Lincoln University, the oldest historically Black University, was founded in 1854. With an international focus, it provides a quality education and prepares its undergraduates and graduate students, on its main campus, its Urban Center, and through distance learning, to be leaders of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity and inspired learning. To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology.

Lincoln University offers a liberal arts and sciences-based undergraduate core curriculum and selected professional and graduate programs in an environment marked by small classes, quality instruction and a demonstrated concern for each student as an individual. Admission opportunities in education and leadership development are offered to the descendants of those historically denied the liberation of learning and who have demonstrated a potential for academic success. Lincoln University fosters a continuing relationship with its alumni and the employers of its graduates.

Embracing the classic concept of a university, the faculty, students, administration and trustees of Lincoln University recognize the primacy of the institution’s three historic purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region.
Lincoln University is a premier, historically Black University that combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, and selected graduate programs to meet the needs of those living in a highly technological and global society.
The students’ highest good is our paramount concern.

Maintenance of the tenets of historically black colleges and universities is a cornerstone of the educational experience.

High expectations are the starting point for quality.

Stewardship of the academic, human, physical and fiscal resources is the cooperative responsibility of everyone.

Intellectual openness, inquiry and sharing of ideas are important when considering educational quality.

Instruction should be holistic—connecting subject matter to the world of work—challenging students to utilize all levels of cognition. “Lincoln University is a place of high ethical, moral and academic standard.”

Learning is an active, not passive, process.
1. The University will foster a “student centered” approach to learning in the classroom and to university management and operations.

2. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.

3. The University will provide an array of student development programs to address the student’s physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.

4. The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.

5. The University will continue to serve its traditional base of students, but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.

6. The University faculty will design and implement effective student assessment methodologies to document mastery of skills and competencies in its undergraduate and graduate programs.

7. The University will work to retain an excellent faculty and staff by providing competitive compensation, expanding professional development opportunities and building incentives for improved services.

8. The University will upgrade and maintain its faculty/staff/student use and access to technology.

9. The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained and improved.

10. The University will aggressively seek federal, state, alumni, corporate, and foundation resources for the enhancement of existing programs and the development of new programs.

11. The University will exercise careful control and management of its operating and capital budget and practice cost containment strategies that improve the effectiveness and efficiency of services.

12. The University will promote a management style conducive to positive human relations with students and employees of the University.

13. The University will implement an integrated system to collect, rapidly access and share appropriate institutional data and management information among university units. The students’ highest good is our paramount concern.
The Office of Residence Life provides quality student services and programs to the diverse Lincoln University student population. The quality of services and programs is student-centered, stimulating, and relevant, thereby providing a positive environment for learning. We promote services and programs that are relevant to student development, facilitate and encourage student extra-curricular activities, stimulate personal growth, both socially and academically, provide leadership and supervisory support to both the academic and residential areas of the University.
Lincoln University’s Residence Life programs and services create a positive environment that actively engages students in the collegiate experience and help to build school spirit, character, and morale.
Residence Life Statement of Philosophy

We, the Office of Residence Life, understand the dynamics of Student Affairs and Enrollment Management. Effectively communicate to other constituents, the vision, mission, goals, and objectives of the Office of Residence Life as it relates to Student Affairs and Enrollment Management. The following are the Office of Residence Life’s basic principles, which we believe are vital in administering successful Residence Life programs and services.

1. It is crucial that students attending or planning to attend the University know that Residence Life is committed to student development. We will provide a comprehensive range of programs and experiences, which are responsive to students’ interests and development needs.

2. One of the primary concerns is the promotion of excellence in all facets – spiritual, intellectual, social, psychological, and physical. We will create a climate that encourages freedom of thought, expressions, and identity. We will also provide space and time for privacy, for quiet reflection, and for serious, undisturbed study.

3. We are aware that education is a process, which involves not only the mind, but also the total person in one’s relationship to oneself, others, and a higher being.

Through a series of activities that promote social interaction, campus participation, respect for others, and preparation for leadership; we will enhance the quality of the student’s life by producing a well-rounded student body.
Residence Life Objectives

1. Critical Area: Planning, Evaluation, and Staff Enhancement

GOALS:

To ensure that the planning and evaluation process continues as an integral element in Residence Life.

To ensure that Residence Life personnel are continuously engaged in staff development activities, which enhance their professional knowledge and competencies.

To ensure that the Residence Life programs, services and activities complement the University’s mission and initiatives, actualize the Division’s mission, vision, goals and objectives, and are effectively administered and efficiently operated.

OBJECTIVES:

A. To review mission, purpose and vision statements for the Office of Residence Life.

B. To develop and implement plans to execute the Office of Residence Life’s mission and vision statements.

C. To conduct on-going planning and evaluation of activities at all levels.

D. To develop and maintain communication with University departments and offices.

E. To continue to conduct a program of activities that enhances the competency and development of the Residence Life staff.

F. To review, revise, and develop administrative and programmatic policies and procedures to govern the affairs of the Residence Life office.

G. To review and revise functional and structural paradigms that complement Residence Life’s mission and vision.

H. To promote and advocate for resources and infrastructure that will enable Residence Life to actualize its mission and vision and carry out mandates assigned to it.
2. Critical Area: Campus Culture

GOAL: To develop and maintain a campus culture, environment, and ethos that is educational, social, spiritual, and collegial wherein students, faculty, and staff engage in wholesome, life enhancing classes, programs, and activities where morals, values, respect and concern for others is displayed daily.

OBJECTIVES:

A. To promote and develop students’ awareness of and respect for cultural, ethnic and gender differences.

B. To develop programs that enhances community building and shared responsibility.

C. To provide opportunities for students to grow in understanding of their personal freedom and to exercise that freedom responsibly.

D. To develop and promote programs that brings unity amongst student, faculty, staff, and persons of different culture, spiritual, economic and political backgrounds.

E. To promote an environment that encourages students to realize their unique potential as contributing members of the campus community.

F. To provide and promote a professional and nurturing environment.
3. Critical Area: Safety, Security, and Wellness

GOALS: To promote a safe and secure environment in which students can confidently engage in their respective activities and which complements Public Safety and Security’s mission, activities and plans.

To promote health care programs that are responsive to students’ needs and interests, promote wellness as a corollary to good health, and complement their total development.

OBJECTIVES:

A. To implement the University’s comprehensive safety plan in all areas of Residence Life.
B. To implement measures that promote a safe and secure environment in which students can live, study, and engage in University life.
C. To implement measures and mechanisms which will enable Residence Life to efficiently and effectively enforce compliance with the University’s safety and security policies and procedures.
D. To help provide safe facilities for student activities and programming.
E. To provide safe transportation for student activities and programming.
F. To assist maintenance in the design, development and implementation of programs including policies, procedures and mechanisms, which promotes safety measures for student activities and programs.
4. **Critical Area: Student Life and Development**

GOALS: To provide programs, activities, and experiences, which enable students to actively engage in University life, enhance their total development, encourage leadership development, and actualize Residence Life’s vision and mission.

To promote programs and services, which address students’ total developmental needs as well as their interests, and which actualize the Division’s mission and vision.

OBJECTIVES:

A. To review, revise and conduct the New Student Orientation Program, which reflects institutional imperatives and results from assessment of the current program.
B. To develop and implement a comprehensive student life program, which promotes students’ social integration into University, enhances their personal development and enriches their cultural exposure.
C. To design and implement a structured program, which promotes student leadership development.
D. To review, revise and conduct a program, which promotes student volunteerism.
E. To design, develop, and implement a comprehensive recreational program that allows the students to engage in cooperative and individual activities outside of collegiate sports in adequate indoor and outdoor facilities maintained for student usage.
F. To design, develop, and implement a comprehensive program of student development activities, which promotes students’ personal, social, career and spiritual enhancement.
G. To provide an array of services which address and respond to students’ needs and interests and overall well being, and which ameliorates impediments to their successful matriculation at the University.
H. To review, revise and conduct a program, which promotes community partnership.
I. To view the student as a “whole person” and to assist students in discovering self-development opportunities inherent in the college experience.
J. To provide adequate facilities for student activities and programming.
K. To provide adequate transportation for student activities and programming.
5. Critical Area: Residence Life: Administering and Planning

GOAL: To provide a residential environment in which programs, services, and facilities meet student needs and interests, complement their total development, and are effectively administered and efficiently operated.

OBJECTIVES:

A. To implement measures that will enhance the administration of the Residence Life office.
B. To develop and implement procedures and mechanisms that will improve efficiency in student housing operations and assess the degree of improvement.
C. To develop and implement plans which respond to on-campus housing needs and desired campus housing goals.
D. To develop and implement plans and measures which result in an enhanced competency among the Residence Life staff.
E. To design and implement student development and student life programs for residential students.
F. To develop and implement procedures that will continually enhance the maintenance and aesthetics of the residence halls.
G. To develop technology capabilities in the residence halls that will enhance the staff and student efficiency.
H. To develop and implement procedures that respond effectively and immediately to on-campus housing needs which result in an enhanced relationship among the University and students.
I. To promote a sense of responsibility and accountability to fellow students in the residence halls throughout the campus community.
6. **Critical Area: Judicial Affairs**

   **GOAL:** To ensure that the decisions of the student judicial affairs and the *Code of Student Conduct* are administered.

   **OBJECTIVES:**
   
   A. To develop and implement procedures that will ensure the decisions are effectively administered and enforced.
   B. To review, develop and revise the Student Handbook to promote students’ familiarity with the *Code of Student Conduct* policies and procedures.

7. **Critical Area: Financial Aid**

   **GOAL:** To ensure that the University’s Student Financial Aid programs and services are effectively delivered and communicated to students.

   **OBJECTIVE:**

   To assist in the dissemination of information to students concerning Student Financial Aid.

8. **Critical Area: Admissions**

   **GOAL:** To obtain enrollment statistics which promotes New Student Orientation.

   **OBJECTIVE:**

   To train and develop students in recruiting methods and practices that promotes and compliments the University’s admissions and enrollment goals.
Purpose

This manual has been developed to assist the Resident Advisors (RA) of Lincoln University in gaining a better understanding of their daily responsibilities and duties. It will clarify the rules and regulations governing the residence halls. This manual emphasizes professionalism and various techniques.

A Resident Advisor must portray a positive self-image, presenting your leadership skills at this historical institution. A Resident Advisor is one that is highly valued by the Residence Life Department at Lincoln University. We count on our Resident Advisors to provide outstanding, quality customer service to the students, staff, faculty, and visitors to Lincoln University.

A fundamental goal of Residence Life is to promote a safe environment, in partnership with students, through staff efforts and education. As a RA, you have the unique opportunity to play a key role in helping our department fulfill its mission and goals with regard to the safety of students and the security of our residence halls.

As a Resident Advisor, it is important that you project an attitude of maturity and professionalism at all times while working diligently. A Resident Advisor should always exercise a conscious effort maintaining his/her position.

Resident Advisors are vital to our maintaining a safe environment in our halls. Please take your job seriously as we do! You are to be commended for your efforts as a member of the Residence Life Team.
What is a Resident Advisor?

A Resident Advisor is one who is mature and responsible. One who will be an asset to the residence halls, campus, and Residence Life as well as to the Division of Student Affairs and Enrollment Management. One who was chosen on the basis of his/her leadership, character, academic standard, and the ability to relate well with others. One who is willing to go an extra mile to assist in any way he/she can. This is what classifies one as a qualified Resident Advisor.

Overall Goal

To maintain an environment that is conducive to academics and personal development at all times. Realizing that we are concerned with the total being of the student, we must remember that whatever we do, we must make sure that there are constructive lessons to be learned. The Resident Advisor is the assistant to the Residence Hall Coordinator. The ultimate goal for each staff person is to assist in the development of a living facility that is comfortable, clean, safe, and conducive for study.
**WHERE IS THE BALANCE?**

Some guidelines to consider as you establish relations and interact with your residents:

*A RA/RHC is ........................................but is NOT*

<table>
<thead>
<tr>
<th>Quality</th>
<th>Antithesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sympathetic to the student’s situation</td>
<td>Pro-student and anti-university.</td>
</tr>
<tr>
<td>Sensitive to the uniqueness of each situation.</td>
<td>Inconsistent in the way you handle situations.</td>
</tr>
<tr>
<td>A counselor in every aspect.</td>
<td>A disciplinarian.</td>
</tr>
<tr>
<td>Loyal to and cooperative with other staff.</td>
<td>False to one’s own standard convictions.</td>
</tr>
<tr>
<td>Able to support all University policies.</td>
<td>Being overly and openly critical about policies with which you disagree.</td>
</tr>
<tr>
<td>Ready to “back-up” any of your residents.</td>
<td>Going out on a limb and sawing it off certain students.</td>
</tr>
<tr>
<td>Genuinely concerned about your residents.</td>
<td>Over solicitous.</td>
</tr>
<tr>
<td>Ready to devote time and attention to those who seek it.</td>
<td>Giving attention to a select few playing favorites.</td>
</tr>
<tr>
<td>Able to develop residents through Residence Hall Council involvement.</td>
<td>Having them alienate themselves from the groups if they act like martinets.</td>
</tr>
<tr>
<td>Strict enough.</td>
<td>Too strict.</td>
</tr>
<tr>
<td>Able to convey rules and regulations so that students understand them.</td>
<td>Making the community seem like a concentration camp.</td>
</tr>
<tr>
<td>Able to do justice to academic work, counseling and other interests.</td>
<td>Stressing out one to the detriment of his/her academic pursuits.</td>
</tr>
<tr>
<td>A peerless example.</td>
<td>A “goody-goody”.</td>
</tr>
</tbody>
</table>
Resident Advisor Responsibilities and Duties

1. Advise and counsel the students on your floor (personally, socially, and academically) and refer them, if necessary, to the additional resources.

2. Know each resident personally or as best as possible and be available frequently and regularly to assist them.

3. Encourage participation in residence hall programs, activities and all University Convocations.

4. Ensure the rights of each resident to a reasonable degree of peace, harmony, quiet, while protecting the rights and privacy of each individual.

5. Keep the Residence Hall Coordinator informed of all important situations and major developments within the residence hall (daily tour reports, incidences, etc.).

6. Maintain effective communication and rapport with students on your floor/wing through floor/wing meetings, and about notices on the bulletin boards.

7. Be very knowledgeable about the University’s rules and regulations (i.e. Student Handbook).

8. NEVER discuss a resident’s problems with other residents!

9. NEVER demean or degrade any staff, faculty, or student in the presence of residents.

10. Secure the assistance of Public Safety and Security when the situation warrants.

11. Carry out specified procedures for closing and opening the residence halls at University vacation periods under the direction of the Residence Hall Coordinator.

12. Carry out specified procedures and duties for nightly closing of the residence hall.

13. Assist in all fire drills under the direction of the Department of Public Safety and Security.

14. Attend all staff meetings and all residence hall floor/wing meetings.

15. Assist the Residence Hall Coordinator in any paperwork that is required.
16. At **no time** should a Resident Advisor be found in violation of any University rule or regulation.

17. You are to check-in with your Residence Hall Coordinator once a day. This can be done by the telephone or in person. Effective communication is the key to our success. It is very essential.

18. **YOU ARE EXPECTED TO BE AVAILABLE TO OUR RESIDENTS.** Academics are first priority and your position as Resident Advisor is next. Any other activities that you are involved with should be secondary. We encourage you to study hard and be effective in your Resident Advisor position.

19. This year it is not **REQUESTED** that you attend all University convocations. **IT IS REQUIRED.** There are no classes scheduled for that time, therefore, excuses are not accepted. Convocations are usually held on Wednesday at 4:00 p.m.

20. Check-In duty is an important responsibility of the Resident Advisor. This is a critical component of the Inter-Visitation Sign-In Program. The Resident Advisor may be required to be on check-in duty two (2) hours or more per weekend night unless he/she has the weekend off (contingent upon scarcity of work-study staff).

21. All other duties that may be deemed necessary.
Opening Responsibilities

All Resident Advisors are due back in the fall by the second Sunday of August. The Office of Residence Life requires all staff members to be available to students after the halls open each semester. The time before classes begin provides the perfect opportunity to welcome new residents, help students become familiar with their surroundings and adjust to the community in which they will be living.

Some responsibilities of the staff include, but are not limited to are:
1. making door decs/tags for your residents
2. making signs and bulletin boards providing information for students
3. distributing any information for students prior to their arrival
4. completing room condition check-in reports
5. inventorying public areas to become familiar with the furnishings
6. planning for your first floor meeting
7. planning activities for residents to become more acquainted with each other
8. planning events for the semester

Closing Responsibilities

All staff members are expected to assist with student check-out of the residence halls as well as clearing the building. Staff will not be allowed to leave until all paperwork has been completed, every student room inspected and all public areas have been inventoried. All Resident Advisors are required to stay until the third Saturday in April.
As A Resident Advisor,
How Do I Handle Typical Problems?

As you may know, you will be the first point of contact that your residents will have if they are comfortable. It is very important that you are well prepared to handle any situation that may come up in the residence hall. Below are suggestions that you can utilize to handle some common problems in the residence halls.

1. **Drug Use Suspicion:** If you are suspicious or you can identify the smell of drugs (marijuana, etc.) coming from a particular room, contact the Residence Hall Coordinator and give the room number, residence hall, and precisely what you see and smell. The Residence Hall Coordinator will investigate the situation; take whatever action is needed including informing Public Safety and Security and the Dean of Students.

2. **Student Under the Influence of Drugs:** If you find yourself in a situation where a student is under the influence of drugs and is close to losing consciousness, take the student into a room away from the crowd. Send another student to call the Residence Hall Coordinator, and Public Safety and Security. Walk the student around to avoid the student losing consciousness. Try to find out what type of drug(s) the student used. Report your findings to Health Services; this will assist them in providing the proper treatment.

3. **Fights:** Contact the Residence Hall Coordinator immediately. If he/she is unavailable, contact another Residence Hall Coordinator, Public Safety and Security or the Dean of Students. **Do not call the President, Vice President of Student Affairs and Enrollment Management or Director of Campus Life.** It is good for you to attempt to take the combatants into separate rooms. Never try to get between the combatants, but try to clear the hallway. Complete an incident report immediately following the altercation.

4. **Date Rape:** You are not to give any advice to the student other than to refer him/her to get counseling. If the student wants to talk about it, you may listen to make the student feel better. If the event just occurred and the student is in shock, go with the student to Health Services, while trying to assure him/her that all will be well. It is your job to inform the Residence Hall Coordinator, even if the student said that you should not. Do not tell the student that you are going to inform the Residence Hall Coordinator, but do so. This must be reported to Public Safety and Security and the Dean of Students immediately.
5. **Difficulties with Members of the Opposite Sex:** Most students are extremely sensitive in this area, and troubles can be related to deep emotional disturbances. Sympathetic listening may be sufficient. Sometimes there is a chance to help the student meet members of the opposite sex more readily and increase his/her confidence.

6. **Confidentiality:** If a resident confides in you he/she is a user of drugs, and this person does not want you to speak to anyone else about the matter, you must encourage the student to seek help from the Counseling Center. Assure the student that the Counseling Center has professional staff that can help them. In spite of what the student says, you must inform the Residence Hall Coordinator of this situation. This is not a breach in confidentiality, because this is the Residence Hall Coordinator’s responsibility to be informed of any/all incidences within the residence hall.

7. **Illness:** Efficient and accurate referral to Health Services should accommodate most circumstance. Emotional complications are the possibility of resistance to treatment due to a desire to maintain a tough image or to avoid loss of time. You may rise to the forefront and may even have to assist the student to obtain treatment.

8. **Fire Drills:** During the fire drills all students must leave the facility by way of the nearest exit to their rooms. It is your job to knock on each door on your floor to make sure that all residents are out of the building. If a student refuses to leave his/her room, report that student to the Residence Hall Coordinator. The Residence Hall Coordinator will take care of this matter.

9. **Homesickness:** The student has left a situation in which he/she was very important, perhaps even the center of attention, for once he/she is almost without an identity. He/she needs attention and ways to keep busy so that one can feel that they are making a contribution. Perhaps you can guide him/her into new relationships on the floor or introduce them to any Student Activity program or residence hall workshop, activity or a special event.

10. **Family Conflicts:** There are many possible areas of family related disagreements. The student is in the position to make his/her own decisions, but the parents have not quite accepted the reality of he/she doing so. A serious family problem can result from disagreement over curriculum choice, especially where there is a strong financial dependence. Your role is to listen, if the student asks for your help in talking to his/her parents, you must refer the situation to the Residence Hall Coordinator.
11. **Introversion or Extroversion:** make no assumption about the happiness of an individual. You can try to learn if he/she would like to join activities and could use some help, which does not make him/her feel self-conscious. On the other hand, the individual who spends all of his/her time with others may be afraid to be alone. The impact on his/her schoolwork is usually detrimental. Here, you can help uncover reasons and restore some balance between social life and individual accomplishment.

12. **Belligerent Attitude at Sign-In:** If you are confronted with a situation where a resident refuses to sign-in properly and becomes belligerent, call the Residence Hall Coordinator. If the Residence Hall Coordinator is unavailable, call Public Safety and Security. Do not act as if you are Public Safety. Your job is to ask the student to sign-in. If the student does not, follow the aforementioned procedure.
What is my Role as a Resident Advisor in Counseling?

Although you are not a trained counselor, many aspects of your work involve counseling residents. Some basic techniques will prove important for you regardless of the type of problem under immediate consideration, even if your only goal is referral to a trained professional. Here are some points that you should remember:

1. Be a listener. Give definite indications when you understand what is being said, and ask for clarification when needed.

2. Avoid judgmental reactions such as surprise, shock, or amusement unless you are genuinely sharing the student’s feelings of deep concern or appropriate humor.

3. Do not make decisions for the students; assist him/her explore alternatives. Know your own feelings and what they are doing to your view of the other person’s problems, so that you can avoid biased interference.

4. Keep sessions short, almost never longer than an hour. This does not mean you should break off suddenly if the student is extremely upset at the end of an hour, but watch for repetition on the part of the student as an indication of time to end the session.

5. Do not take notes unless it is to assure the student that you intend to follow up on a specific request.

6. Offer to see the student again, setting a more or less definite time, if possible. **Do Not Push.**

7. Remember the key to the entire relationship is your ability to demonstrate genuineness, warmth, concern, and understanding.

8. Always try to be aware of the feelings behind what the student is saying.

9. Remember to maintain confidentiality with all students that feel confident enough to speak with you about their concerns. **IMPORTANT!!! In the case where a student is a danger to themselves or others, confidentiality can be disregarded. You must seek a professional member of the staff immediately.**

10. Referral is the most important aspect in your role as a counselor.
Common Sense and Counseling

Many aspects of your work involve counseling approaches. As a Resident Advisor or Residence Hall Coordinator and a community member, you can often help others in your area. The crucial elements involve trying, rather than drawing back, and then trusting your own instructions. Some basic techniques will prove important for you, regardless of the type of problem under immediate consideration, even if your only goal is referral to a trained professional.

Your role as a helper to your individual residents is a challenging and complex one. In this role, you should encourage your residents to think and act independently, to make their own decisions. At the same time you should respect the uniqueness of each individual on your floor, being mindful that you cannot assume that your way of thinking and feeling will always fit a problem faced by another. In addition, you should convey an attitude of sincere understanding and support, encouraging each resident to explore their own ideas and beliefs.

Occasionally, students may have serious problems adjusting to the college lifestyle or to something else that may be happening in their lives. When this occurs, the problem often first manifests itself in behavior that may be evident to you as a staff member. A list of typical symptoms is provided here. Should you suspect that a student might be going through a difficult time, pass this information along to your Residence Hall Coordinator or Area Coordinator.

**Warning Signals of Adjustment Difficulties:**
- Scholastic failures inconsistent with student’s known ability.
- Neglected personal appearance.
- Long moods of deep depression.
- Frequent conflicts with other persons.
- Inappropriate reactions, e.g. laughing at something tragic.
- Excessive ridicule of things that the student would ordinarily accept.
- Hyperactivity without any evident goals.
- Compulsive behavior patterns.
- Constant complaints about being persecuted.
- Excessive fantasy, daydreaming, or inability to concentrate.
- Elaborate discussion of unrealistic plans.
- Signs of retreat to a more comfortable past, e.g. “god ole days”.
- Unusual physical symptoms or complaint about them.
- Irregular sleeping and eating.
- Habitual seeking of company without communicating any reason, i.e. an evident desire to communicate which never comes to fruition.
Attendining
Rarely will someone enter your room “to talk” over a problem and in the beginning specifically state what their problem may be. Since the resident may be hesitant, this will require from you utilization of particular counseling perceptive communicator. You must be able to attend carefully with the resident and listen to both his verbal and his non-verbal messages. Also, in order to communicate effectively, you must also be aware of what you convey. You want to convey to another your undivided attention, willingness to communicate and interest in meeting their needs. The important things to remember in order to improve your physical attending behaviors are best represented by each letter in S*O*L*E*R.

S  
Face the other person SQUARELY. This is the basic posture of involvement. It says “I’m available to you”.

O  
Adapt an OPEN posture. Crossed arms and crossed legs are often at least minimal signs of lessened involvement. An open posture is a sign that you are open to what the other person has to say and are open to communicating directly with the other. It is a non-defensive position.

L  
LEAN toward the other. This is another sign of availability, presence, or involvement. In your every day environment, when you see people who are seriously involved in a conversation, you see them leaning forward as a natural sign of their involvement.

E  
Maintain good EYE CONTACT. As you speak with another person, you should spend much of the time looking directly at him/her.

R  
Be at home and relatively RELAXED in this position. Relative relaxation says to the other person “I’m at home with you”. The physical position described here has a kind of tension about it. However, an effective communicator is relatively comfortable with involvement and intimacy, and therefore will be relatively relaxed. Intensity of interaction eventually will not be a chore for you but will come naturally, enabling you to be at home with intensity.

Failure to attend both physically and psychologically is seen by others at times as a lack of respect, lack of caring, or understanding.

Listening
Physical attending is a manner of being present to another; listening is what you do while you attend. Learn to listen actively. Most of us have learned competitive listening skills; we listen selectively in order to influence or win an argument. We need to learn to listen for understanding. Listening for understanding means listening, without evaluating, to both verbal and non-verbal forms of communication. It involves taking the risk of not mentally rehearsing what you are going to say and having the confidence you will know how to reply. Specific skills you can practice include getting feedback to check you understanding of a situation. Paraphrase what was said to you until the sender agrees you
understand. Other points to remember or which should be followed in active listening are:

- Resisting Distractions – noises, views, people – anything or anyone that will take you away from the person to whom you are listening.
- Being Non-Judgmental – suspend your own judgment – let the speaker’s message sink in without trying to make decisions about it.
- Practice Waiting – wait before responding in any way to the speaker – speaking right away may close of rather than open up further expression.
- Looking for Commonality – the speaker’s most important themes will be repeated over and over with the most intensity.

The combination of physical attending, or being with another, and actively listening for understanding must also include empathy.

**Empathy**

Empathy is the ability to see things from the other person’s point of view. One psychologist explains it as follows:

“To care for another person, I must be able to understand him and his world as if I were inside him. I must be able to see, as it were, with his eyes what his world is like to him and how he sees himself. Instead of merely looking at him in a detached way from outside, as if he were a specimen, I must be able to be with him in his world ‘going’ into his world in order to sense from ‘inside’ what life is like for him, what he is striving to be and what he requires to grow.” (Meyeroff, 1971)

Understanding others requires skill and patience, but if a person respects another person he spends time and energy in trying to understand him. By attending to someone with empathetic listening, you convey a commitment to his/her interests. You are saying to them, “It’s worth my time and effort to work with you.”

Accurate empathetic understanding projects a climate of support – “being with” another depends ultimately on your ability to care about others, to move away from self-centeredness, to experience what another is experiencing. If you care enough about what they feel and perhaps even feel what they feel, you have everything that’s needed. When joined with respect and genuineness, accurate empathy helps dramatically to establish rapport. People who take pains to understand one another grow to trust one another.

**What is an intervention?**

Sometimes we worry about someone when that person doesn’t seem to be willing to acknowledge a problem. An intervention is a way to help that individual. An active confrontation of specific behaviors by caring others, an intervention is designed to increase awareness of problem behaviors, to prevent problems from becoming worse and to promote referral for further assessment and treatment.

An intervention takes advantage of a unique opportunity to really make a difference and to help someone you care about.
Behaviors to Carefront/Confront:
Behavior, which is a result of alcohol or other drug use, that has been observed repeatedly should be carefronted or confronted. These behaviors include but are not limited to the following:
- Missing class or other important commitments due to hangovers, and/or drunkenness.
- Passing out from over-consumption.
- Fighting and/or physical aggression.
- Significant change in academic performance.
- Change in personality.
- Excessive consumption of substances.
- Behavior disruptive to the environment.
- Offensive behavior/interfering with the rights of others.
- Self-abusive behavior.
- Reliance upon substances to prepare self for normal activities.
- Physiological symptoms.
- Blackouts.

Referrals: When, to whom, and how:
Counselors, advisors, and faculty members recognize the need for making referrals; however, many of us are uncertain as to how to do the job. This brief section is an attempt to provide you with the basic procedures for referring students to other resources on campus.

When:
- When a student presents a problem or a request for information, which is beyond your level of competence, REFER.
- When you feel that personality differences (which cannot be resolved) between you and the student will interfere with affective progress, REFER.
- If the problem is personal and you know the student on other than a professional basis (friend, neighbor, etc.), REFER.
- If the student is reluctant to discuss the problem with you for some reason, REFER.
- If you have a conflict of interest concerning the situation and you find it impossible to remain impartial, REFER.
- If after a period of time you do not believe your work (communication) with the student has been effective, REFER.
- DON’T WAIT UNTIL IT IS TOO LATE FOR ANYONE TO HELP.

To whom:
Contrary to popular belief, specialized staff and counselors think of referrals as indications of competencies rather than as inadequacies on the part of the person making the referral. In addition, referring a student to the office appropriate to the problem demonstrates to the student that you have his/her best interest at heart. You will want to refer a student to the office that can best serve the concern. Please don’t depend on...
someone else to see to it that a student eventually gets to where they could have been sent originally.

If you are not sure where to refer the student, find out before you send the student on a goose chase. Explain that you want to refer him/her with assurance that the needed help will be found.

**How to:**

1. Refer the student to a specific person (whenever possible) rather than to an office in general. Familiarity with the personnel and the function of each office will help you determine the “right” person to select for each individual case.

2. If possible and appropriate, assist the student in making an appointment with a specific person at the office. This may give an already over anxious student some sense of security.

3. Do not transmit information about the student to the referral office in front of the student. This may give him/her the feeling that his particular problem is becoming known to everyone on campus. Always secure the student’s permission before relating information to those who will assist.

4. When the student has returned from the referral, do not pry for information. Generally, if you inquire as to whether or not the appointment was kept, the student will volunteer whatever information is necessary to continue your working relationship.

5. The person making the referral cannot expect to know the details of treatment or share the confidences given by students to the office personnel. They can expect to receive advice on how to deal with the student in future relationships if this information is so desired or necessary.

6. Do not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle every day problems may be a process that moves slowly. Do not expect miracles to be performed on cases you refer.

Finally, respect the individual. The basic approach to all counseling and referral is one of fundamental respect for the individual and the belief that it is the best for the person to work out the problem in his/her own way. You and the referral office are helpers in this process by providing a variety of alternatives for assistance on the student’s own terms. He may choose to ignore or accept the help available. Your job is to see that help is offered.
**Typical Developmental Characteristics of College Students:**

Your area is a complex make up of people from all walks of life. You are likely to have residents of all ages – from freshmen away from home for the first time to seniors who are planning their graduation and anticipating their future “on the outside.” It is safe to say that every resident in your area will be experiencing some type of need. In addition, each individual student will be at a different level in the “maturing process.” It is your challenge to make every effort to know your residents well enough in order that you might better understand their needs.

According to the chart, “Developmental Tasks of Young Adults”, there are certain behaviors that students need to experience while in college. More specifically speaking, some of those needs are:

- To reduce dependence upon parents.
- To gain respect with parents/peers.
- To develop the ability to carry on activities and to cope with problems without help.
- To demonstrate a capacity for self-sufficiency.
- To be aware of the relationship between one’s behavior and community welfare.
- To develop skills contributing to working with others.
- To develop respect for different backgrounds and values.
- To develop mature interpersonal relationships with peers.
- To develop intimate relationships.
- To make well-defined educational plans.
- To develop a mature career plans.
- To develop a future orientation that balances vocational aspirations, vocational interests, and future family plans.

Hopefully, having an awareness of some of the needs necessary for your residents’ healthy growth and development will help you better understand how you can assist them as they mature through their college experiences. Don’t feel pressured to lead our residents to meet these development tasks yourself, rather know and understand which University resources may be helpful to your residents.
Managing Conflict

Conflict is a normal part of doing business because people are different. We have differing and often opposing ideas and goals. These differences stimulate creativity, innovation and change. Therefore, conflict should not be judged as “good” or “bad” but as a necessary part of the department’s growth. If conflict is managed properly, it can result in fewer grievances, improved morale, and a more effective use of the department’s most important resource: YOU.

Deal with conflict while it manageable. Conflicts that are left unresolved can harm relationships. Unresolved conflicts tend to result in anger, grudges, hurt and blame.

Effective conflict resolution addresses concerns and issues; gets people talking to each other; makes them feel like they are a part of a caring organization; promotes compromise and collaboration; develops creative problem solving and reaches outcomes that benefit everyone involved.

~DON’T FIGHT – SOLVE THE PROBLEM~

*YOUR TOOLBOX TO MANAGING CONFLICT*

- Sharing
- Take turns
- Say, “I’m sorry”
- Listen, Paraphrase, Reflect
- Ask questions
- Make a request
- Ask for help
- Compromise
- Check it out/investigate
- Offer help
- Say how you feel and what you need
- Talk it out and problem solve
- Take responsibility and fix it
- Agree to disagree
Confrontation

One challenging aspect of any residence life position is confronting inappropriate behavior. Here are some suggestions to help you confront more effectively.

*Use the OTFD model…*

** OPEN → OBSERVE  
** THE → THINK  
** FRONT → FEEL  
** DOOR → DESIRE

*Remember, be educational…*
The positive discomfort that individuals experience when confronted about inappropriate behavior is a *learning experience*. By not confronting inappropriate behaviors, we miss an opportunity to educate our residents.

*Remember, you are a role model…*
You need to be the best expert on residence life policies that lives on your floor. You need to live by the policies if you expect others to do the same. Failure to lead by example may make it very difficult to confront residents.

*Remember, you are a student…*
You are a student too. Don’t be afraid to say that the behavior bothers you personally. Avoid the trap that you are speaking for all the residents on your floor. Encourage other students to confront inappropriate behaviors from their peers on the floor.

*Remember, provide alternatives…*
No intervention regarding student behavior is complete unless you provide the individuals involved with an *alternative behavior* to the inappropriate one. Let the residents know why the current behavior is unacceptable and provide them with an alternative.
STRESS

Stress is your response to the events in your life. It disrupts the delicate spiritual, emotional, mental, physical, and/or social balance we work so hard to maintain.

When people think about stress, they consider the negative forces affecting their lives, such as poor grades, up and down relationships, and financial problems.

However, stress is not only the negative events. It can also be desired and wanted events, such as a new relationship, graduating from college, or one’s first job offer. These events can also disrupt the balance in our daily lives.

Too much stress and you feel fatigues, and edgy – not enough stress and you’re bored and unproductive. Personal optimal stress levels can be achieved to create and maintain a balanced lifestyle.

What distresses one person may be a relief to another. Even if we agree that a stressor is distressing, each of us will respond differently both psychologically and physiologically.

How do I know when stress is becoming “distress”? 

Identify those symptoms that affect you:

EXPERIENCING:  CHANGING:  FEELING:
Backaches       Alcohol/drug use     Angry
Cold hands      Crying            Anxious
Cold sores      Eating habits     Critical of self/others
Diarrhea        Forgetfulness    Depressed
Fatigue         Insomnia          Frustrated
Headaches       Oversleeping      Impatient
Jaw aches/tension Sexual desire/activity Isolated
Menstrual irregularities Sleeping habits Out of control
Muscle cramps   Tics              Powerless
Neck aches      Worried           Worried
Stomach aches
Sweating

If you relate to many items on these lists, you may be experiencing high stress levels. It’s important to take the necessary steps to reduce your stressors. It is also important to check with your physician to make sure your symptoms are due only to stress.
101 WAYS TO REDUCE STRESS

Get up 15 minutes earlier • Prepare for the morning the night before • Avoid tight fitting clothes • Avoid relying on chemical aids • Set appointments ahead • Don’t rely on memory…write it down • Practice preventative maintenance • Say no more often • Set priorities in your life • Avoid negative people • use time wisely • Simplify meal times • Always make copies of important papers • Anticipate your needs • Repair anything that doesn’t work properly • Ask for help with jobs you dislike • Break large tasks into bite size proportions • Look at problems as challenges • Look at challenges differently • Unclutter your life • Smile • Be prepared for rain • Tickle a baby • Pet a friendly dog/cat • Don’t know all the answers • Look for the silver lining • Say something nice to someone • Teach a kid to fly a kite • Walk in the rain • Schedule play time into every day • Take a bubble bath • Be aware of the decisions you make • Believe in yourself • Stop saying negative things to yourself • Visualize yourself winning • Develop your sense of humor • Stop thinking tomorrow will be better • Have goals for yourself • Dance a jig • Say hello to a stranger • Ask a friend for a hug • Look up at the stars • Practice breathing slowly • Learn to whistle a tune • Read a poem • Listen to a symphony • Watch a ballet • Read a story curled up in bed • Do a brand new thing • Stop a bad habit • Buy yourself a flower • Take time to smell the flower • Find support from others • Ask someone to be your “vent partner” • Do it today • Work at being cheerful and optimistic • Put safety first • Do everything in moderation • Pay attention to your appearance • Strive for excellence NOT perfection • Stretch your limits a little each day • Look at a work of art • Hum a jingle • Maintain your weight • Plant a tree • Feed the birds • Practice grace under pressure • Stand up and stretch • Always have a plan “B” • Learn a new doodle • Memorize a joke • Be responsible for your feelings • Learn to meet your own needs • Become a better listener • Know your limitations and let others know them too • Tell someone to have a good day in pig Latin • Throw a paper airplane • Exercise every day • Learn the words to a new song • Get to work early • Clean out one closet • Play pattie cake with a toddler • Go on a picnic • Take a different route to work • Leave work early (with permission) • Put air freshener in your car • Watch a movie and eat popcorn • Write a note to a far away friend • Go to a ball game and scream • Cook a meal and eat it by candlelight • Recognize the importance of unconditional love • Remember that stress is an attitude • Keep a journal • Practice a monster smile • Remember you always have options • Have a support network of people, places and things • Quit trying to “fix” other people • Get enough sleep • Talk less and listen more • Freely praise other people • Relax, take each day at a time…you have the rest of your life to live.

~Compiled by Charter Hospital
Resident Advisor Performance Evaluation

In order to assist each staff member in their professional development and assess areas needing growth, formal written performance evaluations will be conducted. Resident Advisors are evaluated at least once a year. This evaluation is based on different aspects of the position as well as different view points (from students, supervisor, and self). This process is a one-on-one to discuss the Resident Advisor’s performance. During this process, the Residence Hall Coordinator is required to be stern, but fair when evaluating the Resident Advisor. Do not be afraid to discuss areas that need immediate improvement and/or positive recognition. It is also important to offer extensive training and counseling during this process. **Be very supportive!**

Please review sample of Resident Advisor Performance Evaluation Form.
RESIDENT ADVISOR EVALUATION

Resident Advisor _____________________________  Hall _______________________

Please comment on the RA’s strengths and areas needing improvement in each of the following competencies:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

I. **Administrative Responsibilities**
   1. Is thorough, neat and prompt in completing all paperwork.
   2. Distributes and posts information for residents.
   3. Responds to requests for information promptly and completely.
   4. Completes administrative tasks in an organized and comprehensive manner.
   5. Keeps supervisor informed about concerns and situations in the hall.
   6. Is prompt to meetings, programs, and in-services.
   7. Reports facility concerns promptly and to the appropriate staff.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

**Strengths:**

**Areas for Improvement:**

**Action Plan:**

II. **Policies and Procedures**
   1. Has a complete knowledge of University and Housing policies and procedures.
   2. Keeps residents informed of policies and procedures.
   3. Upholds policies and confronts behavioral problems in an appropriate manner.
   4. Follows established guidelines for reporting and submitting Incident Reports.
   5. Serves as a role model by following policies and procedures.
   6. Responds promptly to crisis and emergency situations.
   7. Refers and “consults up” in appropriate situations.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

**Strengths:**

**Areas for Improvement:**

**Action Plan:**
III. **Relationship with Residents**
   1. Knows the names of all residents.
   2. Is available to residents.
   3. Is an approachable staff member.
   4. Is willing to be involved with the residents in the community.
   5. Maintains appropriate confidentiality of residents.
   6. Encourages residents to get involved in campus life.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

**Strengths:**

**Areas for Improvement:**

**Action Plan:**

IV. **Relationship with Staff**
   1. Is supportive and willing to assist fellow staff members.
   2. Makes positive contributions in staff meetings.
   3. Knows housekeepers and skilled trades worker by name and strives to have positive relationship with these staff members.
   4. Is willing to confront fellow staff members if necessary.
   5. Recognizes fellow staff for their success.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

**Strengths:**

**Areas for Improvement:**

**Action Plan:**

V. **Student Development & Programming Expectations**
   1. Is supportive of hall council by attending meetings and programs.
   2. Completes all programming expectations in a timely manner.
   3. Promotes activities in the residence hall.
   4. Plans programs that meet the needs/interests of residents.
   5. Understands the importance of offering a variety of challenging and fun programs to residents.
   6. Creates informational and fun bulletin boards as well as creative door decorations and posts them by stated deadlines.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

**Strengths:**

**Areas for Improvement:**

**Action Plan:**
VI. Skills
   1. Demonstrates effective helping skills.
   2. Demonstrates effective communication skills.
   3. Demonstrates good organizational and time management skills.
   4. Demonstrates good assertiveness and confrontational skills.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

Strengths:
Areas for Improvement:
Action Plan:

VII. Attitude Towards Job
   1. Is supportive of the Department of Residence Life.
   2. Displays a positive attitude towards the job.
   3. Gives positive and constructive feedback in an appropriate manner.

Please comment on strengths and the improvements needed in this area. In commenting on areas for improvement, specify a plan for making the improvements.

Strengths:
Areas for Improvement:
Action Plan:

__________________________________________  ________________________  
Supervisor’s Signature  Date

Resident Advisor’s Comments (optional)

I acknowledge that I have received and have read this evaluation, and that I understand the expectations of the development plan identified above. I understand that my signature does not mean that I necessarily agree with the evaluation and that I have the opportunity to add my personal comments if I so desire. I understand that this evaluation will become part of my permanent file.

__________________________________________  ________________________  
Resident Advisor’s Signature  Date
LINCOLN UNIVERSITY
Office of Residence Life
Resident Advisor Feedback Form

This questionnaire is designed to give you an opportunity to provide feedback to your RA concerning your feelings about the job he/she has done the past semester. Your feedback will be extremely helpful in aiding your RA to better serve hall residents. To be most helpful, please answer all questions as honestly as possible. You may choose to keep your feedback anonymous.

RA’s Name _______________________________ Name _______________________________
Residence Hall __________________________ (optional)

1. My RA has shown interest in getting to know me personally.
2. When my RA is unable to answer a question, he/she is willing to assist me in finding the answer by referring me to a more reliable source of information and guidance.
3. My RA actively includes residents in planning and implementing floor activities and educational programs.
4. My RA is able to interact well with others of differing lifestyles, cultures, values and points of view.
5. My RA presents diverse programming topics to meet the variety of residents’ needs.
6. My RA is fair and consistent in enforcing and interpreting policies and procedures.
7. My RA follows up confrontations in a way that explores reasons for behavior and leads to resolution of the situation.
8. My RA keeps me adequately informed about regulations, services available, and policy changes within the hall, community and University.
9. Given that my RA is a full-time student, she/he spends a reasonable amount of time available on the floor.
10. My RA can be trusted with confidential information.
11. My RA has been helpful when I have contacted him/her for assistance.
12. My RA promotes cooperation among students.
13. My RA is effective in crisis management and problem solving.
14. My RA remains objective when dealing with resident issues.
15. My RA remains objective when dealing with personal concerns of residents.
16. My RA remains objective when dealing with roommate situations.
17. My RA works to promote and maintain a positive living environment in the community.
18. My RA encourages students to accept responsibility for their own behavior.
19. My RA encourages students to accept responsibility for the quality of community life.
20. My RA has gained my respect through his/her overall attitude and performance.
21. My RA is willing to involve him/herself with members of the floor in informal activities, such as athletics, social events, etc.
22. My RA is open and receptive to feedback and criticisms.
23. My RA is aware of and responds to problems that occur on the floor (damages, irresponsible behavior, etc.).
Rules and Regulations

1. Drugs: Unless they prescribed by a Certified Medical Doctor, no resident will be permitted to use, sell or exchange any form of drugs. Residents found with illegal drugs in their possession, may be removed from campus immediately.

1st Write up for Student Conduct Hearing.

2. Alcohol: Residents 21 years of age or older and living in the Thurgood Marshall Living Learning Center North ONLY are permitted to drink within the confines of their personal room. The roommate and any guest in the room must also be 21 years of age. Residents 21 years of age or older AND residing in the LLC North are limited to a maximum of 40 ounces of any kind of alcoholic beverage per person/room. Residents who are 20 years old or younger are not permitted to consume alcohol. They are not permitted to be in the company of those who are of age while alcohol is being consumed. Residents are not permitted to display or consume alcohol in public areas.

1st Write up for Student Conduct Hearing.

3. Fighting: Any resident who finds him/herself in need of physically assaulting another resident will be written up and face disciplinary actions.

1st Write up for Student Conduct Hearing.

4. Vandalism: Residents who positively identified vandalizing University property or the property of its members will be written up for disciplinary action and assessed the proper fine.

1st Assessed a fine and written up for disciplinary action.

5. Tampering with Fire Safety Equipment: Any resident found tampering with any fire safety equipment will be written up for disciplinary action and assessed the proper fine.

1st $500.00 Fine and write up for disciplinary action.
2nd $500.00 Fine and write up for Student Conduct Hearing.
6. Loitering and/or Inappropriate Behavior:
   
   1st  Verbal warning (depending upon severity).
   2nd  Write up for Student Conduct Hearing.

7. Inter-Visitation/Visitation:
   
   Each resident is expected to exit the building of the opposite sex by 11:00 p.m. from Sunday through Thursday and 2:30 a.m. on Friday and Saturday. No resident may visit another resident of the opposite sex before 12:00 p.m. on any given day.

   1st  Immediate loss of visitation privileges.
   2nd  $150.00 Fine and write up for Student Conduct Hearing.

8. Quiet Hours: A generally acceptable level of noise and interaction is permitted from 8:00 p.m. to 11:00 a.m. Sunday through Thursday. Friday and Saturday, residents are permitted to interact with each other at a generally acceptable level of noise. At no time should any resident’s music or noise be at a level that is offensive to other residents.

   1st  Verbal warning.
   2nd  Confiscation of audio equipment for a specific time limit and a $50.00 fine.
   3rd  $50.00 Fine and write up for Student Conduct Hearing.

9. Unauthorized Appliances:
   
   Residents are not permitted to have microwaves, toaster ovens, air conditioners, hot plates, etc.

   1st  Confiscation of appliance and $75.00.

10. Unauthorized Room Change:
    
    Residents are to request all room changes through their Residence Hall Coordinator. Any room changes without the approval of the Residence Hall Coordinator, will result in a fine and the resident moving back immediately.

   1st  $25.00 Fine per day.
   2nd  Loss of housing privileges.

Please familiarize yourself with the Student Handbook.
IF THERE’S A FIRE

It is crucial that all fire safety precautions be taken at all times and that staff acquaint residents with all of the fire safety information and procedures. Potential hazardous situations must be remedied immediately: there is no room for compromise when the safety of residents is in question. Some issues to remember are:

1. Fire doors must be kept closed at all times.
2. Regulations regarding room personalization procedures must be strictly adhered to.
3. Hallways must be kept clear at all times.
4. Smoking is prohibited in all buildings on campus. All residence halls are smoke-free environments.

When a fire alarm is sounded, residents should react immediately and evacuate the building. Always remember to give evacuation assistance to students with physical disabilities by getting them into the designated stairwell, contacting appropriate fire personnel of the student’s location. Never assume it is only a drill. In serious fires, most people die from smoke, so instruct residents to keep the following in mind:

1. Heat and most toxic fire gases rise. To avoid the most dangerous atmosphere, crawl close to the ground.

2. Take short breaths, breathing through your nose. Avoid gulping large amounts of smoke. Put a towel over your mouth and nose.

3. If trapped, a room with a closed door between you and the fire or smoke may offer refuge. Seal off cracks around the door and vents using towels, sheets, blankets or carpet. Also if trapped in a room with a telephone, call 1239 for Public Safety.

4. Open the window or break it out with a chair. Signal for help by waving a towel or other clothing out the nearest window.

5. Never open a hot door. Place the back of your hand on the door above your head. If it is hot, **DO NOT OPEN THE DOOR.**

6. If the door does not feel hot, open it slightly using caution
   a. Brace the door with hip and foot.
   b. Place hand across opening to determine temperature of the air.
   c. If the air is hot or if there is real pressure against the door, CLOSE THE DOOR AND WAIT FOR HELP.
   d. If the hallway appears safe, use the planned exits.
**FIRE EVACUATION PROCEDURES**

*Each building will have an evacuation plan which will…*

1. Be as simple as possible so that participant roles can be easily explained and understood.

2. Be posted prominently and permanently in a designated place on each floor.

3. Place responsibility to evacuate with the residents. In a real emergency, few staff may be available and can better be used to manage the evacuation and assist disabled persons, police and fire fighters.

4. Be communicated to all residents as they check into the hall through their community information and hall meetings. This information should contain the following elements:
   - Evacuation routes from every part of the building.
   - Provisions for assisting physically challenged individuals. Lists of physically challenged individuals and their room numbers must be kept at the office of Residence Life and must also be sent to Public Safety and Security. A master list of all students in need of assistance must be kept at the 24-hour desk to share with emergency personnel. The office of Residence Life must be sensitive to changes in room/hall assignments of physically challenged persons, and must also be aware of temporary disabilities such as broken limbs, etc. Each residence hall should have a system for identifying at risk students.
   - Elevator use is prohibited during a fire alarm.
   - Pre-designated and well-communicated place for the residents of each hall to assemble after evacuation. In the event of a fire, residents can assist in determining if everyone evacuated safely. Student should be no less than 50 ft. from buildings. This information should be communicated to residents through the Fire and Safety information distributed to all residents as they move into the building.
   - Each room will have a label on the door, which will give instructions to residents for evacuation. Resident advisors will need to explain these instructions during the first floor meeting.
   - If a fire or smoke is found, students should immediately pull an alarm and then notify Public Safety and Security at 1239 from a safe location.
What if a fire or smoke is found…

1. Pull an alarm.
2. Call Public Safety and Security and the Residence Hall Coordinator on duty from a safe location and report the fire.
3. If the fire can easily be controlled, extinguish the fire with the proper fire extinguisher. If the fire cannot be easily put out, leave the building and assist with evacuation. Contain the fire to the smallest possible area by closing doors as you exit.
4. Assist in the evacuation of disabled persons, as appropriate and safe.
5. Assist fire fighters by keeping residents away from the building and by trying to determine if everyone evacuated safely.
6. Assist in entry to the building once the “all clear” is given by the Fire Department in an actual emergency or by the Residence Hall Coordinator or Area Coordinator if a drill.
7. In the event of a fire, the Residence Hall Coordinator must notify the Area Coordinator, who will contact the Director of Residence Life about the fire as soon as possible.

What if an alarm sounds…

Quickly check the immediate area for fire or smoke.
If a fire is found and it is obvious that it can be contained by use of the correct fire extinguisher, use the fire extinguisher.

What if a student refuses to evacuate…

If a student refuses to evacuate or in any way interferes with the Residence Life staff members, police or fire fighters in their efforts to safely evacuate a building or fight the fire, the incident should be documented on an incident report form.

What information do I need to convey to my residents…

Each room will have a label on the door, which will give instructions to residents for evacuation. Resident Advisor will need to explain these instructions during the first floor meeting. Residents must be made aware of evacuation routes, alarm station location and assembly points. When new residents join the hall, Resident Advisors must acquaint them with evacuation procedures.
What about fire drills…

In accordance with University regulations, a fire drill will be conducted at least once each month, no later than four weeks after the beginning of fall semester. All personnel in a building shall take part in a fire drill and leave the building. Evacuations occasioned by false alarms may be considered fire drills if the Residence Hall Coordinator or Area Coordinator determines that the evacuation was properly conducted. Fire drills will be conducted at any given time.

What are my responsibilities regarding the facility…

1. Stairwell and other fire doors may not be propped open.
2. Storage rooms must be kept neat, orderly, free from fire hazards and locked.
3. No combustibles or debris may be kept in corridors or stairwells or in rooms.
4. Hallways must be kept neat and the stacking of boxes, trash, etc. outside room doors is prohibited. No materials may be left in the hallway that may impede or block a speedy exit by residents.
5. Fire equipment must be operational at all times, (i.e. smoke detectors, evacuation plans, extinguisher, exit signs, etc.). Inoperative smoke detectors and extinguishers should be reported.
6. Staff must know the location of all fire exits, alarms, and extinguishers in their hall.

Extension cords are prohibited!!!
Residence Halls Visitation Policy

Inter-Visitation Hours  Sign-In Hours
12:00 p.m. to 11:00 p.m. Sunday – Thursday  6:00 p.m. to 11:00 p.m. Sunday – Thursday
12:00 p.m. to 2:30 a.m.  Friday – Saturday  6:00 p.m. to 2:30 a.m.  Friday – Saturday

Sanctions and Regulations

All visitors and residents must acquaint themselves with the following guidelines and sanctions governing visitation in the residence halls.

1. All visitors must enter and exit the residence hall by the designated door. All other doors are emergency exits only. The use of any other means of entry and exit is considered trespassing and illegal.

2. All students must present and leave a student I.D. Card. No other identification will be accepted for students.

3. All non-students visiting the residence halls must leave valid identification (military I.D., driver’s license, or employment card) at Dispatcher’s desk of Public Safety, and obtain a Visitor’s Pass. The host student must meet their guests and have them sign in at the registration desk indicating time of arrival and the person they are visiting. When leaving the residence halls, guests must sign out and indicate their time of departure.

4. Students who fail to sign in their guests will be automatically referred to the Residence Hall Coordinator, who will provide immediate restrictions.

5. Residents are directly held responsible for the conduct of their guests.

6. All residents have the right to privacy; therefore, if the presence of a guest is an inconvenience to roommates, the guests must leave the room.

7. Announcements will be made 15 minutes and 5 minutes prior to the end of visitation hours by authorized personnel on duty (whenever there is a functioning Public Address system). Those buildings that do not have a Public Address system will use sound judgment and establish methods to inform students of time.

Members of the opposite sex, except authorized Lincoln University Personnel, are not permitted in any area of the residence halls after posted visitation hours. Students found violating these regulations will be brought before the Student Conduct Committee. Visitors found violating these regulations, or wandering alone after hours will be escorted off campus.
What will cause me to be **TERMINATED**?

1. Insubordination.
2. Violation of University rules and regulations.
3. Failure to do assigned on-duty hours.
4. Not being available/visible to residents.
5. Leaving campus for long periods of time without notifying the Residence Hall Coordinator or leaving a message on their telephone.
6. Not contacting your Residence Hall Coordinator’s office at least once per day.
7. Missing staff meetings repeatedly.
8. Consistent lateness, or failure to submit paperwork.
9. Not participating in residence hall programming and activities.

*Behavior that is disruptive or a violation of hall policies may result in immediate termination depending on the severity of the case.*

**Steps to Being Terminated**

1. Administrative meeting with Residence Hall Coordinator to discuss problem areas of performance.
2. Written warning/Probation.
3. Termination.
Make the Best Use of Your Time

We all would like more time….it’s true. How many times have you said to yourself, “There just aren’t enough hours in the day”? Or, “I work and work, but never seem to be able to get everything done”. Welcome to the club! We’re all there. Life is busy and getting busier. We continually find ourselves stretched between:

- Natural Time Demands – sleeping, eating, bathing, personal maintenance
- Other Time Demands – working, traveling, shopping, watching TV, surfing the internet, recreation, studying

We want it all, but we find it increasingly difficult to have it all. Time is one of the few things you can’t get more of. You can make more friends….you can earn more money….you can buy more items….but you can’t produce more time. Therefore, since we can’t get more time, we have to make the best use of the time we have. That’s where Time Management comes into play.

Keep a Calendar

1. GET A CALENDAR – Make sure it has spaces that are large enough to write in.
2. MARK IMPORTANT EVENTS FOR THE REST OF THE YEAR – Do this immediately! These events may include: Midterms, paper deadlines, meetings, etc.
3. MARK ADDITIONAL EVENTS WHEN THEY HAPPEN – As soon as you know of a new time commitment, mark it on your calendar.
4. CHECK YOUR CALENDAR BEFORE YOU COMMIT!!!
5. RESCHEDULE IF NECESSARY.
Make a “To-Do” List

Write it down and commit to doing it. Do you ever feel like there is more to do than you can keep track of? If you do, you’re not alone. Get into the habit of making “To-Do” Lists. They can help you get more things done and put you back in control of your time.

Prioritize

- WHAT’S MOST IMPORTANT?
- WHICH TASKS HAVE THE EARLIEST DEADLINES?
- WHICH TASKS WILL TAKE THE MOST WORK?
- WHICH THINGS ARE THE MOST UNPLEASANT?
- WHAT IS THE BEST USE OF MY TIME RIGHT NOW?

Don’t Procrastinate!

Let’s face it; we all do a little procrastinating here and there. Some of us procrastinate more than others. It’s natural to want to delay doing certain tasks…particularly when those tasks seem like they will be “unpleasant” or “tedious”. These tasks will have to be done eventually. By putting them off, you are stealing extra “free” time from the future and using it now. If an unseen emergency suddenly arises, you’ll find yourself under needless pressure to get too many things done at the same time.

PROCRASTINATION MAKES EVERYONE FEEL A LITTLE GUILTY. SAVE YOURSELF THE GUILT AND DO IT NOW!
What is Diversity?

You can define “diversity” as the differences among us. When most people think of “Diversity” or “Cultural Diversity”, the first thoughts are the old standards: **race** (or color), **gender** (or sex), and **national origin**. Pause for a moment and wonder; what really makes us different from one another? There are many, many characteristics…

*Diversity is about celebrating the differences and similarities that each of us bring to the workplace.*

Avoid Stereotypes

Learn to value diversity: It helps to recognize the obstacles first. Stereotypes are among the biggest obstacles. A stereotype is a preconceived notion. It’s a pre-judgment of another person. It’s a fixed or conventional notion of a person or group that allows little or no individuality or honest appraisal. Stereotypes can be learned from family, friends, school, television, the work environment, and church.

The Cost of Ignoring Diversity

If there’s one thing that is constant in today’s world, it’s change. We can’t turn our heads on diversity. It’s not going to go away! Ignoring diversity can cause:

- **Lost productivity** – because certain people will not work with certain other people;
- **Lost communication** – because some people cannot or will not adapt their communication methods to meet the needs of people not like them;
- **Unhealthy tension** – in the workplace that is counterproductive and cause needless stress.

The Benefits of Diversity

* More Creativity and Innovation
* Different Perspectives
* Experience
* Increased Productivity

* Competitive Advantage
* Language Skills
* Good Citizens
Housing Contract

A housing contract should be completed at the beginning of each semester for all incoming residents. You should also complete a housing contract for any resident moving into your facility during the semester. The housing contract is a two-part form. The yellow copy will be issued to the resident, and you are to file the white copy in the resident’s personal file. Be sure to include the facility and room number in the top corner of the housing contract. Encourage the residents to read the back of the housing contract.

Please review sample of the Housing Contract.
Check-In/Out Procedures (Admission and Withdrawal)

When a student is checking into the residence hall, you must welcome the student to the residence hall and;

2. Collect the dollar amount of the hall dues. This should be recorded on the housing contract. You should not collect hall dues from someone who is moving from another residence hall. They may have already paid.
3. Issue a room condition check-in report. The resident has to inspect all the furnishings in their assigned room and return this form to you. You must review this form and complete a maintenance request form if needed to replace or repair any problems. The room condition check-in report should then be placed in the student’s personal file.
4. Issue the room key to the student and document this on the Housing Contract. Record the key number if available.
5. Ensure that the student is aware of all residence hall policies and that they know how to contact the Resident Advisor and Residence Hall Coordinator for problems.
6. Give the student the numbers to the IT department for possible cable or telephone problems.

When a student is checking out of the residence hall, you must;

1. Collect the room key from the student.
2. Have the departing student complete a room condition check-out report. Have a Resident Advisor assist the student when completing this form. The RA should document any outstanding problems in the room and note all damages. Ensure that the student is fined for the infraction accordingly.
3. Make sure the student has properly withdrawn from the University by contacting the office of Student Affairs and Enrollment Management.
4. If the student is graduating or withdrawing from the University, their school Identification Card should be confiscated.
5. You must immediately enter a departure date in the Poise system to ensure that the student will no longer be billed for housing.
6. Advise the Residence Hall Coordinator and the office of Residence Life of the available space.

Please review sample Room Condition Check-In and Check-Out Report and Spring and Fall Check-In and Check-Out Form.
Residence Hall Rosters

Rosters play a very important role in your position. Rosters are a source of recording the residents who reside in your residence hall. The rosters should be reviewed and updated weekly. All information should be accurate. Make necessary changes immediately. Updated rosters assist with completing the housing survey form. Your residence hall roster should include;

1. The residence hall name and building number.
2. Resident’s first and last name next to their assigned room number.
3. Resident’s telephone extensions.
4. Single rooms should be highlighted. **Example:** 301 (S)
5. Residence Advisors’ rooms should also be noted.

Please review sample of Residence Hall Roster.
## Room Occupant

<table>
<thead>
<tr>
<th>Room</th>
<th>Occupant</th>
<th>Room</th>
<th>Occupant</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>__________________</td>
<td>108</td>
<td>__________________</td>
</tr>
<tr>
<td>1420</td>
<td>__________________</td>
<td>1414</td>
<td>__________________</td>
</tr>
<tr>
<td>102</td>
<td>__________________</td>
<td>109</td>
<td>LAUNDRY ROOM</td>
</tr>
<tr>
<td>1411</td>
<td>RESIDENT ADVISOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>__________________</td>
<td>110</td>
<td>__________________</td>
</tr>
<tr>
<td>1419</td>
<td>__________________</td>
<td>1415</td>
<td>__________________</td>
</tr>
<tr>
<td>104</td>
<td>__________________</td>
<td>201</td>
<td>__________________</td>
</tr>
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<td>1412</td>
<td>__________________</td>
<td>1428</td>
<td>__________________</td>
</tr>
<tr>
<td>105</td>
<td>__________________</td>
<td>202</td>
<td>__________________</td>
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<tr>
<td>1418</td>
<td>__________________</td>
<td>1421</td>
<td>__________________</td>
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<tr>
<td>106</td>
<td>__________________</td>
<td>203</td>
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<td>1427</td>
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<tr>
<td>107</td>
<td>__________________</td>
<td>204</td>
<td>__________________</td>
</tr>
<tr>
<td>1417</td>
<td>__________________</td>
<td>1422</td>
<td>__________________</td>
</tr>
</tbody>
</table>
**Roommate Agreement Form**

This form was established to create a comfortable living environment for students that are housed together. The roommate agreement form should be completed at the beginning of the semester to ensure that all issues have been addressed. Concerns that the students may have should be addressed immediately to avoid roommate conflict.

Please review sample Roommate Agreement Form.
Residence Life Data Sheet

The Residence Life Data Sheet was created to obtain personal information from each resident. Information collected includes home address and telephone number and a contact person’s information for emergencies and medical notification. It is important to have all residents complete this form when moving into the residence hall.

Please review sample of the Residence Life Data Sheet.
Residence Hall Tour Report

The Resident Advisor on duty should complete building tours (three tours Sunday – Thursday and four tours Friday – Saturday). The Resident Advisor should complete a thorough inspection of the entire facility and record each tour. Tour reports are required to be completed Sunday through Thursday between the hours of 6:00 pm and 12:30 am, and Friday and Saturday during the hours of 6:00 pm and 3:00 am. Tour reports are to be turned in to the office of Residence Life the following business day by 11:00 am. Failure to complete the assigned report will result in disciplinary actions.

Please review sample of Residence Hall Tour Report.
Residence Hall L & I Report

The Department of Labor and Industry Report was designed to accompany the Residence Hall Tour Report to ensure proper inspection of exterior and interior doors for safety. The L & I Report should be completed at each tour and should be turned in to the office of Residence Life on the following business day.

Please review sample of Residence Hall L & I Report.
PA Department of Labor & Industry
Check List

Date: ________________ Residence Hall: ________________

Residence Advisor: __________________________

<table>
<thead>
<tr>
<th>Tour/Time</th>
<th>Exit Doors</th>
<th>Interior Doors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basement Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Residence Hall Incident Report

The Residence Hall Incident Report is completed by the Resident Advisor or Residence Hall Coordinator to document incidents that occur in the residence hall. Often, the Residence Hall Incident Report serves as backup to fine letters issued to students. The Director of Residence Life and the Dean of Students should receive a copy.

Please review sample Residence Hall Incident Report.
RESIDENCE HALL INCIDENT REPORT

Student Name _____________________________ Date/Time of Incident ____________
(A separate form must be completed for each student) Location of Incident ____________

Residence Hall ____________________________ Room # ______ Extension ________
Box ________

Type of Incident (circle one)

Sign-In Smoking
Sign-Out Incense/Candle Burning
Littering Illegal Appliances
Vandalism Inter-Visitation
Quiet/Courtesy Hours Loud Music
Illegal Use of Furniture Illegal Room Change
Propping Door Pets
Health and Safety Risk _____________________________________________
Other ___________________________________________________________

Description of Incident (Give a fact-based description. Use reverse side if necessary. Attach supporting documentation.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Witnesses to Incident ______________________________________________________

Documents Attached (List and attach pertinent documentation)

________________________________________________________________________
________________________________________________________________________

Printed Name __________________________________________ Title _____________
Signature ___________________________________________ Date ________________

c: Dean of Students
Director of Residence Life
File
Judicial Board Report

The Judicial Board Report serves as documentation of an incident that occurred in the residence hall or an activity/event surrounding your facility that warrants disciplinary actions from the Dean of Students. The Judicial Board Report should be completed immediately and forwarded to the Director of Residence Life and the Dean of Students.

Please review sample of Judicial Board Report.
JUDICIAL BOARD INCIDENT REPORT

Student Name _________________________ Date/Time of Incident ________________
(A separate form must be completed for each student)     Location of Incident _________________

Residence Hall ____________________________ Room # _______ Extension _______
Box ___________

Type of Incident (Check the appropriate infraction/s)

1. Alcoholic Beverages ___ 7. Gambling ___
2. Drugs ___   8. Firearms, Weapons and ammunition ___
3. Disorderly Conduct ___ 9. Hazing ___
4. Dishonesty ___ 10. Personal Integrity Violation ___
5. Resident Hall Violation ___ 11. Conduct Unbecoming ___
6. Vandalism ___ 12. Other ____________________________

Description of Incident (Give fact-based description. Use reverse side if necessary. Attach supporting
documentation.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Witnesses to Incident ______________________________________________________
________________________________________________________________________

Documentation Attached (List and attach pertinent documentation.)
________________________________________________________________________

Printed Name __________________________________________ Title _____________
Signature ______________________________________________ Date _____________

cc:    Dean of Students
        Director of Residence Life
**Work-Study Students**

At the beginning of the semester, you will be assigned several students from the work-study program. These students primarily assist the Resident Advisors. One of their assigned responsibilities is to enforce the sign-in policy in the residence hall. Work-study students can work from 2-6 hours per day, depending on the amount awarded, and can assist with administrative duties. Resident Advisors are responsible for work-study students and should ensure that the Residence Hall Coordinator receive time sheets and scheduled hours for these students. However, it is the Residence Hall Coordinator’s responsibility to ensure that work-study students are properly compensated for the hours they work. The Residence Hall Coordinator has the right to terminate any work-study student that fails to report to work or are involved in violations of the University’s policies and procedures.

Please review sample Work-Study Sign-In Form.
Residence Hall Maintenance Request Form

Maintenance concerns of the residents and for the residence hall are extremely important. Once a maintenance concern is announced, you must complete a maintenance request form and submit it to the office of Residence Life. If this is an extreme emergency, then you are to call the Physical Plant office at ext. 1061, and report the problem. After hours, you are to call the Department of Public Safety and Security at ext. 1239. An officer will contact the appropriate person from the Physical Plant office to assist with the concern. NEVER HESITATE WHEN REPORTING A MAINTENANCE PROBLEM!!!

Telephone and Cable problems should be reported to IT ext. 1234.
Fine and Assessment Letter

The Fine and Assessment Letter serves as documentation when issuing a fine to a student for a violation of the Student Handbook and/or University Policy. The Fine and Assessment Letter should be completed immediately. Copies should be forwarded to:

The Student – to ensure that he/she is aware of the fine being issued to them and the amount of the fine
The Dean of Students – notification of such actions
The Director of Residence Life – notification of such actions
The office of the Bursar- to ensure that the student’s account is charged accordingly

Please review sample of the Fine and Assessment Letter.
Safety Equipment Inspection Form

The Safety Equipment Inspection Form will assist the Resident Advisors and Residence Hall Coordinator with tracking missing or damaged fire safety equipment from the residence hall. This documentation will serve as verification that your staff properly checked all fire safety equipment. This form should be completed once during the month, and turned into the office of Residence Life by the end of the month.

Please review sample of the Safety Equipment Inspection Form.
Evaluation of Program Report

The Evaluation of Program report was developed to obtain feedback from residents on their feelings regarding the program. The form should be issued at the end of each program before participants are dismissed. Completed evaluations must be forwarded to the Director of Residence Life for review no later than one week after the program.

Please review sample Evaluation of Program Report.
Authorization to Change Assignment Form

The Authorization to Change Assignment Form was created to ensure that all parties involved in a room and/or facility change are made aware of the change. Copies of this document are distributed to each student involved and the Dean of Students. This form must be completed immediately following a change in the residence hall.

Please review sample of the Authorization to Change Assignment Form.
Resident Advisor Time Sheet

Resident Advisor Time Sheets are to be completed and turned in by the 5th of each month. It is the responsibility of each Resident Advisor to complete a time sheet. The total hours for each month are as follows and are subject to change:

<table>
<thead>
<tr>
<th>Month</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>February</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>March</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>April</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>August</td>
<td>24 hours</td>
</tr>
<tr>
<td>September</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>October</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>November</td>
<td>59.5 hours</td>
</tr>
<tr>
<td>December</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

*It is extremely important to have the time sheet completed and turned in to the Office of Residence Life by the scheduled date.*

Please review sample Resident Advisor Time Sheet.
Developmental Programming

Resident Advisor’s are expected to promote a community atmosphere for individual and group development by encouraging and facilitating programs in the residence hall. In promoting a learning atmosphere, Resident Advisor’s are expected to:

1. Initiate the formation of community by promoting get-acquainted activities, open, honest communication among residents, development of hall/neighborhood standards, and establishment of a hall council.

2. Communicate regularly with hall officers concerning their plans and activities.

3. Attend scheduled hall activities.

4. Actively encourage student involvement in residence hall government at the hall, Community, and campus levels.

5. Assess the programming and developmental needs of students by means of questionnaires or interest inventories and through informal observation to meet residents’ educational, recreational and social needs.

6. Support hall councils by attending meetings and programs. Resident Advisors will also support community organizations by encouraging students to be involved and attend programs.

Staff Training

Staff members are expected to participate in an on-going staff-training program designed to improve skills needed to meet job expectations. Therefore, Resident Advisor’s are expected to:

- Read and become familiar with the Student Handbook, Student Code of Conduct, and Resident Advisor Training Manual.

- Attend all staff training sessions. These include, but are not limited to fall training sessions, retreats, and in-services each month.
Staff Resignation

If a staff member wishes to resign from their position, he/she must inform their supervisor via a formal letter of resignation, which will be placed in the staff member’s file. Where a staff member may reside on campus following a resignation is at the discretion of the Director of Residence Life.

Staff Relations

1. Staff will maintain an attitude, which supports a positive working and living environment.

2. Staff will maintain a professional attitude and manner while serving as a University employee and representative of the University while on and off campus.

3. Staff will know, understand, and support Residence Life’s philosophy and mission statement.

4. Staff will facilitate open and honest communication among students, residence life staff, and the entire University Community.

5. Staff will attend and participate in all meetings at which your attendance is required. Advance notification for approval is required if you are unable to attend.

6. Staff will develop a working relationship with your supervisor, Area Coordinator, Housekeeping, Maintenance and other University employees.

7. Assist in additional duties as assigned.
Who Do I Call?

Here are two guidelines for Resident Advisors when deciding if they should call someone and who that someone ought to be.

1. If the situation is immediately life-threatening, Public Safety and Security should be notified at once, followed by the Residence Hall Coordinator/Area Coordinator.

2. If a staff member is unsure if he/she needs to call someone, the Residence Hall Coordinator should *always* be consulted.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>WHO DO I CALL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarm Clock</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>Public Safety then Residence Hall Coordinator</td>
</tr>
<tr>
<td>Lock Problems</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Electrical Failure</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Fire</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Laundry Repairs</td>
<td>1-800-927-9274 or email <a href="mailto:service@caldwellandgregory.com">service@caldwellandgregory.com</a></td>
</tr>
<tr>
<td>Medical</td>
<td></td>
</tr>
<tr>
<td>Life-threatening</td>
<td>Public Safety then Residence Hall Coordinator</td>
</tr>
<tr>
<td>Non life-threatening</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Sexual Assault/Rape</td>
<td>Public Safety then Residence Hall Coordinator</td>
</tr>
<tr>
<td>Suicide Gestures/Threats/Attempts</td>
<td>Public Safety then Residence Hall Coordinator</td>
</tr>
<tr>
<td>Poses immediate danger to self/others</td>
<td>Public Safety then Residence Hall Coordinator</td>
</tr>
<tr>
<td>No immediate danger to self/others</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Residence Hall Coordinator</td>
</tr>
<tr>
<td>Vending Refunds</td>
<td>Residence Hall Coordinator</td>
</tr>
</tbody>
</table>
Suicide Gestures, Threats and Attempts

When a staff person becomes aware of a student who has or is making suicidal gestures, threats, or attempts, the Residence Hall Coordinator should be notified immediately. If the student has injured him/herself or poses a clear and present danger to self or others, Public Safety and Security must be notified first.

Death of a Student in Campus Housing

If a deceased person is discovered, Public Safety and Security and the Residence Hall Coordinator should be contacted immediately. Public Safety will need to gather evidence at the site; therefore, the deceased body or any other items at the site need to be left undisturbed. Residence Life staff on site should attempt to keep other students from viewing the deceased and the surroundings. An Incident Report should be completed as soon as possible.

Residence Hall staff should NOT attempt to contact any non-staff individuals (parents, or friends of the deceased student) and may NOT release information about a death of a student to any non-staff person. Media (radio, television, newspaper) representatives should be referred to the University’s Office of Public Information.

Public Safety and Security

Public Safety and Security are welcome in the residence halls at any time. Their presence should be encouraged and welcomed by our staff. They may inform us about the reason for their visit, but they are not required to do so. Staff may offer to accompany officers, but our accompaniment is not required.

In any situation in which the staff person is not sure if Public Safety and Security need to be called, contact the Residence Hall Coordinator for feedback. In all cases in which Public Safety and Security are summoned for assistance, staff should completely defer to the police or other professional emergency personnel when they arrive on site. Staff should stand aside and be available to answer questions if asked. Generally, staff should do the following:

1. Provide any pertinent information available from hall records (i.e. rosters, residence life data sheet, etc.).
2. Accompany the officers to the student’s room.
3. Identify the students, if asked.
4. Attempt to keep students from gathering in the hallway and interfering in the situation.
5. Document the situation on an incident report.
Reporting of Thefts

When staff is alerted to a theft, they need to meet with the complainant(s) to learn more about the incident and to document the occurrence. Staff should encourage the complainant(s) to contact Public Safety and Security concerning the theft. Staff should then complete an incident report.

Harassing Phone Calls

From time to time, students are the victims of harassing or obscene phone calls. Such incidents should be documented. If the resident so desires, a police report can be filed. Useful information that the resident can provide for the police include:

1. written log indicating the date, time, and content of the call(s)
2. answering machine tapes if the call was recorded

Bomb Threats

If a staff member receives a telephone call or message concerning a bomb threat, it is important to report as much about the threatening message and the spokesperson as possible e.g.:

- Time message was received
- Sound of voice
- Location of alleged bomb
- Time of explosion

After reporting the bomb threat to Public Safety and Security, a report should be made immediately to a member of the residence life staff. Calls should be made to these persons in the order listed:

a. Residence Hall Coordinator
b. Area Director
c. Director of Residence Life

After taking the action required, an incident report will be completed by the person originally receiving the threat.

Vandalism

Vandalism to vending equipment, laundry equipment, room furnishings, public facilities, or any University property should be documented on an incident report form. The incident should also be noted on the tour report and the Residence Hall Coordinator should be notified. The Residence Hall Coordinator will notify Public Safety if necessary.
Sexual Assault and Rape

If a staff member learns that a resident has been the victim of a sexual assault or rape, the following steps should be taken:

1. Contact the Residence Hall Coordinator.
2. Encourage the resident to seek immediate medical attention and report the incident to Public Safety. Public Safety will be responsible for taking the student to the hospital. Although it may be difficult, it is always best to report a rape or attempted rape to Public Safety. Even if the victim decides not to prosecute, the information may help solve other rape cases.
3. The student should not change clothes, bathe or douche. The student should be encouraged to bring a change of clothes to the hospital.
4. Don’t straighten up the crime area; leave everything just as it is.
5. Staff may be asked to become involved in follow-up efforts. Resident Advisors should consult their Residence Hall Coordinator before engaging in any follow-up.
The purpose of this form is to protect both the resident and the University on damage charges and to provide for maintenance corrections. Check the room very carefully since you will be charged for any damage to your room that is not listed.

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Resident Advisor: Please check the conditions of the room at check-in and check-out time. If a student changes room, be sure to complete this form and a new form for the new room.

The undersigned resident accepts responsibility for the proper care of the room and its equipment; understands that charges may be made for damages, for shortages of equipment, for transfer of equipment between rooms and public areas; and reports the room condition to be detailed above.

Signature of Resident ____________________________ Date ____________

Signature of Resident Advisor ____________________________ Date ____________

Signature of Residence Hall Coordinator ____________________________ Date ____________
LINCOLN UNIVERSITY
Residence Hall
Room Condition Check-Out Report

Name ____________________________________  Residence ________________________
  (Last)   (First)            (Hall and Room Number)
Forwarding Address _____________________________________________________________
  (Street)          (City)       (State)   (Zip Code)
Home Phone Number ___________________________________

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I have been made aware of the above room condition and realize there may be forthcoming estimated charges for discrepancies of same.

Signature of Resident _________________________________________  Date ____________
Signature of Resident Advisor __________________________________  Date ____________
Signature of Residence Hall Coordinator _________________________  Date ____________
Community Building

Community:
A group of people sharing a common purpose, who are interdependent for the fulfillment of certain needs, who live in close proximity and interact on a regular basis, who share in defining expectations for all members of the group and assume responsibility for meeting the expectations, and who are respectful and considerate of the individuality of other persons within the community.

Sense of Community:
The feeling of cooperation and commitment to the group welfare, willingness to communicate openly, and responsibility to and for others, as well as one’s self.

Seven Steps to Building a Strong Community

1. Becoming Acquainted
   ☑ Ice breakers
   ☑ Teambuilding
   ☑ Floor meetings

2. Assessment
   ☑ Formal assessment – (i.e. expectations survey)
   ☑ Informal assessment – (i.e. listening circle)
   ☑ Talks, floor meetings
   ☑ Share individual goals and interests with fellow floor mates
   ☑ This needs to be done on a continual basis

3. Sharing Expectations
   ☑ Set floor expectations based on individual goals
   ☑ Living expectations – (i.e. quiet hours, common area respect)
   ☑ Follow-up by posting goals and expectations on a bulletin board or in bathroom
   ☑ Keep it current – replace gripe sheet, keep aware of residents’ changing needs

4. Get to know your residents
   ☑ Identify their strengths and interests, then ask them to help
   ☑ Empower your residents – encourage them to help with activities, bulletin boards
   ☑ Identify the “silent” leaders
   ☑ Suggest campus activities that residents might be interested in; go with them!
   ☑ Have floor/area newsletter with hall events and activities, quotes, “gossip”
   ☑ Have residents contribute to newsletter
5. Settling In
- Get to know each other’s personalities, strengths and weaknesses
- Stay involved in residents’ lives – show them you care
- Encourage residents to keep doors open, get involved with all hall mates
- Support students’ activities – even if they conflict with yours

6. Don’t Settle
- A positive, polite community will fail without your consistent attention!
- Go with what works – you now know your residents – what will make them happy? (food, renting videos, attending activities together)
- Ask for support from your fellow RAs and your RHC – don’t feel you have to do everything alone

7. YOU DID IT!
- Don’t expect to be here in the first month – building a strong community takes time*
- Take time to enjoy your hard work! This is your community, too!
- Pass on your secrets – if something works, share it in your staff meeting

*Realize there are may be potholes along the way – conflict may arise and that’s okay. Provide informal sessions for clearing the air or formal mediation, when necessary.

Remember that you are not alone! Ask for help, support, new ideas – whatever- from your fellow staff members, your Residence Hall Coordinator, and the professional Residence Life staff. All these people are committed to helping you build a strong community.
By signing this form, I hereby declare that I have received a copy of The Ultimate Resident Advisor Training Manual and will familiarize myself with its contents. I agree to return it in its original condition upon my graduation, termination or resignation from the Department of Residence Life.

____________________________
Printed Name

____________________________
Student Signature

____________________________
Date