinate procurement and distribution of EcoReps promotional materials (e.g. posters, flyers, email communication, newsletters, etc.)
- Collaborate with the Graduate Assistant for Sustainability and RHA Advocacy chair on an advocacy related initiative each semester
- Take minutes at each EcoReps meeting (including attendance) and make available through TigerQuest



Section 10: Notes



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