

Office of University Housing

Resident Assistant Manual

Northern Kentucky University

Welcome to the Office of University Housing!!!

Welcome to the job of being a Resident Assistant! You are now part of a team which seeks to make student life on campus a positive, dynamic experience. You may well be the most important person on this team. Your position allows you more direct student contact than any other university staff member. We hope that you will take advantage of this opportunity and that you will also meet the responsibilities the job entails.

This manual has been designed to serve as a reference guide and is primarily used to increase your skills in several areas. These areas include: team membership, becoming a community builder, following and enforcing policies and procedures, being a peer mentor, diversity issues, becoming an educator, administrator, and be a resource agent. We ask you to bring enthusiasm, creativity, and an open mind to the tasks you will face this year.

While it is impossible to cover all the areas and situations that you will encounter, the Office of University Housing is here for you. We hope you will refer to this manual more frequently as the year progresses.

As you confront the challenges, problems, and joys that lie ahead of every RA each year, keep in mind the goals listed below:

- Work as a team with all staff members to effectively serve the entire residence hall community.
- Be proactive in your approach to the position; i.e., to encourage potentially positive situations, and to discourage potentially negative ones.
- Create and maintain a positive physical and interpersonal environment.
- Be committed to your own development as a student, hall community member, person, and staff member.
- View the RA position as a job that has many responsibilities that must be met.

Be aware that an RA must remember these goals and try to fulfill them during the year. The professional staff is willing to help you reach these goals. And remember you are an important staff member; we need you!

Enjoy your job and learn from this experience.

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University Housing's Professional Staff

Interim Director of University Housing:

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Norse Commons 107
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Assistant Director of University Housing:

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Budget and Facilities Specialist:

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Assignment Coordinator:

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Housing Specialist:

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Residence Hall Director, KY/CW Halls:

Wayne Centers
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Residence Hall Director, Norse Hall:

Sara Hummel
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Residence Hall Director, University Suites:

Kelley Woods
University Suites
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Residence Hall Director, Woodcrest Apartments:

John Turner
Sycamore 2108
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Asst. Residence Hall Director, KY/CW Halls:

Janelle Briscoe
KY Hall Desk
x-5999
briscoej1@nku.edu

Resident Assistant Staff 2007-2008

Kentucky Hall

Jake Thomas	A105	x8204
Matt Crickmer	A205	x8250
Curtis White	A305	x8205
Emily Devers	B105	x8026
Danielle Stout	B205	x8263
Christina Holmes	B305	x8256
Rachel Freidhoff	C305	x8174

Commonwealth Hall

Whitney Abell	D105	x8171
Nadine Greenslade	D205	x8187
Dante Seta	D305	x8181
Michael Roark	E105	x8264
Sam Frankel	E205	x8154
Jeremy Jackson	E305	x8339
Katie Crush	F105	x8334
Melissa Chinn	F205	x8156
Jennifer Ross	F305	x8014

University Suites

Robert Green	117	x8531
William Raglin	217	x8647
Morgan Wagner	317	x8747
Katie McKinley	417	x8847
Ashley Cook	236	x8656
Nick Sears	336	x8767
LaToya Maley	436	x8866
LaTora Jackson	262	x8918

Norse Hall

Greg Moore	1111	x8244
Kervin Wilson	1108	x8045
Ronita McDonald	1110	x8451
Andrew Stewart	1116	x8321
Liz Montgomery	1122	x8371
Krystle Cobb	1130	x8282

Woodcrest Apartments

Nish Wise	O1107	x8407
Angela Davidson	O1108	x8316
Wahid Lewis	O1110	x8387
David Stetter	S2107	x8346
Andrew Campbell	S2110	x8419
Anthony Rice	W3111	x8326
Krystolyn Alfred	W3114	x8006

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Campus Phone Numbers

Academic Advising	x6900	Learning Assistance Program	x5475
Admissions	x5520	Learning Resource Center	x5491
African American Student Affairs	x6684	Library	x5456
Athletics	x5193	Library Chase	x5394
Bookstore	x5142	Norse Commons C Store	x6965
Bursar	x5204	Norse Commons Marketplace	x6966
Campus Recreation	x5197	Northerner	x5260
Career Development Center	x5680	Parking Services	x5505
Computer Resources	x6637	Registrar	x5556
Dean of Students	x5147	Retention & Assessment	x6497
Disability Services	x5180	SGA Hotline	x5149
Financial Aid	x5143	Student Life	x6514
First Year Programs	x5913	Student Success	x6388
Health Center	x5197	Student Support Services	x5138
Health Counseling Services	x5650	Switchboard	x0
Information Booth	x6588	University Housing	x5676
Information Technology <small>Help Desk</small>	x6911	University Police <small>Non-Emergency</small>	x5500
International Student Affairs	x6517	University Police <small>Emergency</small>	x7777
Latino Student Affairs	x6013		

Local Phone Numbers

Entertainment

AMC Theater	261-8100
Blockbuster	781-2400
Great Escape Movie Theater	442-0000
LaRue Bowling Lanes	781-2111
Supersaver Regal	647-2828

Financial Institutions

Fifth Third	781-7707
Key Bank	442-6160
PNC Bank	781-4800
US Bank	442-2000

Grocer/Other Services

BP	441-9001
Great Clips	441-0100
Kohl's	781-5095
Kroger	781-8808
Kroger Pharmacy	781-6372
Meijer	448-4200
USPS	(800) ASK USPS
Wal Mart Superstore	341-7900

Medical

Martin's Pharmacy	441-5181
St. Luke East	572-3100
Urgent Care	442-8444

Food Service/Restaurants

1 st Wok	572-9900
Applebee's	781-5231
Arby's	781-5988
Big Boy	572-0601
Bob Evans	781-7332
Burger King	572-0800
BW3's	781-9464
Dominos	781-3311
Gold Star Chili	781-7461
LaRosa's	347-1111
Longhorn's	441-4820
Margarita's	Coming Soon
O'Charley's	442-9270
Papa John's	441-1444
Penn Station	781-7300
Perkins	781-2301
Pizza Hut	781-8500
Ponderosa	491-8241
Ruby Tuesday	694-3300
Skyline Chili	572-9500
Skyline Tavern	441-6713
Snappy Tomato	781-6633
Subway	781-7007
Taco Bell	781-5859
Wendy's	442-9500
White Castles	442-7698

Academic Advising Resource Center

The Academic Advising Resource Center (AARC) is committed to creating a learning environment that fosters the intellectual, cultural and personal development of students. To meet this commitment AARC will adhere to Northern Kentucky University's Academic Advising Philosophy by providing developmental academic advising that assists Undeclared and University Studies students with their transition to college and with the development of an educational plan that is consistent with their personal values, interests and abilities. In addition, AARC will serve as a resource and leader to the university community on issues relating to academic advising.

Founders Hall, 405A
Phone: (859) 572-6900

African American Student Affairs & Ethnic Services

The mission of the African American Student Affairs and Ethnic Service is to ensure the participation of students from different ethnic backgrounds in all facets of university life, to address the needs and concerns of underrepresented students and enhance their academic success and quality of life at Northern Kentucky University.

University Center, 209
Phone: (859) 572-6684

Bursar Operations

The Office of Bursar Operations is a service and control-oriented unit which provides effective and efficient support services in the following areas:

- Management of University Receivables
- Cashiering Services
- Student Loan Management
- Parking Administration

Bursar Operations has multiple clients including students, faculty, staff, and businesses which deal with the University.

Lucas Administrative Center, 235C
Phone: (859) 572-5204

Campus Recreation

The Albright Health Center is home to the Department of Campus Recreation. The Center includes a main activity area that contains three full size basketball courts that can be utilized for volleyball and badminton; a 1/9 mile four-lane indoor track that runs above the main gym; six racquetball/walleyball courts; a gymnastics room used for aerobics; and a conditioning room containing a full Nautilus weight machine circuit, along with cardiovascular equipment including elliptical trainers, treadmills, Stairmasters, stationary bikes, and stretching mats. The aquatics area includes a 25 yard by 25 meter pool, diving well with two one-meter and a three-meter boards, sauna and an outdoor sundeck. Locker rooms are available for changing and showering.

Albright Health Center
Phone: (859) 572-5197

Career Development Center

This office oversees Co-Ops/Internships, assists with job searches, resumes, and mock interviews. They also offer career testing and assist with career planning through courses and/or personal counseling. Their services are available for any current student or Alumni.

University Center, 230
Phone: (859) 572-5680

Common Ground

Common Ground exists to provide a safe, understanding, fun and welcoming place for gay, lesbian, bisexual, transgender, questioning, and straight ally students, faculty, and staff. Our main focus is to provide support to the NKU community in an environment where privacy is respected. In order to create a supportive environment, we also provide education opportunities through panels in classes, community events, and the Safe Zone program.

Common Ground meets every Tuesday from 3:00pm - 5:00pm in the University Center room 303. Everyone is welcome and encouraged to attend. In order to provide a safe environment, we ask that what is said at a meeting stays in the meeting.

Dean of Students Office

The Dean of Students Office serves as an advocate for students in all matters relating to the University. The office coordinates the resolution of issues that arise between or among faculty, staff and students through the administration of the student discipline and student grievance process. The Dean of Students Office also provides leadership and direction for several programs and service areas. These areas promote the learning and personal development of students through an array of supportive services, programs, activities, and facilities designed to promote active student involvement in the life of the institution, and responsible citizenship in the campus and surrounding community.

The Dean of Students Office is committed to having a campus community that fosters student learning and encourages personal development.

University Center, 346
Phone: (859) 572-5147

Department of Public Safety

The mission for every member of the Northern Kentucky University Department of Public Safety is to seek and find ways affirmatively to promote, preserve, and deliver a feeling of security, safety, and quality services to all members of the community. This mission will be accomplished through the concepts of Community Oriented Policing.

This mission is a commitment to quality performance from all members. It is critical that all members understand, accept, and be aligned with the responsibilities established by this mission. It provides the foundations upon which all operational decisions and organizational directives will be based. Directives include regulations, operating instructions, policies, procedures and practices.

Services that University Police offers students:

- Assistance with major complaints
- Safety escorts to class or sites at night time
- Assistance with unlocking car doors (i.e. keys are locked in side), helping to jump start a car battery, etc.

415 Johns Hill Road
Emergency: (859) 572-7777

Non-Emergency: (859) 572-5500
Administrative Offices: (859) 572-5770

Disability Services

The Office of Disability Services provides assistance to students with disabilities in their transition to Northern Kentucky University. The Office of Disability Services is their primary source of advocacy in their inclusion into the University Community. Students, faculty, staff, off campus agencies, and community groups can receive guidance, education and consultation regarding disability issues. This office ensures that students with disabilities receive reasonable accommodations in their pursuit of higher education. Disability Services assist in the development of the University's policies, procedures, programs and curriculum as they impact and include students with disabilities.

University Center, Room 320
Office hours: Monday – Friday

8:15 a.m. - 4:30 p.m.
Phone: (859) 572-5180

First Year Programs

The Office of First-Year Programs is committed to helping NKU's freshmen succeed in their first college year with programs that connect students to one another as well as to faculty, staff and university resources.

Founders Hall, 231
Phone: (859) 572-5913

Health, Counseling, & Prevention Services

Health, Counseling, and Prevention Services Office is dedicated to helping students achieve and maintain optimal levels of physical and emotional functioning. The services provided are primarily free of charge and are administered by highly trained and qualified professionals.

University Center, 300
(859) 572-5650

International Programs

Study abroad is coordinated by the Office of International Programs. Through membership in several consortia, and its own exchange agreements with foreign universities, NKU provides its students with a variety of opportunities for study throughout the world. The office also houses the Study Abroad Information Center, which provides information on other study abroad programs and international work opportunities. It issues International student and Faculty Identification Cards, which provide discounts at museums, shops, theatres, etc., and coverage under a special accident and hospitalization insurance.

Founders Hall, 301
Phone: (859) 572-6908

International Student Affairs

The International Student Affairs department is one specifically designed to address the needs of all international students in Northern Kentucky University.

We are committed to:

- Assisting international students to achieve their academic objectives.
- Encouraging international and American students to learn from one another.
- Advocating on behalf of international students.
- Expanding the University's appreciation for cultural diversity through international programs for students, faculty, and staff.

University Center, 366
Phone: (859) 572-6517

Latino Student Affairs

The Office of Latino Student Affairs will strive to provide high quality educational services to students enrolled at Northern Kentucky University. On June 11, 2001, the Office of Latino Student Affairs was established to serve the growing educational needs of the Latino student population. According to recent census data in the Tristate (OH-IN-KY), the Hispanic population increased 500% over the past decade.

University Center, 372
Phone (859) 572-6013

Learning Assistance/ Academic Tutoring/ Writing Center

Northern Kentucky University's Learning Assistance Program (LAP) serves the university community by promoting language/learning behaviors and by developing student competency in them. LAP offers classes in reading and writing and coordinates the University's FREE tutorial and academic assistance services. With the technology available today to help students learn more efficiently and effectively, it's easy to forget how much learning depends upon something that has been around before the beginning of human history -- language. We know that learning happens best in a language rich environment, where students and teachers are talking, listening, writing and reading. These language behaviors are the foundations of academic thought and knowledge.

The Academic Tutoring program provides assistance and support for students who want or need to comprehend more fully or better understand the course content in accounting, biology, chemistry, history, information systems, psychology -- and many more. Tutoring is available for all 100-level courses (see below) and many 200-level courses and a few 300-level and above courses.

The Writing Center provides assistance and support for students with any college writing assignment -- essays, reports, research papers, etc. The Writing Center is staffed by skilled and experienced student consultants who guide and advise student writers through the writing process. It is best to call and schedule an appointment, but drop-ins can usually be served.

Founders Hall, 209
Phone: (859) 572-5475

Math Center

The math lab seeks to tutor students who are enrolled in Math 095, 099, 109, 119. Tutoring for other math courses can be obtained through the Learning Assistance Program.

Founders Hall, 201
Phone: (859) 572-5779

Registrar's Office

In support of Northern Kentucky University's academic mission, the Office of the Registrar is responsible for achieving three specific objectives: 1) Registering students into classes, 2) Maintaining student academic records, and 3) Certifying degree requirements for graduation.

Lucas Administrative Center, 301
Phone: (859) 572-5556

Student Life

The Office of Student Life invites you to get involved! Our office can connect you with over 100 student organizations and provides on campus events throughout the year. The professional staff and student assistants stand ready to help you enjoy your college experience through involvement.

University Center, 10
Phone: (859) 572-6514

Student Retention and Assessment

The Student Retention and Assessment offers the following services for individuals age 21 or older:

- A one-stop resource for information
- A friendly and courteous staff committed to helping you achieve academic success
- A comfortable environment where you'll get respect and encouragement
- Extended office hours including evenings and Saturdays for your convenience
- A commitment to be an advocate for **YOU** and **YOUR** needs
- Advises adult students and others regarding evening and weekend program offerings
- Advocates the creation or strengthening of programs and services that are compatible with students' academic goals
- Works with offices throughout the University to facilitate students achieving their enrollment goals including graduation.
- Assists the Office of Admissions by coordinating prospective students' visits to campus to meet with faculty and program coordinators in the evening or on the weekend.
- Produces fall, spring, and summer evaluation of evening and weekend courses and services.

University Center, 352
Phone: (859) 572-6497

Student Support Services

Student Support Services is an academic support program designed to increase the academic performance, retention rates, and graduation rates of 232 program participants. The SSS offers academic advising, career/major counseling, personal support, classroom instruction, academic support programs, computer training, financial aid counseling, and social/cultural activities.

Business, Education, Psychology Center, 209
Phone: (859) 572-5138

NKU'S Calendar of Academic Dates & Deadlines

To access the Fall Academic Calendar Click below:

http://www.nku.edu/~registrar/CALENDARS/Calendars_Fall2007.htm

To access the Spring Academic Calendar Click below:

http://www.nku.edu/~registrar/CALENDARS/Calendars_Spring2008.htm

The University and the Division of Student Affairs

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Northern Kentucky University's Vision

Northern Kentucky University is not simply located in a metropolitan area; it is an integral part of metropolitan life. It sees the metropolitan region as representing not just learning needs to be served but also as a powerful source of knowledge and experience that can strengthen, enhance, and enrich every dimension of its mission to discover, transmit, apply, and preserve knowledge. In partnership with the metropolitan region, Northern Kentucky University has the opportunity to offer its students an array of advanced learning opportunities that are unique among Kentucky's regional universities. The University's vision, which is strongly aligned with the special relationship it enjoys with its learners and the metropolitan region it serves, is expressed as follows:

Northern Kentucky University will become a preeminent, learner-centered, metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region and of the Commonwealth.

NKU's Five Year Strategic Agenda

In what many refer to as the Knowledge Age, access to advanced learning has become more important to society than ever before and postsecondary education is being challenged to lead. Nowhere is this truer than in Kentucky where the landmark Postsecondary Education Improvement Act of 1997 asserts the central role that colleges and universities must play in advancing the future of the Commonwealth and its citizens. This is a time of enormous challenge and opportunity for Northern Kentucky University. It is a time when we must think anew about our mission, our core values, who we serve, and how we serve them. It is a time for renewal, for realignment, and for recommitment to our fundamental purpose. It is a time for us to rediscover ourselves and the special relationship that we share with the public that we serve.

Recognizing that it stands on the threshold of an exciting new era in its development, in the fall of 1997 the University embarked on a strategic planning process designed to define its future and a strategy for achieving it. In a process labeled "Vision, Values, and Voices," a presidential panel comprising faculty, staff, students, and community members conducted over 30 conversations across the campus and throughout the University's service region. The conversations centered on more clearly defining and focusing the future of the University. Out of those interactions with nearly 500 people representing every constituency of the campus and the community that we serve came from the institutional vision, values, and strategic priorities described in this document. Northern Kentucky University's response to the challenge of the Knowledge Age will be framed by our relationship with the metropolitan region that we serve. We are, first and foremost, a metropolitan university which, far more than simply a descriptor of geographic location, suggests a set of beliefs concerning the social role of the university in modern life. Those beliefs emphasize the instrumental role of Northern Kentucky University in fostering the intellectual, social, economic, and civic vitality of the metropolitan region.

NKU's Eight Core Values

Learner-Centered

We are committed to placing the learner at the center of all that we do. We will serve the learner through our core mission to discover, interpret, apply, and transmit knowledge. As a university, we are a community of learners capable of adaptation and improvement based on new knowledge and insights.

Excellence

We are committed to the highest standards of excellence in everything that we do--as judged not only by ourselves but also by those we serve--and to a process of continuous quality improvement based on a culture of evidence.

Access with the Opportunity to Succeed

We are committed to lifelong public access to education and expert knowledge and to ensuring that learners enrolled in the University have the preparation required to succeed. We measure our success by the accomplishments, the commitments, and the satisfaction of our graduates.

Public Engagement

We are committed to treating the metropolitan region as an extension of our campus. We will build partnerships throughout the region that both serve the learning needs of the public and enhance the learning opportunities available to our faculty, staff, and students.

Intellectual and Creative Freedom

We are committed to intellectual and creative freedom and to the open expression of ideas in a way that supports scholarships and the advanced learning process.

Multiculturalism

We are committed to advancing multicultural understanding within both the University and the community as an educational and civic priority.

Innovation and Creativity

We are committed to innovative approaches for achieving our vision and will create a campus environment that encourages and rewards creativity and innovation.

Collegiality and Collaboration

We are committed to building a University community characterized by open communication and shared responsibility for decisions. We will build a culture of collegiality and collaboration within and between the University and the public we serve.

NKU's Organizational Structure

BOARD OF REGENTS

President of the University

Academic Affairs

- Chase College of Law
- College of Arts & Sciences
- College of Business
- College of Education
- College of Professional Studies
- Information Technology
- Office of Vice Provost
- Outreach and Graduate Studies
- W. Frank Steely Library

Administration and Finance

- Business Operations and Auxiliary Services
- Facilities Management
- Human Resources
- Office of the Comptroller
- Public Safety

Enrollment and Financial Planning

- Enrollment Management
- Financial Planning
- Institutional Research

Legal Affairs and General Counsel

Student Affairs

- Student Development

University Housing

- Student Services
- Intercollegiate Athletics

University Advancement

- Alumni Programs
- Community and Government Relations
- Special Events
- University Development
- University Marketing and Communications
- WNK-FM Radio

The Division of Student Affairs at NKU

Mission Statement

The Student Affairs mission is to build *Character, Confidence, Competence, and Community* by empowering students to negotiate challenges, advance individual development, succeed as self-directed learners, recognize the value of diversity, and serve as global citizens.

Division of Student Affairs Administrative Office Structure

The Division of Student Affairs is divided into three branches which are directly structured under the Office of the Vice President. These three areas are: Intercollegiate Athletics, Student Development, and Student Services.

Vice President - Zebulun Davenport (Interim)

- Student Development - [Dean of Students](#) - Matt Brown
 - [African American Student Affairs](#) - Cynthia Pinchback-Hines
 - [Campus Recreation](#) - Matt Hackett
 - [Health, Counseling and Prevention](#) - Barbara Sween
 - [Latino Student Affairs](#) - Leo Calderon
 - [Student Life](#) - Betty Mulkey
 - [Student Media](#) - Gayle Brown
 - [Student Orientation and Parent Programs](#) - Amy Wylie
 - [Testing](#) and [Disability Services](#) - Sue Roth
 - Student Union and University Center – Sarah Aikman
 - [University Housing](#) - Peter Trentacoste (Interim)
- Student Services - Assistant VP of Student Affairs - Scott Eaton (Interim)
 - [Career Development](#) - Keley Smith-Keller
 - [Early Childhood Center](#) - Melanie Caldwell
 - [Educational Talent Search](#) – Lisa Brinkman (Interim)
 - [International Student Affairs](#) - Viki Kimball
 - [Student Retention and Assessment](#) - Katherine Meyer
 - [Student Support Services](#) - Susan Mospens
 - [Upward Bound](#) - Eric Brose
- [Intercollegiate Athletics](#) - Director - Jane Meier
 - [Athletic Administration](#) - Scott Eaton, Sr.
 - Athletic Development - Kurt Moeller
 - Compliance and Student Services - Chrissy Soards
 - Athletic Training/Risk Management - Molly Hutson
 - [Sports Information](#) - Don Owen
 - [Baseball](#) - Todd Asalon
 - Cheerleader Advisor - Mark McTague
 - [M/W Cross Country](#) - Steve Kruse
 - [M/W Golf](#) - Daryl Landrum
 - [Men's Basketball](#) - Dave Bezold
 - [Men's Soccer](#) - John Basalyga
 - [M/W Tennis](#) - Geoff Crawford
 - [Softball](#) - Kathy Stewart
 - [Volleyball](#) - Carlos Chia
 - [Women's Basketball](#) - Nancy Winstel
 - [Women's Soccer](#) - Bob Sheehan

University Housing Structure

University Housing's Mission Statement
Housing's Administrative Structure

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University Housing's Mission Statement

University Housing is committed to enhancing the academic and social aspects of university life by providing a supportive living and learning community for students.

University Housing's primary objectives include:

- Providing an affordable, clean, attractive, well maintained, comfortable, and safe living environment
- Offering students opportunities for leadership development and involvement
- Developing a learning atmosphere that promotes academic success
- Promoting cultural awareness, sensitivity, and understanding
- Working collaboratively with colleagues to better serve students
- Ensuring effective management while seeking continuous improvement

Housing's Administrative Structure

The University Housing office serves the needs of all students living in the University residential halls. It is staffed by a diverse selection of professional and student members who seek to promote a safe and comfortable environment in which all residents can pursue their academic goals. The University Housing office is located in 101 Norse Commons and is open for service from 8:15 a.m. to 4:30 p.m., Monday through Friday.

The **Director of University Housing** is responsible for the administration and supervision of all aspects of university housing and residential life. The Director supervises all staff in the departments, oversees the judicial process, reviews and develops policies and procedures, and oversees renovation and maintenance of the residential halls.

The **Associate Director of University Housing** is responsible for the residence life component of University Housing, University Housing judicial system, coordinates the marketing of residential halls to new students, monitors housing information on student information systems, provides tours of residence halls, and performs public relations functions for the University Housing office. In addition, the Associate Director supervises the Residence Hall Directors and indirectly supervises the Residential Assistants.

The **Assistant Director of University Housing** is responsible for the housing operations portion of University Housing, supervision of the central office staff, developing and streamlining housing processes, and creating initiatives and procedural efforts for more effective and student oriented residence life program. The Assistant Director is also the point person for housing issues related to

parent concerns, rooming and assignment processes, and general housing related inquiries.

The **Budget and Facilities Specialist**, reports to the Director of University Housing and is responsible for a variety of administrative duties which include managing and maintaining financial records for the department, scheduling of housing facilities, serving as the office manager for the central office and department, and is also responsible for student hiring logistics and records. The Budget and Facilities Specialist also serves as the assistant to the Director of University Housing.

The **Assignment Coordinator and Housing Specialist** make housing assignments and processes room changes, withdrawals, and cancellations along with other administrative duties. Student billing processes and inquiries are also key responsibilities of the Assignment Coordinator and the Housing Specialist.

The **Residence Hall Directors and the Assistant Hall Director** live in their respective residence halls or apartment complexes. They are directly responsible for fostering and maintaining a positive and stimulating living environment in their residential area. They supervise Resident Assistants, the desk staff, and are available as a source of information for crisis intervention. The Residence Hall Directors administer policy enforcement in the residence halls. The Assistant Hall Director serves as a liaison between the Residence Hall Directors and Resident Assistants.

The vital links between the University Housing office and students are the **Resident Assistants (RA's)**, **Desk Managers**, and **Desk Staff**. **Resident Assistants (RA's)** are students themselves, living in the residence halls and apartments, eating in the dining facilities, and attending classes. They understand the interests and problems of students and are trained to provide individual help. They keep residents informed about events on campus; enforce regulations and policies, and sponsor programs and activities all toward the end goal of developing the residence halls into caring and responsible communities. The **Desk Staff** provide services to residents such as mail and package pickup, information, and emergency referral. Desk Managers are responsible for the overall operations of each community desk. They ensure that our operations run smoothly and that staff members working the desk are following established rules and procedures. They are also solely responsible for mail distribution in their individual areas.

Resident Assistant Responsibilities, Assignments, & the “How To’s”

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What is an RA?

Resident Assistants are students who have gone through a lengthy selection process and completed comprehensive training to learn about themselves and others. After going through training, you should be familiar with campus resources and have developed strong referral skills. You will get to know and support the students on your floor and work with them to build a positive living environment. You are a valuable source of information.

Your primary responsibility is to act as facilitators for the student housing community and to enhance the social, educational, intellectual and cultural development of each individual. The Resident Assistant articulates to students the values, philosophy and policies of University Housing and the university and represents the Department of University Housing as a role model in all facets of university life.

Maximizing the RA Experience

Your position as a Resident Assistant is one that can have a great impact on you in many ways. Not only will you be learning invaluable skills about communication, mediation, confrontation, time management, and community building, you will be building lasting relationships with residents, fellow RAs, and the University Housing staff. That may sound like quite a bit- and YOU'RE RIGHT! So, how can you make sure you're getting the full benefits of the position and having fun? A few simple tips:

1. If you don't know, don't be afraid to ask. This will cause much less stress in the end.
2. Take the "monkey off your back." Depend on your fellow team members and the hall directors to help you out in difficult situations.
3. Prioritize your involvements. School, the RA position, other employment, volunteering, friends, significant others, family commitments: all of these things, plus many more, are going to be competing for your time. Decide what is most important to you and live by that.
4. While the Housing/Student Affairs field is not for everyone, you may find that you enjoy the RA position so much that you are considering it as a profession.
5. Take advantage of the opportunities you face. If you are offered the chance to go to a leadership conference as a result of your position, do it. Who knows when you'll get another chance to learn so much or meet such interesting people.
6. Get to know your Hall Director and the other Housing staff. You never know when you will be in need of a good reference. Besides, they often have very interesting stories and advice from previous experiences.
7. Start adding to your resume now. From planning programs, to roommate mediation, to crisis management, you will be facing many new things in this position. All of these have transferable skills. Most employers will recognize the Resident Assistant title and will appreciate and understand the hard work you did while pursuing your undergraduate degree. Some of them may have even been RA's themselves!

RA Guidelines and Tasks

1. Training Expectations

RA Training is an intense two-week training. It prepares the RA in every way we can for the year ahead. Because of the amount of material that needs to be covered in that short amount of time, it is expected that RA's will arrive on time for each and every session, unless an absence has been pre-approved by a Hall Director. Such excused absences will be very rare, as RA training is the most important tool for you in this position.

In order to make training as invaluable as it is intended to be, it is important that each RA model appropriate behavior during the training sessions. Please do not hold side conversations during presenters, or enter or leave a room during a presentation, except in an emergency. Be courteous and respectful when others are talking. Your active participation in RA training is imperative. If you have a question it is very likely that someone else in the room has the same question, so please ask. There will be several activities you will be expected to be involved in, so be prepared to step up.

As stated before, RA training is very intense. We will be covering a great amount of material and some difficult and touchy topics. For this reason it is important for RA's to come armed with a positive attitude. Even when things are getting rough, your attitude can make all the difference.

Immediately following training, check-in begins. We ask you to follow the same rules through that process. You will be dealing with many students and several of their parents. Your positive attitude can make a big difference in their impression of University Housing and NKU, even when they are facing difficult issues. There is a dress code for opening weekend. Please bring with you either khaki pants, shorts, or a skirt. If you do not have any khaki items, please arrange to borrow or purchase some before you arrive. You will wear this in addition to a University Housing polo shirt, which will be provided for you. This will help identify you as a University Housing staff member should anyone have questions during move-in.

2. Programming and Community Building

These two aspects of the RA position can determine your success with building relationships with your residents. More about methods and rationale is listed in the programming and community building section of this manual.

3. Staff Meetings

Each area will hold regular, weekly/bi-weekly staff meetings. The day and time will be determined by the Hall Director. This will be a time to discuss any issues and concerns with the entire staff, as well as planning programming efforts. Staff meetings are mandatory. If an RA wishes to be excused from a staff meeting, they need to discuss it with the Hall Director prior to the meetings. Unexcused absence(s) may result in disciplinary action.

4. One on One Meetings

Each Resident Assistant will have regular bi-weekly one-on-one meetings with their respective Hall Director. These will be scheduled at the beginning of the semester. This will be a time to discuss issues, concerns, and program specific to each RA's area. If an RA wishes to be excused from a one-on-one meeting, they need to discuss it with the Hall Director prior to the meetings. Unexcused absence(s) may result in disciplinary action.

5. Area/Floor meetings

RAs will be expected to hold an appropriate number of floor/building meetings each semester. The expectations will be determined by the Hall Director for the area. Area/Floor meetings are held for the purpose of meeting residents, setting expectations, getting feedback about programs, etc.

6. Desk responsibilities

RA's will work 6 hours per week at one of the four University Housing Desk areas (Norse Commons, Kentucky Hall, Commonwealth Hall, and University Suites). During that time the RA is responsible for answering the phone, addressing maintenance concerns, checking out equipment, etc. Proper protocol for each of these activities is listed in the ***Procedures and Protocol*** section of the RA Manual. The expectations for behavior while working the desk are below.

- You must be properly attired (no pajamas).
- No personal phone calls to be made on the business line (Norse x6999, Kentucky x5999, Commonwealth x6333, and University Suites x 8693). Cell phone use is also prohibited while working the desk.
- You cannot leave the desk during your hours without finding coverage (no using the laundry rooms, attending student meetings, running errands, doing room inspections, or otherwise leaving the desk area). Bathroom breaks are permitted.
- You must remain at the desk at all times.

- All doors must be locked, grates closed (KY/CW), and desk books stored before leaving the desk.
- If you find someone to cover your shift, s/he must be able to work all of the agreed upon time (i.e. if s/he has agreed to work from 8-10, but would have to leave the desk at 9:30 for class, s/he could not cover that shift for you).
- Non-staff persons are not to be behind the desk at ANY time.
- No sleeping at the desk.
- There should be no usage of “back in 5 minute” signs or others that are similar. Exceptions can be made for check-ins, check-outs, bathroom visits, and any errands that a professional staff member asks to be done.
- Food trips to the Norse Commons cafeteria are not allowed during your shifts for Kentucky/Commonwealth, and University Suites desk staff.
- All desk staff should report, in writing to their supervisor, any missed shifts or violations of expectations.

Disciplinary Action for desk procedures

Failure to abide by the expectations as set forth will result in the following disciplinary actions. All desk staff, including Resident Assistant staff are subject to these terms.

- 1) First violation will result in a written warning.
- 2) Second violation will result in job probation.
- 3) Third violation will result in dismissal from position.**

7. Duty responsibilities

All Resident Assistants are assigned duty one week at a time. Weekend duty nights may also assigned. RA's on duty are required to have the duty phone, and have master keys readily accessible. Master keys should be stored in a safe, secure location in an RA's room and should never be carried around unless necessary. RA's must check out the duty phone and master keys from your Hall Director before 4:30 p.m. Monday, the week you are on duty, and all of the materials must be returned by 9 a.m. the following week (Monday morning). While on duty, each area must have their duty phone on them from 9 p.m. until 8 a.m. the following day. Any problems that students have outside of these times need to be called into the Housing office between 8:15 a.m. and 4:30 p.m. or to the resident's respective area desks. While on duty RA's are responsible for conducting “rounds.” Rounds should be done 2 times per night Sunday through Thursday, between the hours of 9 p.m. and 1 a.m. Rounds should be done 3 times per night Friday and Saturday, between the hours of 9 p.m. and 2 a.m. Hall Directors may give RAs additional direction about specific times and expectations regarding rounds.

The RA on Duty is required to remain on campus until the desk reopens the following day. While on duty RAs must check the duty phone and one's room phone/answering machine periodically. In addition, while on duty RAs are not permitted to work another job either on or off campus. RAs primary responsibility during that time is to be able to respond to calls in a timely manner.

During rounds, RA's fill out the duty report link on the housing staff website documenting any noise complaints, maintenance concerns, or incidents confronted during the night. The duty report will be filled out online and submitted before the following day (The duty report is available on the staff website). If an RA confronts an incident during the course of the night, the RA should visit the staff website and complete an online incident report prior to 9 a.m. the next day. In certain cases, the Hall Director may ask that it be written and submitted immediately.

8. Counseling

Residents will use you a resource person, a confidante, a friend, a mentor, etc. There will be many times that they will come to you with problems or concerns, both academic and personal. Some issues are things that you will be able to help them work out quickly and easily. In the case of more serious issues (i.e. you suspect depression, an eating disorder, suicidal thoughts, etc.) let your Hall Director know. They will help walk you through the correct process.

It is important that you realize that you are NOT a licensed counselor. Students may come expecting you to perform in that role. However, as intense as your training is, it does not prepare you for that role. Please remember that a large part of your job is act as a referral agent. SEND THEM TO THE EXPERTS in Health, Counseling and Prevention.

9. Guidelines for outside employment

Resident Assistants may work up to 10 hours/week. Any additional hours must be approved **in advance and in writing** by both the Resident Assistant's Hall Director and the Associate Director of University Housing. The Resident Assistant position and its duties will take precedence over any additional employment. Resident Assistants may not engage in additional employment while on duty. Failure to maintain satisfactory Resident Assistant job performance as a result of additional employment may result in disciplinary action, including being asked to resign from the additional job.

10. Confidentiality

As an employee of the Office of University Housing at Northern Kentucky University, you will have access to confidential information. This information may include, but is not limited to: students' social security

numbers, enrollment status, academic standing, grade point average, restricted directory information, room assignment and personal mail. Federal and state legislation, as well as University policy, restrict access to and the distribution of any of this information. You must understand that these records are for University use only.

Confidentiality is an important part of being a student staff member. You will be entrusted with information, both organizational and personal, and will be expected to keep that information within the confines of professionalism. You must maintain professional standards of confidentiality in all dealings with students and staff. In no case may you impart personal or work-related information in a location or manner that allows other persons to overhear. This prohibition against public comments includes all “evaluative” comments relative to any resident, student staff, or professional staff member. If you are in doubt about a request for information, it is your responsibility to refer the request to your supervisor.

You should never promise a student complete confidentiality when dealing with problems or situations. In situations where there may be a threat to someone’s health or safety, you must seek assistance of professional staff for referral or resource information. You may also be asked to disclose information to professional staff members for appropriate professional reasons, and are expected to do so.

As part of the student staff position, you may be part of search or interview committees for positions of employment. All information regarding these searches is confidential and is not to be discussed or shared outside of the proceedings of the processes.

Printed confidential material must be kept from view of visitors while using information for specific job functions. Printed confidential information must be shredded immediately after use and before being recycled. This information should never be duplicated or distributed without the consent of the individual involved and my supervisor.

As a part of RA training, you will be asked to sign a Confidentiality Agreement. A copy of this form is located on the next page.

Office of University Housing
Statement of Confidentiality

As an employee of the Office of University Housing at Northern Kentucky University, I will have access to confidential information. This information may include, but is not limited to: students' social security numbers, enrollment status, academic standing, grade point average, restricted directory information, room assignment and personal mail. Federal and state legislation, as well as University policy, restrict access to and the distribution of any of this information. I understand that these records are for University use only.

Confidentiality is an important part of being a student staff member. I will be entrusted with information, both organizational and personal, and will be expected to keep that information within the confines of professionalism. I shall maintain professional standards of confidentiality in all dealings with students and staff. In no case shall I impart personal or work-related information in a location or manner that allows other persons to overhear. This prohibition against public comments includes all "evaluative" comments relative to any resident, student staff, or professional staff member. If I am in doubt about a request for information, I understand that it is my responsibility to refer the request to my supervisor.

I should never promise a student complete confidentiality when dealing with problems or situations. In situations where there may be a threat to someone's health or safety, I must seek assistance of professional staff for referral or resource information. I may also be asked to disclose information to professional staff members for appropriate professional reasons, and am expected to do so.

As part of the student staff position, I may be part of search or interview committees for positions of employment. I understand that all information regarding these searches is confidential and is not to be discussed or shared outside of the proceedings of the processes.

I also understand that printed confidential material must be kept from view of visitors while using information for specific job functions. Printed confidential information must be shredded immediately after use and before being recycled. This information should never be duplicated or distributed without the consent of the individual involved and my supervisor.

I agree to maintain the integrity of the University's records and the confidentiality of any information concerning academic and personal information, as well as other restricted information accessible via my position. I understand that any misuse of this information will result in immediately disciplinary action, up to and including termination. I further agree that I will maintain confidentiality regarding student information even after I am no longer associated with the Office of University Housing.

Student Staff Signature

Date

Student Staff Printed Name

Supervisor Signature

Date

11. Housing Committee assignments

Veteran RAs are expected to serve and participate on one committee each semester. First semester RAs are exempt from participating but are expected to serve on a committee in their second semester.

12. University Housing events requiring uniformed attire

The RA uniform is khaki pants, shorts, or skirt and the University Housing polo shirt that is provided. There are times when this will be worn so that visitors will know who to ask if they have questions. These include, but are not limited to:

- Opening Days
- University Housing Open House
- Black and Gold Days
- Multicultural Visitation Days
- RA Group Interviews

RA Roles & Responsibilities:

A. Community Developer

1. Be visible and accessible to students in housing during non-duty hours. Specific expectations will be determined by the Hall Director for the area.
2. Within the first two weeks, meet the expectations of the Hall Director by way of knowing all student names within an RA's area of responsibility.
3. Hold an appropriate number of floor/building meetings each semester. Expectations will be determined by the HD for the area.
4. Develop a responsible living environment in the area through community development, effective interaction and outreach.
5. Respect and maintain the confidentiality of student records in accordance with the statement of confidentiality.
6. Consistently encourage involvement and responsibility by residents.
7. Show support for and keep residents informed about student organizations and activities.

B. Referral Agent

1. Act as a resource for students to different campus and community agencies.
2. Have sensitivity to and awareness of the needs, anxieties, and frustrations of each student in your area.
3. Provide help and assistance in both group and one-on-one situations.
4. Facilitate the process of defining and resolving the educational and personal problems of students.

C. Programmer

1. RAs are responsible for programming using the University Housing programming model as outlined during training.
2. The RA will be responsible for returning all itemized receipts and credit card immediately after receiving and purchasing programming items. If the office is closed, you must return the credit card to the HD on duty. If the card is not returned within the parameters indicated, an RA's privilege to use the credit card will be revoked.
3. With the Office of University Housing, participate in and assist in planning departmental programs during the academic year.
4. Actively support and contribute to the success of RHA, SGA, and University Housing programming.

5. Support, attend, and encourage resident involvement in student organization activities and other university events.

D. Team Member

1. Attend and participate in all staff training, workshop sessions and departmental programs (**all components of training are mandatory**). These include:
 - a. Resident Assistant Fall Staff Training
 - b. New Resident Assistant Spring Training
 - c. Returning Resident Assistant Spring Training
 - d. Monthly Resident Assistant Programming Meetings
 - e. Black and Gold Days or Multicultural Visitation Program (each RA will participate in 1 for the year)
 - f. Resident Assistant Recruitment Events (including Resident Assistant Interviews and Group Interviews)
 - g. Feast for Finals – All RAs will have some responsibility during this biannual program.
 - h. Village Opening and Closing
 - i. Other Workshops and/or Sessions as established by professional staff.
2. Attend staff meetings, one on ones, and/or sessions as assigned by the HD for the area.
3. Other expectations may be outlined by your HD. Due to the nature of the position, RAs may be expected to respond to student concerns and crisis situations when both on and off duty. In addition the HD must approve any leave of absence/extending time away from the RA's assigned residence.
4. Display a positive attitude toward staff and students.
5. Participate in the recruitment, selection, and training of new staff members.
6. Discuss all activities (membership in clubs, etc.) with the HD of the area in terms of time management and commitment.
7. Write goals and objectives for your personal, academic, and paraprofessional roles. These goals will be reviewed periodically each semester with your supervisor.
8. Support, role model, and implement the Core Values of the University, vision, mission, and goals of the Office of University Housing.

E. Administrator

1. Be available for opening and closing of student housing as specified by the Office of University Housing.
2. Report all emergencies and serious situations to the HD on duty immediately.

3. Be an active participant on a housing committee such as: Resident Assistant Advisory Board (RAAB), Resident Assistant Selection Committee (RASC), Resident Assistant Training Committee (RATC), Community Engagement Team (CET) or an individual assignment developed between the RA and his/her HD.
4. Participate in the duty schedule throughout RA Training, Fall and Spring Semester and Holidays (Thanksgiving, Winter Break, and Spring Break) as specified by the HD. Duty schedules may vary according to area, number of staff, etc.
5. Complete administrative tasks such as check-in, checkout, maintenance requests, incident reports, surveys, etc. and others as assigned by the HD in a timely fashion.
6. Maintain complete and accurate room inventories and room checkouts and assist in maintaining accurate occupancy charts.
7. Supervise emergency evacuations and/or drills.
8. Work six (6) desk hours per week.

F. Community Mediator

1. Help students to understand the purpose of the various rules and regulations.
2. Actively confront all disciplinary situations and document them professionally and immediately.
3. Uphold and adhere to the policies and programs of Northern Kentucky University and document any policy violation within student housing. *RAs found in violation of Housing or University policy will face disciplinary action, up to and including termination.*
4. Role model positive behavior at all times.
5. RAs must possess and utilize an answering machine.

Expectations for RA'S

Attitude

1. Maintain a positive, caring, and fun attitude.
2. Realize that you are an individual, a student, and a RA. You will need to balance your time to meet the needs and the responsibilities placed upon you.
3. KNOW YOUR RESIDENTS AND BE AVAILABLE. How available you are in the beginning of the year will set the tone for your role during the year. Use an open door policy.
4. Always use your best judgment.
5. Practice an open door and open mind policy.

Communication

1. Communicate on a regular basis with your Hall Director and other staff members. If you have a concern, idea, or a suggestion, please talk to the appropriate individuals. If you feel uncomfortable speaking with your supervisor, please contact the Associate Director of University Housing.
 - If you feel more comfortable talking to a Hall Director other than yours you may do so, they will refer you to your Hall Director and/or the Associate Director to resolve your issue.
 - Honest communication is a necessity. In order for us to support you in the best way, you need to keep us informed of your choices, decisions, and issues that are affecting you, which in turn affects your performance as an RA.
2. If you have a question, concern, or are unsure about something, please come to us.
3. Tell us the whole story. No matter how bad, we would rather hear the whole truth from you than part of the truth from someone else.
4. You should **always** answer your door and phone if you are in your room.
5. Maintain a high level of professionalism in your verbal written and verbal communication. Try to avoid gossip, slander, profanity, and inappropriate jokes and conversation.

Role Modeling

1. As an RA, and a student leader, you are held at a higher standard of accountability and responsibility.
2. Read, know, and follow the handbook.
3. Maintain a healthy lifestyle. Your residents will look to you as an example.
4. Attend classes, do assignments, and maintain good study habits. Let your residents see you study.
5. As an RA, you are a role model at ALL TIMES. Please remember to act accordingly. Please come and see us for ideas or suggestions
6. As an RA, you are to abide by all policies and rules. Failure to abide by university or housing rules and regulation may result in termination from your RA position.

Professionalism and Staff Relations

1. Attend and be ON TIME for all staff meetings/one on ones/functions.
2. Remember that we are a TEAM.
3. Never say anything about another staff member that you do not plan on saying to them directly.
4. Respect the confidentiality of your fellow staff members and your residents.
5. Be supportive of your fellow staff members when dealing with residents.
6. Work together as a staff and have respect for each other.
7. Communicate directly with staff members regarding conflicts. If you need assistance with an issue, please ask for our help.
8. Please keep us informed of staff issues. We can only deal with what we are aware is happening.

Community Building

1. Meet all community building requirements. Failure to comply with requirements will affect your evaluation and further employment as a RA.
2. Utilize other individuals as resources for ideas and information, including all staff members of the Office of University Housing and individuals from other university offices or other community areas.
3. Have fun and enjoy yourself. Learn something from every experience.
4. Utilize your floor/breezeway community and Residential Housing Association.
5. For the halls and suites, a minimum of one door decoration must be provided each semester for all residents on your floor or apartment doors. Photocopied door decorations are not acceptable.
6. The bulletin boards on your floor must be changed once a month, or as your supervisor specifies.

Discipline

1. Enforce policies set by the University Housing office and the University FAIRLY and CONSISTENTLY. If you observe a problem or policy violation, confront it.
2. Consult with your supervisor and/or the HD on duty when you are uncertain about specific actions.
3. Complete incident reports immediately after a situation has been confronted. Be specific, factual, and neat. Remember that incident reports are due by 10 a.m. the day after an incident occurs.
4. Document any and all situations of student conduct or anything that could lead to further repercussions. This can assist the Hall Director if information is needed for reports, judicial meetings, or other purposes.
5. Comply with all rules and policies of the Office of University Housing and NKU. Failure to abide by university and housing policies may result in termination.
6. Never become involved in a physically or verbally abusive situation. Call the Hall Director on Duty and University Police to handle these situations.
7. Rely on staff for back up.

8. Never second-guess a discipline decision. Learn from it but do not question yourself.
9. Help residents take responsibility for their actions. Explain the Office of University Housing and NKU policies and the reasons behind them.
10. Follow up with residents after a confrontation. This action will help med and encourage a positive relationship with the individual.
11. Confidentiality is very important. Please do not speak of the incidents you handle to each other and especially residents.

Time Away

1. You must be available on your floor/breezeway at least five out of the seven nights per week.
2. Clear overnight absences with your Hall Director in advance.
3. Throughout the academic year there will be several "All Staff Days" (e.g., opening weekend, closing weekends, RA selection). "All Staff Days" are days/weekends that are mandatory for all staff members. You are expected to comply with this departmental policy, unless special permission has been approved.

Counseling

1. NEVER guarantee unconditional confidentiality to a resident.
2. Be aware of any signals that might imply unhealthy behavior by a resident and report such signals to us as soon as possible.
3. If a resident does seem to be sending danger signals, it is important that you do your best to keep the situation calm. Please avoid making judgments in the presence of other residents as that may violate the residents' right of confidentiality.
4. YOU ARE NOT TRAINED COUNSELORS. Bring issues to our attention and we can find the proper resources together.
5. Do not take responsibility for other peoples' problems.

Administrative Responsibilities

I. General Administrative Expectations

1. You must have an answering machine.
2. Check your mailbox, messages, and email account on a daily basis. Not responding to work related message is not acceptable. Mailboxes are not to be full of junk, please clean them regularly.
3. Signs must be put up regularly on your floor. **This is a must.** Do not use tape.
4. Paperwork needs to be done thoroughly and on time. We will need your paperwork to complete paperwork of our own.
5. You may be asked to complete something with a quick turnaround time. Please be understanding when this happens.
6. The Resident Assistant will be expected to return all itemized receipts and credit card immediately after receiving and purchasing programming

items. If the office is closed, you must complete the credit card expense form by 10:00 a.m. the following day. Any card misuse may result in disciplinary action. If there are any missing itemized receipts, the Resident Assistant will be expected to pay the purchasing balance (billed to your bursar account).

Keys

1. Do not lose the duty keys. You will be charged and your position will likely be terminated.
2. Under no circumstances should the duty keys be given to a non-staff person.
3. You must abide by all master key use policies that are found in your RA Manual and Contract.

Duty

1. Perform thorough rounds.
2. Complete an accurate duty record to include on the duty report link.
3. Post the duty names at the front desk (if applicable).
4. Call the Hall Director on Duty immediately if there is an emergency in the halls or apartments. They need to be called every time University Police or an ambulance is called.
5. If you are ever in a difficult situation, call the Hall Director on Duty. If you are ever unsure whether it warrants a call, call anyway.
6. Inform the Hall Director on Duty of any duty changes.
7. Never use the duty cell phone for personal calls.
8. Always wear shoes on rounds.
9. Please keep the desk area clean.
10. Keep personal phone calls limited on the desk phones. The front desk lines should only be used to conduct business.

Residential Housing Association

1. As an RA, you are to be supportive of the RHA. You can support RHA by attending RHA Programs, attending meetings, and encouraging your residents to become involved with RHA or the activities they plan.

From the Hall Directors:

1. Our apartments are our home. Please, do not bring, or send students to our apartments unless you or they ask us first. In addition, please do not give students the HD on Duty phone, our personal cell phone number, home number, or apartment number.

Disciplinary Action for your RA position

Failure to abide by the expectations as set forth will result in the following disciplinary actions.

- A. First violation will result in a written warning.
- B. Second violation will result in job probation.
- C. Third violation will result in dismissal from position.**

**** Please be aware that immediate termination from the RA position is possible. Failing to abide by policies that you are to enforce and abide by as a resident and student of the university can warrant immediate termination.***

Appeal of Disciplinary Action

All appeals will be handled as set forth in the *Student Housing Handbook* in the "Residence Hall Judicial Procedures" section. Appeals will be heard by the Associate Director of University Housing

Resident Assistant Employment Hearings Guidelines and Expectations

Documentation

- A. Parties involved document the incident and turn into the Resident Assistant's supervisor
- B. Hall Director presents allegations to Resident Assistant as soon as possible
 - 1. Give 48 hours to gather information in defense (if the Resident Assistant wishes)
 - 2. Suspend the Resident Assistant of duties pending hearing outcome
 - 3. Take the Resident Assistant's keys
 - 4. Set up employment hearing within 48 hours

Employment Decisions

- A. A decision to take job action against a Residential Assistant will be made by the Hall Director. If a Hall Director wishes to terminate an employee, they will first consult with the Associate Director.

Follow Up

- A. If termination
 - 1. RA is provided notice for checkout (Usual time frame is 48 hours from day of termination). RA is also provided a letter discussing the employment action and giving them the details of the appeal process.
 - 2. Turn in keys and supplies

NOTE: staff that is terminated from their positions will not be allowed to reside in the same area as previously assigned
- B. If suspension
 - 1. Determine length of suspension and level of compensation (if any)
 - 2. Turn in all keys and supplies until suspension is over

- C. If probation or warning
 - 1. A letter will be provided to the staff members discussing the employment decision and the process for appeal.

Resident Assistant Appeal Process

- A. While the decision is in the appeal process, the original decision stands.
- B. An appeal letter must be filed in writing with the Associate Director of Residence Life within two working days of receipt of the original decision.
- C. Once a letter of appeal has been received by the Associate Director, the following will occur:
 - a. The Associate Director will request that the supervisor present him with the full employment file for the staff member that is appealing the decision made by the Hall Director.
 - b. The Associate Director will contact the RA staff member to setup a time to meet and discuss the job action. A meeting time will usually be setup within 48 hours of the receipt of appeal letter.
 - c. The Associate Director will render a decision in the case based on facts gathered in the meeting with the terminated staff member, document in the employment file, and any necessary follow-up interviews with involved parties.
 - d. The decision of the Associate Director is final in employment appeals.

GPA/Class Load Requirements

- 1. Resident Assistants must maintain a minimum 2.50 (3.50 graduate) grade point average (on a four point scale), both cumulative and semester. If the Resident Assistant drops below the required cumulative grade point average or semester GPA, he/she will be placed on employment probation for the following semester. If the Resident Assistant's semester or cumulative GPA remains below a 2.50 for any semester after probation, his/her employment will be terminated.
- 2. Resident Assistants must be enrolled as a full time student (12 hours or more undergraduate and 9 hours graduate). Enrolling in more than 15 hours of course work per semester must be approved **in advance** by the Hall Director for your area. If the Resident Assistant's enrollment drops below 12 hours (9 hours graduate), he/she will be placed on employment probation. Dropping below the required 12 hours (9 hours for graduate) is allowed only once during his/her service as a Resident Assistant. If the Resident Assistant's enrollment drops below the required hours and his/her semester GPA falls below the minimum requirements, his/her employment will be terminated. Resident Assistants should make every attempt to avoid registering for classes beginning after 5:00 p.m.

Good behavioral and financial standing with NKU

Resident Assistants will remain in good standing financially (no outstanding balance) and behaviorally (no current disciplinary sanctions) with the Office of University Housing and the University.

Role Modeling

Resident Assistants will, at all times, act as positive representatives of the Office of University Housing in interactions and shall role model appropriate behavior. All Resident Assistants will be expected to demonstrate sound judgments at all times.

Housing Committees

Community Engagement Team (CET)

- The members of the CET will meet once or twice per month to plan community oriented events for the residential village
- In the fall, the committee will be responsible for implementing the annual “Hall of Screams” program for families in the Greater Cincinnati/NKY area
- In the spring, the committee will plan and design a new initiative/program that encourages community involvement and resident participation
- There must be at least one representative from each of the four residential areas
- The meeting time is based on members’ schedules

RA Advisory Board (RAAB)

- The members of the RAAB will meet once or twice per month to brainstorm ways the RA position can be more productive and developmental for all RA’s (i.e. compensation, programming model, general suggestions/concerns, RA Manual etc.)
- Members of this committee will serve as a liaison for his/her staff members and discuss concerns and suggestions on behalf of his/her fellow staff members
- This committee will also have an active role in helping plan social and developmental opportunities for the RA staff (e.g., staff recognition programs, end of the semester banquets, etc.)
- There must be at least one representative from each of the four residential areas
- The meeting time is based on members’ schedules

RA Selection Committee (RASC)

- The members of the RASC will meet once or twice per month to plan the recruitment and selection process for new RA's
- The committee will be responsible for assisting with RA selection, recruitment campaigns, and information sessions for both the spring and fall search process
- In the spring, veteran members of the committee will co chair the student staff selection process for summer positions
- There must be at least one representative from each of the four residential areas
- The meeting time is based on members' schedules

RA Training Committee (RATC)

- The members of the RATC will meet once or twice per month to plan training and developmental opportunities for RA's
- In the fall, the committee will be responsible for reevaluating the previous training session as well as planning and organizing the RA spring training schedule for new hire RA's for the Spring Semester and for returning RA's
- In the spring, the committee will construct the training schedule for the following fall RA's training
- There must be at least one representative from each of the four residential areas
- The meeting time is based on members' schedules

What is an RA Evaluated on?

In weekly one on one meetings as well as at other times with your Hall Director you will be discussing the following components:

- Time Management
- Academic Success
- Staff Relationships
- Community Building
 - Programs and activities
- Administrative Responsibilities
- Duty Requirements
 - Desk Duty
 - Night and Weekend Duty

Each semester, RAs will evaluate themselves, each member of their respective staff, and their Hall Director. Resident Assistants will also be evaluated each semester by the Hall Director, their staff team and the residents on their floor. Opportunities for mid-year evaluations will also be available each semester to share midterm progress with each RA.

Opportunities for Further Employment

Your position as a resident assistant could lead to further employment opportunities, either in a continuing RA role or as a part of the summer staff.

Please note: These positions, processes, and expectations may be revised.

RA Rehire/Selection Process

Rehire for the following year is contingent upon successfully completing the academic year and also going through the rehiring process that will be presented to all staff later on throughout the year (typically January or February).

Summer Conference Staff

Summer Conference description: Residence Hall space during the summer months can be reserved for non-residence hall groups that are utilizing the campus facilities only.

Qualifications

- Flexible Schedule
- Attend all training sessions
- Must be in and maintain good academic and disciplinary standing with NKU- a cumulative GPA of at least 2.5 is required

- Registered for the upcoming Summer or Fall classes
- If registering for summer session classes, staff members may register for only one course during first five-week session and one course during the second five-week session. The other option is that staff members may register for one course during the eight-week session. Staff will not be permitted to take an intercession course.
- Must be able to move through three story building via stairs
- Must be able to lift 20 pounds
- Must be able to climb and descend stairs while carrying supplies, materials and/or furniture as needed
- Must be able to follow oral and written instructions and compliance with verbal instructions from management
- Must be able to relate with people. Must be dependable and responsible. Must be able to work without continuous supervision
- Staff members may not be additionally employed more than 10 hours
- RA experience is NOT required

Job Description

- Serve up to 37.5 hours per week
- Serve on a 24 hour desk schedule (5 week time period)
- Handle all daily interactions and desk operations involving summer conference and University Housing
- Perform check-in's and check-out's for summer conference group and fall residents
- Replacing and cleaning carpet
- Report damage to structure, furniture, or equipment
- Provide custodial and laborer services specifically for the summer camps, seminars, conference, etc., scheduled at the Residence Halls and Residential Village as needed
- Provides custodial services and set-up and tear-down services to project a positive image of the University and department
- Attend and participate in all training, departmental staff meetings, and team meetings as requested
- Serve as a support to University Housing with office function and operation aspects
- Serve as a facility preparation team member and maintain a strong working relationship with community housekeeping and maintenance staff
- Other duties and additional University Housing projects as assigned

Supervision

A University Housing Hall Director supervises this position.

Summer RA Staff

Qualifications

- Flexible Schedule
- Attend all training sessions
- Must be in and maintain good academic and disciplinary standing with NKU- a cumulative GPA of at least 2.5 is required

- Registered for the upcoming Summer or Fall classes
- Must be able to move through a three story building via stairs
- Must be able to lift 20 pounds
- If registering for summer session classes, staff members may register for only one course during the first five-week session and one course during the second five week session. The other option is that staff members may register for one course during the eight-week session. Staff will not be permitted to take an intercession course.
- Staff members may not be additionally employed more than 10 hours.
- RA experience is valuable

Job Description

- Serve up to 37.5 hours per week
- Serve night and weekend duty on a rotating schedule
- Handle daily interactions and desk operations at the Norse Desk (which will be open from 10 a.m. to 10 p.m.)
- Perform check-ins and check-outs for summer students living in Woodcrest
- Attend and participate in all training, departmental staff meetings, and team meetings as requested
- Other duties and additional University Housing projects as assigned

Supervision

Typically the University Housing Woodcrest Apartments Hall Director supervises this position.

Summer Office Staff

Qualifications

- Flexible Schedule
- Attend all training sessions
- Must be in and maintain good academic and disciplinary standing with NKU- a cumulative GPA of at least 2.5 is required
- Registered for the upcoming Summer or Fall classes
- If registering for summer session classes, staff members may register for only one course during first five-week session and one course during the second five-week session. The other option is that staff members may register for one course during the eight-week session. Staff will not be permitted to take an intercession course.
- Must be able to move through three story building via stairs
- Must be able to lift 20 pounds
- Staff members may not be additionally employed more than 10 hours.
- Type 35 wpm, have filing, telephone experience
- Computer experience
- Able to function in fast-paced office, good communication skills
- Must be able to relate with people. Must be dependable and responsible. Must be able to work without continuous supervision.

Job Description

- Serve up to 37.5 hours per week

- Handle all daily interactions and desk operations involving University Housing (reception duties, typing, data entry, processing of applications, receiving payments, general posting, and assignments, producing reports)
- Maintenance of student records (confidential)
- Auditing student resident's financial status
- Attend and participate in all training, departmental staff meetings, and team meetings as requested
- Serve as a support to University Housing with office function and operation aspects
- Serve as a facility preparation team member and maintain a strong working relationship with community housekeeping and maintenance staff
- Other duties and additional University Housing projects as assigned

Supervision

A main office University Housing staff member supervises this position.

Summer Maintenance Staff

Qualifications

- Flexible Schedule
- Attend all training sessions
- Must be in and maintain good academic and disciplinary standing with NKU- a cumulative GPA of at least 2.5 is required
- Registered for the upcoming Summer or Fall classes
- If registering for summer session classes, staff members may register for only one course during first five-week session and one course during the second five-week session. The other option is that staff members may register for one course during the eight-week session. Staff will not be permitted to take an intercession course
- Must be able to climb and descend stairs while carrying supplies and/or materials. Must be able to climb ladders and stand for long periods of time
- Must be able to frequently lift and carry heavy loads, i.e., furniture, mattresses, etc. Must be agile and able to bend, stoop, and reach.
- Must be able to follow oral and written instructions and compliance with verbal instructions from management
- Staff members may not be additionally employed more than 10 hours
- Must be able to relate with people. Must be dependable and responsible
- Must be able to work without continuous supervision

Job Description

- Serve up to 37.5 hours per week, Monday-Friday 8:30 a.m.-4:30 p.m.
- Perform work orders and special requests including removal and relocation of furniture and mattresses as well as bunking the beds as directed

- Replacing and cleaning carpet
- Painting the residential village rooms
- Report damage to structure, furniture, or equipment
- Attend and participate in all training, departmental staff meetings, and team meetings as requested
- Serve as a support to University Housing with office function and operation aspects
- Serve as a facility preparation team member and maintain a strong working relationship with University Housing staff
- Other duties and additional University Housing projects as assigned

Supervision

The Maintenance and Housekeeping staff supervises this position.

How to do a Check-in:

If a student wants to move in a room, please follow the steps below:

1. Find out if the student is authorized to check into a specified room and the location of the unit by one of the following:
Verify the resident's room change request form/email confirmation
Checking to see if the student's has a letter from the Assignment Coordinator
Call the Assignment Coordinator at x6974
2. Fill in the "CHECK IN" portion on the RCR which includes:
 - Key Information
 - Actual Check-in Date
 - If resident read and signed the Housing Policy Form
3. Have the resident fill out their Last Name, First Name, MI. and Social Security Number.
4. Next, have the resident fill out their Biographical Information and sign the front of the RCR.

NOTE: Ask the resident to take their RCR and review the condition of their room. They are to note any additional damages or maintenance concerns on the RCR and return it to the desk.

5. University staff must sign the front of the RCR form at check in.
6. Give the resident the white copy of the RCR form.
7. Place the signed RCR in the Hall Director mailbox.

How to do a Check-in (Change of Unit):

If a student wants to change unit, please follow the steps below:

1. Find out if the student is authorized to check into a specified room. Ask the student to present their pink copy of the ROOM CHANGE REQUEST FORM (if the student does not have this form, contact Jenn Bargo at 859-572-6974 and ask her for clarification).
2. Look at the bottom of the ROOM CHANGE REQUEST FORM to find out what room the student is moving to.
3. Get a RCR form and fill in the "CHECK IN" portion which includes:

- Key Information
 - Actual Check-in Date
 - If resident read and signed the Housing Policy Form
4. Have resident fill out their Last Name, First Name, MI. and Social Security Number.
 5. Next, have the resident fill out their Biographical Information and sign the front of the RCR.
 - NOTE: Ask the resident to take their RCR and review the condition of their room. They are to note any additional damages or maintenance concerns on the RCR and return it to the desk.
 6. University staff must sign the front of the RCR form at check in.
 7. Give the resident the white copy of the RCR form.
 8. Place the signed RCR in the Hall Director mailbox

How to do a Checkout:

If a resident wants to move out of his/her room, please follow the steps below:

1. Pull the resident's RCR.
2. Ask the resident WHY they are leaving their room. Check off the reason on the RCR. The choices are listed on the front of the RCR under "Check out".
3. Next have the resident fill out their forwarding address on the front of the RCR.
4. Accompany the resident to the unit and fill out the check out portion on the Inside of the RCR. The resident is expected to clean their unit. If the unit is not clean, do not continue with the check-out process until the unit is clean. In addition, explain to the resident that residents that check out and leave a dirty unit will be billed for cleaning and an improper checkout. If an RA completes a checkout for a dirty room, then that RA will clean the unit.

Billing Information- Remind the resident that after he/she checks-out, the Hall Director and the Maintenance Team will review their unit's condition. They will adjust any maintenance request as needed. Any damages on the RCR will be shared among the residents of the unit. Never tell the

residents that they will not be billed, or try to estimate an amount, during the check-out.

5. Fill out the "CHECK OUT" portion which includes:
 - Resident signature
 - Date of checkout
 - University Housing Staff signature
 - Living area inspection
 - Key(s): mark either the date they were returned or not returned.
6. Take the keys to the room from the resident and place them in the key box.
7. Place the completed RCR in the Hall Directors mailbox.

When Checking to See if a Unit/Apartment is Cleaned:

Apartment/Room

- Heating/air-conditioning in unit is turned down.
- Windows and sills are free of dust and dirt. Window(s) are Closed and locked.
- The entire apartment is vacuumed, swept and mopped (look under and around all furniture. Check to see if the underside of furniture is cleaned.
- All personal belongings are removed from the building.
- All closet shelves are dusted.

Bathrooms

- Bathroom fixtures including the sink, toilet, bathtub, shower stall, etc are cleaned. The entire toilet not just the seat and the bowl are cleaned.
- Shower curtain is removed. The bathroom floor is swept and mopped.
- The medicine cabinet and under the sink are cleaned. The mirror is cleaned.
- The bathroom sink vanity/cabinet is cleaned.

Kitchens

- All food items from the refrigerator, shelves and trays are cleaned. All drawers are cleaned.
- Refrigerator is defrosted and melted water is cleaned.
- The oven, stove, drip pans and under the burners are cleaned.

Room Condition Report Forms

Room Condition Report Form (RCR) allows University Housing to inspect the residential units for damages and any maintenance repairs. It is imperative that the University Housing staff member inspects the unit thoroughly and identify in writing all damages or maintenance repairs on the form. When the student checks-in please inform them to go over their RCR form carefully.

It is very important that you fill-out all the information on the RCR form correctly. The Hall Director and Assignment Coordinator need proper and correct information for billing purposes.

How to Inspect a Room

Supplies to bring:

- Pens
- Incident reports
- Monthly Room Inspection Forms
- Policy Violation Forms

What are we looking for?

- **CHECK THE SMOKE DETECTOR!** After you check all the rooms on your assignment list, please **call the Hall Director on Duty immediately and inform him or her of the rooms that have smoke detectors that do not work properly.**
- If residents are present, ask if they have any maintenance concerns.
- Look on the surface for policy violations- candles, alcohol, etc.
- **DON'T OPEN DRAWERS OR CLOSETS!!!!**

Note: When inspecting a room where a resident is not present, please leave a room inspection card informing the resident(s) that you were in the room for room inspection purposes.

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The ABC's For RA's

- A-** Ask for help! You aren't alone, and you probably aren't the expert. Utilize the resources on your staff, in your hall and on your campus. Think of yourself as a "Referral Agent." Know when to refer and who to refer to!
- B-** Balance is very important. Remember you are a student first, then an RA. Prioritize the various commitments you have and continually self evaluate to find out if you are out of balance. If you find yourself unbalanced, talk to someone about it!
- C-** Consistency is key! If you aren't consistent, it will come back to haunt you. Treat everyone fairly and don't let anything "slide."
- D-** Don't take things personally. When residents violate policy, it is not usually directed at you as a person!
- E-** Evaluate and assess the needs of your residents. At the beginning of the year, and on an ongoing basis, do formal and informal assessments to find out what your residents need!
- F-** Fun should always be part of the job! If you aren't having fun, you need to take a step back and look at what you are doing. If all you do is policy enforcement, you are missing out!
- G-** Get to know your residents, and be sure to remember their names. Make picture flashcards if you have to!
- H-** Have a servant's attitude, but don't let yourself be tread on or taken advantage of.
- I-** Invest your time with care because it is a valuable commodity. Use a day timer. Don't over-commit, and remember how to say the magic word, "no."
- J-** Just be yourself! Let your residents see you as a person, not just an RA.
- K-** Know that you can't please everybody.
- L-** Laugh when things get crazy! Sometimes it's all you can do to stay sane.
- M-** Maintain a solid front with your staff. If residents are "dissing" another staff member, don't join in, even if you agree with them!
- N-** Never share confidential information you know about a resident! If you respect your residents, they will respect you.

- O-** Open your door, but know when to lock yourself in for some “me-time.”
- P-** Program, program, program! Plan programs and activities that help your residents to grow, socially, academically and personally!
- Q-** Quality time with residents is better than a large quantity of programs. Programs are essential, but be sure to just “hang out” with your residents too.
- R-** Remember why you became an RA. Write down what your reasons are for being an RA, and put them in a place you can refer to on a regular basis.
- S-** Study! In addition to the fact that academics come first, you are a role model for your residents.
- T-** Take care of yourself. If you don’t take care of yourself, how will you be able to take care of your residents?
- U-** Understand the variety of developmental levels your residents are at, as well as the various backgrounds they have come from, and the variety of views and beliefs they hold. Seeking to understand them more completely will help you relate with them and serve them better.
- V-** Value this great opportunity to help others!
- W-** Working as a team with your fellow staff is a key to success.
- X-** Examine your own values, beliefs and background, so you know your own biases. This understanding of self will help you to better understand others, which is very important for working with a diverse group of people.
- Y-** You have one of the most important jobs on campus!
- Z-** Z’s! – Get some rest!

By Dan Oltersdorf - ResidentAssistant.com

Role Modeling

The primary and most influential responsibility that you have as an RA is being a role model. Your status as a staff member and leader tells students that you possess certain characteristics that Northern Kentucky University and the University Housing Office respects and considers important. The following is a guideline for being an effective role model:

- Model appropriate behaviors and attitudes and set a good example for your residents.
- Set up clear expectations for your hall, corridor, or breezeways from the beginning.
- Live and abide by the policies and procedures set forth by the University Housing Office, Northern Kentucky University, and Kentucky state laws.
- Residents will see you as an RA everywhere you go even though you leave your hall and campus. Role modeling extends beyond your hall and community.
- Always support your fellow staff members.
- Respect others! Even if you do not like or agree with another person, respect their rights and opinions as an individual.
- Maintain confidentiality. Do not talk about residents or staff members to others.
- Do not misuse the power inherent in your position.
- Know the difference between being a staff member and being a friend.
- Maintain your professionalism.

What messages are you sending if you:

Are always late for meetings?

Criticize the Hall Directors or other staff members or allow residents to do so without addressing them?

Curse excessively or use derogatory language?

Joke about residents to other residents or staff members behind their backs?

Never have your door open or are never available in your community?

Wear t-shirts that promote beer, binge drinking, or drug references?

Have super models or sexually suggestive posters on your wall?

Tell or laugh at demeaning jokes about individuals' race, religion, sexuality, etc.?

Tell stories about being drunk?

Encourage residents to 'score' with members of the opposite sex?

Tell stories about breaking any rules (whether minor or major) to residents?

Welcome to the RA Fishbowl!

Staff members should model behavior that others will come to assume as appropriate behavior for students in college. If RA's emulate good study skills, there is an increased chance that students in your corridor or in your area will also emulate this pattern of study. Likewise, if an RA spends most of his or her time throwing a Frisbee up and down the hallway, drinking with residents, or continually find that their time is occupied by a boyfriend or girlfriend, the RA is setting an entirely different model of behavior and communicating values by his or her actions.

A staff member is expected, as part of the role modeling responsibility, to live by the rules, regulations, and policies of the University. Unless a staff member abides by them, he or she cannot expect residents to do so. When a staff member accepts responsibility for his or her position, he or she can also make a commitment to the position as it is defined. Whether on campus or off campus an employee of University Housing is expected to conduct him or herself as a professional and act as a role model.

Common Mistakes to Avoid as an RA

- Inconsistency
- Starting strong, finishing weak and also vice versa, starting weak thereby making future enforcement difficult
- Lack of social life... becoming too overwhelmed in the job
- Trying to do too much early in the semester thereby negatively affecting their academic progress
- RAs creating a floor dependency on themselves rather than challenging the floor to become autonomous and self-governing.
- Violating a confidence even when it seemed like it would be helpful to do so at the time
- Thinking they have to be perfect and therefore being defensive or evasive about a situation in which they realize they erred
- Trying to appear too cool to residents in an attempt to be respected
- Not being able to say no
- Overcommitted
- Underestimating the time commitment
- Not taking advantage of early semester down time
- Confrontation style....letting things slide "just this once" or being RA Robo-commander
- Lack of late in the year community building
- Not being available or accessible early on
- Not setting expectations early enough in semester
- Not clearly explaining the RA role, especially to first year residents
- Doesn't program early enough
- Residents seeing poor organization style
- Friend/mentor/disciplinarian role mixed up
- Personalizing the behavior of residents...i.e.: interpreting student misconduct as a personal affront when in fact the behavior is not focused on the RA at all
- Being in for a rude awakening if they think that student misconduct can be eliminated simply by being friends with everyone...i.e.: assuming that RAs friends "won't put them in that situation"
- Not taking enough personal time
- Not realizing that behavioral changes

- Being overly aggressive towards enforcement
 - Not spending enough time those first few weeks getting to know the residents
 - Not studying the roster to aid in the name/face recognition
 - Being unprepared for the first hall meeting (too nervous, not planned out well, inappropriate ice breaker, etc.)
 - Not giving concrete examples of what it means to be in a community (acceptable noise levels, use of public bathroom, saying "hi", not leaving doors open/propped, etc)
 - Reflecting the message "I'm here to be your friend" without the foresight of how difficult that will make confrontations
 - Not realizing how drastically they go from Jane or Joe Nobody to Jane or Joe the RA everywhere they go...living in a fishbowl brings about other mistakes like participating in gossip, drinking with friends, etc, and they don't realize just how those things can come back and bite them later on
 - Not planning programs well in advance
 - Poor time management
 - They should avoid comparisons to their predecessor
 - Not willing to ask questions
- do not happen overnight
- Forgetting that you have to gain respect, it's not granted to you just because of the title
 - Everyone does not see things from the same perspective
 - That its ok to ask for help
 - The willingness to work hard waning too soon, meaning, they do a great job bonding in training, getting the halls ready for opening and welcoming the students, however, as soon as the initial "welcome to college" programs are done, they relax
 - Trying to do everything themselves without asking for help or delegating
 - Being reactive instead of proactive
 - Avoiding residents---try to spend just 5 minutes a week with each resident at a minimum to inspire confidence in using the RA as a resource
 - Thinking, "Oh, I have a whole semester to get this stuff done." They forget how quickly those 15-17 weeks go
 - Trying to accommodate everyone's needs and not being able to set up appropriate boundaries
 - Not reporting incidents
 - Not establishing an open door policy
 - Using gossip, rumors or second hand information for the basis of their opinion of someone
 - Not developing a support system on staff

Taken from <http://www.residentassistant.com>.

Leadership in Practice

Leadership is not something that just the elected or designated leader does. Leadership happens when anyone in the group does or says something that moves the whole group further toward any of these goals:

1. The accomplishment of the task
2. The resolution of internal group problems
3. The ability of the members to work together effectively as a group

The designated leader shares the responsibilities of the leadership role with all members.

A good leader:

- Involves everyone in building and maintaining a productive group. People tend to support what they themselves create.
- Views leadership as service, a way to help the group develop an atmosphere of trust that will help the group accomplish its task.
- Helps the group see how it can deal with internal conflict that can disrupt meetings.
- Encourages the group to accept conflicts as a group problem and to discuss and work through it so that they can then return to their task.

A Successful Leader....

- ✓ will make decisions that will enhance the entire group or organization rather than just himself or herself.
- ✓ realizes that he or she also has a superior. No one ever holds a position where they are not accountable to someone.
- ✓ is an example of fair play, integrity, and dependability.
- ✓ will genuinely listen to the needs, feedback, and suggestions from all members of the organization, not just a select few.
- ✓ understands that a leadership position is not a position of glory and popularity, but a position of responsibility.
- ✓ is willing to roll up his or her sleeves and help other members of the organization when the going gets tough.
- ✓ knows that he or she can not be successful without the work, support, and dedication of all members of the organization.

- ✓ will sacrifice personal glory and recognition so that it may be shared equally with all of the followers.
- ✓ works for the success of the entire organization and not for personal aggrandizement.
- ✓ knows that whatever power he or she may possess, it was given to him or her by members of the organization. If improperly used, this power can be swept away and given to someone else.

Developing your Own Leadership Style

Situational Leadership

Many lectures were based on the idea that the best leadership style for any situation was the one that combined high task orientation with a high relationship orientation (see below). Other lectures claimed that the two styles were mutually exclusive, that a leader had to be one or the other. In recent years, we have come to understand that successful leaders are those people who can adapt their behavior to meet the special circumstances of each situation.

Task oriented: focused on goal achievement, often at the expense of interpersonal relationships.

Relationship oriented: focused on participants feeling good about the group process, often at the expense of a high quality product.

Paul Hersey and Ken Blanchard feel that leadership styles fall into four basic categories:

Telling Leaders:

Telling Leaders tend to be directive and concentrate on telling people what to do, when, and how. This leader has a plan in mind before the meeting starts and just informs the group of how things will be. Drill sergeants are good examples of telling leaders.

Selling Leaders:

Selling leaders have a strong commitment to achieve goals and direct followers in the group toward this end. They are just as concerned about how the committee members are involved and want them to feel good about the work process and have good interpersonal relationships. Coaches are often selling leaders.

Participating Leaders:

The leaders take the approach that the relationship of the group is more important than any individual task. Participating leaders run meetings at which all members have an opportunity to express their opinion, and decisions are reached by consensus.

Delegating leaders:

A delegating leader will outline a project, encourage someone or a committee to handle it, and check on the progress on an infrequent basis. He or she usually lets the group members handle the project in their own way if it is clearly delegated and defined, and provides help if it is needed.

Hersey and Blanchard also see the members of the group as falling into corresponding categories according to their ability to perform assigned tasks and their interest in doing them.

Not willing/Not able:

The members of this group do not want to do the job, nor do they know how to do the particular job.

Example: A student who does not enjoy sports, is clumsy or who was pushed into the job, won't do a very good job at organizing a faculty versus students basketball game.

Willing/Not able:

This group is enthusiastic about the task, but not really sure how to carry out the particular job.

Example: A committee whose members, assigned to organize a student art show, think it's a great idea but know nothing about art, have never taken any courses, and do not have any friends who are artist.

Not willing/Able:

This group has all the knowledge and skill to carry out the project but isn't interested in applying that knowledge.

Example: A group that is bored by having done the same project too many times before.

Willing/Able:

The members of this group know how to do the job and are motivated to apply themselves to do it.

Example: A group that worked with a special program for the disabled before, got a lot out of it, and are anxious to do it again.

Processing your leadership style with the needs of your group:

The telling leader is most effective with low willingness and low ability. This arrangement would give these members the close supervision needed to keep them from abandoning or ruining the project.

The selling leader is most effective in a group with a lot of willingness but little ability. The leader will encourage and reward their enthusiasm but will keep their instructions specific to keep them from failing at their task.

The participating leader is successful with group members who are unwilling but able. He or she will find a way to involve them in the planning and increase their interest in the project. Once they are a part of the project they will be more willing to carry it out.

The delegating leader gets the best results with members who are willing and able. If they know how to do the task and are willing to do it, this leader will simply let them carry it out.

When you learn to recognize the attitudes and abilities of your group, how willing and how able they are to really perform the task at hand, you can use the appropriate management style to get the best results for you and your group.

Hersey, P. & Blanchard, K. (1977). Management of Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, NJ: Prentice Hall.

Tips for Successful Leadership

- **Match the task to the capabilities of the person**
Everyone has particular interests and skill that are appropriate to certain activities. An artist might be most effective on the decorations committee where he or she can make use of the individual talent, rather than a planning committee.
- **Involve different people**
It is easier to keep calling on people who have been helpful in the past or to always turn to your close friends, but everyone has something to contribute. Part of a leader's responsibility is to involve as many members of the group as possible.
- **Don't dictate...delegate!**
Discuss the goals of the task, define the boundaries within which the person may operate and be willing to allow him or her to make decisions necessary to complete the task. If the specific steps must be followed,

make sure you communicate them clearly and that they are understood and agreed upon.

□ **Monitor progress**

Although you may have delegated a task to someone else, as a leader you are ultimately responsible for its successful completion. Set up times and dates by which various aspects of a task need to be accomplished.

□ **Consider alternative plans and persons**

If a task is not being completed according to the established guidelines, reevaluate the task, possibly delegate its responsibility to different group members, and/or provide help for the original person or committee.

□ **Evaluate the task**

A record of the way a task was accomplished is helpful not only to determine its success, but as a resource for those who may not want to undertake a similar project. Don't feel, however, that things must be done exactly as they have been in the past.

□ **Express appreciation**

Do not forget to thank everyone who has contributed to making the project a success. Everyone needs encouragement to go on.

Karen Kitchener's Five Ethical Principles

- 1. *Respect Autonomy*** It is assumed that individuals have the right to decide how they live their lives as long as their actions do not interfere with the welfare of others. One therefore has the right to act as a free agent, and has freedom of thought and choice.
- 2. *Do No Harm*** The obligation to avoid inflicting either physical or psychological harm on others and to avoid actions that risk harming others may be a primary ethical principle.
- 3. *Benefit Others*** There is an obligation to improve and enhance the welfare of others, even where such enhancement may inconvenience or limit the freedom of the person offering assistance.
- 4. *Be Just*** To be just in dealing with others assumes equal treatment of all, to afford each individual their due portion, and in general, to treat others as you wish to be treated.

5. **Be Faithful**

One should keep promises, tell the truth, be loyal, and maintain respect and civility in human discourse. Only in so far as we sustain faithfulness can we expect to be seen as being trustworthy.

Kitchener, Karen S. (1985) *Ethical Principles and Decisions in Student Affairs*. In H.J. Canon and R.D. Brown, *Applied Ethics in Student Services* (pp. 17-29). *New Directions in Student Services*, no. 30. San Francisco: Jossey Bass.

Questions to consider when making ethical decisions:

- Have you defined the problem accurately?
- How would you define the problem if you stood on the other side of the fence?
- How did this situation occur in the first place?
- To whom and to what do you give your loyalty as a person and as a member of the organization?
- What is your intent in making the decision?
- How did this intention compare with the probable results?
- Whom could your decision or action injure?
- Can you discuss the problem with the affected parties before you make your decision?
- Are you confident that your position will be as valid over a long period of time as it seems now?
- Could you disclose without qualm your decision or action to your supervisor, the President of the University, your family, society as a whole?
- What is the symbolic potential of your action if understood? If misunderstood?
- Under what circumstances would you allow exceptions to your stand?

Leadership and Confrontation

As an RA, there will be times in which you will have to confront residents or even other staff members for negative or inappropriate behaviors. One key element in confrontation is to remember that in any confrontation, you are confronting the “behaviors”, not the value and worth of a person. Some behaviors are not tolerable, but you are still dealing with a complex person who deserves civil treatment. If you scream at someone, it is likely that they will scream back at you. It is difficult to continue to yell at someone who refuses to yell back. The following factors can contribute to the success of a confrontation:

1. Be proactive **not** reactive!
2. Have positive relationships with as many people as possible. Residents are more likely to respond to people who they know and respect.
3. Know your own emotional/mental/physical state before you confront. Don't take your exam or life stress on a resident who is unrelated to your problem.
4. Know and accept the fact that negative and destructive behaviors will occur. Undue stress on your part will not change the fact that things will happen and that you will need to confront them.
5. The fact that residents decide to violate policy is not a statement of their respect or regard for you.
6. Recognize how students may perceive a confronting staff member.
 - a. It is likely that the student is doing something he/she feels is a legitimate right.
 - b. You may be perceived to be an intruder or party pooper who is out to spoil their good time.
7. If you lose your temper, you will lose your point. Only use appropriate language when dealing with residents. If a confrontation is getting out of control, you can no longer be effective. Remove yourself from the situation and seek assistance from someone who can be effective.
8. Confront residents in private, not in front of their friends or hall mates. It is threatening and embarrassing to be confronted in front of peers. It also increases the likelihood of students ganging up on you. Ask the person to come into the hall or to a private place where you can discuss the situation alone.
9. Don't threaten residents or promise a course of action that you will not or cannot fulfill.

10. Do not promise a resident what the outcome of an incident report being filed will be. If you tell a resident that nothing will happen and something serious does, that resident will be angry with you and the administrator. You can never say with certainty what will happen, especially since there may be a history of discipline issues that student of which you are unaware.
11. Do not apologize for confronting residents or for things that are not your fault. You should not be sorry for confronting a resident who violated policy and you did your job by confronting it.
12. Look for help or support from another staff member if you need it.
13. Follow up with residents after a confrontation and to answer any questions that he or she may have. Be sure to direct the residents to your supervisor for questions that you are unaware of the answer.
14. Be an educator: Know the reasons behind each of the rules and be able to explain them to residents. Review behavior expectations with your residents during your first hall meeting.
15. Be a friend. It is not contradictory to be both a friend and a disciplinarian. Friends “discipline” friends by telling them when some behavior is offensive- it can help strengthen the relationship. In addition, many times misbehavior is the result of residents dealing with some other personal issue like family problems or bad grades. When you confront residents for misbehavior, it can be the first step for them to find the appropriate way to deal with their problems. Good friends would do this for each other.
16. Be thorough. Document every time you have to confront a resident about misbehavior. Include as many details as you can, even ones that seem unimportant at the time. You will not always initiate discipline proceedings, but you will need to document a pattern of misbehavior if it develops.
17. Be efficient. Unless it is very minor, you should let your supervisor know as soon as possible about a discipline violation. If it is late at night and it is appropriate to wait until the next morning, do so. Your incident report should relate as many details as possible, and should be submitted to your hall director within 24 hours of the incident. Also, tell your Hall Director about any trends developing in your hall which concern you. Most problems can be handled more easily if you deal with them while they are still small. Again your goal is to normalize the environment. The goal is not to control residents. You cannot do it and attempting to do so is futile and frustrating.

Models of Assertive Communication

Reaching a successful solution that is agreeable to both parties and falls within set guidelines is most desirable. It is beneficial if residents are able to solve problems on their own. For instance, giving residents 15 minutes to clear out a party on their own is usually better than you choosing to clear out the party with no warning. The following ideas illustrate an assertive manner in which to approach someone. Depending upon the situation, you can include the other person in generating options for a solution.

Confrontation Dialogue

- Describe the person's behavior in objective terms.
"I just saw you tear all of the materials off of the bulletin board."
- Describe how the behavior affects you or others with the unit.
"There was information there that was helpful for residents to know."
- Describe how you feel about the behavior using "I" statements.
"I spent a lot of time putting that bulletin board up and I am disappointed that you have torn it down."
- Describe what you would like to see the person do to correct the behavior.
"I would like you to pick up all the materials and put them back on the board as they were when you found them."
- Tell the person when you will follow up with them.
"I will come down at 4:00pm to see that it is done."

Confrontation Follow Up

When a commitment for behavior was made and not followed through try this:

- Statement of behavior observed.
"I saw you tear all of the material off of the bulletin board."
- Statement of the student's commitment.
"You agreed to replace it by 4:00pm."
- Presentation and contradiction.
"It's 5:00pm and the board isn't replaced."
- Statement of how you feel.
"I'm upset that you haven't done it yet."
- Statement of behavior you would like to see take place.
"I would like you to replace the board now."
- Statement of steps you will take.
"I will come back in a half hour to make sure that it has been done."

Six Rules for Conflict Mediation

1. **Never take sides.** This means that you should never become the decision maker. Never side with one individual against the other. Never defend one person's point of view. When necessary, you may ask questions for clarification or feedback your perceptions, not to devalue one person's position but to bring to attention of both parties what was said.
2. **When possible, employ a strategy of win-win to resolve conflicts.** It is almost always possible that each person can walk away feeling as though he or she has won at least part of the conflict.
3. **Help to ensure that each person's integrity is maintained.** It is never acceptable to have one person feel debased or humiliated. This lays a foundation for greater hostility and is not an adequate resolution to any conflict.
4. **Get conflicts into the open.** If people are arguing back and forth about a particular situation, as mediator you may be able to assist them in defining their conflicts. It is better to get a conflict in the open where it can be confronted rather than react negatively to each other without adequate explanation.
5. **Be aware of barriers of conflict resolution.** Defensiveness, put-downs, judgmental reactions, gamesmanship, manipulation, discounting, aggressive attacks, and similar types of behavior are barriers to communication and play a counterproductive role in the resolution of conflicts.
6. **Do not escalate conflicts by involving more people than necessary.** Resolve conflicts at the lowest possible level between the individuals who are directly involved. When too many people are involved, people become concerned with maintaining loyalties and saving face. Too often things are said for the benefit of others, which are counterproductive to the conflict resolution.

--from "The Resident Assistant"
Blimling & Miltenberger

Goal Setting: Set SMART Goals

Specific **M**eaningful **A**ttainable **R**ealistic **T**rackable

Team Member Roles that Enhance Group Success

Encourager

This person is friendly, diplomatic and responsive to others in the group. The encourager makes others feel good in the group, and helps others make contributions.

Clarifier

The clarifier restates problems and solutions, summarizes points after discussion, and introduces new or late members to the group by bringing them up to date on what happened.

Harmonizer

The harmonizer agrees with the rest of the group, brings together opposite points of view, and is not aggressive toward others.

Idea Generator

The idea generator is spontaneous and creative. This person is unafraid of change, and suggests ideas others do not. Often they are just what is needed to solve the problem.

Ignition Key

This person provides the spark for the group action, causing the group to meet, work, and follow-through with ideas. In this sense, the ignition key plays a leadership role in the group action.

Detail Specialist

This person considers the facts and implications of a problem. The detail specialist deals with small points that often have significant consequences in determining the overall success of a group project.

Tips for Understanding Others

Empathizing with Others

1. Be patient with and tolerant of others.
2. Do not expect people to be perfect.
3. Accept the differences in others.
4. Be sure you want to understand people.
5. Look for the good in others.
6. Learn to love the unlovable.
7. Hate the thing, not the person.
8. Get all the facts.
9. Place yourself in the other person's situation.
10. Control your attitudes.
11. Develop a mental image of understanding.
12. Use positive affirmations of yourself as an understanding person.

Community Building and Programming

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The Purpose of Community Development

Recognizing that community development efforts can serve to meet student's needs, it is important to look more broadly at the purpose of community development. What potential does community development hold for serving the educational mission of the college? The degree of community achieved should positively affect the quality of the student's living-learning experiences in several ways:

1. *An environment conducive to study and learning should exist within the residence hall.*

If the community members have recognized their academic pursuits as a common purpose for being at the college, if they have recognized that an individual's opportunity to learn can be either supported or obstructed by the behavior of his peers, if they have together determined the conditions necessary for the pursuit of their learning opportunities and have clarified their expectations for one another, and if they do, in fact, hold each other responsible for respecting the rights of fellow residents and for fulfilling responsibilities to the community, then a climate for learning will be assured and protected.

2. *On a more practical side, community development should increase the smoothness and effectiveness of the hall operation.*

When persons in the hall recognize their interdependence and work together in a spirit of cooperation and collaboration, many potential problems can be alleviated. Visible results may include: willingness to abide by established policies and procedures or to seek change through established channels, predictability of actions and responses of group members, low damages, and broad participation in problem-solving.

3. *A community both requires and stimulates the development of personal competencies and skills which are characterized and sought during the period of late adolescence/early adulthood.*

Since most hall residents fall within this age group and since student personnel professionals have been traditionally concerned with the student's personal and social development, as well as with his intellectual development, this factor alone might justify use of this approach.

4. *A more long-range effect should be the influence on the resident's attitudes and behavior after graduation, hence an influence on the larger society.*

The residence hall and the campus are specialized examples of the many communities that one is likely to have a part in throughout a lifetime. The residence hall provides a laboratory for learning a concept of community and how it may be developed. Residents who gain a sense of community and who experience community in their halls should be better prepared to

move into the larger society where their participation as responsible community members and leaders will be needed.

One might state additional reasons for developing community in residence halls; however, these four broad purposes sufficient reason for using the approach and serve as a so solid foundation for the goals of residence halls.

Models for a Successful Community

“INGREDIENTS OF COMMUNITY” by John W. Gardner (1990) On Leadership, pp. 116-118

1. **Incorporate Diversity** - We expect and want diversity, and there is dissension in the best of communities. However, vital communities face and resolve differences.
2. **Shared Culture** - Social cohesion is advanced if the group's norms and values are explicit. The well-functioning community provides many opportunities to express values in relevant action.
3. **Good Internal Communication** - There must be occasions when members gather; there must be provision for forums and organizations willing to serve as meeting rounds. People have to believe that they can have their say. Each segment of the community must understand what the other segments wants and needs.
4. **Caring, Trust and Teamwork** - A good community nurtures its members and fosters an atmosphere of trust. Underlying the teamwork is an awareness by all that they need one another and must pool their talent, energy, and resources. There is a feeling that when the team wins everybody wins.
5. **Group Maintenance and Government** - A functioning community has institutional provisions for group maintenance or governing.
6. **Participation and Sharing of Leadership Tasks** - The healthy community encourages individual involvement in the pursuit of shared purposes. All segments must participate. The good community finds a balance between individuality and group obligation.
7. **Development of Young People** - Every organization serving the community should find ways of involving young people.
8. **Links with the Outside World** - There always is a certain tension between the need for community to draw boundaries to protect its integrity

on the one hand, and the need to have fruitful links with the larger community of which it is a part.

“SIX PRINCIPLES WHICH DESCRIBE UNIVERSITIES AT THEIR BEST” by Ernest L. Boyer (1990) *Campus Life: In Search of Community*, Princeton University Press, pp. 7-8)

1. A college or university is an educationally **purposeful** community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.
2. A college or university is an **open** community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
3. A college or university is a **just** community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.
4. A college or university is a **disciplined** community, place where individuals accept their obligations to the group and where well defined governance procedures guide behavior for the common good.
5. A college or university is a **caring** community, a place where the well being of each member is sensitively supported and where service to others is encouraged.
6. A college or university is a **celebrative** community, one in which the heritage of the institution is remembered and where rituals affirming both traditions and change are widely shared.

Community Building Model Introduction

What are programs and community building activities?

An activity or event, planned or unplanned, that brings members of your community together for any length of time.

These activities can be:

- Educational
- Spiritual
- Social
- Diversity related
- Health and Safety related
- Passive
- Floor Meetings
- Campus Programs and Activities
- Spontaneous Programs
- Community Service
- Special interest based
- Leadership oriented

Why program and community build?

Programming in a college environment helps residents grow and gives them an opportunity to develop by pursuing outside interests, socializing and sharing ideas. It brings people together through new friendships while providing a safe, secure environment. With programming comes a sense of community. Besides creating a comfortable atmosphere and increasing one's own self-awareness, programming can provide relief from academics and foster ideas learned in the classroom.

What are the benefits of programming and community building?

The Residence Halls should be more than just a dorm, or place to sleep...they should contribute to students' educational and personal growth.

Stimulate individual and group growth, help students meet one another, learn more about themselves

Benefits for residents:

- Provides a feeling of community; feel accepted and like they belong
- Gives them something constructive to do
- Increases their satisfaction with where they live and with the University
- Exposes them to new ideas and experiences

Benefits for RA's:

- Learning new organizational skills
- Increasing your marketability after college
- Becoming a more effective leader
- Expanding your role and visibility within the residence
- Gaining new knowledge

How do RAs Fit In?

RAs are the educators for their residents. Their goal is to facilitate learning through ice breakers, speakers, educational programs, discussions, mediating conflicts, and role modeling appropriate behavior. RAs need not serve as an 'expert' in every programming area; their main role is to coordinate the details of each program and report on its success.

In addition, RAs involve residents in their own learning by attending on/off campus programs, encouraging involvement in RHA, or helping to arrange study groups for their floor/breezeway. The main focus should be to look at the residents' needs. Through programming, RAs make the difference.

What is included in the University Housing Community Building Model?

University Housing's **Mission Statement** states that "University Housing is committed to providing a learner-centered environment that promotes academic success, socialization into the campus community and personal development. We will create an engaging student life climate in a culturally diverse, safe and supportive environment."

NKU's **Eight Core Values** states that NKU is committed to:

- Learner-center teaching
- Excellence
- Access with the opportunity to succeed
- Public Engagement
- Intellectual Freedom
- Multiculturalism
- Innovation and creativity
- Collegiality and collaboration

University Housing Community Building Model

While planning programs and community building efforts, RA's must have a specific goal and objective for his or her residents. As a general guide, community building should be categorized into one of three **Community Building Areas** which directly support the mission and goal of the University Housing Office. Each Community Building Area also incorporates NKU's Eight Core Values.

When an RA submits a program request, he or she must explain the objective and goal for the program/community building activity and also explain which Community Building Area the program/community building activity fulfills. Each Hall Director will work with his or her staff member to diversify programming/community building efforts and to make sure that the needs of residents are met.

Community Building Areas

⇒ **Academic Success**

These programs/community building activities include efforts that are educational, promote academic achievement, and encourage student retention. While this category of programs/community building activities can be social in nature, the RA must make an effort to include a genuine element of achieving higher academic or informative accomplishment.

Supplemental Core Values

- Learner Centered Teaching
- Intellectual Freedom

⇒ **Socialization into the Campus Community**

These programs/community building activities include efforts that encourage residents to become involved as members and leaders of Northern Kentucky University. These efforts also include supporting larger scale University programs as a group, encouraging residents to effectively utilize campus resources, and also taking pride in being a part of the University Housing community.

Supplemental Core Values

- Access with the Opportunity to Succeed
- Multiculturalism
- Collegiality and Collaboration

⇒ **Personal Development**

These programs/community building activities include efforts that encourage individual advancement, personal accomplishment, and support for others through service or community engagement.

Supplemental Core Values

- Excellence
- Public Engagement
- Innovation and Creativity

COMMUNITY BUILDING

1 Open program per month

(Community building activity planned with another RA, staff, or cluster of RA's)
Community Engagement Programs will fulfill this requirement for one month each semester

1 Focus program per month

(Community building activity specifically for residents of your breezeway/corridor/floor), RA's may collaborate with another RA, attend campus event with resident

1 Passive program per month

(Bulletin board, resident newsletter, information email, candy grams)

Programming- How To's

Brainstorming ideas

ResidentAssistant.com

RASource (http://www.wiu.edu/users/mirac/main_page.htm)

Talk to other RA's

Student Life

Residence Life Cinema

YOUR RESIDENTS

Hall Directors!

Check on space availability w/Kay if using a room/space in the Village

Talk to the Budget and Facilities Specialist to reserve your space

Fill out a form

Check on date availability w/Kay if using a room/space in the Village

(don't over schedule!)

Figure out a tentative budget

Show me the Money!

Program Request Form (give to your HD)

If not approved, take it back and re-think goals, etc.
If approved, move ahead!

Confirm with any presenters

PUBLICIZE, PUBLICIZE, PUBLICIZE!!

Be Timely

Creative

Informative

Purchase supplies-sign out credit card with Kay

Be flexible-ready for last minute changes and oops!

Room set up

Clean up

Program Evaluations (give to your HD for credit)

Things to consider:

Drawings for prizes

Food prices

Have residents plan a program!

Programming with P.O.W.E.R.

Prepare

- 1: Who are you programming for?
- 2: What is your program about?
- 3: Where are you going to have this program?
- 4: When will the program be?
- 5: Why are you having this program? (Purpose/goal)

Organize

- 1: Get people on board
 - Delegation : Ownership, Tasks
 - Advisor Meetings
- 2: Plan
- 3: Money
 - Where can you get it?
 - How much do you need?

Work

- 1: Publicize it! (Creatively)
- 2: Put it together
 - Time to set up
 - Go over responsibilities ONE MORE TIME!
- 3: Follow through with responsibilities

Enjoy It!

Review

- 1: Have committee/planning group review
 - What went well?
 - What could we do better next time?
- 2: Have students/participants evaluate
 - Formal/Informal

Programming Ideas by the Month

August-September

Program/Bulletin Board Ideas:

Getting Acquainted
Personal Assessment
Questions and Answers
Tours of Town, Campus, Halls
Wing/Hall/Floor Social Events
Emotional Wellness
Getting Involved in RHA
Roommate Contracts
Room/Door Personalization Contests
Separation from Family/Friends
Combating Loneliness
Roommate Conflict Workshops
Dating Skills
Study Skills
Time Management
Alcohol Awareness
Survival in a University
Human Sexuality
Assertiveness Training

Door tags:

Houses
NKU logo tags
Sports (football)
People cutouts
Friend-themed
Campus resources

October

Program/Bulletin Board Ideas:

Midterm Preparation
Budgeting
Academic Advising
All Hall/Community Activity Day
Alcohol Awareness
Stress Management
Sexual Assault Awareness
Independence
Communication and Listening Skills

Door tags:

Pumpkins
Ghosts
Witches
Make their own
Pencil/Paper
Football
Homecoming

November

Program/Bulletin Board Ideas:

Time Management
Finals Preparation
Socials
Community Strengthening
Tutoring Programs
Recognition Programs
Personal Wellness
Thanksgiving Programs

Door tags:

Turkeys
Cornucopias
Pilgrim Hats
Ships

December

Program/Bulletin Board Ideas:

Finals Preparation
Study Breaks
Tutoring Programs
Stress Reduction
Parent/Child Relationships
Returning Home
Holiday Shopping
Secret Santa's/Pals
Holiday Party

Door tags:

Christmas trees
Ornaments
String of lights
Packages
A+ Papers
Snowmen
Reindeer

January

Program/Bulletin Board Ideas:

Returning to School
Career Programming
Choosing a Major
Getting Acquainted (for new students)
Assessment
Goal Setting
Movie Nights
More Study Skills
Time Management
HIV/AIDS

Door tags:

Party hats
Glasses w/confetti
Party favors
Basketball
NKU logo tags
Snowflakes
MLK, Jr

February

Program/Bulletin Board Ideas:

Autonomy
Relationships
Exercise
Community Service
Hall Projects
Nutrition
Wellness
Drugs/Alcohol
Black History Month
Valentine's Day
Midterm Preparation

Door tags:

Hearts
Valentines
Arrows
Cupid
Leap Year

March

Program/Bulletin Board Ideas:

Socials
Conflict Resolution
Job Hunting Skills
St. Patrick's Day
Potluck Dinner

Door tags:

Shamrocks
Leprechaun hats
Pots of gold
Rainbows
Suns

Movie Night
Ice Skating
Faculty Relationships
Asian History Month
Women's HerStory Month

Moons
Stars
Lucky Charms motif

April

Program/Bulletin Board Ideas:

Outdoor Activities
Dealing with Rejection/Defeat
Assertiveness Training
Returning Home
Finals Preparation
Leaving Friends/Significant Others
Make a Floor Summer Address Book
Secret Pals

Door tags:

Chicks
Eggs
Candy
Sunflowers
Trees
Tulips
Shapes

Basic Principles for Publicizing your Programs

Variety

If no one type of publicity reaches the entire audience, it is essential that you vary your approach. More than one medium can also reinforce and intensify your message. Variety is necessary to provide interest, to arouse excitement and prevent monotony.

Creativity

Make sure that you put creativity into your publicity. You can generate much more enthusiasm and interest from potential participants by using unique and fresh ways of promotion.

Quantity

An advertisement must be seen or heard several times before it has any impact. The retention of your message or announcement will be greater the more often it is seen or heard. So don't hesitate to pump out the publicity while remembering that mere repetition without variety accomplishes little.
Quality and quantity should go hand in hand.

Visibility

Since the frequency with which publicity is seen or heard is crucial to its effectiveness, it makes sense to place your publicity in locations that are well traveled and have high visibility.

Legibility

There is a greater chance that students will bother to read all of your information if the publicity is easily read. Legibility also increases the attention value of the advertisement by making it more attractive.

Advanced Notice -

Publicize well enough in advance. If publicity goes out too late, people won't have the chance to plan on attending your event. It is best to publicize a program at least one week in advance. If you publicize more than two weeks in advance, you should set up reminders as the actual program approaches.

Funding your Programs

Funding Procedures:

1. Programming Proposal/Request Form: This is the form that you will complete to share with your Hall Director your plan for an upcoming program. If your program is approved, it will allow you to be authorized for spending.
2. Credit Card: This is the most common way that you will make purchases ion the coming year. This card works exactly as a MasterCard card would. Any merchant that accepts MasterCard will accept our purchases that you will be making. Because this is an actual MasterCard card, security of the card will be necessary. It is important to retain all receipts and invoices. If these items are lost or misplaced rights for use of the card can and will be suspended and you could be responsible for paying for the item(s).
3. Expense Tracking Form: Attach your receipts and invoices to this form. Prepare one for each and every expenditure. Make a copy for your Hall Director before you turn the original receipt into the Budget Manager. It is at this time that you also return the credit card to the Budget and Facilities Specialist.
4. Duplicating and Printing Requisition: This form is used for large duplicating jobs (generally, exceeding 20 pages of copy- time allowing) or special printing projects. See the Budget Manager for more information on where this form is located.
5. Faculty Grant Series Proposal: This form is used for programming efforts that incorporate an academic and educational element with the assistance of faculty member(s) of NKU.

Funding Process

I. Requesting Funds:

- A. Complete the Program Request form in its entirety
 1. Purpose/event need funds for:
 - a. Purchase goods/services from various vendors
 - b. Purchases form various university departments
 2. Description of items being purchased
 3. Date funds are needed by (be aware of the dates for your purchases)
- B. Once approved, you may obtain the credit card from the Budget Specialist.

II. Making a purchase:

- A. Ensure that the vendor accepts MasterCard
- B. Ensure that the vendor is aware of NKU's tax exempt status.
 1. The tax exempt status/number are printed on the front of the credit card
 2. Take the credit card for payment to the vendor and make the indicated purchase. **RETAIN ALL RECEIPTS.**

III. Follow up of purchases:

- A. Prepare receipt for return
 1. All receipts must be returned attached to the Expense Tracking Form
 2. **DO NOT** return unattached receipts, as the purchaser is responsible for these receipts.
- B. Return receipts to the Budget and Facilities Specialist with the credit card and the Expense Tracking Form.
- C. Make a copy of the Expense Tracking Form with the attached receipt and place it in your Hall Director's mailbox

IV. Trouble shooting:

- A. Be certain that all documents are properly completed and given to the appropriate Budget and Facilities Specialist in a timely manner
- B. Call or e-mail the Budget and Facilities Specialist or your Hall Director if you have questions.

First Area Meeting

Sample Agenda

Step 1 Advertise date/ location/ time of meeting

Step 2 Things to bring and consider

1. Sign in sheet
2. Hall Director Introduction: office location, office hours and office telephone number
3. Introduce your self and role of RA: resource person, helper, friend, and policy enforcer when needed.
4. Icebreakers
5. Outline philosophy- campus housing is for living and learning not just eating and sleeping.

Step 3 Mention general information about living in your community/community services/common areas

1. University Housing Office Hours 8:15 a.m.- 4:30 p.m.
2. Desk Hours
3. No vacuum
4. Need to purchase plunger (Norse/Woodcrest/University Suites)
5. Mail/Mail Packages/UPS/yellow mail slips vs. package slips
6. Equipment
7. Location of Dumpsters
8. University furniture
9. Norse Desk- 6999 Kentucky Desk- 5999
Commonwealth Desk- 6333 University Suites Desk- 8693

Step 4 Policies and Floor/Area Standards

1. Fines Sheet- Policy Notification Forms
2. Room inspections monthly
3. Highlight basic policies
 - a. No alcohol
 - b. Zero tolerance for illicit drugs
 - c. No screens in windows
 - d. No personal trash in breezeways \$25 fine per bag
 - e. No pets (fish ok only if the resident fills out a registration form from the Housing website)
 - f. Vandalism destruction/arson
 - g. Property Insurance
 - h. No candles/incense/open flames devices
 - i. No fireworks, firearms or weapon of any kind
 - j. Quiet hour policy/ courtesy hours
 - k. Over night guest/ opposite sex/ illegal hosting
 - l. Trespassers
 - m. Smoke detectors- tampering \$100

- n. Smoking
- o. Parking violations- open parking- no parking in faculty or Hall Director spot
- p. Must wait two weeks for first room change meeting; no moves without Hall Directors approval

-Advise them to read the online handbook for extensive listing and explanation. The residents are responsible for information in the student handbook. Not knowing a policy is not an excuse for policy violations.

Step 5 University Services

1. Escort service
 - University Police provides a Student Escort Service to enhance personal safety on Campus. Students, Faculty/Staff or visitors who are in need of the service should call 572-5500.
2. Fitness Center
3. Library
4. Norse Dining Hall
 - a. Open for continuous dining between the hours of 7:30 a.m. and 10 p.m. Monday through Thursday
 - b. Open Friday 7:30 a.m. to 7 p.m.
 - c. Brunch on Saturday and Sunday from 10:30 a.m. to 1:30 p.m.
 - d. Dinner Saturday and Sunday from 4:30 p.m. to 6:30 p.m.
5. Custodial concerns contact your area desk

Step 6 Emergency Procedures

1. University Police- x5500 Non-emergency and x911 Emergency
2. Fire alarms
 - a. Occasional drills during the year
 - b. RA's should cover fire procedures and make certain all residents are aware of at least 2 exits from the wing or area.
 - b. Where to report to when alarm sounds
 - c. All residents must evacuate room
3. Severe Weather

If sirens sound or University Police advises, everyone should take cover

 - Residence Halls/Suites- To the inner stairs or lower corridors and if possible to the basement area
 - Apartments- To their bathroom for protection
4. Medical emergencies
 - a. Minor illness or inquiries should normally be handled by the Hall Director, Residents Assistants, a doctor or health facility.

- b. Medical emergencies should be handled by the University Police or the Central Campbell County Fire Department Life Squad

Step 7 Leadership Opportunities:

NKU HAS 140 STUDENT ORGANIZATIONS

- Residential Housing Association – An organization put together to improve the quality of residential living. They provide quality programs and an avenue for policy review.
- Activities Programming Board – The Activities Programming Board is the student run organization which plans all the social, educational, and cultural events on NKU's campus.
- Greek Life – Fraternities and Sororities provide an active social environment for the campus as well as leadership development, campus and community service, career networking, intramural participation, study groups, honor societies, brotherhood and sisterhood.
- Funding for Student Organizations – Funding for events and activities is available through the Funding Committee and the Weekenders program.
- Leadership Development – Through the Northern Kentucky Leadership Institute, students have the opportunity to participate in a variety of leadership initiatives, including the Emerging Leaders Conference, Corporate Leadership Weekend and The LeaderShape Institute, just to name a few.
- N3 – Norse News Network is a weekly e-mail of news and events taking place on or around campus. N# is sent to you each week through your NKU e-mail account.
- Norse Force – 500+ students who back the Norse and everything Northern!

Step 8 Additional Information/Things to consider

Opening Events – Welcome Week

Ask the residents “How was the check in process?”

Ask the residents “What kind of programs would you like to see this semester?”

Programming survey?

Organize a Raffle

Resident Concerns and Issues

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Preparing for Residents' Concerns and Issues: A Month by Month Overview

One way to be an effective leader and Resident Assistant is to be proactive in addressing students' behaviors and concerns. In order to prepare to resident issues or concerns, it may be helpful to be aware of certain trends that affect residents at most universities typically around the same time each year. The following is a general list of issues or concerns that residents typically have. Please remember that this list is a general glance into the school year so it is quite possible that these issues can extend into different months or it may be possible not to see these trends in your own corridor.

August/September

First Year/transfers

- Homesickness
- Fear of creating a new support system
- Loss of old support (leaving family, relationships, friends, etc.)
- Loss of identity; what was significant in high school may have lost its importance
- Peer pressure
- Campus familiarization
- Need for positive reinforcement, recognition from peers
- Values exploration: students are confronted with questions regarding race, alcohol, drug experimentation, religion, social norms, sexual attitudes, etc.
- Financial adjustments; students may never have managed their own money
- Time management issues
- International, minority student, first generation student adjustment

Upperclass/transfers

- Need to reestablish old peer groups
- Facing reality of changes in old support group and relationships
- High expectations for a great new year; desire for a new beginning
- New major/career choice after summer experiences or most recent grades
- More difficult courses and course load
- Class scheduling
- Money management, financial aid, employment
- Time management concerns

September

First Year/Transfer

- Homesickness continues
- Roommate conflicts begin to arise as students adjust to differences of living with someone
- Test anxiety develops with first exams

- Academic expectations can be worrisome
- Dissatisfaction with school; novelty and glamour wears off and the students realize it takes a lot of hard work
- Trouble arises when trying to balance social and academic life
- Adjusting to new study habits
- Dating anxieties
- Rejection from leadership elections or selections for student organizations

Upperclass/Transfer

- More difficult course loads
- Money management
- Expectations remain unfulfilled resulting in low motivation

October

All students

- Academic stress from midterms
- Midterms can lead to wake up calls and feelings of failure and loss of self esteem
- Values exploration continues
- Roommate conflicts and corridor tension
- Anxiety and depression may exist over lack of friendships/relationships, problems with parents, lack of opportunity to participate in activities
- Graduate school syndrome emerges for seniors: signing up for grad exams, applications, wondering if they'll be accepted

November

All Students

- Academic pressures increase: pre finals stress, projects are due
- Burn out and cabin fever; long periods of time before a break to go home
- Anxiety over Thanksgiving Break
- Apathy due to academic pressures, lack of initiative to find new friends or activities
- because social group sees already set
- Roommate and floor tension due to academic pressures, apathy, and need for a vacation
- Health problems emerge as students drink as an outlet for pressures
- Job search stress over finding a job for the break

December

All Students

- Final exam pressures include anxiety, fear, and guilt increases as exams approach and papers and projects become due

- Increased use of alcohol and drugs as a means of coping with pressures or staying up to study
- Extracurricular time strains: seasonal parties, concerts, community service projects, religious activities compete for time
- Pre-holiday blues emerge for students who have no home to visit (or cannot go home) and for those who prefer to not go home because of family problems
- Financial concerns and worries increase with the thought of gifts and travel costs
- Health problems increase as a result of stress, little sleep, irregular eating, and bad weather

January

All Students

- Anxiety about second semester begins because some students did not do well academically during the first semester and have pressure from parents and peers
- High excitement to be back again at school; high expectations for a new beginning or high anxiety and feelings of not wanting to be back
- Post holiday blues due to being away from home and security
- New students feel out of place and like they are intruding on established friendships and community
- Some students experience loss or injury of a loved one, relative, or friend over break that causes grief and difficulty in adjusting to school
- Some students experience unwanted weight gain over breaks with holiday foods and home cooking
- Money problems begin because many were not able to find jobs or took trips over break
- Some students begin or continue in various student job application processes

February

All Students

- Academic pressures increase as exams and projects approach
- Excitement over spring break planning
- Relationship anxieties increase as couples become engaged, plan weddings, or experience problems/break up
- Career/major anxieties increase as freshmen are assigned faculty advisors and seniors prepare for interviews
- Health problems arise: drinking as a stress outlet, irregular diets before Spring Break

March

All Students

- Decision on where to live next year, roommate decisions, students not being able to share apartment/room
- High expectations for Spring Break
- Anxiety may arise for students worried about going home to family problems over break
- Summer job hunting over break will be heavy; anxiety over finding a job
- Anxiety over physical fitness and appearances for break
- Academic pressures increase with approaching midterms and projects due right before/after Spring Break
- With increasing pressures and spring fever, increased use of alcohol and drugs is prevalent

April

All Students

- Academic pressures high, end of the semester approaching, papers and exams create anxiety
- Social life pressures increase as students strive to have fun before the end of the semester
- Period of selection and training for many jobs and organizations
- Spring Break brings pressure to go home, academic pressure to study, depression if it's not possible to go home, may have family problems
- Burnout, lack of motivation, apathy, sick of school, spring fever
- Nicer weather brings increased possibility of sexual assault
- Relationships come with spring; fear of rejection, envy of others
- Financial strain from Spring Break affects social life
- Summer job pressures continue
- Course registration for summer/fall, indecision of major or career

May

All Students

- Anxiety over approaching finals, papers, project deadlines
- Increased social pressures to attend end of the year parties and ending the end of the year on a high note
- Senior job panic with fear of unemployment, feelings of failure, fear of moving
- Depression over leaving NKU, friends, freedom, activities, feelings of lack of closure as academic pressures limit the end of the year events and goodbyes
- Increased use of drugs and alcohol with social events and cramming for finals
- Anxiety for couples who will be parting for the summer, fearing that relationships will end over the summer or after graduation

Addressing Inappropriate Conduct

Student Conduct and the RA

The primary focus of the Student Handbook and the discipline system is to foster and protect the community of learners. The system seeks to teach students their responsibilities and rights as members of the university community. The discipline system allows students to make mistakes and learn from those mistakes, while taking responsibility for their actions. The goal of the discipline system in all situations should be to assist the student in identifying and understanding behaviors that are inappropriate, infringe upon the rights of others, and are disruptive to the community.

The Role of the Resident Assistant

In thinking about the role of the Resident Assistant in the discipline process, it is crucial to remember that your primary role is that of role model and facilitator of community standards.

Your next responsibility is to assist residents in accepting responsibility for self-monitoring and confrontation of other residents. However, as a Resident Assistant, you are in many cases the front-line person in the discipline system. Your confrontations and subsequent documentation form the basis for most of what happens in the discipline process. After you confront the individual and record the incident, the Hall Director will be responsible for follow-up.

You may be asked to support your documentation during the hearing process by serving as a witness.

Confronting Misconduct

The initial objective in any confrontation is stopping the misconduct as quickly as possible. The next objective will be for the student to understand the nature of the misconduct. Both objectives will be met more easily if you approach a potential confrontation with the mindset that the resident is an adult, responsible for his or her own actions.

Steps in Confrontation:

1. Identify yourself as a Resident Assistant.
2. Stay calm. Confrontations make all of us nervous, but you will be your best if you remain calm.
3. Determine what is happening in the situation. Use your own observations as well as what you learn through talking with the resident. Allow the student to explain the incident, prior to making an accusation.

4. Be specific with the student. Tell the student what the policy is and clarify the policy if needed. Talk with the student about what we are trying to achieve in the community and how their students actions violated this standard for the community. Avoid getting into a debate with the resident about the policy of standard. Never argue with an intoxicated person. If resident(s) have questions or complaints, refer them to your Hall Director.

5. State what you wish the student to do to remedy the situation. (e.g., “The behavior needs to cease and the guests need to leave.”)

6. Collect important/applicable information.

7. Tell the student, “I am documenting the situation.” Be careful not to make promises about possible sanctions or say anything that might be interpreted as a threat. Avoid apologies such as “I’m sorry, but I’m going to have to document this situation.” Residents will pick up a lack of confidence and may try to make the situation more difficult.

8. Remember that your job is to confront and record. The Hall Director is responsible for follow-up.

Incident Confrontation Reports

Information Needed

- Date and time of the incident
- Hall Name and Room number
- Persons Involved
- He/she a students/resident
- Social Security/Address/Phone
- Description of Events/Action Taken (please be as detailed as possible citing specific quotes, visual descriptors, if it’s an alcohol violation include how many cans/bottles and the brand of alcohol, etc.)
- Witnesses Information

Writing An Incident Report

- Write the facts
- What you saw, heard and smell
- Not what you think
- Details- How many people? What did he/she say? What were his/her reaction? Who responded (RA’s/Director/University Police)

Please become familiar with the information needed for an incident report.

The incident report for your area can be found on the staff website

<http://access.nku.edu/housing/staff>

Closing Thoughts

In some situations it is appropriate to allow the student a “cooling off” or “sobering-up” period before you discuss the incident further. However, always let the student know that you are documenting the situation. This should not be a surprise to them later.

Another consideration in any confrontation is the decision to call in additional support. Obviously you should ask for back-up, either from your own hall staff, the Hall Director on Duty, or Public Safety if you feel threatened in any way. You will have to make a determination about whether the additional backup will further inflame the situation or help bring it to a resolution.

Emergency Procedures

You need to contact your supervisor or the on-duty Hall Director anytime, day or night, an emergency situation occurs. Depending on the critical nature of the situation, the Department of Public Safety should either be the first or second contact.

The following is a brief sketch of emergency information material.

Medical Emergencies:

Service for medical emergencies involving residents, those requiring immediate medical treatment or transportation to a health facility should normally be coordinated by University Police. In many cases, this may require the request for assistance from the Central Campbell County Fire Department Life Squad and the University nurse. In the event of a medical emergency, either an RA, or the Hall Director should contact University Police.

Minor illness or inquiries, those where time is not a serious factor, should normally be handled by the Hall Director, Resident Assistants, a doctor or health facility. University Police cannot be obligated to provide non-emergency transportation.

Trespassers:

These individuals generally fall within two categories, those who have been specifically prohibited from entering the residence halls and persons who are simply not members of the University community, have not registered as a visitor, and have no reason to be in the residence halls. Individuals who have been notified that they are prohibited from entering the residence halls could be charged with trespassing if they violated the trespass notice. University Police and the Hall Director should be contacted immediately.

Fire Alarm:

In the event of a fire alarm in one of the residence halls, all residents must evacuate their rooms. University Police will be notified through an enunciator panel whenever a fire alarm is sounded. The Central Campbell County Fire Department Life Squad will be notified and University Police officers will also respond to the residence hall. In the event a fire alarm is sounded, RA's and the Hall Director should direct the evacuation.

Fire Emergency

Occasionally, there will be drills during the year. RA's are used in monitoring the test. RA's should cover fire procedures carefully in their first meeting and make certain all residents are aware of at least 2 exits from the wing or area.

The Hall Director or RA (in the Hall Director's absence) should meet N.K.U. Public Safety and/or fire department personnel at the main door and escort them to the fire area. If they need a pass key, the University Housing staff will give the fire department personnel their master key.

Fire Drill Instructions

Know without any doubt which exit you are to take during a drill or fire.

When the alarm is sounded:

- Put on a robe or coat and hard soled shoes.
- Pull down all windows.
- Turn on lights.
- Direct all residents out proper exits.
- Go to an outside area for your hall.
- Notify Hall Director of any residents you suspect to be inside.
- Direct orderly return to building.

Bomb Threats:

If a bomb threat occurs directed at a residence hall, all residents would be evacuated. Public Safety should be notified immediately, and officers of University Police will coordinate a search of the area.

These threats are usually received over the phone. Notify University Police immediately of the threat giving complete details. It will be determined by that department through consultation with administrative officials on campus whether or not evacuation is needed, systematically and in an orderly fashion. It is recommended that fire drill procedure be utilized for this purpose, and persons evacuated should be removed at least 300 feet from point of possible explosion.

It is essential that panic be averted; calmness must prevail at all times. The smooth carrying out of any established plan will do much to prevent panic.

Storm Emergencies:

Tornadoes and severe thunderstorms are usually the two weather emergencies. Public Safety will notify us of approaching severe weather. If sirens sound or University Police advises, everyone should take cover and should move to the inner stairs or lower corridors and if possible to the basement area of stairwells. Radios can be utilized to keep the staff alerted in the event of a warning. In apartments, residence should go into their bathroom for protection from tornados.

Tornado Warnings:

In case of a tornado warning, listen carefully to the news. If a tornado is known to be approaching, unplug all electrical appliances including radios and television sets. Move all students to a lower floor of the building, preferably inner stairs or lower corridors, and sit away from the windows. In apartments, residents should take cover in their bathroom. Open a southwest and northeast window to prevent the building from exploding.

Vandalism:

All incidents of vandalism in the public area of student resident facilities should be immediately reported to University Police and the Hall Director. Such incidents will be treated as criminal offenses and investigated.

Death:

In the event of a resident's death, contact University Police and the Hall Director on Duty. It is very likely the press and radio/TV will have heard of the incident and want information. Tell them "NO COMMENT" and refer their calls to University Relations.

Guidelines for Police Emergency Phone Calls:

We often need the services of University Police. The following guidelines will be useful to aid you in determining whether to call them for assistance.

Call them in the event of:

- Bodily injury, inflicted or actively threatened
- Loss of control of a situation
- Felonies
- Theft of University property
- Tampering with University property or damage to property
- Uncooperative residents/non-residents (students/non-students)
- Mass movements of people
- Removal of non-residents who have been previously warned of trespass
- Medical emergencies including overdose cases
- Death

Obviously, there are judgment calls involved in instances where a "small fight" could become a "brawl", or in illness cases. In the event of violence AND if weapons appear, clear the area and call the police.

NOTE: ANY EMERGENCY SITUATION REQUIRES THE FILING OF AN INCIDENT REPORT.

Roommate Conflicts

Roommate Influence

- Study by Heath (1971) found that roommates forced each other to become more tolerant, more understanding, more expressive, and wither increased or retarded the other's maturity.
- Study by Murray (1978) found that student's grades would deviate, either higher or lower, in the same direction a roommate's grades will deviate. If one does poorly then the chances are greater that the other will do poorly.
- Roommates have profound influence on one another, either positively or negatively. They can greatly affect one another academically, socially and emotionally.

New Roommates

- The residence hall is often the first experience students have had with small group living situations
- Roommates usually recognize that they share many similar interests and apprehensions. They often become friends. However, this is not always the case.
- Conflict or tension may occur at the first meeting due to differing backgrounds, lifestyles, or attitudes. Parents may complicate these situations.
- A lack of appreciation for or understanding of, other people's human needs lays the groundwork for conflict situations. Examples: being treated unfairly, lack of communications, not being accepted.
- The first corridor meeting is good time to encourage communication between roommates.

Conflict Prevention

Roommate contracts are a great way to get new roommates talking about respect for each others' likes and dislikes. One suggested activity is to have roommates fill out contracts separately and then come together to fill out a third contract that takes both of their originally stated needs into consideration. This is also a great time for roommates to learn about things they have in common. Potential topics to include in roommate contracts are expectations for: studying, guests, borrowing personal property, sharing computers, personal hygiene, quiet times, room environment (cleaning/temperature of room, etc.).

Another good way to prevent, or at least minimize, roommate conflicts, is to ASK your residents how they are getting along with their roommates. Residents may hesitate to come to you to complain about their roommate until things get so bad

they “can’t stand it anymore”, you may be surprised how much a resident will share if you will ask. Asking this question allows you to get an early start on helping residents to deal with issues before they get of hand. Frequently residents will need help learning how to confront others in an appropriate manner. You can help them see the value of communicating opening with their roommate.

Working Through Conflict

- Listen to what the issues are for that person, without taking sides or making judgments.
- Allow that person to vent if that is what he or she needs.
- Encourage the resident to talk to the roommate about the issue before it explodes.
- Talk with him or her about ways to confront the situation (Using “I” statements, not making accusations, choosing an appropriate time, being alone, etc.)

Reasons people give for avoiding confrontation, and ways you can respond:

1. “I don’t want to hurt them”
The intent is to make things better.
2. “If you can’t say anything nice you shouldn’t say anything at all.”
If it is said in private, and with the interest in making things better, it ought to be said.
3. “I don’t want to nag.”
A nag only talks about the problem. In effective confrontation a solution is proposed or negotiated.
4. “I don’t want her/him to be mad me.”
The truth sometimes hurts and makes people angry. Be sure to create a climate where emotions are calm before you confront.
5. “Nothing will change”
“As long as you believe it won’t, it won’t. Change your attitude and it might. The only way to find out is to try. It definitely won’t change if you don’t bring up the issue.

Do not recommend a room change unless it is an emergency situation. Always discuss this with the Hall Director before you discuss it with the residents.

- Offer to meet with both individuals if necessary and mediate the situation.
- Do not allow one roommate to be the only one who vents to you about roommate conflicts. You must remain neutral so that both people feel supported.
- Follow-up!!!! Keep the Hall Director informed of the situation.

Conflict Mediation Model

1. It is recommended that you meet with the person you haven't spoken with yet to get their perspective before you bring the two roommates together. This will help the 2nd roommate to feel like you are an impartial party who wants to help resolve the problems.
2. If needed, discuss the situation as you understand it with your adviser or resident director so you can feel more comfortable with the mediation.
3. Meet with the roommates together on "neutral" territory. Often the best place to do this is in your room.
4. Establish ground rules for your meeting:
 - No interrupting
 - One person speaks at a time
 - One issues at a time
 - Use "I" statements –"I feel angry when ___happens"
 - No insults or slurs
4. Listen alternately to both roommates' stories, using basic counseling skills such as empathy and paraphrasing to achieve full understanding.
5. Ask both students if they are willing to try to solve the problem. Explain the importance of communication and working through conflict.
6. Ask each student to repeat what the other is concerned about. This shows the roommates that they have heard each other this conversation.
7. Ask the roommates to discuss what each of them are willing to do differently to solve the problem. Stress the importance of compromise on the part of both roommates. Ask questions to help roommates come up with ideas for a solution (i.e. "What would you be willing to do differently if _____ would turn off her/his alarm clock in the morning?")
8. Write the agreed upon solution down. Give the students a copy and keep a copy for yourself. Remind the students about their mutual responsibility for maintaining the contract.
9. Inform your Hall Director of the situation in case a room change is requested. Background information is very important. (You should mediate a conflict before referring a resident to the Hall Director, unless you feel the situation is an emergency.)

Mediation Tips

1. Avoid giving advice or stating your opinion of who is right. Build a reputation for fairness on your corridor. (If a roommate is violating university policies or Kentucky State laws, this is a problem which should be addressed! Consult your Hall Director.)
2. Listen for feelings as well as facts. Often gestures or body language contradict the words being spoken. Experiment with pointing out such contradictions. Allow the residents to accept or reject your observations.
3. Support efforts by both parties to be heard and understood. If you doubt that someone is listening, stop the conversation & ask each person to repeat the others' viewpoint.
4. Watch for possible "trade-offs" where compromises can be made. (I won't play the stereo when I study if you'll turn off your alarm when you get up.)
5. Encourage residents to "just try it" (the compromise) for a bit, and then check back with them to make sure things are going okay. Residents sometimes are hesitant to promise to change "forever", but are willing to make short term changes. Once the roommate relationships improve, the residents are more willing to make the changes permanent.
6. Solutions will last longer and be more effective if produced by the students! You should not solve the problem for them, but instead, provide a process for resolution.
6. Encourage roommates to share their thoughts about what they want their relationship to be like with one another. One person may want their roommate to be their new best friend while the other person wants to be friendly but cultivate friendships outside of the room. Often simply hearing that the other person would like to be friends can help decrease conflict.

Eating Disorders

Anorexia Nervosa

Anorexia is an illness in which a person loses weight far beyond the normal range for his or her height. It is purposeful weight loss that is intentional and deliberate, and not due to any other medical condition. Almost always the individual has an intense fear of becoming fat and a desire to perfect the body in every way.

Symptoms of anorexia usually include the following:

- Intense fear of becoming fat, which does not diminish even after significant weight loss
- Disturbance in body image-seeing oneself as fat even when very thin
- Weight loss of at least 15% of the expected body weight
- Refusal to maintain normal weight
- Cessation of the menstrual cycle
- Hyperactivity; one is busy all the time, has a difficulty time resting or being still
- Fasting, vomiting, or laxative use following bingeing, but sometimes after ordinary intake of food
- Obsessive/compulsive behaviors often in the form of repetitive thoughts or behaviors such as rigidity about which foods to eat and how often, and exercising to the extreme –even when exhausted or against physician’s advice
- Depression

As illness progresses other changes are usually evident and might include:

- Disturbance in thinking
- Becoming withdrawn
- Relationships very strained or absent
- Increase in depression
- Development of fine body hair
- Feeling cold much of the time
- Lowered blood pressure and pulse rate
- Dental problems, erosion of tooth enamel if vomiting excessively
- Possible death from related complications if left untreated

Bulimia Nervosa

Bulimia is a disorder that is characterized by recurrent episodes of bingeing and purging, in which the sufferer often channels problems through food. The person with bulimia tends to react to distress by eating or overeating, then feeling guilty and purging through exercise, laxative use or vomiting. What is described as a “binge” can vary greatly among people.

Symptoms include:

- Recurrent episodes of binge eating (usually consisting of eating a lot of food in a short amount of time, and typically food that is high in fat and calories)
- A feeling of lack of control during the eating binges
- The regular need to purge through fasting, laxative or diuretic use, self-induced vomiting, or excessive exercise to prevent weight gain
- A minimum average of 2 binge episodes per week for at least 3 months
- Persistent preoccupation with body weight, shape and size

Binge Eating Disorder

Binge Eating Disorder occurs when an individual consumes large quantities of food without engaging in any purging behavior such as exercise, fasting, or vomiting.

Symptoms include:

- Binge eating accompanied by an awareness that the eating pattern is abnormal
- Fear of not being able to stop eating voluntarily
- Bingeing occurs, on average, two days weekly for at least six months
- Depressed mood
- Self-deprecating thoughts following the binges

Helping the Individual with an Eating Disorder

- 1) Pick a time to talk when you are calm.
- 2) Pick a time to talk when you know you won't be interrupted.
- 3) Consider writing down what you want to say ahead of time.
- 4) Be specific about what is worrying you. Be as direct and as frank as you can, while also being gentle. "I hear you vomiting" is much more honest than "I think you spend a lot of time in the bathroom." Being open in your approach sends the message that you know this is embarrassing but that you want to help.
- 5) Use "I" statements to let the person know how you feel about the situation.
- 6) Have realistic goals.
- 7) Understand that bringing a problem out into the open is not always going to go smoothly. You may need to try more than once before you are able to express yourself in a way that can be heard and accepted. If the person refuses to talk no matter what you do or say, seek advice for yourself on how to handle the situation.
- 8) Note: If a resident comes to you to express concern about a roommate, go over the above information with the resident and encourage her/him to talk to their roommate themselves if they haven't already done so.

Emergency Attention

These behaviors should be viewed as requiring emergency attention.

1. Fainting due to restricting food intake
2. Not attending classes or going to work for 1-2 weeks or more
3. Taking excessive laxatives-this can lead to dehydration
4. Taking Syrup or Ipecac to induce vomiting-this contains toxic substances that severely effect the nervous system and heart
5. Severe depression or mention of suicide

Depression

What is Depression?

Depression is a disturbance in mood characterized by varying degrees of sadness, disappointment, loneliness, hopelessness, self-doubt, and guilt. It is treatable. Depression is NOT a passing blue mood, a sign of personal weakness, a condition that can be willed or wished away.

Symptoms of Depression

Changes in feelings and/or perceptions:

- Persistent sad, anxious, or “empty” mood
- Inability to find pleasure in anything
- Feelings of hopelessness, worthlessness, and/or guilt
- Loss of warm feelings towards family or friends

Changes in Behavior and Attitudes:

- Lack of interest in prior activities and withdrawal from others
- Neglect of responsibilities and appearance
- Reduced ability to cope on a daily basis
- Impaired memory, inability to concentrate, indecisiveness and confusion
- Thoughts of death or suicide
- Irritability, complaints about matters previously taken in stride

Physical complaints

- Chronic fatigue and lack of energy
- Insomnia, early-morning awakening, or excessive sleeping
- Unexplained headaches, backaches, and similar complaints
- Complete loss of appetite, or at the other extreme, compulsive eating

Cause of Depression

Frequently, a combination of genetic, psychological, and environmental factors are involved in the onset of a depressive illness.

Genetic factors: Shortages or chemical imbalances in the brain may contribute to depression. There is a risk for developing depression when there is a family history, although not everyone with a genetic vulnerability develops the illness.

Psychological factors: People who have low self-esteem, who consistently view themselves and the world with pessimism, or who are readily overwhelmed by stress may be prone to depression.

Environmental factors: A serious loss, chronic illness, difficult relationship, financial problem, or any unwelcome change in life patterns can also trigger a depressive illness.

How to Help a Person With Depression

- Help the person get appropriate diagnosis and treatment.
- Talk candidly with the person regarding your concern for his or her well-being
- Offer to accompany them to the counselor
- If the person resists treatment and you feel suicide is likely, seek professional help yourself so you will know how to best proceed.
- Offer emotional support, understanding, patience, affection, and encouragement
- Engage the person in conversation and listen carefully.
- Invite the person for outings such as walks, movies, and other activities. Be careful not to push them too much; too many demands can increase feelings of failure.
- Seek help for *yourself*. Supporting a person with depression can be difficult. It is important that you have ways to deal with your own feelings of frustration, anxiety, and fear about your friend's depression. Talking to a counselor or other professional can be very helpful, as can reading books on depression.

What NOT to do:

- Do not criticize or shame, as feelings of depression cannot be helped
- Do not try to "cheer up" the individual
- Do not sympathize and claim that you feel the same way he or she does
- Try not to get angry with the depressed person

Treatments

A variety of psychotherapies and antidepressant medications can be used to treat depressive illnesses. Most people can be successfully treated for depression on an outpatient basis.

Sexual and Physical Assault

Emergency Procedures

As soon as you become aware of a sexual or physical assault, contact the Hall Director on Duty immediately. Encourage the student not to shower, bathe, or change clothes before seeking medical assistance since that can help with evidence collection. If the student wants to file a police report or speak with a police officer about his or her options, contact the University Police. The student staff member must notify the Hall Director on Duty or his or her supervisor who will, in turn, contact the Associate Director of University Housing.

Sexual and Physical Assault Assistance

Once the immediate needs of the student are met (safety and security, medical treatment, etc.), additional assistance is available through the University and community:

1. Inform the student of the various support agencies that are available in the immediate area.
 - Rape-Crisis Coordinator
 - Student Counseling Service
 - Area clergy
2. Ask the student if he or she wishes to contact his or her family
3. Inform the student of the possibility of pursuing the charge through the civil or criminal authorities if he or she has not already done so.
4. Inform the student that academic and living arrangements can be changed at the request of sexual assault complainant, provided that such changes are reasonably available.

Things to consider:

It is never OK to force oneself on a woman or man, even if she/he:

- Teases you
- Dresses provocatively or leads you on
- Says “no” and you think she/he means “yes”
- You’ve had sex with him/her before
- You’ve paid for dinner or given expensive gifts
- You think he/she enjoys being forced or persuaded
- He/she is under the influence of alcohol or drugs

Rape is a crime of violence. It is motivated primarily by the desire to control and dominate another person, using sex as a weapon. It is illegal.

- If an individual is getting a double message from their partner, they should speak up and ask for clarification of what she/he wants. If the person is in a situation with another who is unsure about having sex or is saying “no,” he/she should back off. Suggest talking about it.
- Individuals should not assume they know what their partner wants.
- Individuals should not assume that both persons want the same degree of intimacy. She/he may be interested in some sexual contact other than intercourse.
- Individuals should not let desires control actions.
- Individuals should communicate sexual desires honestly and as early as possible.
- A person who turns another down for sex is not necessarily rejecting that person as a person; she/he is expressing a decision not to participate in the act that time.
- No one asks to be raped. No matter how a person behaves, she/he does not deserve to have his/her body violated.
- The fact that a person was intoxicated is not a legal defense to rape. Individuals are responsible for their actions whether sober or not.

Suicide Attempts and Drug Overdose

Emergency Procedures

As soon as you become aware of a suicide attempt or drug overdose, call University Police and the Hall Director on Duty. If possible, and safe to do so, have someone stay with the student until the police arrive.

Understanding Peer-Group Influences

(From Bliming & Miltenberger, The Resident Assistant (1984) Kendall/Hunt Publishing Co., pp. 31-33)

Of all the factors that influence a student’s development once in college, the student’s peer group is the most powerful (Newcomb 1960). Classroom instruction, course of study, and association with members of the faculty will not be as important to the student’s personal development, values, career expectations, and desire to complete college or to go on to graduate school as others students with whom she associates.

In a residence hall, it is possible to predict who will make up a student's peer group--defined here as that group of students with whom the person commonly chooses to associate. A number of studies (Menne and Sinnet 1971; Ecklund 1972; Priest and Sawyer 1967; Martin 1974) have shown that a student's friends, or what might be called the primary peer group, in a residential setting will be determined most by the opportunities that groups of students have to interact with one another, and thus, proximity is one determinant of the student's primary peer group.

Other factors obviously enter into friendship selection. Common interests, the size of the living unit, the location of a student's room in relations to the traffic pattern in the living unit, homogeneity of the group, and isolation of group all influence the opportunities for certain individuals to interact and select their primary peer group.

Once selected, the peer group will be critical in the student's development and growth. It carries much influence because it acts as what Whittacher (1969) describes as the intermediate social environment between the family and society. Peer groups take on almost a parental role by setting standards of expected conduct and holding the power to reward and punish. The rewards offered by peers consist mostly of emotional support and interpersonal esteem or influence within the group through acceptance. The punishments of the group are also emotional, based on actions such as ridicule, isolation, reprimand, or ostracism.

The residential experience heightens this peer-group influence. The similarity of backgrounds, the frequent and continual interaction by virtue of proximity, and similar academic and career goals contribute to the intensification of the influence in the residence halls.

The effects that peer groups have in setting attitudes, values and acceptable behavior, and in fostering maturity, are many. Feldman and Newcomb (1969) summarize what the peer group provides the individual students as follows:

1. Helps the student achieve independence from home and family.
2. Supports and facilitates, or impedes, the academic and intellectual goals of institution.
3. Offers general emotional support to students and fulfills needs not met by the curriculum, classroom, or faculty.
4. Provides the student the occasional practice in getting along with people who backgrounds, interests, and orientations are different from her own.
5. Provides the student support for not changing.

6. Provides the student support for changing. It can challenge old values, provide intellectual stimulation, act as a sounding board for new points of view, present new information and new experience to the student, help clarify new self-definitions, suggest new career possibilities, and provide emotional support for change.
7. Offers an alternative source of gratification and of positive self image and rewards a variety of nonacademic interests for students who are not satisfied academically. Can also serve to discourage voluntary withdrawal from college for other than academic reasons.
8. Can help in post college careers of students by providing general social training and development of personal ties that may be useful later (pp. 236-37)

As an aside, fraternities and sororities serve as a similar peer-support function. These organizations formalize the experience through rituals and ceremonies. The rituals serve as rites of passage into the organized groups; however, most importantly, they serve to increase the commonality of experiences among group members.

Students in residence halls generally do not have formal rites, but they do have informal rituals that serve the same function. The experiences of preparing for midterm and final examinations, of getting intoxicated together, of participating in intramural sports together, of undergoing the same social pressures of dating, of working together on a particular program or a student government projects, and of simple physical contact through proximity and interaction serve the same function.

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The following policies are in place to assist residents in undertaking what is necessary to create a safe, secure, and livable community. While most residents hold values that would naturally cause them to live by these policies, it is important they be written so all residents know what they can expect from their community and its members.

Abandoned Property

Abandoned property left in residential facilities, on breezeways, in stairwells, laundry rooms, or on the premises may be disposed of within 24 hours. Storage space is not available. Residents are responsible for the removal of all personal belongings. University Housing is not responsible for the residents' or other person's loss of money, valuables, or personal property.

Alcohol

In addition to federal, state and local laws governing the use and/or possession of alcoholic beverages, the University prohibits the possession, furnishing or use of alcoholic beverages (including beer and wine) by all persons while in the residence halls. Residents and their guests are not permitted to appear in a public place or at activities manifestly under the influence of a controlled or other intoxicating substance.

Additionally, the presence of empty alcoholic beverage containers and/or alcohol paraphernalia (e.g. Beer Bong), that could be construed as possession, consumption, or distribution of alcoholic beverages, is prohibited.

Violation of this regulation may be subject to disciplinary action which could result in removal from the residence halls. If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure.

Non-residents found in violation will be issued a no-trespassing sanction.

Appliances

All appliances must be UL (Underwriters Laboratory) approved. Safety and sanitation standards do not permit major appliances in the residence halls. Television sets and radios, stereos, electric razors, clocks, hair dryers, lamps, heating pads, electric blankets, fans, computers, non-university refrigerators, and microwaves are permitted in the rooms-all other appliances are not permitted.

Non-grounded extension cords are not permitted in any residential facility.

Up to six (6) additional cubic foot of refrigerator space is permitted in the apartments and only two (2) additional cubic feet are permitted in Kentucky and Commonwealth.

Coffee pots and George Foreman Grills may only be used in the kitchen area of apartments and the kitchenette area of Kentucky, Commonwealth, and the University Suites. These items may be used while attended in the Woodcrest Apartments and Norse Hall.

Additionally, cooking is permissible in apartment kitchens with ventilation hoods (exception: microwave cooking may occur in residents rooms located in Kentucky, Commonwealth, and University Suites). Washing machines, dryers or dishwashers are NOT permitted.

Bicycles

For Kentucky, Commonwealth and University Suites, bicycle racks are located outside the buildings. Residents should use the racks when school is in session since bicycles are restricted from the interior of the residence halls. It is recommended that bicycles be removed from campus during break and vacation periods.

For Norse Hall and Woodcrest Apartments, bicycles may be kept in the resident's apartment with the roommate(s)' approval. Racks are located outside Woodcrest Apartments & Norse Commons. Bicycles may not be stored in breezeways, or access ways as this creates a fire hazard. Failure to follow this policy is considered a fire safety violation.

All bicycles abandoned for 30 days will become University property to dispose.

Cleanliness and Sanitation

Cleanliness is imperative. Residents are not permitted to sweep dirt, trash, or waste out of doors or throw such items from windows or balconies. Additionally, letting dirty dishes/laundry pile up, spoiled or otherwise inedible foodstuffs accumulate, or the creation of any unsanitary condition is prohibited. Clotheslines are not permitted on apartment balconies.

Complicity

A student shall not, through act or omission, assist another student, individual, or group in committing or attempting to commit a violation of University Housing policies. A student who has knowledge of another committing or attempting to

commit a violation of the Code of Conduct or University Housing policies is required to remove him or herself from the situation, and failure to do so when reasonable under the circumstances may be the basis for a violation of this policy.

Consolidation

The Office of University Housing, as stated in your "Dining and Housing Agreement," reserves the right to consolidate residents. This consolidation is performed within units/halls/areas to maximize the use of space and allow for the most people to obtain the living option they desire and are able to afford. Consolidation usually occurs through the first eight weeks of each semester. The remaining resident(s), once identified as being in a consolidation situation due to a resident withdrawing, changing rooms, etc., will be notified and must comply with one of the following options:

1. Accept a roommate of the resident's choosing who is currently without a roommate. The Hall Director must approve this decision and appropriate action must be taken within 72 hours or the resident can be obligated to pay the established private room fee for the amount of time the resident continues to reside in the single occupancy room.
2. Accept a roommate selected by the Hall Director OR move to another room within the same facility that currently has only one occupant. It is up to the Hall Director to approve this decision and appropriate action must be taken within 72 hours or the resident can be obligated to pay the established private room fee for the amount of time the resident continues to reside in the single occupancy room.

University Housing will make every effort to accommodate reasonable requests and the needs of the residents. Failure to consolidate is a violation of a reasonable directive and financial repercussions may result.

Disorderly Behavior

Residents are not to engage in any behavior that by reasonable community standards would be considered lewd, indecent, obscene, disorderly, harmful, or potentially harmful to self or others.

This type of behavior, as well as practical jokes and/or pranks, often leads to injuries, damage of personal or University property, and /or confrontations that may become violent. Therefore, any student involved in this misconduct will be subject to disciplinary action and possible dismissal from the residence halls.

The University reserves the right to remove a resident from the Residence Hall who, over a period of time, indicates that he/she is not willing to abide by or adjust to residence hall policies and procedures. If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure.

Disregarding Reasonable Directives

University Housing residents are not to disregard the reasonable directive, verbal or written, of any University official, University Police officer, or member of the residence hall staff. Residents are not to obstruct emergency personnel, University Officials, DPS officers, or members of the University Housing staff in the conduct of assigned duties.

Disrupting Residence Hall Functions

Conduct which, by itself or in conjunction with the conduct of others, disrupts or impairs the performance of normal residence hall functions is prohibited.

Drugs

Use, possession, or distribution of illegal drugs as defined by local, state, and federal laws, and not prescribed by a properly certified and licensed medical practitioner is prohibited on University-owned or controlled property.

The possession of drug paraphernalia is also prohibited under law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of state law.

Additionally, the offender is subject to disciplinary action including dismissal from campus residency and possible suspension from the University. If, in fact, a violation of law occurs on campus, the alleged violator will be arrested and go through the normal criminal justice procedure.

Emergency Exit Doors

The emergency exit doors in Kentucky and Commonwealth are set on an emergency alarm system. Exit these doors only during an emergency. If you exit these doors in non-emergency situations, this act is considered a violation of fire safety/minor policy and disciplinary action may be taken.

Additionally, the propping of any exterior door in the University Suites, Kentucky or Commonwealth Halls is prohibited.

Fire Safety

Sprinkler systems, smoke detectors, and fire alarms are provided in the residence halls as specified by fire safety codes. Since the equipment is for safety of the residents, any abuse or misuse of it, either directly or indirectly, will be dealt with accordingly.

Because intentionally causing a fire or fire hazard and unauthorized alteration, misuse or abuse of fire equipment endangers the entire community, residents who abuse these items may not only face University disciplinary sanctions, but may also be subject to arrest. Abuse of fire safety equipment includes, but is not limited to, damage to smoke detectors, damage to exit signs, propping open fire doors, and damage to fire hose pipes. Additionally, failure to evacuate during a fire alarm is not only a safety hazard but it is a violation of University policy.

Any activity or the use of any object that causes an open flame or is considered by the Housing staff to be a safety hazard (which includes, but is not limited to, bicycles inside Kentucky or Commonwealth Halls, University Suites, bicycles in the stairwells or access ways of Norse Hall or Woodcrest Apartments unsafe room decorations, candles, incense, oil and kerosene lamps, and obstruction of fire escape routes such as hallways and stairwells) is prohibited.

Residents are not to tamper with or obstruct fire alarms, smoke detectors, sprinklers in their rooms. If a resident suspects fire safety equipment to be faulty, they should immediately report their concerns to the Office of University Housing.

Fire or Severe Weather Evacuation

Failure to comply with residence hall guidelines whenever a fire or severe weather alarm sounds is strictly prohibited (see [General Information "Emergencies"](#) section).

Furnishings and Fixtures

Furnishings and fixtures belonging to the University are not to be moved out of the unit.

Common area furniture

The public areas in Norse Commons as well as Kentucky and Commonwealth Halls, & the University Suites, lobbies, and floor lounges have been furnished for

your comfort. Furniture in these areas should not be moved from their designated areas. Moving furniture from its location is prohibited and University Housing staff is specifically authorized to require the return of furniture to its proper location.

Room Furniture

You are encouraged to arrange your room furniture in whatever manner you choose, provided that you meet the following guidelines:

- Furniture must rest on the floor and may not be suspended, stacked, or placed on supports.
- Furniture may not be moved from one room to another or exchanged between rooms (your room furniture has been specifically cataloged by inventory number and location).
- Extra furniture resulting from a vacancy may not be moved from a room
- Additional furniture should not be placed in a room in Kentucky or Commonwealth Halls due to fire safety regulations and space restrictions. A limited amount of furniture may be added to apartment units and the University Suites, but existing furniture cannot be removed to make room for additional furniture. It is recommended that you move into your room/apartment and assess the space before adding furniture, then consult your RA.

Violation of this policy is considered unauthorized use of property.

Games of Chance

Gambling and games of chance are prohibited in Residential Village. Violation of this policy is considered a violation of state, federal and municipal law.

Grilling

Grills are provided within the Village for student use. Designated areas for grilling vary among different residence areas. No grilling will be permitted on balconies since all balconies and entryways must be clear. Grilling in unauthorized areas is considered a fire safety violation.

Harassment

Any behavior that creates an intimidating, hostile, or offensive environment or unreasonably interferes with the educational or work performance of any individual at any time is prohibited. Harassment can be verbal, nonverbal,

physical or written, and includes the use of technology such as the telephone, voice mail, answering machine, e-mail, or other electronic communication media

Improper Disposal of Trash

You are responsible for removing your room/apartment trash to a dumpster. If the dumpster nearest your room/apartment is filled, do not place your garbage on the outside of the dumpster. If the dumpster has not been emptied and is overflowing, please call University Housing.

Do not place garbage in stairwells or in breezeways. Garbage belonging to you found in hallways, stairwells, breezeways, restrooms, or outside dumpsters may be returned to you for proper disposal and disciplinary action may be taken to include fines as outlined in [Housing Policy Notification Statement](#).

Keys/NKU ID Card

If you get locked out of your room/apartment, you must contact a Resident Assistant and show a picture ID in order to gain access to your room/apartment. (See Lock-out Policy)

Residents are prohibited from possessing residence hall keys and All Cards that have not been issued in that resident's name or lending residence hall keys to another person.

- **Lost Keys**

If a resident's keys are lost, the resident should notify University Housing immediately. Locks will be changed to provide personal and property safety with the resident being billed for any charges.

Lock Out Policy

When residents become locked out of their room, regardless of the reason, they should take immediate action to regain access to their room and notify the proper University Housing staff member. The RA will require the student locked out of their room to fill out a lock-out form.

The first lock-out is free of charge. Subsequent lock-outs will be subject to fines as outlined in [Housing Policy Notification statement](#). If the floor or apartment area RA is temporarily unavailable, the resident should next contact their respective desks in order for the desk staff to contact the "RA-on-Duty." The RA-on Duty will respond with due diligence. While we provide this service, all residents are

responsible for having their keys on their person at all times and they should remain patient with the staff and appreciate the service.

After three lock-out incidents, disciplinary action may be taken. This policy is in force to protect University property as well as all persons and property of persons that may be at risk due to lock outs.

Parking

All vehicles parked on University property are subject to the regulations as stated in the Traffic and Parking Regulations Handbook.

Additional parking information can be located through [Parking Services](#).

Pets

Pets are NOT permitted, except for fish in tanks no more than 10 gallons. Residents living in residence hall rooms or apartments should not feed or otherwise encourage stray animals to frequent the area. Any resident wishing to register a complaint regarding the keeping of an illegal animal should not hesitate to contact his/her RA or Hall Director.

Residents who violate the Pet Policy will be assessed the following charges for maintenance/repair to the unit:

1. Walls for the entire unit will be washed an/or the unit will be painted. Damage fees' range from \$90.00 to \$300.00 depending in the type of unit and the extent of damage.
2. Carpet will be cleaned. Damage fees range from \$30.00 to \$90.00 depending on the type of unit.
3. The entire unit will be treated for fleas, including bombing-Damage fees for flea treatment will be assessed at the time of service. Cost will include labor and material.
4. Additional damage fees may be added for damage caused to furniture or carpet requiring replacement or additional cleaning beyond methods described above.

Damage fees may be assessed at any time during the academic term. Repairs and maintenance will be conducted when the resident has vacated the unit. Failure to remove the animal(s) in question may result in disciplinary action as outlined in the Student Housing Handbook. Residents who refuse to remove the animal(s) in question may be asked to vacate the Residential Village.

Physical Assault/Harm

Residents are not to engage in any behavior which inflicts, or is intended to inflict, bodily harm upon any person, including taking reckless action, which results in harm to another person or self.

Quiet and Courtesy Hours

The residence halls and apartment are communities. A reasonably quiet atmosphere is required for residents to pursue their studies. Excessive noise or disruptive conduct is not permitted at any time (this includes, but is not limited to music being played out of the windows, slamming doors, loud yelling in public areas, etc.). Quiet hours have, therefore, been set for all residential facilities.

Quiet hours for the Residential Village are Sunday through Thursday, 10:00 p.m. to 8:00 a.m., and Friday and Saturday, 12 p.m. to 8:00 a.m. These hours include areas outside the buildings, in lobbies and lounge areas and in rooms/apartments.

You are expected to respect the right of your fellow students at all times. Noise in any room with the door closed should be barely audible in adjacent rooms.

During finals week, 24-hour quiet hours are in effect throughout the residence halls. Pursuant to this policy, residents are required to leave or check out of the residence halls within 24-hours of their last final.

Reporting Emergencies

The intentional false report of, or the intentional failure to report a bomb, fire, or other emergency in a residence hall facility or on University property is strictly prohibited. This includes misuse of fire pull alarms and the intentional activation of smoke alarms. If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure.

Room Damages

Since your room/apartment is your home away from home, we encourage you to add your personal touch. Decorations can be hung with only "sticky tack" (which is available at the campus bookstore), provided no damage is done to walls or woodwork. Any damage that occur in a room can result in fines and/or fees charged to the student occupant(s).

Items such as double-faced tape, adhesive tape, and masking tape are prohibited since they damage walls. No painting may be done, locks added, or alterations made to any part of the building or equipment. Any nailing, boring, or screwing into walls or woodwork is prohibited. Curtains may be hung with tension rods only. A \$30.00 minimum damage charge will be assessed to you for any such damage.

Contact Paper or wallpaper (including borders) is NOT permitted on any surface of the apartment or room. All shelf and drawer paper must be removed completely when an apartment/room is vacated. Do not place labels or tape on any surface including the door to your apartment/room.

Students have the opportunity to appeal damage charges/fees by contacting the Associate Director of University Housing within 10 business days of billing notification.

Sexual Assault

Residents are prohibited from conduct which subjects another person to sexual contact by force, or while the person is incapable of consent, or when the person is under the influence of a substance which impairs his/her ability to consent. If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure.

Smoking

All Northern Kentucky University residence halls are smoke free. This policy is strictly enforced and violations are considered a fire safety violation. Violators are subject to fines and/or judicial sanctions. Smoking is not allowed in University Housing facilities or within 15 feet of any residence hall entrance or window. Smoking is prohibited in breezeways and all common areas, as well as in student rooms / apartments. Residents and their guests are provided with outside areas near the residence halls which have been designated for smoking. These designated areas have receptacles available for the proper disposal of cigarettes.

Solicitation

Residents or guests of residents wishing to engage in solicitation, sales, or fundraising must comply with NKU sales and solicitation policy. The Office of University Housing must approve solicitation in the Residential Village. Forms are available in the Student Life Office.

Students may not conduct any private business operations from the University residence or use residence telephones for such activity. This is considered a violation of the solicitation policy.

Threatening Behavior

“Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Unauthorized Entry

Forced or unauthorized entry into any residence hall building, wing, room, or apartment is prohibited. If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure.

Unauthorized Room Change

Residents are prohibited from residing in a residence hall room that is not their assigned space. All room changes or moves must be made with the written consent of the Hall Director or Assignment Specialist.

Vandalism

Willful and/or malicious action that results in damage to property is prohibited. This includes damage to personal property, damage to University property or facilities and unreported accidental damages.

When those responsible for vandalism are unable to be identified, community billing may be assessed.

Visitation

General Guidelines for All Building Occupants

The term "Residence Hall Visitation" refers to the visitation by all non-residents and residents of another area with residents in residence hall room/apartments or wing lounge areas, during regularly scheduled days or hours.

All visitors and overnight guests are guests of the resident(s) they are visiting. They may only stay as long as they observe procedures, policies, and regulations established by the residents, the staff, and the University. Residents will be held responsible for their guests' behavior. Guests must be 18 years of age or older, or a Northern Kentucky University student. She/he must be escorted to and from resident's room for the purpose of the visitation. Any guest must be accompanied by the resident any time the guest is not in the resident's room/apartment.

It is important that roommates be courteous to one another when having guests and be sensitive to roommate(s)' right to privacy-therefore, no student is permitted to have a guest in his/her room over the objection of the roommate. No student shall be denied access to his/her room at any time or be placed under undue hardship by the presence of a visitor. Visitors should use toilet facilities designated for their gender. At no time may visitors use shower facilities designated for the opposite sex in KY/CW or without the consent of roommates in the suites and apartments.

Guests (occasional visitors) are not to abuse visitation privileges by residing in the residence halls. The University Housing office reserves the right to distinguish between a visiting guest and actual residency. Flagrant violations of the visitation guidelines could result in the cancellation of visitation privileges, cancellation of housing/dining agreement, and/or other disciplinary action.

Visitation Policy

1. Residents will be permitted 24-hour guest visitation to allow students the flexibility to visit each other's rooms. However, this does not permit or condone cohabitation
2. All regularly assigned occupants of the room must agree to and be responsible for guests.
3. Any guest of the opposite sex must be 18 years of age or older, or a Northern Kentucky University student. She/he must be escorted to and from the resident's room. Any guest must be accompanied by the resident.
4. These policies - to respect the rights of privacy of all residents - shall be supervised by members of the residence hall staff.
5. Residents must remain in the unit whenever their guest is in the apartment/room.

Overnight Guests

1. Residents will be permitted 24-hour guest visitation to allow students the flexibility to visit each other's rooms. However, this does not permit or condone cohabitation.
2. Overnight guests are permitted with the roommate(s)' approval.

3. No guest may be an overnight guest for more than two consecutive nights or for more than ten nights total during the academic year. The host is totally responsible for the behavior of the guest during this time.
4. Residents wishing to have a guest use a roommate's bed must first obtain permission for the use of the bed from their roommates. Temporary absence of the roommate does not make the bed available.

Weapons/Firearms

Possession or use of any type of firearm, ammunition, explosive device (including fireworks), or other weapon on residence hall property or on University-owned property is strictly prohibited. Weapons include, but are not limited to, martial arts weapons, knives (other than cooking utensils), bows and arrows, air guns, rifles, shotguns, and BB guns (e.g. - Airsoft gun). If a violation occurs, the alleged violator may be arrested and go through the normal criminal justice procedure. Sanctions up through eviction are typical with weapons/firearms violations.

Windows, Stairwells, and Breezeways

Entry and/or exit through a residence hall window is prohibited. Throwing or dropping objects out of a window or from a breezeway is also prohibited and may result in disciplinary action.

Do not store boxes or other items in the breezeways or stairwells. Fire code states that all breezeways and stairwells must remain free and clear at all times. Those cluttering breezeways and stairwells are committing a fire safety.