Council for the Advancement of Standards in Higher Education

CAS Self-Assessment Guide for Housing and Residential Life Programs
October 1, 2014

One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188
Housing and Residential Life Programs
CAS Standards Contextual Statement

Although American institutions of higher learning have provided student housing in one form or another since the first colleges were founded (Frederiksen, 1993), the professionalization of those employed in housing was greatly enhanced when the Association of College and University Housing Officers-International (ACUHO-I) held its first annual conference in 1949. This meeting marked a significant step forward in the development of college and university student housing programs as a profession.

Until the middle of the last century, college and university “dormitories” were administered by “housemothers,” often under the supervision of deans of men or women. These staff members assumed parental responsibility (in loco parentis) for the students housed in the residence halls. During the 1960s, dramatic changes in laws and education produced changes in the operation of residence halls. Housemothers were replaced by full-time staff with professional training in counseling and administration. These student affairs professionals focused on using the residence hall environment as a tool to complement formal classroom education. Since the 1960s, student housing has become increasingly more specialized and complex. The influence of the residential experience on the lives of students has been widely researched over the years.

Group living influences maturation by exposing students to a variety of experiences and community-building activities. What distinguishes group living in campus residence from most other forms of housing is the involvement of both professional and paraprofessional staff members in providing intentional, as opposed to random, educational experiences for students. Students living in residence halls participate in more extracurricular, social, and cultural events; are more likely to graduate; and exhibit greater positive gains in psychosocial development, intellectual orientation, and self-concept than students living at home or commuting. In addition, they demonstrate significantly greater increases in aesthetic, cultural, and intellectual values; social and political liberalism; and secularism. (Schroeder & Mable, 1993)

More recently, the quality of residence halls has been acknowledged as not only essential to the quality of campus life but as an increasingly important factor in attracting students to a given institution. There has been a renaissance in college and university housing with many campuses significantly renovating halls and constructing new facilities to respond to today’s students and to better meet expectations. One challenge for housing professionals has indeed been the increasing demand for amenities in residence halls, which is often necessary to not only respond to the needs of today’s students but to remain competitive with housing in the local market or with other institutions that are considered peers for enrollment management purposes. Some of the more obvious amenity enhancements include air conditioning, wireless connectivity, and conversion of traditional double loaded corridor rooms to suite style or single room accommodations, including bathrooms.

Another facility enhancement that cannot be overlooked is additions to the safety features provided in housing and residence life programs. In addition to electronic card access found on exterior doors, more programs are adding this feature to the individual room doors to eliminate the need for keys and to facilitate a very timely response minimizing any threat to building security. Throughout these facility enhancements, housing professionals are continually faced with balancing students’ desire for convenience with the university’s needs related to security.
and public safety. Many colleges and universities have added video surveillance capability to exterior doors, stairwells, elevator lobbies, halls, high tech learning facilities, or specialized classrooms while being sensitive to privacy issues on individual floors and rooms. Housing and Residence Life professionals are often members of the campus emergency management and/or threat-assessment teams and play a key role in emergency planning and response.

One of the most impactful concepts in higher education today is that of learning communities; many universities have developed living learning communities (LLCs) within residential communities as a means to be more intentional about student learning. LLCs provide valuable opportunities to integrate the more formal academic and student life experience, provide increased interaction between students and faculty, and provide critical avenues to enhance campus community building activities and traditions. Living learning communities can be developed around themes, majors, or concepts. In addition to providing a seamless learning experience and increased student engagement, LLCs are seen as critical to increasing retention, especially from the first to the second year.

College and university student housing operations employ staff members with wide varieties of skills and functions. Areas administered by institutional housing and residence life programs include such functions as:
- Apartment, graduate and family housing
- Fraternities and sororities
- Student conduct and/or contract violations
- Housing for students with disabilities and other special needs
- Conference and guest housing
- Residence Education, including academic initiatives, LLCs, programming, and diversity education
- Facilities management (custodial and maintenance) and capital projects
- Financial planning and administration (assignments, contracting, billing, collections)
- Dining services (including catering and retail venues)
- Administration of in-hall information technology capabilities, media, and facilities (cable TV, various software systems, network and wireless access, computer learning centers, and classrooms)
- Off-campus housing services
- Research and assessment
- Safety and security measures (fire safety, electronic access systems, video surveillance, hall security)
- Identification and “one card” programs

Assessment efforts, particularly incorporating assessment of services, programs, staffing, and student learning can provide valuable information to housing administrators as they shape their housing and residential life programs. Administrators can work to develop clear student learning outcomes and design assessment to analyze these outcomes. Assessment lenses (e.g., interviews, focus groups, surveys, tracking) can help administrators document student learning and make efforts to improve the residential experience. Association of College and University Housing Officers–International (ACUHO-I) Educational Benchmarking Inc., the National Survey of Student Engagement (NSSE), and National Study of Living-Learning Programs (NSLLP) are examples of national surveys that are often administered to collect assessment data.

Many institutional student-housing operations are self-supported auxiliaries that do not receive financial support from the institution or other public sources; in effect, student housing in that context is an education “business.” Privatization of residence halls/collegiate housing is part of
the landscape of 21st century housing on college campuses. Some schools have opted to privatize aspects of their residence halls (development, construction, and management), utilizing housing management companies to address residence hall capacity shortages, aging facilities, a desire to house more students on campus, and changing student expectations (Fickes, 2007). Regardless of the status of the operation, planning is usually initiated institution-wide due to the wide scope and function of student housing. Likewise, although housing encompasses many functions, most administrations agree that students are best served when all housing and residential life functions fall under the responsibility of a single administrator, usually the director of housing and/or residential life. When public-private partnerships are undertaken, and “privatized” housing developments have a formal relationship with the college or university and are located on campus, it is expected that these entities follow the same CAS Standards as the institution’s program. As higher education prepares students with the knowledge and skills required for the challenges of the 21st century and as learning becomes more a lifetime responsibility, residence halls will continue to be a critical component of the undergraduate experience. The standards and guidelines that follow provide guidance to those who work in this field and accountability to the public they serve.

References, Readings, and Resources

Association of College and University Housing Officers - International. (2008b). Recruitment and retention of entry-level staff in housing and residence life: A report on activities supported by the ACUHO-I commissioned research program. Columbus, OH: Author.


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Part 1. MISSION

The mission of Housing and Residential Life Programs (HRLP) is accomplished through the coordination of several interdependent specialized areas: residence education/programming, business operations, and housing/facilities management.

The standards in this document also apply to additional specialized areas that may include food services, apartment/family housing, special interest housing, conference housing, faculty/staff housing, and off-campus housing services.

The mission of HRLP must address
- the living environment, including programs and services, that promotes learning and development in the broadest sense, with an emphasis on academic success
- reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, and which include contemporary safety features maintained by systematic operations
- orderly and effective management of HRLP that consists of meeting the needs of students and other constituents in a courteous, efficient, and effective manner
- the provision of a variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost, and related services that effectively meet institutional goals (catering, retail/cash operations, convenience stores), in programs that include food services

HRLP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

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<td>Insufficient Evidence/Unable to Rate</td>
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**Criterion Measures**

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1.1 The mission of the Housing and Residential Life Program (HRLP) addresses

1.1.1 the living environment

1.1.2 reasonably priced living facilities

1.1.3 orderly and effective management

1.1.4 provision of meals and related services

1.2 The HRLP

1.2.1 develops, disseminates, and implements its mission

1.2.2 regularly reviews its mission
Part 1. Mission Overview Questions

A. What is the program mission?

UAM ResLife Mission Statement

“It is the intention of the Office of Residence Life at the University of Arkansas at Monticello to support the academic mission of the institution by providing a safe, comfortable physical environment in which one is able to pursue academic endeavors and achieve personal growth within the boundaries of community standards and respect for others.”

B. How does the mission embrace student learning and development?

The ResLife mission statement provides a multilayered definition of the role and scope of the department as a whole. Each component is a core value that the department strives to both accomplish but also to improve. Many of the different projects that we are currently engaged were not seen as possible several years ago but through steady (sometimes slow) efforts the program has grown with a greater focus on student success as the keystone of out “why we do what we do”.

C. In what ways does the program mission complement the mission of the institution?

At the core of the institutions mission is the intent to provide a means for students to develop and mature in an environment that is safe and conducive to the accomplishment of academic pursuits. The ResLife department is a significant part of that mission. With the adoption of the 1st year residency program a significant part of our student population will live on campus for at least one year. The ResLife department will be crucial to establishing a successful first year.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students’ realization of their potential, and prepare students for satisfying and productive lives.

Housing and Residential Life Programs (HRLP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, HRLP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:
Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See The Council for the Advancement of Standards Learning and Developmental Outcomes statement for examples of outcomes related to these domains and dimensions.]

HRLP must

- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- articulate contributions to or support of student persistence and success
- use evidence gathered through this process to create strategies for improvement of programs and services

HRLP must be

- intentionally designed
- guided by theories and knowledge of learning and development
• integrated into the life of the institution
• reflective of developmental and demographic profiles of the student population
• responsive to needs of individuals, populations with distinct needs, and relevant constituencies
• delivered using multiple formats, strategies, and contexts

Where institutions provide distance education, HRLP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

HRLP must provide educational opportunities for students and other members of the campus community that support the strategic initiatives of the institution.

Partnerships with faculty members, academic administrators, and other campus constituents should be developed to utilize student residences as an integral part of the educational experience. These activities may include offering any of the following: partnerships with enrollment management to attract and retain students; faculty-staff interaction with students through workshop and lecture presentations; scholars in residence programs, residential colleges, classrooms (traditional and electronic) and computer labs in the residence halls; opportunities for faculty to hold office hours and meet with students; partnerships with departments and colleges to offer living-learning communities by academic program, theme, or special interest; residentially-based tutoring programs, study skills, and related workshops; and activities that contribute to achieving the academic mission.

Staff members must provide a variety of educational opportunities that promote academic success and the achievement of learning and student development outcomes.

HRLP should provide an environment that assists residents to remain in good academic standing, earn higher GPAs, and be retained. This may occur through early alert intervention programs; educating staff and students about available campus academic resources; offering living-learning communities which can be linked with course blocking; transition or bridging programs; partnerships with first-year experience programs; or establishment of first-year interest groups, year-two programs, informal study groups, senior year experience programs, or other academic initiatives.

HRLP must provide access to experiences and services that facilitate
• a seamless learning environment
• opportunities to interact with faculty and staff members
• encouragement and assistance in forming study groups
• access to academic resources through technology
• opportunities to develop a mature style of relating to others and living cooperatively with others
• opportunities for analyzing, forming, and confirming values
• activities and educational opportunities that promote independence and self-sufficiency
• educational opportunities that assist residents in developing and confirming a sense of identity
• experiences that lead to the respect for self, others, and property
• experiences that promote a sense of justice and fair play
• opportunities to appreciate new ideas
• opportunities to appreciate cultural differences and other forms of diversity
• opportunities to apply knowledge, skills, and values
• opportunities for leadership development and decision-making
• opportunities to make career choices through planned activities
• opportunities to develop a balanced life style embracing wellness
• opportunities to learn life skills, e.g., personal finance and time management

Educational and community development programming, advising and counseling, and administrative activities of the HRLP staff will vary according to assessed student needs and institutional priorities.

In education and community development programs, staff members must
• introduce and orient residents to community expectations, facilities, services, and staff
• document institutional and residential living policies, procedures, and expectations including the potential consequences for violation
• involve students in programming, policy development, and self-governance
• provide educational programs that focus on awareness of cultural differences and self-assessment of possible prejudices
• offer social, recreational, educational, cultural, and community service programs
• promote and provide education about the effects and risks of drug and alcohol use
• encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior
• encourage residents to participate in mediating conflict within the community
• encourage residents to learn about their rights as students, tenants, residents, and consumers

Off-campus housing services should include referrals to available housing opportunities, listings, information about leases, landlord/tenant law, information about local ordinances, community resources, and other related information.
• promote appropriate student use of technological resources

In advising, counseling, and crises intervention, staff members must
• provide individual advising or counseling support within the scope of their training and expertise, and make appropriate referrals
• create relationships with students that demonstrate genuine interest in students’ educational and personal development

In administrative activities, staff members must
• provide a clear and complete written agreement between the resident and the institution that conveys mutual commitments and responsibilities

The agreement should include contract eligibility and duration; room assignments and changes; rates and payment policies; dining options; procedures for canceling, subleasing, or being released from the housing and/or dining agreement; room entry and inspection procedures; and pertinent rules and regulations.
- encourage residents to participate in evaluating HRLP
- provide information on safety, security, and emergency procedures
- create and maintain an environment and atmosphere which is conducive to educational pursuits
- provide emergency response and crisis intervention management in coordination with relevant campus and community resources
- ensure that the safety and security of the residents and their property are taken into consideration as policies are developed
- assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities

When food service is included within HRLP, it must include
- high-quality food products
- orderly, secure, and sanitary food storage
- compliance with all pertinent environmental, health, and safety codes as well as sanitation procedures
- timely delivery of services
- high-quality customer services
- pleasant environment in dining areas
- materials that educate students about nutrition and its relationship to good health
- suggestions and input from users regarding menu selection, satisfaction, and ongoing evaluation

When a residential dining program is included within HRLP, it must include the above standards and
- menu planning to provide optimum nutrition and variety
- recipes and preparation processes that ensure appetizing food
- attention to students' cultural differences and special dietary needs
- hours of dining service operations sufficient to reasonably accommodate student needs
- dining meal plan options that are clear, affordable, and responsive to student needs
- involvement in educational programming that contributes to student learning and resident satisfaction

The standards and procedures developed and published by professional associations should be used for operating institutional food service operations.

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<tr>
<th>Criterion Measures</th>
<th>Rating</th>
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<td>2.1 The Housing and Residential Life Program (HRLP) promotes student learning and development outcomes that</td>
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<td>2.1.2 contribute to students' realization of their potential</td>
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<td>2.1.3 prepare students for satisfying and productive lives</td>
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<td>2.2 The HRLP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success</td>
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<td>2.3.1</td>
<td>assesses relevant and desirable student learning and development</td>
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<td>provides evidence of impact on outcomes</td>
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<td>articulates contributions to or support of student learning and development in the domains not specifically assessed</td>
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<td>2.3.4</td>
<td>articulates contributions to or support of student persistence and success</td>
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<td>2.3.5</td>
<td>uses evidence gathered through assessment to create strategies for improvement</td>
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<th>2.4</th>
<th>The HRLP is</th>
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<td>2.4.1</td>
<td>intentionally designed</td>
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<td>2.4.2</td>
<td>guided by theories and knowledge of learning and development</td>
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<td>integrated into the life of the institution</td>
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<td>reflective of developmental and demographic profiles of the student population</td>
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<td>responsive to needs of individuals, populations with distinct needs, and relevant constituencies</td>
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<td>2.4.6</td>
<td>delivered using multiple formats, strategies, and contexts</td>
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<th>2.5</th>
<th>When distance education is provided, the HRLP assists learners in achieving their education goals by providing access to</th>
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<td>2.5.1</td>
<td>information about programs and services</td>
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<td>2.5.2</td>
<td>staff members who can address questions and concerns</td>
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<td>2.5.3</td>
<td>counseling, advising, or other forms of assistance</td>
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<th>2.6</th>
<th>The HRLP provides educational opportunities for students and other members of the campus community that support the strategic initiatives of the institution</th>
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<td>2.7</td>
<td>HRLP staff members provide a variety of educational opportunities that promote academic success and achievement of learning and student development outcomes</td>
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<th>2.8</th>
<th>The HRLP provides access to experiences and services that facilitate</th>
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<td>2.8.1</td>
<td>a seamless learning environment</td>
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<td>2.8.2</td>
<td>opportunities to interact with faculty and staff members</td>
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<td>2.8.3</td>
<td>encouragement and assistance in forming study groups</td>
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<td>2.8.4</td>
<td>access to academic resources through technology</td>
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<td>opportunities to develop a mature style of relating to others and living cooperatively with others</td>
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<td>opportunities for analyzing, forming, and confirming values</td>
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<td>2.8.7</td>
<td>activities and educational opportunities that promote independence and self-sufficiency</td>
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<td>2.8.8</td>
<td>educational opportunities that assist residents in developing and confirming a sense of identity</td>
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<td>2.8.9</td>
<td>experiences that lead to respect for self, others, and property</td>
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<td>experiences that promote a sense of justice and fair play</td>
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<td>opportunities to appreciate new ideas</td>
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<td>opportunities to appreciate cultural differences and other forms of diversity</td>
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<td>opportunities to apply knowledge, skills, and values</td>
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<td>opportunities for leadership development and decision making</td>
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<td>opportunities to make career choices through planned activities</td>
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<td>2.8.16</td>
<td>opportunities to develop a balanced lifestyle embracing wellness</td>
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<td>2.8.17</td>
<td>opportunities to learn life skills</td>
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<th>2.9</th>
<th>In education and community development programs, staff members</th>
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<td>2.9.1</td>
<td>introduce and orient residents to community expectations, facilities, services, and staff</td>
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<td>2.9.2</td>
<td>document institutional and residential living policies, procedures, and expectations</td>
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<td>2.9.3</td>
<td>involve students in programming, policy development, and self-governance</td>
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<td>2.9.4</td>
<td>provide educational programs that focus on awareness of cultural differences and self-assessment of possible prejudices</td>
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<td>2.9.5</td>
<td>offer social, recreational, educational, cultural, and community service programs</td>
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<td>2.9.6</td>
<td>promote and provide education about the effects and risks of drug and alcohol use</td>
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<td>2.9.7</td>
<td>encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior</td>
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<td>2.9.8</td>
<td>encourage residents to participate in mediating conflict within the community</td>
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<td>2.9.9</td>
<td>encourage residents to learn about their rights as students, tenants, residents, and consumers</td>
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<td>2.9.10</td>
<td>promote appropriate student use of technological resources</td>
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<td>2.10</td>
<td>In advising, counseling, and crisis intervention, HRLP staff members</td>
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<td>2.10.1</td>
<td>provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals</td>
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<td>2.10.2</td>
<td>create relationships with students that demonstrate genuine interest in students’ educational and personal development</td>
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<td>2.11</td>
<td>In administrative activities, HRLP staff members</td>
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<tr>
<td>2.11.1</td>
<td>provide a clear and complete written agreement of mutual commitments and responsibilities between resident and institution</td>
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<td>2.11.2</td>
<td>encourage residents to participate in evaluating the HRLP</td>
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<td>2.11.3</td>
<td>provide information on safety, security, and emergency procedures</td>
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<td>2.11.4</td>
<td>create and maintain an environment and atmosphere conducive to educational pursuits</td>
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<tr>
<td>2.11.5</td>
<td>provide emergency response and crisis intervention management</td>
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<td>2.11.6</td>
<td>ensure that the safety and security of residents and their property are taken into consideration as policies are developed</td>
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<td>2.11.7</td>
<td>assess needs of the housing population annually</td>
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<td>2.12</td>
<td>When food service is included within the HRLP, it includes</td>
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<td>2.12.1</td>
<td>high-quality food products</td>
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<td>2.12.2</td>
<td>orderly, secure, and sanitary food storage</td>
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<tr>
<td>2.12.3</td>
<td>compliance with all pertinent environmental, health, and safety codes and sanitation procedures</td>
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<td>2.12.4</td>
<td>timely delivery of services</td>
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<td>2.12.5</td>
<td>high-quality customer services</td>
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<td>2.12.6</td>
<td>pleasant dining areas</td>
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<tr>
<td>2.12.7</td>
<td>materials that educate students about nutrition and its relationship to good health</td>
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<tr>
<td>2.12.8</td>
<td>suggestions and input from users regarding menu selection, satisfaction, and ongoing evaluation</td>
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<tr>
<td>2.13</td>
<td>When a residential dining program is included within the HRLP, it meets the standards above and these additional standards:</td>
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<tr>
<td>2.13.1</td>
<td>menu planning to provide optimum nutrition and variety</td>
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<tr>
<td>2.13.2</td>
<td>recipes and preparation processes that ensure appetizing food</td>
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<tr>
<td>2.13.3</td>
<td>attention to students’ cultural differences and special dietary needs</td>
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<td>2.13.4</td>
<td>hours of dining service operations sufficient to accommodate student needs</td>
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<td>dining plan options that are clear, affordable, and responsive to student needs</td>
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<td>2.13.6</td>
<td>involvement in educational programming that contributes to student learning and resident satisfaction</td>
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</table>
Part 2. Program Overview Questions

A. What are the primary elements of the program?
   The primary elements of the program are people, policies and programs. We recruit good people, train them in the policies and provide them continued support as the year transitions. Outside of the rush of move in the RA’s and RD’s engage the community in a variety of ways. Engagement occurs during desk or duty operations and also occurs through a series of educational and social programs that serve to improve the overall operation and experience of living in the halls.

B. What evidence exists that confirms the contributions of the program to student learning and development?
   The development of metrics to provide a statistical connection of the program and student learning/development is in the developmental phase. The general observation will be to see if living on campus improves the overall performance and retention of students. The significant change that makes the timing appropriate to create and establish this measurement is the establishment of the freshman residency policy.

C. What evidence is available to confirm achievement of program goals?
   Some goals are simply did the on-campus meet established goals. These goals are simple to measure and are broke down into term and annual goals. Additional goals are more comparative in nature to provide a perspective of growth from one year to the next. The measurement of these comparative metrics is gathered through an annual survey to measure the overall satisfaction of residents. This survey has been conducted for 3 years and provides a comparative analysis of performance. The survey is “crunched” for an overall score as well as broken down by hall. The results serve as a foundational component of the overall strategic planning and as a starting point to conduct a series of small group discussions to identify the specific projects to target in the coming year.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Housing and Residential Life Programs (HRLP) must be structured purposefully and organized effectively. HRLP must have
   • clearly stated goals
   • current and accessible policies and procedures
   • written performance expectations for employees
   • functional work flow graphics or organizational charts demonstrating clear channels of authority

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning
   • articulate a vision and mission that drive short- and long-term planning
   • set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes
• facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
• promote environments that provide meaningful opportunities for student learning, development, and engagement
• develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities
• intentionally include diverse perspectives to inform decision making

Supervising
• manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
• influence others to contribute to the effectiveness and success of the unit
• empower professional, support, and student staff to accept leadership opportunities
• offer appropriate feedback to colleagues and students on skills needed to become more effective leaders
• encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession

Managing
• identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
• plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
• use current and valid evidence to inform decisions
• incorporate sustainability practices in the management and design of programs, services, and facilities
• understand appropriate technologies and integrate them into programs and services
• be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training
• assess potential risks and take action to mitigate them

Advancing the Organization
• communicate effectively in writing, speaking, and electronic venues
• advocate for programs and services
• advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
• initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
• facilitate processes to reach consensus where wide support is needed
• inform other areas within the institution about issues affecting practice

Maintaining Integrity
• model ethical behavior and institutional citizenship
• share data used to inform key decisions in transparent and accessible ways
• monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible

An organizational chart should define both the responsibilities and relationships of staff members with the understanding that HRLP leadership should emphasize fluidity, adaptability, and cross-functional collaboration.

Where the management of the HRLP is divided among different agencies within the institution, it is the responsibility of institutional leaders to establish and maintain productive working relationships.

A unified organizational structure, including all housing and residential life functions, should be used so as to effectively deliver the services to users and to avoid multiple hierarchical lines of communication and authority.

HRLP must maintain well-structured management functions, including planning, personnel, property management, purchasing, contract administration, financial control, and information systems.

Evaluation of the organization is based on progress toward the achievement of short- and long-range organizational goals. Planning must be adequate to project and accommodate both immediate and future needs.

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### Part 3. Organization and Leadership Overview Questions

**A. In what ways are program leaders positioned and empowered to accomplish the program mission?**

The ResLife construct is that of a team. Each member is part of the whole and work united to accomplish the task. RA’s and RD’s are each provided frequent feedback and requested for their views and opinions about different projects.

Positions within the ResLife Department are often self-directed and require different approaches to supervision through the term. Examples of such supervision include daily duty logs, programming pre and post review, frequent duty phone test and daily mail pick up from the central office. Each of these efforts are monitored by multiple members of the senior staff.

Beyond specific observable task the ResLife Department has strong dialogue with multiple deparst throughout campus to provide support and direction. The 3 most notable are Public Safety, Food Service and Maintenance. Each group provides strong support for the ResLife operation.
External professional development opportunities are made available each year for all levels. Past events include the RA conference, CHO conference and the annual SWACHUO conference.

B. How do program leaders advance the organization?

The typical project calendar and approach is virtually constant. The process starts after one year is complete. Due to the presence of students large scale projects are often targeted for completion during the summer months. At the start of each fall term review is conducted to determine the status of planned projects. Final details are completed and projects that were not completed remain on the list.

During the planning phase populations across campus are engaged students, faculty staff administration etc. Specific inadequacies are identified and solutions planned. During the spring a prioritized project list is submitted to the Executive Council for final review and approval. Once approved the projects are launched.

Planned improvements are usually released to current and future students at specific target events such as fall housing sign up, Scholars Day and Weevil Welcome. The appropriate press is generated in coordinate with the UAM Office of Media Services.

During the last year the adoption of a Freshman Residency Policy generated the need for several proactive mailings, emails and presentations to inform future students of the new policy.

C. How are program leaders accountable for their performance?

Full time staff receive written annual evaluations in compliance with state employment policy.

Resident Assistants: Performance expectations for RA’s are provided during training and are a part of the employment contract. Each component is outlined and discussed to gain full understanding. Each RA is provided regular informal review with a formal annual review conducted during each spring semester.

Senior Team: The expectations are provided at the start of employment. Regular review and direction is provided. Though documents are provided and available there does exist and opportunity to further define the role and scope of the position. Additional topics that need to be refined include vacation time, summer operations and a formal annual review process.

D. What leadership practices best describe program leaders?

The ResLife Department promotes a culture that looks to identify a solution rather than just a complaint. At times the solutions are not quick fixes but rather take a multi-year implementation. Such projects include large scale maintenance improvements, building infrastructure improvement and the expansion of support staffing. As large projects have been completed a mindset shift has occurred that anything is possible.

In addition staff (at all levels) are expected to perform their duties in a manner that positively reflects the goals and mission of the department. They are also expected to present themselves in a manner that is positive in all aspects of their life. We frequently remind staff that they are “Always RA’s even when not on duty”. In the event that questionable activities occurs the Senior team will determine the best manner to address the issues. Such actions could range from an informal “coaching” to termination of the position.

Part 4. HUMAN RESOURCES
Housing and Residential Life Programs (HRLP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, HRLP must
- establish procedures for staff recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- assess the performance of employees individually and as a team
- provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

HRLP must maintain position descriptions for all staff members.

HRLP position descriptions should include adequate time for planning as well as for program implementation.

To create a diverse staff, HRLP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

HRLP must develop promotion practices that are fair, inclusive, proactive, and nondiscriminatory.

To further the recruitment and retention of staff, HRLP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

HRLP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

There must be at least one professional staff member responsible for the administration and coordination of the department. This individual must be knowledgeable about the goals and mission of the program.

Individual residence halls and apartment areas should be supervised by professional staff that have earned a master’s degree from accredited institutions in a field of study such as college student personnel, college counseling, or higher education administration, or other fields as appropriate.

HRLP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

HRLP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.
Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

Demonstrated skills of leadership and communication, maturity, a well-developed sense of responsibility, sensitivity to individual differences, a positive self-concept, an understanding of how to promote student learning and academic success, and an obvious interest and enthusiasm for working with students are desirable characteristics for professional, pre-professional, and paraprofessional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

All HRLP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All HRLP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

Resident/community assistants and other paraprofessionals are expected to contribute to the accomplishment of the following functions: (a) educational programming, (b) administration, (c) group and activity advising, (d) leadership development, (e) discipline, (f) role modeling, (g) individual assistance and referral, and (h) providing information.

HRLP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.

HRLP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

HRLP staff members should have a written personal development plan that reflects the goals and objectives of the organization and areas for professional growth.

HRLP staff members must have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of
policies and procedures to the organization’s mission statement, goals, and objectives.

HRLP policies and procedures are reviewed annually and updated as appropriate.

HRLP staff members must be knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by constitutional, statutory, and common law, by external governmental agencies, and by institutional policies.

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**Criterion Measures**

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<tr>
<td>4.1 The Housing and Residential Life Program (HRLP) is staffed adequately to accomplish mission and goals</td>
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<td>4.2 Within institutional guidelines, the HRLP</td>
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<tr>
<td>4.2.1 establishes procedures for staff recruitment and selection, training, performance planning, and evaluation</td>
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<tr>
<td>4.2.2 sets expectations for supervision and performance</td>
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<td>4.2.3 assesses the performance of employees individually and as a team</td>
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<td>4.2.4 provides access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability,</td>
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<td>competence, and skills of all employees</td>
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<td>4.3 The HRLP</td>
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<td>4.3.1 maintains position descriptions for all staff members</td>
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<tr>
<td>4.3.2 institutes recruitment and hiring strategies that encourage applications from under-represented populations</td>
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<td>4.3.3 develops promotion practices that are fair, inclusive, proactive, and non-discriminatory</td>
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<td>4.3.4 considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework</td>
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<td>4.3.5 has technical and support staff members adequate to accomplish the mission</td>
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<td>4.4 HRLP professional staff members</td>
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<td>4.4.1 hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience</td>
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<td>4.4.2 engage in continuing professional development activities</td>
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<td>4.5 Degree- or credential-seeking interns or graduate assistants in the HRLP</td>
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<td>4.5.1 are qualified by enrollment in an appropriate field of study and by relevant experience</td>
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<tr>
<td>4.5.2 are trained and supervised adequately by professional staff members</td>
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<tr>
<td>4.6 Supervisors of HRLP interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules</td>
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<td>4.7 Student employees and volunteers</td>
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<td>4.8 All HRLP staff members, including student employees and volunteers,</td>
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<td>4.8.1 receive specific training on institutional policies pertaining to functions or activities they support</td>
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<tr>
<td>4.8.2</td>
<td>receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information</td>
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<td>4.8.3</td>
<td>receive training on policies and procedures related to the use of technology to store or access student records and institutional data</td>
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<td>4.8.4</td>
<td>are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities</td>
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<td>4.9</td>
<td>At least one professional staff member responsible for the administration and coordination of the HRLP and knowledgeable about the goals and mission of the program</td>
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<td>4.10</td>
<td>Resident/community assistants and other paraprofessionals contribute to the accomplishment of the following functions:</td>
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<td>4.10.1</td>
<td>educational programming</td>
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<td>4.10.2</td>
<td>administration</td>
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<td>4.10.3</td>
<td>group and activity advising</td>
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<td>leadership development</td>
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<td>4.10.5</td>
<td>discipline</td>
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<td>4.10.6</td>
<td>role modeling</td>
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<td>4.10.7</td>
<td>individual assistance and referral</td>
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<td>4.10.8</td>
<td>providing information</td>
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<td>4.11</td>
<td>The HRLP ensures that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities</td>
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<td>4.12</td>
<td>HRLP staff members have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of policies and procedures to the organization’s mission statement, goals, and objectives</td>
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<tr>
<td>4.13</td>
<td>HRLP policies and procedures are reviewed annually and updated as appropriate</td>
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<tr>
<td>4.14</td>
<td>HRLP staff members are knowledgeable about and remain current with respect to the obligations and limitations placed on the institution by constitutional, statutory, and common law; external governmental agencies; and institutional policies</td>
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**Part 4. Human Resources Overview Questions**

A. In what ways are staff members’ qualifications examined?

During the initial hiring process credentials and experience are reviewed. These criteria are critical components of the selection process. Once hired employees must meet academic and degree progression requirements if applicable (if applicable and checked each term).

B. In what ways are staff members’ performance judged?

Each position receives an annual evaluation (at a minimum). The evaluations utilize the basic job description and responsibilities as well as the basic position competency's provided by AUCHO-I. The listed documents serve as foundational elements for performance evaluation. Additional items relevant for evaluation include student retention, staff satisfaction and overall occupancy numbers.
Part 5. ETHICS

Housing and Residential Life Programs (HRLP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

HRLP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

HRLP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds. Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students’ rights and responsibilities.

Statements of ethical standards must include the expectation that HRLP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, HRLP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

HRLP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

HRLP staff members must perform their duties within the limits of their position, training, expertise, and competence.

When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.
Promotional and descriptive information must be accurate and free of deception.

HRLP must adhere to institutional policies regarding ethical and legal use of software and technology.

HRLP staff members should remain abreast of ethical codes and practices through involvement in professional associations.

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<td>5.5.2 recognize and avoid conflicts of interest that could influence their judgment and objectivity</td>
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<tr>
<td>5.5.3 perform duties within the limits of the position, training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications</td>
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<tr>
<td>5.6 Promotional and descriptive information are accurate and free of deception</td>
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<td>5.7 The HRLP adheres to institutional policies regarding ethical and legal use of software and technology</td>
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**Part 5. Ethics Overview Questions**

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Appropriate conduct and ethical behavior is a point of emphasis throughout the training and normal operation of the program.

The following statement from the RA handbook typifies the messages shared with staff members of the ResLife Department.
FUNCTION OF POSITION
The Resident Assistant is a part-time staff member for the Department of Residence Life. RAs are individuals who have exhibited excellence in the development of identity, autonomy, values structure, interpersonal skills, and emotional stability. He or she serves as a role model and resource person in assisting students in their education, personal growth, and sense of belonging in the community and the university. The RA role is one of a community facilitator, providing leadership and assisting residents in developing a positive learning community environment through building strong relationships with residents. A positive community environment is one where active learning takes place by RAs facilitating opportunities for faculty and resident interaction, seeking resident involvement and creating a sense of investment among residents.

B. What is the program’s strategy for managing student and staff member confidentiality and privacy issues?

Information is provided on a need to know basis and is always aware of the responsibilities with student privacy. Computer clearance limits student access and training is provided to all staff reflecting the importance of discretion and confidentiality.

C. How are ethical dilemmas and conflicts of interest managed?

When any conflicts of interest are identified the process is altered to remove the concern.

The common ethical dilemmas are identified and addressed during training.

In the event that ethical dilemmas and/or conflicts of interest are not properly reported or handled that staff member is reviewed and the appropriate disciplinary action is taken to correct the problem.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Staff at each level are trained on appropriate conduct in a variety of situations and context. For unique events, all parties are further educated about correct actions. In the event that an event occurs the actions of all participants are reviewed and feedback (positive or negative) is provided to the staff member.

Part 6. LAW, POLICY, AND GOVERNANCE

Housing and Residential Life Programs (HRLP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

HRLP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
HRLP must have written policies on all relevant operations, transactions, or tasks that have legal implications.

HRLP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

HRLP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. HRLP
staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

HRLP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

HRLP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

HRLP must obtain permission to use copyrighted materials and instruments. HRLP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

HRLP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

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<td>6.1.3 has written policies on all relevant operations, transactions, or tasks that have legal implications</td>
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<td>6.1.4 regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education</td>
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<td>6.1.5 has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations</td>
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<td>6.2 HRLP staff members</td>
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<td>6.2.2 are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide</td>
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coverage

| 6.2.3 | neither participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment | 3 |
| 6.2.4 | are knowledgeable about internal and external governance systems that affect programs | 3 |
| 6.3 | The institution provides access to legal advice for HRLP staff members as needed to carry out assigned responsibilities | 3 |

Part 6. Law, Policy, and Governance Overview Questions

A. What are the crucial legal, policy and governance issues faced by the program?

Title IX issues and ADA compliance issues are the most pressing issues faced by the department.

B. How are staff members instructed, advised, or assisted with legal, policy and governance concerns?

Training is provided throughout the year. Events that could fall into the categories identified in 6.a are addressed by full time staff under the advisement of experts (lawyers or compliance officers).

D. How are staff members informed about internal and external governance systems?

Through training and information provided in the RA handbook. Additional experts are consulted to provide additional throughout the semester.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution’s unique mission and in accordance with institutional polices and all applicable codes and laws, Housing and Residential Life Programs (HRLP) must create and maintain educational and work environments that are

- welcoming, accessible, and inclusive to persons of diverse backgrounds
- equitable and non-discriminatory
- free from harassment

HRLP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

HRLP must

- advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel
- modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities
- include diversity, equity, and access initiatives within their strategic plans
- foster communication that deepens understanding of identity, culture, self-expression, and heritage
- promote respect about commonalities and differences among people within their historical and cultural contexts
• address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
• provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work
• respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources
• ensure physical, program, and resource access for persons with disabilities
• recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region

Policies must be in place to encourage the hiring and promotion of a diverse and multicultural staff.

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<td>7.1.3 free from harassment</td>
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<td>7.2 The HRLP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws</td>
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<td>7.3 The HRLP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel</td>
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Part 7. Diversity, Equity, and Access Overview Questions
A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

The ResLife department operates under institutional operating procedures for addressing non-discriminatory behavior. Frequent review is conducted to ensure that designed actions are producing intentional results.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?

By design staffs are built to have at least representative for each group living the halls. Those criteria could be men/women, White/African American, sophomore/senior etc.

C. How does the program create and maintain the educational and work environment to comply with institutional policies and all applicable codes and laws?

All hiring’s are reviewed through institutional process. The department works closely with all parties to ensure compliance.

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Housing and Residential Life Programs (HRLP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission statement
- disseminate information about the programs and services
- collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents

Particular efforts should be made by the staff to develop positive relationships with campus and off-campus agencies responsible for judicial affairs, counseling services, learning assistance, disability services, student health services, student activities, security and safety, academic advising, admissions, campus mail and telephone services, physical plant services, institutional budgeting and planning, computer centers, vendors and suppliers of products used in residence and dining halls, and private housing operators.

Special attention must be paid to the relationships with those units who use housing facilities to carry out their programs, such as conference services.

HRLP staff should be aware of the importance of housing and residential life as a critical institutional asset, its opportunity to contribute to academic programs and the delivery of services, and its effect on attracting and retaining students.

HRLP staff must develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence, recognizing the strengths and
limitations of each colleague.

HRLP must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

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<th>Criterion Measures</th>
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<tr>
<td>8.1 The Housing and Residential Life Program (HRLP) reaches out to internal and</td>
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<td>external populations to</td>
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<td>8.1.1 establish, maintain, and promote understanding and effective relations</td>
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<td>with those that have a significant interest in or potential effect on the students</td>
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<td>mission statement</td>
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<td>8.1.3 disseminate information about the programs and services</td>
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<td>8.1.4 collaborate, where appropriate, to assist in offering or improving programs</td>
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<td>and services to meet the needs of students and other constituents and to achieve</td>
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<td>program and student outcomes</td>
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<td>8.1.5 engage diverse individuals, groups, communities, and organizations to</td>
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<td>enrich the educational environment and experiences of students and other</td>
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<td>constituents</td>
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<td>8.2 The HRLP pays special attention to relationships with units who use housing</td>
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<td>facilities to carry out their programs</td>
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Part 8. Institutional and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

   All Student Affairs Agencies --- especially Public Safety, Counseling and Food Service
   Academic Affairs
   Maintenance
   Finance and Admin
   Athletics
   Executive Council
   Virtually all departments on campus

B. What evidence confirms effective relationships with program constituents?

   Food service – Commuter meal plans and basic meal plan operation
   Public Safety – University judicial process and RA in-hall support
   Counseling – two way referrals
   Academic Affairs – Academic Alert program support
Part 9. FINANCIAL RESOURCES

Housing and Residential Life Programs (HRLP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

HRLP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Administration of funds must be handled in accordance with established, responsible accounting procedures.

Procedures should be present to ensure reconciliation between goods paid for and goods ordered and received.

Adequate and appropriate internal controls must exist to ensure full accountability of financial processes.

Financial reports must provide and reflect an accurate financial overview of the organization.

Financial reports should provide clear, understandable, timely data on which staff can plan and make informed decisions. Purchasing procedures must be consistent with institutional policies and be cost effective.

The budget must be used as a planning and goal-setting document that reflects commitment to the mission and goals of the HRLP and of the institution.

Budgets should be flexible and capable of being adjusted during the year.

A portion of fees collected must be dedicated to the immediate support and long-term improvement of housing and residential life programs and facilities. Funding must be available to provide for the continuous upkeep of facilities, equipment and furnishings, on-going repairs, educational programming, and services to residents. Reserves must be available for major maintenance and renovation of facilities, replacement of equipment, and other capital improvements.

Student governance units (e.g., hall or campus-wide residential councils) should have access to accounting offices and services to carry out their functions effectively. Dues collected from students for programs and services should be managed within the institution.

Representatives of residence hall and apartment housing communities should be given opportunity to comment on proposed rate increases and the operating budget. Rate increases should be announced at least 90 days in advance of their implementation and discussed well in
advance of their effective date.

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<td>9.2 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before</td>
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<td>9.2.1 establishing funding priorities</td>
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<td>9.2.2 making significant changes</td>
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<td>9.3 The HRLP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols</td>
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<td>9.4 The HRLP</td>
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<td>9.4.2 has adequate and appropriate internal controls to ensure full accountability of financial processes</td>
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<td>9.4.3 provides financial reports reflecting an accurate financial overview of the organization</td>
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<td>9.4.4 uses cost-effective purchasing procedures consistent with institutional policies</td>
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<td>9.4.5 uses the budget as a planning and goal-setting document</td>
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<td>9.4.6 dedicates a portion of fees collected to the immediate support and long-term improvement of housing and residential life programs and facilities</td>
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A. What is the funding strategy for the program?

The program adopted a 10 year Performa to budget and establish resource channels for the effective budgeting of significant project planning.

Annual project budget established for planned annual needs (i.e. mattress replacement)

Keeping rates low to support students – annual cost comparisons with both other comparable institutions and off campus options.

B. What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?

Budget tracking, - annual budget request for both individual projects and reoccurring project cost.

Resource pay back --- furniture purchase repayment complete

Part 10. TECHNOLOGY

Housing and Residential Life Programs (HRLP) must have adequate technology to support the achievement of their mission and goals. The technology and its use
must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

HRLP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

HRLP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, HRLP must select technology that reflects intended outcomes.

HRLP must
- maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, HRLP must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- provide instruction or training on how to use the technology
- inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

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<td>10.2 Use of technology in the HRLP complies with institutional policies and procedures and legal requirements</td>
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<tr>
<td>10.3 The HRLP uses current technology to provide updated information regarding mission, location, staffing,</td>
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programs, services, and official contacts to students and designated clients

| 10.4 | The HRLP explores use of technology to enhance delivery of programs and services, especially for students at a distance and external constituencies | 3.5 |
| 10.5 | The HRLP uses technology that facilitates learning and development and reflects intended outcomes | 3 |
| 10.6 | The HRLP | |
| 10.6.1 | maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws | 3 |
| 10.6.2 | has plans in place for protecting confidentiality and security of information when using Internet-based technologies | 3 |
| 10.6.3 | develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs | 3 |
| 10.7 | Workstations and computer labs maintained by the HRLP for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities | 3 |
| 10.8 | The HRLP provides | |
| 10.8.1 | access to policies on technology use that are clear, easy to understand, and available to all students | 3 |
| 10.8.2 | assistance, information, or referral to appropriate support services to those needing help accessing or using technology | 3 |
| 10.8.3 | instruction or training on how to use technology | 3 |
| 10.8.4 | information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks | 3 |
| 10.9 | Student violations of technology are addressed in student disciplinary procedures | 3 |
| 10.10 | A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology | 3 |

Part 10. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

Annual inventory is conducted with the purchasing office.

Technology infrastructure is upgraded when need by balancing two resources (budget and IT recommendation)

B. What evidence exists to confirm that technology is available for all who are served by the program?

Hard line internet access is available in every room. Wi-Fi is available in all halls (except for married housing).

Part 11. FACILITIES AND EQUIPMENT

Housing and Residential Life Programs (HRLP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, HRLP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

HRLP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.
HRLP staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

HRLP must ensure the physical environment is attractive, conducive to academic success and other learning opportunities, functional, in compliance with codes, and adequately provided with safety features.

Individual rooms and apartments must be furnished and equipped to accommodate the designated number of occupants.

Adequate space must be provided for student study, recreation, socializing, and group meetings.

Facilities should include private offices for counseling, advising, interviewing, or other meetings of a confidential nature, and office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, conference rooms, classrooms, and meeting spaces.

Public, common, study, recreational areas and computer labs must be adequately furnished to accommodate the number of users.

Housekeeping programs must be required to provide a clean and orderly environment in all housing facilities. All community bathrooms, as well as public areas, must be cleaned and sanitized at least daily on weekdays.

A weekend housekeeping program should be in place.

Sufficient space for custodial work and storage must be available in close proximity to the assigned custodial area.

Maintenance and renovation programs must be implemented in all housing operations and include four major areas: (a) a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities, (b) a program designed to repair or upgrade equipment, facilities, and building systems as they become inoperable or obsolete, (c) a renovation program that modifies physical facilities and building systems to make them more accessible, effective, attractive, efficient, and safe, and (d) a program designed to provide emergency response 24 hours a day.

Periodic inspections must be made to (a) ensure compliance with fire and safety codes; (b) identify and address potential safety and security hazards including fire extinguishers, exit doors, automatic door closers, outside building lighting; and (c) identify other potentially dangerous spaces. Data from inspections must be used for repair and replacement schedules.

A system of access control must be in place to provide for building security,
monitoring of exterior doors, and stringent controls on the use of master keys/access cards.

Systematically planned equipment replacement programs must exist for furnishings; mechanical, fire safety, and electrical systems; maintenance equipment; carpeting; window coverings; and dining equipment where applicable.

Painting must be done on the basis of current need and a pre-planned cyclical schedule.

Waste disposal, recycling, and handling and storage of chemicals and hazardous materials must be in compliance with federal, state/provincial, and local health, safety, and environmental protection requirements. HRLP staff must identify workplace hazards and strive to minimize the risk to employees through education, training, and provision of personal protective equipment.

Grounds, including streets, walks, recreational areas, and parking lots, must be attractively maintained, with attention given to safety features.

Appropriate parking policies should exist for resident students, be developed collaboratively, and define responsibility and options.

Student housing construction project planning must be responsive to the current and future needs of residents. HRLP staff must be involved in the design and development of new housing construction.

Students should be consulted on the design and development of new housing construction. A master plan for maintaining and renovating all facilities must exist and include timelines for addressing specific needs.

Laundry facilities should be provided within or in close proximity to living areas, be well maintained, and be reasonably priced. Suggestions from residents should be regularly and consistently sought and considered regarding physical plant improvements and renovations to college/university housing and dining facilities.

A systematic energy conservation program should be implemented through assessment, programming, education, renovation, and replacement.

An up-to-date inventory of housing property and furnishings should be maintained.

Physical plant renovations should be scheduled to minimize disruption to residents and diners.

Acceptable accommodations and amenities should be provided for professional live-in staff members with appropriate consideration provided for the following needs: adequate living space for the staff member and any family, furnishings and equipment, telecommunications package, appropriate access, and parking.
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<td>11.1.1 has adequate, accessible, and suitably located facilities and equipment to support its mission and goals</td>
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<td>11.1.2 takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment</td>
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<td>11.2 HRLP facilities and equipment</td>
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<td>11.2.1 are evaluated regularly</td>
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<td>11.2.2 are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users</td>
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<td>11.3 HRLP staff members have</td>
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<td>11.3.1 workspace that is well equipped, adequate in size, and designed to support their work</td>
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<td>11.3.2 access to appropriate space for private conversations</td>
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<td>11.3.3 the ability to adequately secure their work</td>
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<td>11.4 The facilities guarantee security and privacy of records and ensure confidentiality of sensitive information</td>
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<td>11.5 The location and layout of the facilities are sensitive to the needs of persons with disabilities as well as with the needs of other constituencies</td>
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<td>11.6 The HRLP</td>
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<td>11.6.1 ensures that the physical environment is attractive, conducive to academic success and other learning opportunities, functional, in compliance with codes, and adequately provided with safety features</td>
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<td>11.6.2 furnishes individual rooms and apartments equipped to accommodate the designated number of occupants</td>
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<td>11.6.4 furnishes public, common, study, recreational areas and computer labs to accommodate the number of users</td>
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<td>11.6.5 requires housekeeping programs to provide a clean and orderly environment in all housing facilities</td>
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<td>11.6.6 makes available sufficient space for custodial work and storage in close proximity to the assigned custodial area</td>
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<td>11.7 The HRLP implements maintenance and renovation programs in all housing operations:</td>
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<td>11.7.1 a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities</td>
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<td>11.7.4 a program designed to provide emergency response 24 hours a day</td>
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<td>11.9.5 identifies workplace hazards and strives to minimize risk to employees</td>
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Part 11. Facilities and Equipment Overview Questions

A. How are facilities inventoried and maintained?

Maintenance and Custodial is overseen by the UAM Maintenance department. Frequent collaboration is required to identify and prioritize projects.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?

Monthly facility inspection by Campus Safety Coordinator
Monthly Health and Safety Checks
RA basic duty responsibilities look to identify all issues
Work order submission process
Cooperative issue planning between Heath Services, Public Safety and Counseling

Part 12. ASSESSMENT AND EVALUATION

Housing and Residential Life Programs (HRLP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

HRLP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

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Criterion Measures | Rating
The Housing and Residence Life Program (HRLP) has a clearly-articulated assessment plan to document achievement of stated goals and learning outcomes. It also demonstrates accountability, provides evidence of improvement, and describes resulting changes. The HRLP has adequate resources in the following dimensions to develop and implement assessment plans: fiscal, human, professional development, and technology. The HRLP employs direct and indirect evaluation and qualitative and quantitative methodologies to determine achievement of mission and goals, and whether they are met effectively and efficiently. The comprehensiveness of the evaluation is ensured. Data are collected from students and other constituencies, and assessments are shared appropriately with multiple constituencies. Assessment and evaluation results are used to identify needs and interests in revising and improving programs and services, recognize staff performance, maximize resource efficiency and effectiveness, improve student learning and development outcomes, and improve student persistence and success. Changes resulting from assessment and evaluation are shared with stakeholders.

Part 12. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

Training Assessment: Training is self-assessed by RA’s approximately 1 month after training. A survey is distributed to each staff member and reviewed by the senior team. Topics that need to be addressed are added to the continuing education for the staff.

Annual Satisfaction Survey: Conducted in early November with a target audience of about 30% of the on-campus population. Topics covered are RA, RD and central office performance, food service, safety, and technology.

Focus groups: The results of the Annual satisfaction Survey are prepared and certain groups are targeted to gain additional insight and prioritize projects.

Exit Survey: Students who leave early or are not planning to return are asked to complete a survey to identify why and what could be done to have kept them on campus.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

Results from each of the surveys identified in question A.

INSTRUCTIONS:

**Step One**: This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies**: Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths**: Item number(s) for which all participants have given a rating of 4 & 5, indicating agreement that the criterion *Exceeds* the standard or is *Exemplary*.
- **Needed Improvements**: Item numbers for which all participants have given a rating of 1 & 2, indicating agreement that the criterion *Does Not Meet* or *Partly Meets* the standard.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 3, which indicates *Meets* the standard. Items rated 0 because of *Insufficient Evidence/Unable to Rate* should be listed in Needed Improvements.

**Step Two** (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

<table>
<thead>
<tr>
<th>Part Number</th>
<th>Part</th>
<th>Discrepancies</th>
<th>Strengths</th>
<th>Needed Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission</td>
<td></td>
<td>1.1.2 reasonably priced living facilities</td>
<td>1.1.3 orderly and effective management</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2.3.5 uses evidence gathered through assessment to create strategies for improvement</td>
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<td></td>
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<td></td>
<td>2.4.3 integrated into the life of the institution</td>
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<td></td>
<td></td>
<td></td>
<td>2.5.1 information about programs and services</td>
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<td></td>
<td></td>
<td></td>
<td>2.5.2 staff members who can address questions and concerns</td>
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<td></td>
<td></td>
<td></td>
<td>2.5.3 counseling, advising, or other forms of assistance</td>
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<td></td>
<td></td>
<td></td>
<td>2.8.2 opportunities to interact with faculty and staff members</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2.9.1 introduce and orient residents to community expectations, facilities, services, and staff</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2.9.2 document institutional and</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Program</td>
<td></td>
<td>2.4.4 reflective of developmental and demographic profiles of the student population</td>
<td></td>
</tr>
</tbody>
</table>
residential living policies, procedures, and expectations

2.9.3 involve students in programming, policy development, and self-governance

2.9.5 offer social, recreational, educational, cultural, and community service programs

2.9.6 promote and provide education about the effects and risks of drug and alcohol use

2.9.7 encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior

2.9.8 encourage residents to participate in mediating conflict within the community

2.9.9 encourage residents to learn about their rights as students, tenants, residents, and consumers

2.9.10 promote appropriate student use of technological resources

2.10.1 provide individual advising or counseling support within the scope of their training and expertise and make appropriate referrals

2.10.2 create relationships with students that demonstrate genuine interest in students’ educational and personal development

2.11.2 encourage residents to participate in evaluating the HRLP

<table>
<thead>
<tr>
<th>3</th>
<th>Organization and Leadership</th>
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<thead>
<tr>
<th>4</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.4 considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework</td>
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<thead>
<tr>
<th>5</th>
<th>Ethics</th>
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<tr>
<th>6</th>
<th>Law, Policy, and Governance</th>
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<tr>
<th>7</th>
<th>Diversity, Equity, and Access</th>
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<tbody>
<tr>
<td>7.3.1 advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel</td>
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<table>
<thead>
<tr>
<th>8</th>
<th>Institutional and External Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3 HRLP staff develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence, recognizing the strengths and limitations of each colleague</td>
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<td></td>
<td></td>
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</tbody>
</table>
| 9 | **Financial Resources** | 9.4.1 handles administration of funds in accordance with established, responsible accounting procedures  
9.4.3 provides financial reports reflecting an accurate financial overview of the organization |
| 10 | **Technology** |   |
| 11 | **Facilities and Equipment** | 11.6.1 ensures that the physical environment is attractive, conducive to academic success and other learning opportunities, functional, in compliance with codes, and adequately provided with safety features  
11.7.1 a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities |
| 12 | **Assessment and Evaluation** |   |

**Step Two:** List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

1. 1.1.3 orderly and effective management: The review committee specifically referenced the challenges of having a senior team that is largely constructed of graduate assistants. By design the turnover is at best a 2 year cycle. This frequent turnover makes long range projects difficult.

2. 2.4.4 reflective of developmental and demographic profiles of the student population: Review committee specifically referenced the difference demographic make-up between the total student population and the on-campus student population.

3. 11.7.1 a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities: Review committee specifically suggested that there needs to be more down time to repair and maintain the facilities (especially in the summer)

4.  

5.  

6.  

7.  

8.  

9.  

10.  

11.  

12.  

**INSTRUCTIONS:**
The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

*Step Three: Describe the current practice that requires change and actions to initiate the change*

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.3 orderly and effective management:</td>
<td>Explore possibility of establishing additional full-time positions</td>
<td>Scott Kuttenkuler</td>
<td>Spring 15 budget hearings</td>
</tr>
<tr>
<td>2.4.4 reflective of developmental and demographic profiles of the student population</td>
<td>New residency policy has been adopted --- assessment of this effort will be determined once fall 2014 demographics are reviewed</td>
<td>Scott Kuttenkuler</td>
<td>October 2014</td>
</tr>
<tr>
<td>11.7.1 a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities:</td>
<td>Look to establish a hall to be “shutoff” for camps during the 2015 summer --- Horsfall remodel will impact schedule</td>
<td>Scott Kuttenkuler</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
**Step Four:**
This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

**Part 1: Mission**
Explore possibility of establishing additional full-time positions – past efforts have shown that positions can be filled with minimum additional cost by converting a RD position into a full time position. Both cost satisfaction and responsibility distribution would need to be established. The “pitch” would be made during the spring 2015 budget hearings (pending new administration plans)

**Part 2: Program**
New residency policy has been adopted --- assessment of this effort will be determined once fall 2014 demographics are reviewed. Demographic processing will be completed by October 15 2014. Results will be discussed with all applicable parties to determine specific actions.

<table>
<thead>
<tr>
<th>Part 3: Organization and Leadership</th>
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<th>Part 4: Human Resources</th>
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<th>Part 5: Ethics</th>
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<th>Part 6: Law, Policy, and Governance</th>
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<th>Part 7: Diversity, Equity, and Access</th>
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<th>Part 8. Institutional and External Relations</th>
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<tr>
<th>Part 9: Financial Resources</th>
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</table>
Part 10: Technology

Part 11: Facilities and Equipment
Look to establish a hall to be “shutoff” for camps during the 2015 summer --- Horsfall remodel will impact schedule. Planning for summer maintenance will start in the spring term. Recommendations and prioritization from maintenance directors will be crucial to any plan.

Part 12: Assessment and Evaluation