UNIVERSITY HOUSING SERVICES - RESIDENTIAL LIFE

To ensure the effective, efficient, and consistent performance of duties and the implementation of the goals and objectives of Residential Life (RL), the following expectations are presented for all Senior Resident Advisors (SRAs). RL members consist of the Residential Life Managers (RLM), Residential Life Coordinators (RLCs), Academic Coordinators (ACs), Faculty In Residence (FIRs), Senior Resident Advisors (SRAs), Theme Community Resident Advisors (TCRAs), Resident Advisors (RAs), Hall Office Coordinators (HOCs), and Office Assistants (OAs). RLM consists of the Associate Director, Assistant Directors, and Housing Behavioral Case Manager (HBCM). Building Leadership Teams (BLTs) consists of the RLC(s) of the building(s).

This document does not cover all job expectations. It is provided as a supplement, as needed, for clear understanding of pertinent parts of the job. All staff are expected to understand and abide by these expectations along with those in other documents including but not limited to the employment contract, supervisor’s expectations, University expectations for employees, University ordinances, Residence Hall Community Handbook policies and local, state and federal laws. If there is need for further clarification, please consult your supervisor.

As a member of RL, it is important to understand that your day-to-day interaction with staff and residents create dynamic relationships. RAs, because of the nature of their live-in status, are always seen as “on the job.” Consequently, it is imperative to realize the expectations, the boundaries, the role modeling and the relationships that are created. Thus, RAs are expected to perform their responsibilities in a responsible and mature manner.

ADMINISTRATIVE
The administrative processes serve as a vital foundation for all aspects of the RA position. It is very important that you work diligently to maintain strong administrative skills in order to assist residents’ needs, meet deadlines, and support all areas of UHS and SJSU. Specific examples of behaviors include:

- Approach your job responsibilities in a systematic, analytical, and predictable manner.
- When you commit to or are assigned to an item, complete it in a timely manner.
- When you request items from staff or residents, give a specific due date and time to encourage successful and timely completion.
- Keep your Google Calendar updated daily.
- Check your staff mailbox daily (work days).
- Check your SJSU e-mail on a daily (business day) basis and respond to issues and requests in a timely manner.
- Check and respond to voice-mail and e-mail on a daily basis (work days) to be familiar with happenings in the housing community.
- Check both timelines and calendars regularly to make sure you are on top of deadlines.
- Be on time & prepared for meetings, activities and programs. On time is 5 minutes prior to a meeting.
- Be responsible with meeting deadlines and/or communicating when you are not able to meet deadlines.
- Serving in an autonomous role as an RA, it is expected that you adhere to working hours, be present in your community and respond in a timely manner to issues with staff and residents. It is expected that the autonomous nature and culture of the position not be abused.
- Communicate and get approval from your supervisor(s) when you need to be absent from your community. Post appropriately in your calendar so staff are aware.
- Use keys, access cards, offices and other departmental resources for RA role related responsibilities. Additionally, do not lend such items to anyone as they are assigned for your specific use. Failure to meet this expectation could result in your release from the position and/or conduct action.
- Make sure to save and use documents in the OA & RA shared folder accordingly.

COMMUNITY DEVELOPMENT
One of the main purposes of the Residential Life staff is the establishment, maintenance, and support of a positive, healthy, living-learning environment in the hall that’s consistent with the educational mission of the University and the goals of Residential Life. Specific examples of behaviors include:

- Develop a plan (with your supervisor) for the year that reflects careful consideration of the previous year and the results of formal and informal needs assessment at the beginning of each semester (review of: end of the year reports, EBI survey results, staff programs/initiatives, conduct trends, etc).
- Support all departmental and Student Affairs initiatives.
- Be aware of and confront potential problem situations in your hall whether those be individual or community problems, lack of respect for others, interpersonal conflicts, or violations of policies and procedures. Failure to do so, either knowingly or unknowingly, could result in your release from the position and/or conduct action.
- Be visible to both staff and residents in your community in an effort to provide assistance and support.
- Actively support in word and deed, other members of the residence hall and UHS staff.
- Do not disregard or disassociate yourself from incidents, activities, violations, problems, or situations that develop on other floors or in other

Resident Advisor Expectations – 2015-2016 1
To be successful, RAs need to function not only as individuals, but also as members of a team. Specific examples of behaviors include:

**STAFF MEMBERSHIP**
As RL, we function as educators. One of the most effective ways of educating others is through role modeling appropriate behaviors. As appreciated and valued for the differences they bring to enrich that environment. Specific examples of behaviors include:

- Maintain an active, positive relationship with custodial and maintenance staff. Support the cleaning and maintenance staff and lend assistance as needed. Informal contact with the cleaning staff is expected.
- Actively support Hall Government (HO), RHA and NRHH. “Support” is partially defined as attendance at meetings and activities, individual consultation with building leaders, advising committees, and providing training.
- Actively support residents’ academic pursuits. Establish and maintain an environment that is supportive of student’s academic success.
- Conduct programs and activities based on a needs assessment of your community. Ensure that these programs meet the needs of the diverse student population we serve and bring these residents together to interact, exchange ideas, discuss problems, and develop solutions with each other.
- Support in word and deed the purposes of programs and activities designed to assist residents of color, international students, and others identifying with traditionally oppressed groups in making an adjustment to the University and be successful in their personal, professional, and academic endeavors.

**MULTICULTURAL COMMITMENT**
One of our goals is the creation of an inclusive environment where the rights of all members are respected and where individuals are appreciated and valued for the differences they bring to enrich that environment. Specific examples of behaviors include:

- Act as a role model for residents in broadening their cultural awareness. Engage in activities, training programs, and other experiences which broaden your own understanding and appreciation of the differences between people. Promote and role model these to staff and residents.
- Show respect for persons of all backgrounds, ethnicities, lifestyles, interests and abilities.
- Conduct programs and activities specifically geared toward broadening residents’ multicultural awareness, as well as their understanding and appreciation of the differences between people. Encourage staff to do the same.
- Recruit qualified individuals, committed to multicultural understanding, to be staff for Residential Life.
- Pursue opportunities and encourage all residents to become involved in programs, activities, and organizations that allow for their contribution to other residents and the University.

**ROLE MODELING & SUPERVISION**
As RL, we function as educators. One of the most effective ways of educating others is through role modeling appropriate behaviors. As a supervisor and leader in the community, you have an ability to do this on a day to day basis. As noted, we are often viewed to be on the job 24-hours a day in the role of supervisor, advisor and role model to all residents and staff. Specific examples of behaviors include:

- Act as a role model and set a positive example.
- Conduct yourself in an honest, conscientious, courteous, ethical and professional manner at all times. Show respect for persons of all backgrounds, ethnicities, lifestyles, interests and abilities.
- Maintain appropriate personal and para-professional decorum. Refrain from becoming involved in activities or encouraging norms which are in direct opposition to this principle or violate established policies and procedures.
- Abide by Federal and State of California laws. Actively support, interpret, enforce and obey all University and UHS policies, regulations, and procedures. Please understand that failure to do so could result in your release from the position and/or conduct action.
- Be mindful of personal relationships and the perception of those relationships that are developed with staff, student leaders and residents that can prevent you from fulfilling all responsibilities associated with your position. Intimate relationships with current residents within your assigned building constitute a conflict and may require you to be reassigned or released from employment.
- Do not perform any role associated with the position/department while intoxicated or under the influence of illegal or controlled substances (i.e.: being present in the office/public spaces in the building; interacting with staff and residents; responding to e-mails; attending meetings/programs).
- Ethics may differ from person to person and from situation to situation. Be mindful of performing the right vs. wrong thing in a situation. Strive to always have the best outcome for your staff, residents and the department with any decision you make or action you take.
- Develop expectations to and from your supervisor.
- Make decisions on a daily basis that affect your staff, residents and the community for the best. When in doubt about a decision, consult your supervisor.
- As much as possible, be transparent about your decisions and intentions with staff and residents.
- Provide ongoing feedback for staff in an effort for their personal and professional success.
- Confront staff and residents who display inappropriate actions or do not show respect for persons of all backgrounds, ethnicities, lifestyles, interests and abilities.
- Staff members who violate policies and do not perform parts of their jobs in holding other individuals accountable for violating policies will be held accountable through proceedings that may involve release from the position and/or conduct follow up.
- Be mindful that your social media presence is a reflection of you, UHS, and SJSU. Report any and all concerning behavior you observe online to your supervisor(s).

**STAFF MEMBERSHIP**
To be successful, RAs need to function not only as individuals, but also as members of a team. Specific examples of behaviors include:

- Attend designated meetings and training sessions, be on time and actively contribute to the content of these meetings/sessions.
• Actively participate in the recruitment and selection of future Residential Life/UHS staff.
• Maintain confidentiality regarding all staff matters and publicly support all staff decisions.
• Follow established channels in voicing dissatisfaction/disapproval of any policy, program, personnel, and method of operation. Constructive criticism with active follow-up and suggestions for improvement is the best method to induce change in an organization. Constructive criticism is an expectation. Additionally, a positive attitude in all realms of the job is expected.

COMMUNICATION
It is important that as staff members, we work to create an environment that celebrates communication and work towards using communication skills effectively in our work. Specific examples of behaviors include:

• Go directly to the person about the situation that you may have issues with. If you are unable to do so, please seek out the assistance, guidance and support from your supervisor or members of BLT.
• Open and honest communication with your supervisor. Do not be afraid to offer feedback or share your opinions on the development of Residential Life and/or UHS.
• Support your colleagues (to residents, other student staff, and/or professional staff).
• Try to avoid the good/bad cop scenario within your building community.
• Check in with your colleagues and/or supervisor(s) for clarification on processes and procedures so that conflicting decisions are not made.
• Help each other to keep on task with responsibilities by providing feedback or assistance when needed.
• Communicate when you need help.
• Understand each others' position description, tasks associated with Residential Life and UHS as well as dates and deadlines for the department.

USE OF ALCOHOL AND ILLEGAL DRUGS
In this area it is especially important that we are aware of ourselves as role models. While it is not an attempt to regulate freedom of RAs, it is important that the department is specific in regards to behaviors associated with the use of alcohol and illegal drugs. Specific examples of behaviors include:

• Alcohol and illegal substance use while on Duty is strictly prohibited.
• Do not possess or consume alcohol if you are under the age of 21.
• If you are 21 years of age, be aware of yourself as a role model when consuming alcohol. Do not provide alcohol to any staff or student regardless of age and/or drink with or in the presence of anyone under the age of 21.
• Do not perform any role associated with the position/department while intoxicated or under the influence of illegal substances (i.e.: being present in the office/public spaces in the building; interacting with staff and/or residents; responding to emails; attending meetings/programs).
• Alcohol use slows reaction time and impairs judgment and coordination, which are not appropriate conditions to be in while in the presence of your staff/residents.
• Be aware of personal attitudes regarding alcohol use as demonstrated by your speech and behavior.
• Do not encourage, through job function or personal action, alcohol-related events involving residential residents.
• Suggest alternatives to alcohol-related events and work with staff, student leaders, and community members in their efforts.
• Do not emphasize the use of alcohol through your personal behavior with staff/residents or any program/activities that you attend/sponsor.
• Educate residents on the psychological and physiological effects of alcohol and other drugs.
• Confront residents regarding inappropriate use and abuse of alcohol and other drugs, and identify and hold them accountable for their behavior.
• Identify and intervene with residents or staff you suspect may have an alcohol abuse or related problem.
• Share information regarding residents’ use of alcohol and other health-related situations with your supervisor.
• Be aware that the use of any illegal drugs (including marijuana) in any residence hall or in the privacy of your room is strictly prohibited.
• Deal swiftly and effectively with the sale of drugs in your hall. If you become aware that a student is selling drugs, it must be addressed/reported immediately to the BLT, RLM, and/or UPD.
• Staff members who violate the expectations, campus/housing policies and/or do not perform parts of their jobs in holding other individuals accountable for violating policies will be held accountable through proceedings that may involve release from the position and/or conduct follow up.

OTHER EXPECTATIONS
• Know your job. Ignorance is not an excuse. Ask questions for answers/clarification when confused. Strive to fulfill the responsibilities associated with your position and show initiatives in completing tasks or addressing issues.
• Work to create yourself and the people around you to be better at what they are doing, not just for personal/professional development, but for the betterment of our department and our residents.
• Recognize others (positives and challenges).
• As a team member, show initiative, help when it is possible and strive to help when it is not possible.
• Strive to see the big picture. Often times decisions are made for a variety of reasons, some of which can be seen/communicated, some may not be able to be seen/communicated. Trust that your supervisors are making decisions for the betterment of the group/department. If you feel that circumstances warrant follow up for better understanding of certain decisions, please attempt to have conversations with your supervisor or a member of BLT.
• Be mindful of when questions/suggestions become a practice of being over-critical/complaining. It is helpful to provide solutions when possible.
• During meetings, be aware of topics at hand and your involvement in keeping focused discussion.
• Be sensitive to others, pay attention to non-verbal (facial expressions and body language).
• Follow up appropriately to mistakes and conflicts; challenge ourselves and others appropriately and timely.
• Understand that people have different styles and ways of working. Be mindful of differing working styles and your interaction with them.
• Take the time to learn and apply what you have learned, teach others.
• Attempt patience.
• Attempt flexibility.
• Be your professional self and bring it to the table.
• Encourage and maintain good professional relationships with others.
• Be mindful of your communication and participation with other members of the campus community as it may be a direct reflection of UHS.
• Recognize your personal and para-professional commitment to make this experience worthwhile for yourself, your staff and your residents.
• Use this document to guide your decision making and relationships with staff and residents.

**Tips For Success**
• Strive to have a life outside of work, practice balance and promote balance within the department.
• Have a sense of humor 😊.
• Be patient and flexible.
• Develop and maintain self balance and wellness.
• Expect the unexpected.

**Use of This Document**
It is important to continuously review this document to understand the above expectations that have been conveyed. At any time, should you have questions or need clarification on a certain expectation, it is your responsibility to ask your supervisor or a member of BLT. This document should be reviewed extensively during one of your first one-on-one meetings with your supervisor and then be revisited at least once a month as a check in. It is imperative that this document be used to make sound ethical and professional decisions in regards to meeting the responsibilities of your job and building relationships with staff and residents.

**Agreement of Understanding**
By signing below, I acknowledge that I have received a copy of these expectations and I have read through this document thoroughly and understand the expectations as indicated.

________________________________________________
Signature

________________________________________________
Name (Print)

________________________________________________
Date