

University Housing  
& Dining Presents



# The Guide For Resident Assistants



2020-2021

Breanna D. McKnight

LAST UPDATED 8/7/2020



## Table of Contents

<b>Section 1: Mission, Vision, Values, &amp; Educational Priority .....</b>	<b>4</b>
<b>Section 2: RA Job Description &amp; Department Expectations .....</b>	<b>6</b>
RA Position Description .....	7
Remote RA Position Description .....	11
Department Expectations .....	14
Confidentiality Agreement .....	17
On Call Phone Usage & Key Expectations .....	18
Desk Behavior Guidelines .....	19
<b>Section 3: Crisis, CARE, &amp; Roommate Agreements, Mediations, and Incident Reports.....</b>	<b>22</b>
FERPA .....	23
Handling Confrontation .....	25
Roommate Agreements .....	30
Roommate Mediations Lesson Plan and Facilitation Guide .....	32
Incident Report Writing .....	39
CARE Report Writing .....	43
<b>Section 4: Curriculum &amp; Competencies .....</b>	<b>44</b>
RA Competencies .....	45
Residential Experience Model (REM) .....	46
Clifton Strengths Reference Card .....	53
<b>Section 5: Important Dates &amp; Policies .....</b>	<b>55</b>
RA Operational Dates .....	56
University Housing & Dining RA Time Away Policy .....	59
Request for Additional Time Commitments .....	60
<b>Section 6: Student Leadership Positions for RAs .....</b>	<b>63</b>
Community Development Assistant (CDA) .....	64
Resident Assistant Peer Dialogue Facilitator (PDF) .....	64
RA Educator .....	65
Resident Assistant Recruitment Ambassador (RARA) .....	65
Resident Assistant Advisory Board (RAAB) .....	66
<b>Section 7: RA Evaluations &amp; Accountability .....</b>	<b>67</b>
RA Evaluation .....	68
RA Accountability Model .....	72
<b>Section 8: Department Contacts &amp; Campus Resources .....</b>	<b>77</b>
Living Learning Communities (LLC) .....	78
Campus Communities .....	79
Residential Learning & Living Organizational Charts .....	80
Housing & Dining Contacts .....	82
Campus Partner Contacts .....	85
<b>Section 9: University Housing Student Organizations &amp; Awards .....</b>	<b>87</b>
gRAmy Awards .....	88
Residence Hall Association, National Residence Hall Honorary, & OTMs .....	90
Community Council .....	91
Eco Reps .....	92
<b>Section 10: Notes .....</b>	<b>93</b>

# Section 1:

## Mission, Vision, Values, & Educational Priority



# Mission, Vision, & 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 student 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 prominent, student-centered community that creates supportive and inclusive environments to prepare students for lifelong learning.

## University Housing & Dining Mission, Inclusion Statement, Educational Priority

### **Vision Statement**

To be the premier campus community in the country.

### **Mission Statement**

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

### **Value Statement**

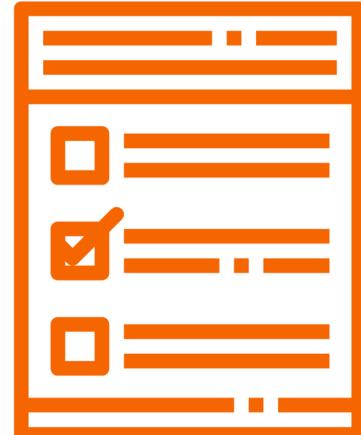
University Housing & Dining is a student focused community that values integrity, courage and excellence.

### **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/Forms





## Resident Assistant – Position Description 2020 - 2021

### 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 empower students to *explore* who they are, *connect* meaningfully with others, *engage* intellectually, and *lead* as global citizens.

### 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. (**RAC-L**)

- RAs are leaders within their residential community and the larger Clemson community. (**RAC-L1**)
- 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. (**RAC-L2**)
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens. (**RAC-L3**)
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so. (**RAC-L4**)

**Role Models:** RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community. (RAC-RM)

- 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. (RAC-RM1)
- 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. (RAC-RM2)
- Strive to be an authentic leader within community and create a positive experience for students. (RAC-RM3)
- Role model academic success as a student, maintaining the academic expectations of the role. (RAC-RM4)

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

- Identify a problem and know how/resources to address the problem. (RAC-CT1)
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem. (RAC-CT2)
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence. (RAC-CT3)
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns. (RAC-CT4)
- Take action to respond to problems within the scope of role and engage support as appropriate/required. (RAC-CT5)

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

- 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. (RAC-PE1)
- 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. (RAC-PE2)
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity. (RAC-PE3)

**Community Builders:** RAs will utilize intentional interactions and staff support to build a strong network of connected residents. (RAC-CB)

- 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. (RAC-CB1)
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps. (RAC-CB2)
- 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. (RAC-CB3)
- Assist residents in proactively addressing individual and community conflict. (RAC-CB4)



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 cannot be utilized in the academic appeal process.
- 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 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 **Saturday, August 1, 2020**.

#### **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 2019-20 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 discount at the University Bookstore.

**Term of Employment:** August 1, 2020 at 7:00am, for staff development and training, through May 4, 2021 at 5:00pm, after released by supervisor. Staff in apartment areas will be asked to remain until 5:00pm, May 8, 2021, 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 [raselection@clemson.edu](mailto:raselection@clemson.edu) with any questions regarding interviews.

# **Remote Resident Assistant Position Description Spring 2020**

Remote Resident Assistants (RAs) are essential members of the Clemson Home team and play critical roles following the University decision to proceed with virtual courses for the remainder of the semester. Remote RAs provide a means of support for individual residents and promote a virtual sense of community across residents within the community. A successful Remote Resident Assistant is committed to actively engaging with students through remote means.

The unique circumstances of Spring 2020 health pandemic require innovative approaches toward helping residents succeed in their academic goals. Resident Assistant fulfil their responsibilities remotely from residents through electronic means until the conclusion of the Spring 2020 semester.

## **Overview of the Position:**

Remote RAs continue their work in a team environment with other members of their staff and with their current supervisors. As a team, they co-create unique means to support and assist students as they face never-before experienced challenges.

To best support residential students whose university experience has moved online, Remote Resident Assistants will be focused on individual student support, advocacy, and resource referral. It is expected that RAs maintain contact with their floor/building community and the individual members to both share resources prepared by Clemson Home and to help connect students to Clemson University resources who may be experiencing academic and/or personal crisis.

## **Specific Responsibilities:**

- Be committed to student success. Continue to engage your residents and make yourself available to them through electronic or video communication avenues (example: Zoom).
- Extend individual invitations to each resident to meet through electronic or video communication venues for optional conversations about their academic and personal well-being, student adjustment to the newly formatted semester, or other topics provided in the Remote RA Role Requirements.
- Facilitate two optional community Meetings through electronic or video communication venues (example: Zoom) to bring residents together for the purposes of connection, referral, and information sharing. (Week of March 29- April 4th and April 26th – May 2nd)
- Assist with delivery of knowledge and referral resource provided by Clemson Home and Clemson University to students regarding campus and national resources related to well-being and academic success, specifically offered within a digital environment.
- Inform and update your supervisor and other professional staff as appropriate of students with possible emotional, physical, adjustment, and/or mental health concerns.
- Participate in staff meetings and individual supervision meetings held through electronic or video communication avenues designed to support staff in new and complex roles and to offer specialized training to address the unique challenges residents now face; weekly virtual staff meetings and RA/Supervisor one-on-one's are anticipated.

## **Remuneration and Benefits:**

Please consult with your supervisor for remuneration and benefits information.

## **Remote RA Role Requirements**

- ♦ Please consult with your supervisor for updated requirements.

## **Educational Program Options:**

- Please reference the REM Model Lesson Plans and apply modifications as needed.

## **Spontaneous/Social Program Options:**

Please note these are to serve simply as examples for hosting/ creating social opportunities for residents.

- Video hangout (Zoom, Google Hangout, Skype, Snapchat, Facetime, etc.)
- Texting option on Zoom for students with no internet access
- Call in option on Zoom for students with no internet access
- RA office hours via online platform
- Netflix Party plugin for group movie watching - Link
- Online workouts / Virtual group fitness Classes
- Podcasting
- Tik Tok Challenge
- Virtual floor dinners
- Virtual floor meetings
- Virtual Trivia Night
- Netflix Nights
- Coloring Contest
- Photo Challenges
- Kahoot games
- Jackbox Games
- Guest Lectures via Zoom
- Contest to find cute videos/memes
- Virtual treasure hunt
- Crafting tutorials
- Instagram Story Games
- Hot Topic Issues
- YouTube – Topics
- Zoom Live Performers – comedians, etc.
- LetsGazeGaze – Long Distance Movie Night
- Finish the Lyrics

## **Resources:**

[Resident Assistant COVID-19 Resources:](https://sites.google.com/g.clemson.edu/clemson-home/home) (<https://sites.google.com/g.clemson.edu/clemson-home/home>)

[All about REM](https://clemson.instructure.com/courses/62732/pages/all-about-rem) (K:<https://clemson.instructure.com/courses/62732/pages/all-about-rem> )

[Fun Things To Do:](https://sites.google.com/g.clemson.edu/clemson-home/fun-things-to-do?authuser=0) (<https://sites.google.com/g.clemson.edu/clemson-home/fun-things-to-do?authuser=0>)

[Social Activities While Distancing:](https://drive.google.com/file/d/1zrRoOZ_V97-ann84JFNjE9yI22gWnAyT/view) ([https://drive.google.com/file/d/1zrRoOZ\\_V97-ann84JFNjE9yI22gWnAyT/view](https://drive.google.com/file/d/1zrRoOZ_V97-ann84JFNjE9yI22gWnAyT/view))



## Departmental Expectations for Resident Assistants 2020-2021

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 the spring semester of 2020 and RA Training in August, 2020 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/ Competencies (RAC)

**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. (RAC-L)

- RAs are leaders within their residential community and the larger Clemson community. (RAC-L1)
- 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. (RAC-L2)
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens. (RAC-L3)
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so. (RAC-L4)

**Role Models:** RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community. (RAC-RM)

- 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. (RAC-RM1)
- 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. (RAC-RM2)
- Strive to be an authentic leader within community and create a positive experience for students. (RAC-RM3)
- Role model academic success as a student, maintaining the academic expectations of the role. (RAC-RM4)

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

- Identify a problem and know how/resources to address the problem. (RAC-CT1)
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem. (RAC-CT2)
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence. (RAC-CT3)
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns. (RAC-CT4)
- Take action to respond to problems within the scope of role and engage support as appropriate/required. (RAC-CT5)

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

- 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. (RAC-PE1)
- 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. (RAC-PE2)
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity. (RAC-PE3)

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

- 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. (RAC-CB1)
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps. (RAC-CB2)
- 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. (RAC-CB3)
- Assist residents in proactively addressing individual and community conflict. (RAC-CB4)

**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.

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 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 attend 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 required to uphold FERPA, the Family Educational Rights and Privacy Act. All RAs must completed the FERPA tutorial 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.
- RAs will be given access to systems, information about incidents, and other types of confidential materials which are necessary for RAs to complete job related responsibilities. Records and files from within Residential Living as well as any verbal information that may be heard, or any written material that an RA observes, is confidential. RAs will not discuss this information with people who do not need to know this information.

- 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.
- If an RA does not know if information can be shared, they will consult with their supervisor(s) or the appropriate on-call staff member.
- Misuse of confidential information will result in employment action.

#### **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 may 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.

<b>I agree to the above stated expectations regarding on-call i-phone and key usage</b>	
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.

## 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.

## 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.



## Section 3: Crisis, CARE, Roommate Agreements, Mediations, and Incident Reports



# 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.

## **FERPA**

**F**amily  
**E**ducational  
**R**P**rivacy  
**A**ct of 1974**



**Goal:** Protect Integrity of a Student's Academic Record & Protect Student's Privacy

# confrontation

## Quick Guide

1

### PLAN & PREP

Who is taking detailed notes? Who is doing the talking?

2

### INTRO & IDENTIFY

Hi, we're the RAs on-call.

3

### OBSERVE & NOTE

What do you see/smell/hear/etc? Take notes.

4

### MINIMIZE DISTRACTIONS

Could you please turn off the music? Could everyone please sit down? Can you please turn on the lights?

5

### RE-INTRODUCE

We're the RAs and we're here because...

6

### VISUAL SEARCH

As the RA talking is re-introducing and providing more detail, the note taker should do a visual scan of the room

DO A VISUAL SCAN OF THE ROOM

7

## DISRUPT & PHOTOGRAPH

Stop whatever behavior is happening (eg. put alcohol in center of room, remove prohibited items, etc.). Take a photo of the policy violation(s), but never of people or IDs

8

## GATHER INFO & STEP OUT

Who are the residents of the space? Can you please collect everyone's IDs, and can we step out please? What was going on?

9

## ANSWER QUESTIONS

Do you have any questions for me?

10

## EXPLAIN & DOCUMENT

We are going to document the situation, but we cannot make any promises of what will happen beyond that.



# HANDLING CONFRONTATION

## 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

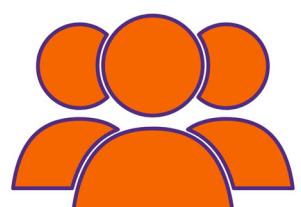
- A strip phrase that strips an insult of its power. They make you feel good by letting you respond and deal with the problem instead of simply being a reactive participant; allow you to jump over insults; and make you sound more professional
- Examples:
  - I appreciate that, but...
  - I understand 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 longs 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).

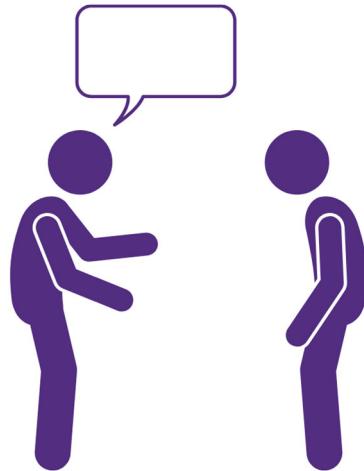
## Before the Confrontation

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.



## Roommate Agreement

Living in Community (C1)

*Respectfully discuss expectations of self and others in a community environment*

### LOGISTICS

#### Purpose & Overview

- Provides an opportunity for your residents to share expectations that they have for themselves and their roommates in a shared living environment
- 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

Details	Materials Needed	Assessment
<ul style="list-style-type: none"><li>• Recommended Time: 20-30 mins</li><li>• Date: Discuss with students</li><li>• Location: Discuss with students</li><li>• Facilitator(s): RA</li></ul>	<input type="checkbox"/> Appropriate fillable PDF copy of roommate agreement <input type="checkbox"/> RA Facilitation guide <input type="checkbox"/> Zoom access	<input type="checkbox"/> Completed roommate agreement <input type="checkbox"/> Submit feedback about agreement to supervisor
<p><b>Trends in Community</b> Use this space to brainstorm how this activity can address trends that are prevalent in your community.</p>		<p><b>Examples of Action Steps</b> What are you looking for from residents?</p> <p>“We have decided that alcohol and illegal substances are not going to be allowed in our room and agree to be open and honest with one another about use.”</p> <p>“We are ok with sharing the TV and printer, but our clothes are off limits.”</p>

IMPLEMENTATION		
<b>Before Meeting</b> RA, 5 minutes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reach out to the room/apartment and introduce yourself</li> <li><input type="checkbox"/> Share the pdf roommate agreement and instruct them to meet with one another and complete it within a set time</li> <li><input checked="" type="checkbox"/> Instruct them to reach out to you with any questions or concerns, or if there are any points of tension between roommates</li> <li><input type="checkbox"/> Set up a zoom meeting with all roommates at once to go over completed roommate agreement</li> </ul>	<u>Notes</u>
<b>Completing Roommate Agreement</b> Residents, on their own time	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform residents to expect to spend about 20-30 minutes with their roommates filling out the roommate agreement</li> <li><input type="checkbox"/> Let them know that you're available to help them if any issues come up</li> <li><input type="checkbox"/> Make sure residents know to have the agreement completed before the scheduled meeting to go over it with them</li> </ul>	
<b>Consultation Meeting</b> RA, 20 mins	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> After roommates complete agreement, take some time to go through the roommate agreement and make sure that they understand one another's expectations and are satisfied using the RA facilitation guide</li> <li><input type="checkbox"/> Ensure that all roommates have had an opportunity to have their voices heard and are comfortable with the document</li> <li><input checked="" type="checkbox"/> Remind your residents that the roommate agreement is not a legal document and they are able to go back and amend at any point throughout the year</li> </ul>	
<b>Wrap-Up</b> RA, 5 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain completed copy of roommate agreement</li> <li><input type="checkbox"/> Submit to folder online for safekeeping</li> </ul>	
Modifications		
<ol style="list-style-type: none"> <li>1. If you have a set of roommates who are having a particularly hard time getting along or completing the roommate agreement, set up a meeting with them and assist them in filling out the roommate agreement</li> <li>2. Make sure to update roommate agreements throughout the year if issues come up or modifications are needed!</li> </ol>		



## RESIDENTIAL EXPERIENCE MODEL

# 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?*

<b>Overview</b>	Arrange a time and location to meet with all residents of the room, suite, or apartment  Review current Roommate Agreement
<b>Materials Needed</b>	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 <ul style="list-style-type: none"><li>• Bring: Completed Roommate Agreement</li><li>• Optional: Blank Roommate Agreement or paper to for notetaking</li></ul> <p>As a result of completing this mediation:</p> <ul style="list-style-type: none"><li>• Residents will share concerns or clarify issues occurring in their community</li><li>• Residents will confront each other about issues that are negatively impacting the community</li><li>• Residents will review Roommate Agreement</li><li>• Residents will revise the Roommate Agreement and how they will hold each other accountable to it</li></ul>

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

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

<b>Explain Process and Mediate</b>	<ul style="list-style-type: none"> <li>Give each person present time to share thoughts without interruption from other people (use “talking” object).</li> <li>Once everyone has shared their experience, the facilitator will explain back to the residents what was said and heard.</li> <li>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.</li> <li>Allow roommates to respond to one another reminding them of the ground rules set in the beginning.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>Collectively develop a plan of action in response to the presented concerns/common themes (this could include rewriting the roommate agreement).</li> <li>Discuss possible ways to respond to conflict, manage confrontation, process feelings, etc.</li> <li>Articulate campus resources that can support students in processing their experience (CAPS or Redfern, Advisors, Professors, Residential Living Staff).</li> <li>Brainstorm ideas of how to hold one another accountable to Action Plan</li> <li>Decide on a time frame to meet again to revisit the Action Plan.</li> </ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>Write a summary of the Roommate Mediation meeting.</li> <li>Summary should include: names of people present, concerns raised, ways the roommates will resolve conflict, the resolution reached, and next meeting time.</li> <li>Provide a copy of the summary to your residents and to your direct supervisor.</li> </ul>
<b>ASSESSMENT</b> <i>What will we need from you?</i>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Type of CAT Strategy: One Word Check-in &amp; new or updated Roommate Agreement</li> <li>Submit feedback to your supervisor on how the roommate agreement went</li> </ul>
<b>Modifications</b>	<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"> <li>Watch body language</li> <li>Address each by name</li> <li>Be neutral</li> <li>Give each person the same amount of time to talk</li> <li>Ask questions to gain understanding</li> <li>Reflect back what is said by each resident</li> <li>It might not be solved or mediated right away, some situations take time or need other actions</li> </ul>
<b>References and Additional Resources</b>	<p><u>Strategies for Building Controversy with Civility</u> (Komives &amp; Wagner, 2017)</p> <p>Build Trust (confidence to voice an opinion requires trust)</p> <p><b>Set and enforce ground rules</b> of communication to allow people to openly share</p> <p>Be the first to trust – <b>model vulnerability</b> 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><b>Share knowledge and information</b> – 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><b>Embrace differences of opinion</b> rather than attempting to avoid or reduce them</p> <p><b>Never ignore or discourage controversy</b> because it creates false harmony</p> <p>Examine Context and Spaces (is this the right place and time for this conversation?)</p> <p><b>Consider how the environment might impact the controversy</b> (Is this happening in a resident’s room? Is this happening online?)</p> <p>Do all members have the <b>resources needed to be successful and heard</b>?</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 <b>share personal experiences</b></p>

# Roommate Agreement RA Facilitation Guide



## Roommate Agreement Overview

Welcome to your Clemson Home! To help with your adjustment to college and living long-term with someone, you and your roommate(s) will complete a Roommate Agreement. A Roommate Agreement is a tool for you and your roommate(s) to articulate expectations for your shared living environment, to discuss potential areas of conflict or disruption, and create a plan for a proactive and timely resolution. At the end of this roommate agreement conversation, you and roommate(s) should have had a productive conversation for what you expect from one another as roommates. We encourage you and your roommate to revisit this agreement throughout the semester and academic year and make adjustments as necessary.

## Personality

Please take time to answer the following questions of each other to get to know each other personally.

- One thing you **should** know about me is:
- In my free time I like to:
- When I am upset, the best way to approach me is:
- I am willing to let you know the following health issues about me that might be good for you to know:

## Safety and Security

You must keep your key and Clemson University ID on your person at all times. It is against University policy to give your ID or key to anyone. If you lose your ID, you must go to the TigerOne office, in the Hendrix Student Center, immediately to get a replacement. If you lose your room key, go to the community desk immediately to report it as lost.

*How does this process work when the community desk is closed? Share on-call information and explain if necessary.*

## We agree to lock our door at the following times

- While sleeping
- During classes
- While in the bathroom / doing laundry
- While we're out of the room (football game, down the hall, etc)

## Guests:

A guest is defined as someone who is **not** assigned to live in your specific residence hall room, and is only permitted with roommate approval. Guests must be escorted and accompanied by you at all times and you are responsible for the actions of your guests. Overnight guests are not permitted during the 2020-2021 academic year.

***Make sure to highlight the fact that overnight guests are NOT permitted due to COVID-19 and any overnight guests will violate the student code of conduct.***

We agree that guests will leave by **Choose a time** each night.

Guests are permitted to be in the space when the other roommates are:

*Please Note: This is not a legally binding document. Should you wish to update the agreement at any time, please contact your RA.*



## Roommate Agreement RA Facilitation Guide

- Present in the room only
- In Class

- Out of Town
- Taking A Nap

- Getting Ready
- Studying

We agree to give each other \_\_\_\_\_ amount of notice when bringing a guest over:

- No notice needed
- 1-2 hours' notice
- A day notice
- More than a day notice

### Alcohol, Drugs, and Tobacco

Alcohol use or ownership is not permitted for any resident are under the legal drinking age of 21. State law and Clemson University prohibit illegal drugs and/or paraphernalia. In addition, *Clemson University is a smoke-free institution. No smoking or other use of Tobacco Products (vapes or juuls) are permitted on University Property.* Anyone found in violation of these policies will be referred to the Office of Community and Ethical Standards (OCES). While these items are not permitted in living facilities, it is important to discuss your perspective on these substances to be better living companions.

Discuss the following points with your roommate:

- What is your comfort level with alcohol & drugs? (ie. I don't mind if you drink or I don't care if you use drugs, but don't store/use in the room)
  - What will we do if a guest brings substances into our room?
  - What if your roommate brings or is using alcohol and/or illegal substances in the room?
- While this question does not have a dedicated space to respond, verify that your residents have had this conversation.*

### Use and Care of Our Shared Living Space:

It is important to discuss your daily habits and preferences while in a shared living space.

#### Noise and lighting: *If students are sharing an apartment/suite, these questions can refer to common spaces or individual rooms*

The amount of noise between Choose a time and Choose a time should be kept to a minimum due to sleeping patterns and needs.

The amount of light between Choose a time and Choose a time should be kept to a minimum due to sleeping patterns and needs.

If noises/lighting becomes an issue during the year, should we approach each other to address the issue?

*Discuss how residents plan to approach one another with issues and how you can support if needed*

*Make sure that residents understand what tasks they've signed on for, and if it's realistic. For example, is cleaning the whole room every day actually Cleanliness going to happen?*

Discuss how common tasks will be divided. How often and who will do these tasks? Will the same person do the same task or will you rotate?

*Please Note: This is not a legally binding document. Should you wish to update the agreement at any time, please contact your RA.*

# Apartment/Suite Style Roommate Agreements (In-Unit Laundry) CLEMSON<sup>HOME</sup>

For the next section, you will need to put each roommate's name next to a roommate number. When answering the section of 'Person Responsible' select the roommate number that corresponds with the appropriate roommate name.

## Roommate 1:

## Roommate 2:

## Roommate 3:

## Roommate 4:

### Take trash to the dumpster

- Frequency Choose an item.
- Person Responsible Choose an item.
- Clean refrigerator
- Frequency Choose an item.
- Person Responsible Choose an item.

### Take out the recycling

- Frequency Choose an item.
- Person Responsible Choose an item.
- Purchase Cleaning Supplies
- Frequency Choose an item.
- Person Responsible Choose an item.

### Vacuum, Sweep, Dust

- Frequency Choose an item.
- Person Responsible Choose an item.
- Bathroom Trash
- Frequency Choose an item.
- Person Responsible Choose an item.

### Clean Kitchen

- Frequency Choose an item.
- Person Responsible Choose an item.
- Double check to make sure that frequencies are realistic and that certain roommate aren't doing all the work*
- Frequency Choose an item.
- Person Responsible Choose an item.

### In Unit Laundry

Your current housing assignment has a washer and dryer unit provided within your space. Use this section to discuss the expectations of how you are going to operate and use the washer and dryer through the year.

- Day of Week Each Roommate will do a bulk of their laundry

## Roommate 1: Choose an item.

## Roommate 2: Choose an item.

## Roommate 3: Choose an item.

## Roommate 4: Choose an item.

- Using Laundry Supplies: Choose an item.
- Emptying the Lint Trap: Choose an item.

### Shared Items

*Are the roommates comfortable with one another touching their laundry? For example, can roommate 1 move roommate 2's dry clothes if they're done and it's roommate 1's day for laundry?*

# Apartment/Suite Style Roommate Agreements (In-Unit Laundry)

To avoid confusion and misunderstandings, please take time to honestly tell your roommates what items you are willing to share, if any, and what items you prefer to keep for your own use. **If there is a disagreement regarding these lists down the road, how will roommates handle it with one another?**

<p><b>Roommate 1</b></p> <p>Sharing without being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p> <p>Sharing with being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p>	<p><b>Roommate 2</b></p> <p>Sharing without being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p> <p>Sharing with being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p>	<p><b>Roommate 3</b></p> <p>Sharing without being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p> <p>Sharing with being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p>	<p><b>Roommate 4</b></p> <p>Sharing without being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p> <p>Sharing with being asked:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p> <p>Personal Use:</p> <p><input type="checkbox"/> Clothing <input type="checkbox"/> Computer <input type="checkbox"/> Dishes <input type="checkbox"/> Food <input type="checkbox"/> School Supplies <input type="checkbox"/> Toiletries (Shampoo, soap, etc) <input type="checkbox"/> TV</p>
---	---	---	---

*Please Note: This is not a legally binding document. Should you wish to update the agreement at any time, please contact your RA.*

# Apartment/Suite Style Roommate Agreements (In-Unit Laundry) CLEMSON<sup>home</sup>

## Communication

There will be times that you and your roommate disagree and/or come to a point of conflict. It is important you have open, transparent, and timely communication throughout the academic year to assist in building a healthy roommate relationship. Below are questions to aid in creating communication expectations with one another throughout the year.

How will we know there is something that needs to be discussed?

If we begin to have issues with habits or guests that start negatively impact our roommate relationship, we agree to tell each other in the following ways:

Communication about concerns and/or issues between you and your roommate should be timely. What is the maximum amount of time needed for issues/concerns to be addressed, discussed, and resolved? \*If the concern/issue isn't resolved within a week, we recommend reaching out to your Resident Assistant (RA) to help navigate the situation\*

- 3 days
- 5 days
- 7 days

*Take time during the consultation to go over these questions in detail. This is where you will likely spend most of your time should you need to get involved in roommate drama/issues.*

# 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 reports are due as soon as possible but no later than 8:00am if the event happens the night before. Please complete IRs as quickly and thoroughly as possible as many partners may need to review and take action on what you reported.

## Nature of Report Categories & Types

### 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, guest 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

*\*\*Be sure to utilize the checklist provided. \*\**



# Writing an Incident Report Checklist

- 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: <https://cm.maxient.com/reportingform.php?ClemsonUniv>
- To begin your report: "On [Day], [Date], at [Time], Resident Assistant (RA) (on call) [Your Name] encountered [Observation violation].

Example: On Wednesday, December 13th, 2017, at 9:02 pm, Resident Assistants (RAs) on call Patrick Star and Sandy Cheeks 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].

RA Star knocked on the door of Cope 420 and Resident SpongeBob SquarePants answered the door. RA Star asked Resident SquarePants if RAs Star and Cheeks could enter the room.

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

Example: Resident SquarePants 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 and left the situation.

Example: RAs Star and Cheeks entered room Cope 420 and found Resident Squidward Tentacles laying on the futon unconscious with a half full handle of Fireball Whiskey. RA Cheeks contacted CUPD and EMS at 9:05 pm to request assistance. At 9:07 pm, RA Cheeks called Graduate Community Director (GCD) on call Karlee Tate to inform GCD Tate about the situation.

- If a resident is being transported (alcohol and drug transports are reported via an IR), 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 Cheeks informed GCD Tate that Resident Tentacles was being transported to Oconee Memorial Hospital.

- Conclude with the time the incident ended and any wrap-up details.

Example: RAs Star and Cheeks returned with Resident SquarePants from the recycling bins and thanked Resident SquarePants for his cooperation. The incident concluded at approximately 9:55 pm.



# Submitting an Incident Report Checklist

## Background Information

- Under "Nature of this Report", I selected the appropriate category as outlined in the Nature of Report Categories & Types section of this document.

## Involved Parties

- I marked students directly involved in the incident as "Alleged" (unless otherwise instructed) and I marked RAs assisting with the incident as "Witness."
- I listed all "Alleged" parties before listing "Witnesses"
- I included every individual mentioned in the body of the report in this section.
- I put the "C" before all CUID #'s (Example: "C12345678").

## 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.
- I reported the events in an unbiased manner, included only accurate facts and quotes.
- I avoided using slang terms (e.g. dope, weed, drunk).
- 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 and CD on call (found on Canvas).



# Care Report Writing

## 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 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. (RAC-L)

- RAs are leaders within their residential community and the larger Clemson community. (RAC-L1)
- 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. (RAC-L2)
- RAs are encouraged to utilize Communities of Inclusion (COI) resources to build inclusive residential communities and global citizens. (RAC-L3)
- Engage in sustainable practices supported by Eco Reps, Residential Living and Residential Learning, and empower residents to do so. (RAC-L4)



**Role Models:** RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community. (RAC-RM)

- 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. (RAC-RM1)
- 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. (RAC-RM2)
- Strive to be an authentic leader within community and create a positive experience for students. (RAC-RM3)
- Role model academic success as a student, maintaining the academic expectations of the role. (RAC-RM4)

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

- Identify a problem and know how/resources to address the problem. (RAC-CT1)
- Demonstrate an enhanced ability to employ evidence/information in conducting a comprehensive analysis of an issue or problem. (RAC-CT2)
- Utilize disciplined thinking that is clear rational, open-minded, and informed by evidence. (RAC-CT3)
- Observe and report concerns in the community related to safety, facility, policy, and resident concerns. (RAC-CT4)
- Take action to respond to problems within the scope of role and engage support as appropriate/required. (RAC-CT5)

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

- 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. (RAC-PE1)
- 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. (RAC-PE2)
- Through interactions with their residents, articulate their own identities and demonstrate an ability to speak to others across areas of social identity. (RAC-PE3)

**Community Builders:** RAs will utilize intentional interactions and staff support to build a strong network of connected residents. (RAC-CB)

- 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. (RAC-CB1)
- Support residents' leadership development through the encouragement of involvement in the Residence Hall Association (RHA) community council(s), and Eco-Reps. (RAC-CB2)
- 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. (RAC-CB3)
- Assist residents in proactively addressing individual and community conflict. (RAC-CB4)

## 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.

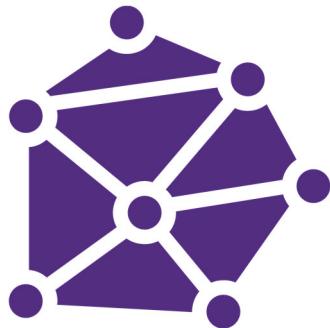
## Learning Outcomes & Rubrics

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 (REM-X1)
- Examine the impact of their own social identities (REM-X2)



### Living in Community (Connect)

Residents will be able to:

- Respectfully discuss expectation of self and others in a community environment (REM-C1)
- Actively address language and actions that negatively affect the community (REM-C2)
- Engage with people who hold social identities different from their own (REM-C3)

### Intellectual Engagement (Engage)

Residents will be able to:

- Competently interact with faculty and staff (REM-E1)
- Utilize appropriate campus resources to enhance academic success (REM-E2)
- Solve problems using knowledge and information (REM-E3)

### Global Citizenship (Lead)

Residents will be able to:

- Practice strategies for effective leadership through learning and actions (REM-L1)
- Recognize the ways social justice issues impact the Clemson campus community (REM-L2)
- Engage in sustainable behaviors to contribute to positive social change (REM-L3)

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

	Entry Point	Beginning	Intermediate	Advanced
EXPLORE	Cannot list personal values	<i>List</i> personal values	<i>Demonstrate</i> personal values in some actions	<b><i>Demonstrate congruence between personal values and actions</i></b>
	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	<b><i>Examine the impact of their own social identities</i></b>

	Entry Point	Beginning	Intermediate	Advanced
CONNECT	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	<b><i>Respectfully discuss expectations of self and others in a community environment</i></b>
	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	<b><i>Actively address the language and actions that negatively affect the community</i></b>
	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 interact with people who hold social identities different from their own</i>	<b><i>Engage with people who hold social identities different from their own</i></b>

	Entry Point	Beginning	Intermediate	Advanced
ENGAGE	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 interact with faculty and staff</i>	<b><i>Competently interact with faculty and staff</i></b>
	Cannot list campus resources	<i>List</i> campus resources	<i>Identify</i> appropriate campus resources to enhance academic success	<b><i>Utilize appropriate campus resources to enhance academic success</i></b>
	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	<b><i>Solve problems using knowledge and information</i></b>

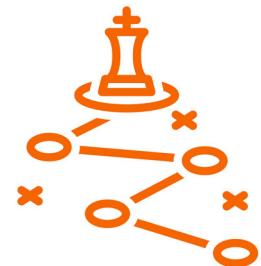
	Entry Point	Beginning	Intermediate	Advanced
LEAD	Cannot recognize leadership strategies	<i>Recognize</i> leadership strategies	<i>Develop</i> strategies for effective leadership through learning and action	<b><i>Practice strategies for effective leadership through learning and action</i></b>
	Cannot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

## 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.

## **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

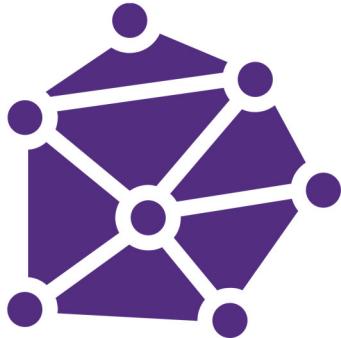
**How do you assess your events?** Each event lesson plan will contain a pre-designed assessment technique. There are six assessment techniques that we will utilize throughout the year:

- 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?

# Clifton Strengths Quick Reference Card

<b>Achiever</b>	People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
<b>Activator</b>	People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They want to do things now, rather than simply talk about them.
<b>Adaptability</b>	People exceptionally 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.
<b>Analytical</b>	People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all of the factors that might affect a situation.
<b>Arranger</b>	People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
<b>Belief</b>	People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
<b>Command</b>	People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.
<b>Communication</b>	People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
<b>Competition</b>	People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
<b>Connectedness</b>	People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
<b>Consistency</b>	People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They crave stable routines and clear rules and procedures that everyone can follow.
<b>Context</b>	People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
<b>Deliberative</b>	People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.
<b>Developer</b>	People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
<b>Discipline</b>	People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
<b>Empathy</b>	People exceptionally talented in the Empathy theme can sense other people's feelings by imagining themselves in others' lives or situations.
<b>Focus</b>	People exceptionally talented in the Focus theme can take a direction, follow through and make the corrections necessary to stay on track. They prioritize, then act.
<b>Futuristic</b>	People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.

<b>Harmony</b>	People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
<b>Ideation</b>	People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
<b>Includer</b>	People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.
<b>Individualization</b>	People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.
<b>Input</b>	People exceptionally talented in the Input theme have a need to collect and archive. They may accumulate information, ideas, artifacts or even relationships.
<b>Intellection</b>	People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
<b>Learner</b>	People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
<b>Maximizer</b>	People exceptionally 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.
<b>Positivity</b>	People exceptionally talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
<b>Relator</b>	People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
<b>Responsibility</b>	People exceptionally 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.
<b>Restorative Self</b>	People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
<b>Assurance</b>	People exceptionally talented in the Self-Assurance theme feel confident in their ability to take risks and manage their own lives. They have an inner compass that gives them certainty in their decisions.
<b>Significance</b>	People exceptionally talented in the Significance theme want to make a big impact. They are independent and prioritize projects based on how much influence they will have on their organization or people around them.
<b>Strategic</b>	People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
<b>Woo</b>	People exceptionally 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 someone.

## Section 5: Important Dates & Policies



## What are “Operational Dates”?

Operational dates are dates that define when our communities are open and closed, as well as the level of coverage needed to provide sufficient desk staffing and On-Call coverage. Please enter these dates on your calendar **now**.

*You are expected to follow these dates **and** 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, we have also included all pre-arrival/training dates (August and January), as well as dates for mandatory staff development. Details for all required training and development will be shared as soon as possible.

Other required dates for their position (for instance, departmental expectations to assist with RA interviews, etc.) Additional dates pertaining to your position will be provided as available.

<b>Staff Training</b>		
Aug. 9 – 14	Su - F	Remote Training: Complete Canvas modules and synchronous Zoom sessions.
Sept. 5	Sa	<b>RA Arrival tentative – this date is subject to change; do not make travel plans</b>
Sept. 6-10	Su - Th	RA teambuilding, asynchronous Zoom recordings, building preparation
<b>Move-In 2020</b>		
Sept.		<b>Move-In will occur in September, pending University approval of new dates.</b>
		Room Readiness completed for all housing spaces.
		Desks are open from <b>7:30 a.m.–7:30 p.m.</b> for early arrival check-in and move-in. RAs work MOVE-IN desk hours, as scheduled, for Move-in responsibilities. <i>Please be prepared, if needed, to open 30 minutes prior to posted time on main move-in days.</i> Presence in communities is expected; any time away should be discussed with supervisor(s) in advance. See <a href="#">Time Away Policies (for Resident Assistants)</a> .
		<b>MOVE-IN, New Student Groups (8 a.m. to 6 p.m.)</b>
		<b>MOVE-IN, Continuing Student Groups (8 a.m. to 6 p.m.)</b>
		<b>MOVE-IN, ClemsonLIFE (8 a.m. to 11 a.m.)</b>
		Regular desk schedule begins. Desks are open on <b>Mon. – Fri. from 7:30 a.m.–7:30 p.m.</b>
<b>Fall Semester 2020</b>		
Aug. 17	M	Classes begin in-person at Tri-County. Bridge to Clemson attends remotely.
Aug. 19	W	Online classes begin at Clemson.
Sept. 21	M	<b>PENDING – subject to change based on University status and any further University announcements:</b> In-person classes currently scheduled to begin at Clemson. Bridge students transition to in-person classes at Tri-County.
<b>Football Game Weekends</b>		<b>Pending decisions about fans and tailgating:</b> RAs will be needed to assist in desk coverage (Mickel and DesChamps) during home football games. Home games are scheduled on <b>Sept. 19, Oct. 3, Oct. 10, Oct. 24, Oct. 31, Nov. 28</b> . 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 Stadium Suites or Core communities will be responsible for filling the remaining hours. Please refer to the Home Game Weekends protocol for more information.
Oct. 30	F	Desks will remain open from <b>7:30 a.m. – 7:30 p.m.</b> Break on-call** for extra pay begins at on Fri., Oct. 30 at <b>7:30 p.m.</b> and ends on Tues., Nov. 3 at <b>7:30 p.m.</b> (EXTRA pay = 4 days)
Nov. 2 – 3	M - Tu	Clemson Fall Break, Nov. 2-3; No classes at Tri-County on Nov. 3. Desks closed; RA on-call sign posted for assistance.
Nov. 3	Tu	Break on-call ends/Regular RA on-call schedule resumes at <b>7:30 p.m.</b>
Nov. 4	W	Regular desk schedule resumes at <b>7:30 a.m.</b>

Nov. 12 - 13	Th - F	Mandatory Staff Development, details and times TBA
Nov. 24	Tu	Desks will remain open from 7:30 a.m. - 7:30 p.m. Break on-call** for extra pay begins at 7:30 p.m. on Tuesday, Nov. 20 and ends at 7:30 p.m. on Friday Nov. 23 (EXTRA pay = 3 days)
Nov. 25-27	W-F	Desks closed; RA on-call sign posted for assistance.
Nov. 27	F	Break on-call ends/regular RA on-call schedule resumes at 7:30 p.m.
Nov. 28	Sa	Clemson Football vs. Pittsburgh (Home Game)
Nov. 30	M	Regular desk schedule resumes at 7:30 a.m.
Dec. 11 - 12	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. 12	Sa	University Housing closes at 5 p.m. to all residents except graduating seniors and those participating in graduation.
Dec. 13	Su	RAs in traditional residential communities may depart with supervisor approval, upon completion of all closing tasks.  Apartment RAs are required to remain for assistance with graduation closing.
Dec. 17	Th	Graduation
Dec. 18	F	University Housing closes for graduating seniors at 10 a.m.
Dec. 18	F	RAs assisting with graduation closing may depart with supervisor approval, upon completion of all closing tasks. Late stay may be approved to Dec. 19.
Dec. 18	F	Grad On-Call ends at 7:30 p.m. Break on-call** will be available in apartments. RAs work break on-call for extra pay from Fri., Dec. 18 at 7:30 p.m. until regular RA on-call resumes on Fri., Jan. 1. At 7:30 pm. (EXTRA pay = 14 days)

### January Move-In 2021

Dec. 28, 2020	M	Graduate Staff on-call resumes on Mon., Dec. 28 at 8 a.m. (Graduate Staff who work on the University Holiday for New Year's will receive extra pay on that day.)
Jan. 1	F	GCDs/GA return by 8 a.m. Residential Living Staff, in their community roles, will be responsible for management of their community needs (check-ins, outs, etc.). GCD On-Call will be utilized for on-call issues and emergencies.
Jan. 1	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. 1 - 2	F - Sa	Communities must be at half-staff Fri., Jan. 1 by Noon. All RAs must be in communities by Sat., Jan. 2; confirm arrival time with supervisor.
Jan. 3	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. 4	M	Regular desk schedules resume. Desks are open Mon. - Fri: 7:30 a.m.-7:30 p.m.

### Staff Training

Jan. 3 - 4	Su-M	RA Training, details and times TBA
Jan. 5	Tu	Mandatory Staff Development, details and times TBA

### Spring Semester 2021

Jan. 6	W	Classes begin at Clemson.
Jan. 8 - 10	F - Su	Presence in communities is expected; any time away should be discussed with supervisor(s) in advance. See <a href="#">Time Away Policies (for Resident Assistants)</a> .
Jan. 18	M	MLK Day: Desks are closed. RA Weekend On-Call extends from Fri., Jan. 15 - Mon., Jan. 18 at 7:30 p.m. Regular RA On-Call schedule resumes at 7:30 p.m.
Jan. 21	Th	Classes begin at Tri-County.
Feb. 11 - 12	Th - F	Mandatory Staff Development, details and times TBA

Feb. 11 - 12	Th - F	Mandatory Staff Development, details and times TBA
Feb. 18 - 20	Th - Sa	Clemson University Graduate Assistant Interview Weekend is scheduled for Thurs., Feb. 18 to Sat., Feb. 20. All Residential Living staff are expected to participate in scheduled interviews and other assigned (or volunteer) CU-GARS responsibilities. Additional details available in the spring semester.
March 12	F	Desks will remain open from 7:30 a.m.-7:30 p.m. Break on-call ** for extra pay begins Fri., Mar. 12 at 7:30 p.m. and ends on Sun., Mar. 21. at 7:30 p.m. (EXTRA PAY = 9 days)
March 15 - 19	M - F	Clemson Spring Break, March 15-19: Tri-Count Spring Break, March 18-19. Desks closed; RA on-call sign posted for assistance.
March 21	Su	Break on-call ends at 7:30 p.m. Regular RA On-Call schedule resumes at 7:30 p.m.
March 22	M	Regular desk schedule resumes at 7:30 a.m.
March 25 - 26	Th - F	Mandatory Staff Development, details and times TBA
April 15	Th	RA Kick Off (2021-2022 staff), non-returners cover on-call. Details and time TBA
April 26 - May 1	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.
April 30 - May 2	F - Su	Staff must be present to assist with closing responsibilities. Any time away should be discussed with supervisor(s) in advance. See <a href="#">Time Away Policies (for Resident Assistants)</a> .
May 2	Su	<b>CLOSING/CHECK OUT</b> 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 5/08/21.)
May 3 - 7	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 5 at Noon.
May 5	W	Communities are encouraged to return to regular desk schedules where needed on Wed., May 5 at Noon to manage graduation check-outs.
May 6 - 7	Th/F	<b>Commencement</b>
May 8	Sa	<b>CLOSING/CHECK OUT</b> -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.
May 10	M	Laptops, iPads, and any other issued technology must be returned and checked back in at <b>Mell Hall</b> no later than noon. (Please make an appointment.) Final tasks should be completed and reviewed with a supervisor prior to 5 p.m. Employment terminates for graduating Graduate Staff at 5 p.m. <i>Note: Per employment agreement, all graduating Graduate staff must vacate on-campus housing space no later than June 1 at Noon.</i>
May 11	Tu	Graduate Staff contracts end for first-year Graduate Staff at 5 p.m. Graduate Staff must have completed end of year/semester tasks and officially checked out with a supervisor prior to departing. <i>Note: First year GAs &amp; GCDs should consider this date when planning for summer internships, etc. Any special circumstances e.g., summer study abroad) should be approved by your supervisor prior to making a commitment.</i>

## Time Away Policies (for Resident Assistants)

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.

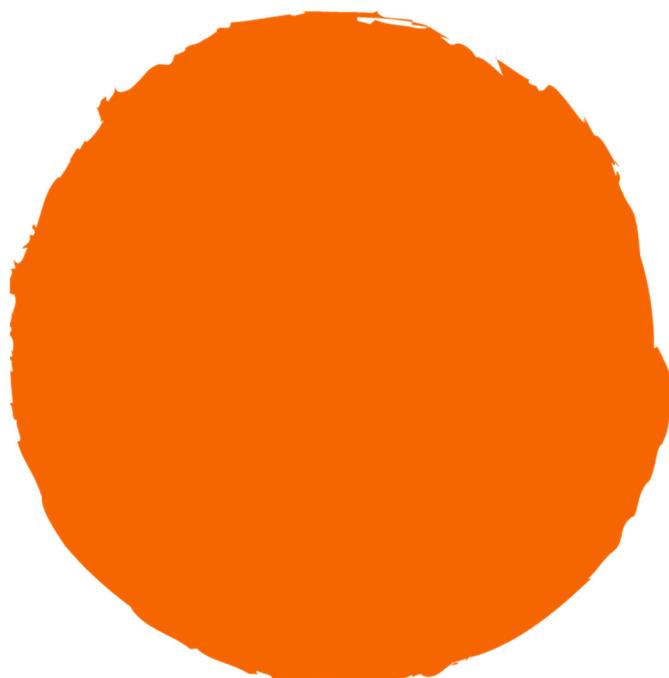
If a Resident Assistant has a significant academic commitment outside of the Resident Assistant role (co-oping, nursing clinicals, etc.), time away expectations are altered as a result of their Additional Time Commitments conversation with the leadership team.

## 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.

## Additional Desk Staffing

Additional Desk Staffing may be required at peak event times. Dates and schedule will be based on event details.





## REQUEST FOR ADDITIONAL TIME COMMITMENTS

**2020 – 2021**

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 intake or membership process / recruitment events 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.** As new leadership and academic opportunities present themselves to RAs, they must seek permission in writing via an additional "Request for Additional Time Commitments Form" for every new commitment. **Each new request needs to be approved prior to beginning the commitment.**

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: \_\_\_\_\_

2020-2021 Assignment: \_\_\_\_\_

Community Supervisor: \_\_\_\_\_

Anticipated number of credit hours: Fall 2020: \_\_\_\_\_ Spring 2021: \_\_\_\_\_

### PLEASE CHECK ALL THAT APPLY

Academic Engagements (Fall 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

**Academic Engagements (Spring 2021)**

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 2020: \_\_\_\_\_

Total Credits Hours Requested for Spring 2021: \_\_\_\_\_

Rationale: \_\_\_\_\_  
\_\_\_\_\_

**Additional Employment/Other Work for Pay (Fall 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): \_\_\_\_\_

**Additional Employment/Other Work for Pay (Spring 2021)**

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 (2020-2021)**

Name of Organization: \_\_\_\_\_

Role for 2020-2021: \_\_\_\_\_

Anticipated Time Commitment (hours per week): \_\_\_\_\_

Anticipated Semester Involvement: Fall   Spring   Both

Leadership Role(s)/Organizational Involvement (2020-2021)

Name of Organization: \_\_\_\_\_

Role for 2020-2021: \_\_\_\_\_

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 2020-2021 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 23, 2020

\_\_\_\_\_ 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 eLearning 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) — *Amber Davies*

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)

**Hannah Buford ([hbuford@clemson.edu](mailto:hbuford@clemson.edu)), President**

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

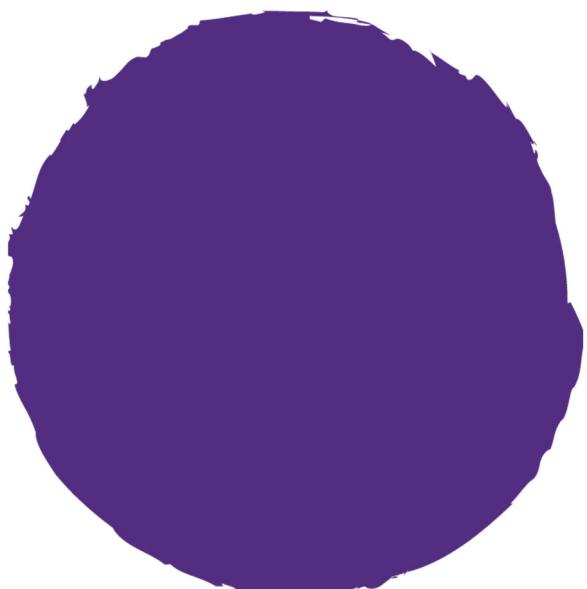
- The purpose of the Resident Assistant Advisory Board (RAAB) is to provide a forum for Resident Assistants (RA) to provide input and feedback to Residential Living and/or University Housing & Dining regarding issues, concerns, and/or suggestions related to the RA position and Residential Living.
- RAAB 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

2020-2021

### Introductory Information

Name of RA: \_\_\_\_\_ Community: \_\_\_\_\_

RA XID: \_\_\_\_\_ RA Email: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Fall Evaluation Date: \_\_\_\_\_ Semesters in Position: \_\_\_\_\_

Spring Evaluation Date: \_\_\_\_\_ Semesters in Position: \_\_\_\_\_

### 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, the accountability model, and one-on-one supervision conversations. An evaluation provides documentation of overall performance for a designated period 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?*

### Supervisor Instructions

Resident Assistants are evaluated each semester based on performance within the scope of the RA position description and RA Competencies. 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.

### Signatures

*After you have reviewed this evaluation with your supervisor, please sign and date below. (Your signature indicates that you were given the opportunity to discuss the official evaluation with your supervisor, not that you necessarily agree.)*

**Fall** (sign and date)

**Spring** (sign and date)

RA: \_\_\_\_\_ RA: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Submit a hard copy of this evaluation with signatures (in blue or black ink) to your Associate Director for Residential Living.*

*Complete electronic copy saved as "LastName.FirstName.2020.2021" for future review.*

General Responsibilities	Fall	Spring
Exhibits ability to manage time, maintain academic balance, and meet deadlines.		
Maintains effective and appropriate communication with supervisor(s), staff, and students.		
Appropriately and positively represents University Housing & Dining and complete the RA role according to the provided job description and community/supervisor expectations.		
Maintains confidentiality and appropriately manages confidential information.		
Addresses desk and on-call task according to provided departmental protocol and provided training.		
<b>Overall Rating</b>		

Leaders	Fall	Spring
Serves as an appropriate role model and mentor for residents. ( <b>RAC-L1</b> )		
Contributes to a positive team environment. ( <b>RAC-L1</b> )		
Encourage the development of inclusive community and global citizens through self-education and education		
Engage in and empower residents to also engage in sustainable practices supported by EcoReps, Residential		
<b>Overall Rating</b>		

Role Model	Fall	Spring
Holds themselves and 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. ( <b>RAC-RM1</b> )		
Utilizes faculty, academic resources, and campus partners to engage students and help them to gain appropriate		
Demonstrates a commitment to own personal and leadership development through the RA role. ( <b>RAC-L2</b> ,		
<b>Overall Rating</b>		

Community Builders	Fall	Spring
Maintains an active presence in the community. ( <b>RAC-CB1</b> )		
Interacts one-on-one with residents and develops appropriate relationships. ( <b>RAC-CB1</b> )		
Maintains contact with residents and an awareness of community trends. ( <b>RAC-CB1</b> )		
Connects students within the residential community and encourages interactions between residents. ( <b>RAC</b>		
Works to create an inclusive environment that is respectful of all students' identities. ( <b>REM-C1+2+3</b> )		
Encourages residents to take care of their assigned space and the community as a whole (reporting maintenance		
Mediates roommate conflicts and works with residents to achieve mutually beneficial resolutions. ( <b>RAC-CB4</b> ,		
Offers varying opportunities for residents to engage in leadership development. ( <b>RAC-CB2, REM-L1</b> )		
<b>Overall Rating</b>		

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

Peer Educators	Fall	Spring
Provides opportunities for residents to reflect on academic choice, personal wellbeing and identity development through TigerTalks and other REM strategies ( <b>RAC-PE1, REM-X1+2</b> ).		
Provide key resources according to individual and community needs and trends. ( <b>RAC-PE1</b> )		
Engages residents in the process of gaining personal awareness and an understanding of who they are through the lens of social identities. ( <b>RAC-PE3, REM-X2</b> )		
Provides opportunities for students to learn about others who are different from themselves. ( <b>REM-C3</b> )		
Encourages residents to develop an awareness of issues impacting the community and the world. ( <b>REM-L2</b> )		
Maintains an atmosphere conducive to academic success. ( <b>RAC-PE2</b> )		
<b>Overall Rating</b>		

Critical Thinker	Fall	Spring
Makes decisions with an ethical and informed mindset, employing evidence/ information in analyzing and addressing issues in the community. ( <b>RAC-CT2+3, REM-E3</b> )		
Utilizes problem solving and confrontation skills to effectively respond to situations. ( <b>RAC-CT1</b> )		
Utilizes helping skills in times of crisis and/or conflict. ( <b>RAC-CT5</b> )		
Provides appropriate follow-up for crisis and on-call situations through provided protocols and the on-call system. ( <b>RAC-CT5</b> )		
Observes and report concerns in community related to safety, facility, policy and resident concerns. ( <b>RAC-CT4</b> )		
<b>Overall Rating</b>		

## 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.

## Action Plan

An action plan allows a supervisor and supervisee to lay out specific steps and actionable items to enhance the supervisee's performance. Under "Progress," describe the supervisee's progress toward the previous semester's action plan (if the RA is new, write "New staff member."). Under "Action Steps," include at least three specific, measurable action steps (If the RA is not returning, write "Staff member not returning."). If the RA has a progressive discipline history, part of the action steps should be dedicated to improvement in that area.





## Resident Assistant (RA) 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.

Listed below are possible consequences for common areas of concern. **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.**

	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/later 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

## File Management

No performance files should be saved on Shared Drives

Warning Email: must CC supervisory team (CD/C and GA/GCD) and Associate Director Administrative Assistant (Rai Edbrooke)

Warning Letter, Probation and Termination: must provide physical copy to RA. In letter CC, include supervisory team (CD and GCD, Assistant/Associate Director for area and “Employment File” which means you email a copy to the Administrative Assistant for Residential Living (Rai Edbrooke)

Example:

CC:

Employment File

Community Director, Name Name

Graduate Community Director, Name Name

Assistant/Associate Director for Residential Living, Name Name

## **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**

- Appeals may only be requested for an alleged due process violation, extenuating circumstances, or substantially disproportionate sanctions. If you request an appeal simply on the grounds of disagreement with a decision, or a sanction, an appeal will not be granted. Definitions of due process, extenuating circumstances and substantially disproportionate sanctions follow:
  - ◊ Due Process is defined as: "A procedural error occurred that significantly impacted the outcome."
  - ◊ Extenuating Circumstances is defined as: "New evidence, unavailable during the original hearing, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included."
  - ◊ Disproportionate Sanctions is defined as: "The sanctions imposed are substantially disproportionate to the severity of the violation."
- 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**

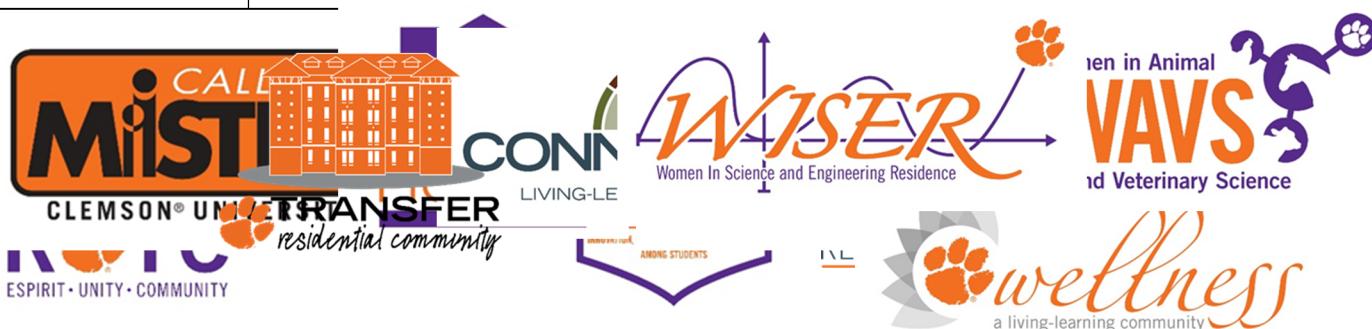
If an RA wishes to resign from their position, they must inform their supervisor via a formal letter of resignation (email or print), which will be placed in their personnel file. This letter should include the RA's last day of work and the reason for the resignation. An official signature is required. 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.

## Section 8: Department Contacts & Campus Resources



## Living–Learning Communities (LLCs) and Residential Colleges on Campus

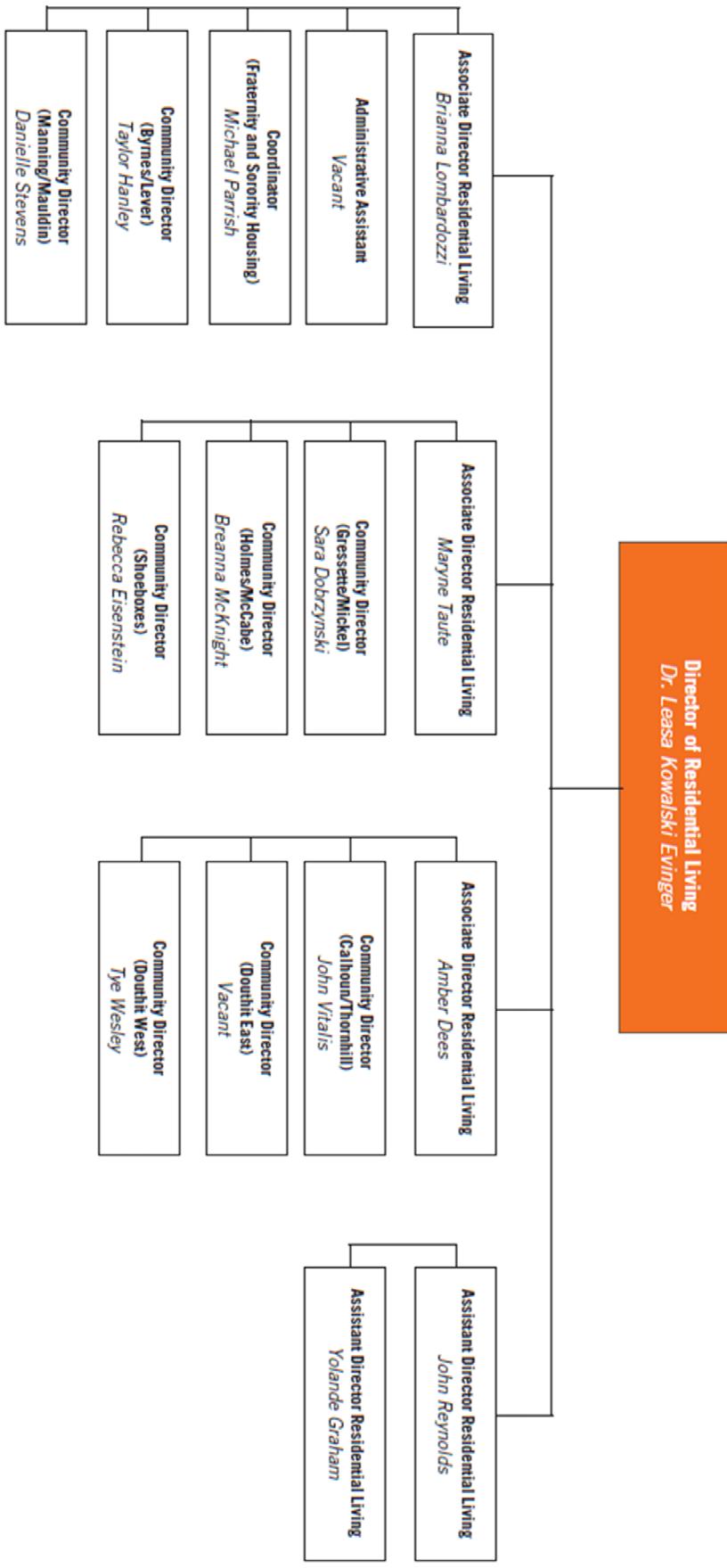
Community	LLC	Location
Lever	RISE (Residents In Science and Engineering)	2nd–10th floors
Byrnes	RISE (Residents In Science and Engineering)	2nd–8th floors
Shoeboxes—Geer	CREATE	2nd and 3rd floors
Shoeboxes—Young	WAVS (Women in Animal & Veterinary Sciences)	3rd floor
Shoeboxes—Benet	L3 LLC	2nd and 3rd floors
Gressette	Wellness	2nd floor
	PGM	4th floor
	IDEAS	
DesChamps & Cribb	Honors Residential College	All
Douthit East—E	CUBS (Community for Undergraduate Business Students)	1st–3rd floors
Douthit West—??	Clemson LIFE	
Calhoun Courts	Call Me MISTER	N05
Holmes	Teaching Fellows	2nd floor
	CONNECTIONS	3rd and 4th floors
	Air Force ROTC	5th floor
	Army ROTC	5th floor
Mickel	WISER (Women in Science and Engineering Residence) COMMunity	2nd floor 1stt 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	Call Me MISTER LLC, Bridge to Clemson (S1, S3, S5, S7), Faculty-in-Residence
Cribb & Des-Champs	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, PGA Golf Management LLC, Faculty-in-Residence
Holmes	First-year	Suite-style	Faculty-in-Residence, CONNECTIONS LLC, Teaching Fellows LCC
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	First-year	Suite-style	Army ROTC LLC, Air Force ROTC LLC, Faculty-in-Residence
Mickel	Continuing students	Suite-style	WISER LLC, Faculty-in-Residence
Shoeboxes	Majority first-year with few continuing students	Traditional	WAVS LLC, CREATE LLC, Leadership LLC (L3), Faculty-in-Residence
Thornhill Village	Continuing students	Apartment	Duplex community, Faculty-in-Residence

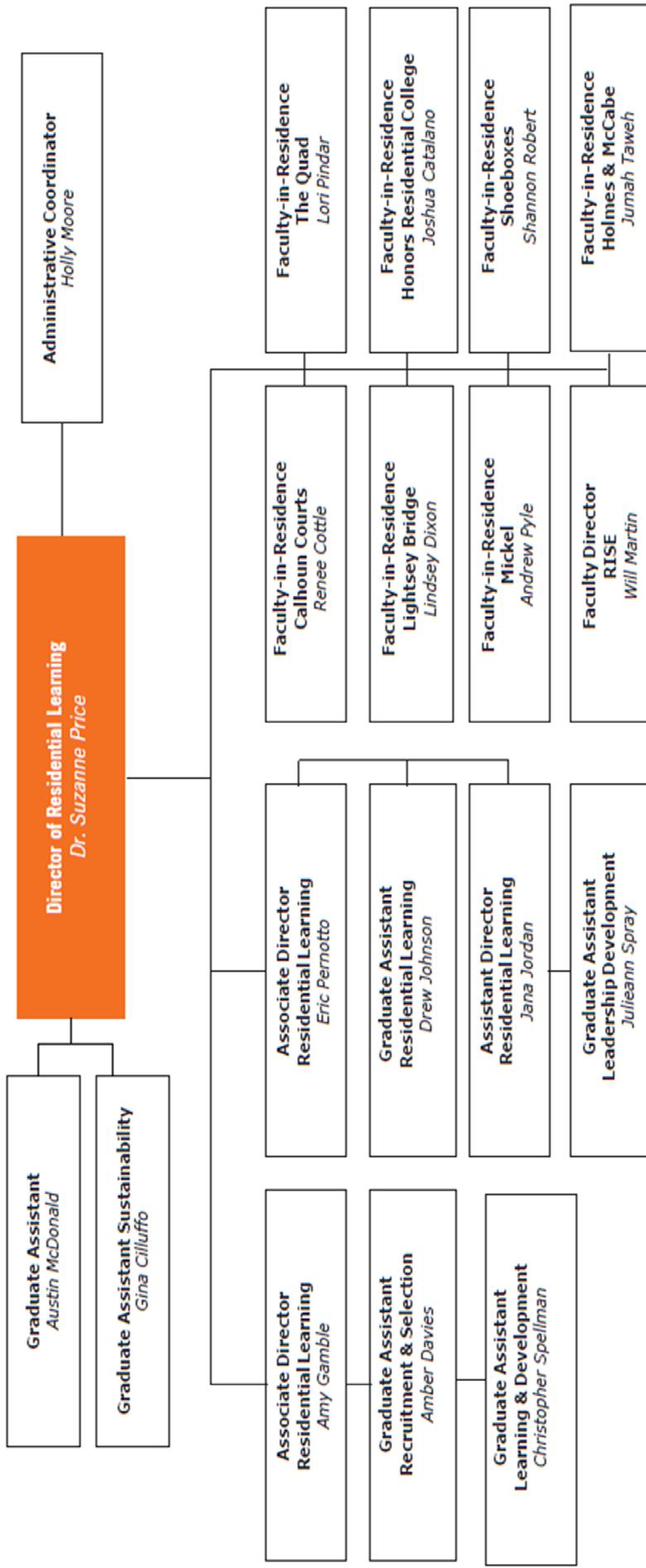
UNIVERSITY HOUSING & DINING — RESIDENTIAL LIVING



CLEMSON  
*mom*

# CLEMSON<sup>®</sup> *home*

## 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

Name	Title	Phone Number	Email
Leasa Evinger, Ph.D.	Director, Residential Living	864-656-5447	lkowals@clemson.edu
Brianna Lombardozzi	Associate Director, Residential Living	864-656-5792	bmlomba@clemson.edu
Paige W Zoltewicz	Administrative Assistant	864-656-2080	pzoltew@clemson.edu
Michael Parrish	Coordinator, Fraternity Sorority Housing	864-656-5793	mparri3@clemson.edu
Fredrick Evans	Graduate Assistant, Fraternity Sorority Housing	864-656-0437	fredrie@clemson.edu
Abigail Leppert	Graduate Assistant, Fraternity Sorority Housing	864-656-0437	alepper@clemson.edu
Taylor Hanley	Community Director, <i>Byrnes &amp; Lever</i>	864-656-0420	thanle@clemson.edu
Noah Harrier-Burks	Graduate Community Director, <i>Byrnes &amp; Lever</i>	864-656-1308	nharrie@clemson.edu
Pamela Ianiro	Graduate Community Director, <i>Byrnes &amp; Lever</i>	864-656-1261	pianiro@clemson.edu
Danielle Stevens	Community Director, <i>Manning &amp; Mauldin</i>	864-656-5783	dsteve3@clemson.edu
Emma Shah	Graduate Community Director, <i>Manning &amp; Mauldin</i>	864-656-0522	eshah@clemson.edu
Maryne Taute	Associate Director, Residential Living	864-656-0670	mtaute@clemson.edu
Ashleigh Mitchell	Graduate Assistant, Residential Living	864-656-5738	ashlei9@clemson.edu
Sara Dobrzynski	Community Director, Gressette & Mickel Hall	864-656-2358	sdobrzy@clemson.edu
Anna Pietrzak	Graduate Community Director, Gressette & Mickel Hall	864-656-2295	apietrz@clemson.edu
Breanna McKnight	Community Director, <i>Holmes &amp; McCabe</i>	864-858-8448	bdmckni@clemson.edu
Paola Torres	Graduate Community Director, <i>Holmes &amp; McCabe</i>	864-656-1258	paolat@clemson.edu
Becca Eisenstein	Community Director, Shoeboxes	864-858-8434	reisens@clemson.edu
Zachary Bevis	Graduate Community Director, Shoeboxes	864-656-1257	zbevis@clemson.edu
Amber Dees	Associate Director, Residential Living	864-656-3623	adees@clemson.edu
(Vacant)	Community Director, Douthit East		
Jordan Wren	Graduate Community Director, <i>Douthit East</i>	864-656-9776	jwren@clemson.edu
Erica Kelly	Graduate Community Director, <i>Douthit East</i>	(864)-656-9778	ekelly8@clemson.edu
Tyeesha Wesley	Community Director, <i>Douthit West</i>	(864)-656-9771	tyeeshw@clemson.edu
Alex Rosenbery	Graduate Community Director, <i>Douthit West</i>	864-656-9769	arosen3@clemson.edu
Jasmine Moorman	Graduate Community Director, <i>Douthit West</i>	(864)-656-9770	jcmoorm@clemson.edu

Name	Title	Phone Number	Email
John Vitalis	Community Director, Calhoun Courts & Thornhill Village	864-656-0811	jvitali@clemson.edu
Victoria Goetzinger	Graduate Community Director, Calhoun Courts & Thornhill Village	864-656-1258	vgoetzi@clemson.edu
Kelly McKinney	Graduate Community Director, Calhoun Courts & Thornhill Village	864-656-1257	ktmckin@clemson.edu
John Reynolds	Assistant Director, Lightsey Bridge	864-656-9839	jreyno7@clemson.edu
Brooke White	Graduate Community Director, Lightsey	864-656-7022	bw8@clemson.edu
Allison Mcgarth	Graduate Community Director, Lightsey	864-656-9807	apmcgra@clemson.edu
Yolande Graham	Assistant Director, Cribb & DesChamps	864-656-9429	ygrham@clemson.edu
Marck Molina	Graduate Community Director, Cribb & DesChamps	864-656-9428	marckm@clemson.edu
Suzanne Price, Ph.D.	Director, Residential Learning	864-656-0285	mjprice@clemson.edu
Holly Moore	Administrative Coordinator	864-656-0543	hamoore@clemson.edu
Austin McDonald	Ph.D. Graduate Assistant, Assessment and	864-656-5734	adolphm@clemson.edu
Gina Cilluffo	Graduate Assistant, Sustainability	864-656-0302	gcilluf@clemson.edu
Amy Gamble	Associate Director, Residential Learning	864-656-7454	acg@clemson.edu
Amber Davies	Graduate Assistant, Recruitment & Selection	864-656-5736	aldavie@clemson.edu
Chris Spellman	Graduate Assistant, Learning & Development	864-656-5737	cspellm@g.clemson.edu
Eric Pernotto	Associate Director, Residential Learning	864-656-5740	epernot@clemson.edu
Drew Johnson	Graduate Assistant, Residential Learning	864-656-5738	drew9@clemson.edu
Jana Jordan	Assistant Director, Residential Learning	864-656-2812	jana2@clemson.edu
Julieann Spray	Graduate Assistant, Leadership Development	864-656-0518	jspray@clemson.edu

## Campus Partners Contact Information

Office	Services Offered	Location	Contact Info
Academic Success Center	<i>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</i>	The Class of 1956 Academic Success Center Building	864-656-6452 <a href="mailto:asc@clemson.edu">asc@clemson.edu</a>
Campus Activities and Events	<i>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</i>	Hendrix Student Center, Guest Services Desk and 203	864-656-4636 <a href="mailto:reserve@clemson.edu">reserve@clemson.edu</a>
Center for Career and Professional Development (CCPD)	<i>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</i>	Hendrix Student Center 316	864-656-0440
Clemson Abroad	<i>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</i>	Martin E301	864-656-2457 <a href="mailto:abroad@clemson.edu">abroad@clemson.edu</a>
Clemson Computing and Information Technology (CCIT)	<i>Wi-fi maintenance, technology troubleshooting, printing and plotting, IT training</i>	Cooper Library	864-656-3494 <a href="mailto:ITHelp@clemson.edu">ITHelp@clemson.edu</a>
Clemson Outdoor Recreation and Education (CORE)	<i>Adventure trips, equipment rentals, custom group trips, spring break trips</i>	Snow Family Outdoor Fitness and Wellness Center	864-656-0892 <a href="mailto:outside@clemson.edu">outside@clemson.edu</a>
Clemson University Police Department (CUPD)	<i>Property registration, lost and found, crime victim services, Tiger Transit, fingerprinting, bike patrol, student patrol, Rave Guardian</i>	124 Ravenel Center Pl Seneca, SC 29678	<a href="mailto:police@clemson.edu">police@clemson.edu</a> <b>Emergency:</b> 864-656-2222
Counseling and Psychological Services (CAPS)	<i>Therapy assisted online, Workshops, Support and Therapy Groups, Individual and Couple Therapy, Dialectical Behavior Therapy</i>	Redfern Health Center	864-656-2451
Harvey and Lucinda Gantt Multicultural Center	<i>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</i>	Brackett 300	864-656-7625

# Campus Partners Contact Information

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

## Section 9: University Housing Student Organizations & Awards



# The gRAmmys

TBD

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](mailto: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](mailto: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](mailto: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





## Notes

## Notes



## Notes





Thank You!

