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A Procedure Guide for Resident Directors of Lindenwood College

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A PROCEDURE GUIDE
FOR
RESIDENT DIRECTORS
OF
LINDENWOOD COLLEGE

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A Culminating Project Presented to the Faculty of the
Graduate School of Lindenwood College in Partial
Fulfillment of the Requirements for the
Degree of Master of Science in Health Management

1997

ABSTRACT

This culminating project will focus on the role of the Resident Director at Lindenwood College. It is experientially based and intended to address an identified need to document key philosophies and procedures that support the potential success of a new Resident Director.

The Resident Director is a member of the Administrative staff but is generally a temporary employee as opposed to a member of the permanent staff. The key responsibilities of the role are to provide an environment that is safe and secure and conducive to the pursuit of an academic education.

The principal elements in being successful in the Resident Director role are to understand priorities, learn what the Lindenwood system has in the way of supporting resources, plan how the tasks of the year will be implemented, communicate with staff and students what the plans are, implement those plans

according to policy and plan, and facilitate communication in a timely manner as the plans and outcomes are assessed.

Several key individuals reviewed the procedural manual, some with direct knowledge of the Resident Director role, and some with no immediate knowledge of the expectations of the role at Lindenwood College. All reported that the project was presented in a manner that was educational and useful. A representative of the College has requested that the Guide be made available for use at Lindenwood College. Since that was the goal of this project, the mission has been accomplished.

COMMITTEE IN CHARGE OF CANDIDACY:

Director of Health Management Program

Dr. Betty Lemasters,
Chairperson and Advisor

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Adjunct Assistant Professor Pat Akers

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Chapter I
INTRODUCTION

College Housing

When the topic of college education is introduced, the discussion that follows is likely to be centered around where to go, courses of study, majors, and job opportunities. The availability of residential housing may or may not be an issue in college selection, but choices including living at home, living in a college provided residence, or alternative housing will be addressed at some point in time.

If college provided residential housing is the accommodation choice, issues related to room size and selection, roommates, and living necessities and amenities become important to most students. Of less significance, at least to the inexperienced student, will be the more subtle aspects of dormitory living: how dormitory selection impacts the student experience and how the college environment is, in turn, affected. Dormitories have distinctive milieus.

determined in varying degrees by the physical plant, the College's placement guidelines, the personalities, of the residents, and the leadership approach taken by the Resident Director and the Resident Assistants.

Experience of Resident Directors

Resident Directors come to Lindenwood College representing a wide variety of ages, maturity, interests, and experiences. While individuals may come to Lindenwood specifically to serve as Resident Directors, the majority are undergraduate and graduate students who serve as Directors in order to reduce their out of pocket obligations to the College. For many, living and working in an academic environment is a new experience that requires a delicate balance between being a student, a mentor, a support person, an organizer, an enforcer, a leader, a follower, and an educator. There are many ways of approaching this myriad of roles, and each Director has to find a method of balance that allows the achievement of personal goals as well

as those of the students and the College.

Impact on Community Living

Many factors play significant roles in student recruitment, retention, graduation rates, and educational and social achievement. Community living is unique among the factors because it is generally a new experience and one that is not likely to be repeated after graduation.

The ability of the Resident Director to understand the content and dynamics of his/her role and to interpret the philosophy and rules of the College to the students has a direct impact on the ability of the students to be successful in a community living environment.

As an example of the impact of community living on the individual student, consider the visitation rules of Lindenwood College that restrict times and places where students can have visitation by the opposite gender. Many of the students consider these rules to be autocratic and archaic. While the rules may be exactly what they are accused of being, they do not exist in order to make arbitrary

decisions about how people should manage their lives. The purpose of the visitation policy is to provide a safe and secure environment where all students within a residence hall can have reasonable assurances about having a home from which they can pursue an education. One has only to listen to students from other colleges and hear their stories about room mates who are uncomfortable being in their rooms while their room mate is "entertaining," to know that by allowing rights to some students the rights of other students may be significantly altered.

The ability of the Resident Director to understand, explain, and enforce the rules of the College helps to keep the students focused on why they are attending Lindenwood College and to be successful within a unique setting.

Purpose

Because most Resident Directors are "short timers", the ability to anticipate behaviors and events, and to understand the processes and resources available is a highly desirable priority. The purpose of this project is to maximize the

potential for student success by focusing on the role of the Resident Director.

The handbook may also be used by individuals considering whether they would like to be a Resident Director. This is not a position for the indecisive, for those who need to follow a rigid personal routine, or who need functional autonomy. While the position allows for flexibility in approach, there is dependence related to many actions.

Chapter II

METHODS AND EVALUATION

Materials-Project Parameters

Decisions affecting policies and procedures at Lindenwood College are made by the President or permanent staff members. While the opinion of the Resident Director is important, the role can be summarized as one of facilitation and communication. This project is therefore not an instrument of change, or a replacement of primary resources such as the Campus Life Handbook. This is a pragmatic project intended for use by Lindenwood College in St. Louis, Missouri. There is no intent to look at what is being done elsewhere, but rather, the focus is to provide the Resident Directors with guidelines that support the performance of their duties within the framework outline in the Mission and Philosophy of the College, the Student Handbook, the RD job description, and as directed by the permanent staff of the

College. For that reason, research related to what is being done elsewhere is not directly applicable within the context of this handbook.

Subjects

The author spent nine months on the Lindenwood campus as a Resident Director. Early frustration at the complexity of the RD role as well as the limited amount of time available to assimilate rules and resources led to the idea of providing some type of written material to assist future RDs. The content of this project was developed from actual experience, supported by input from a committee of readers.

Reader one holds a PH.D. in higher education. She is an academic advisor in a College environment and has twenty years of experience in a traditional student environment as well as five years of experience in a nontraditional environment. This reader is qualified academically and environmentally to evaluate this project.

Reader two is Masters prepared in secondary

education and administration. This reader has five years of experience overseeing student activities and has experience supervising Resident Directors. This reader is qualified academically, environmentally, and by experience to evaluate this project for usefulness and appropriateness.

Reader number three has a Master's degree in business and teaches in a college environment as well as being successful in the business community. This reader was asked to evaluate the material primarily because of a lack of knowledge about the Resident Director role. It was believed that an individual without a current preconceived notion of the role at Lindenwood College would be able to most clearly evaluate the project as an educational/informational tool.

Reader number four has served as a member of senior administration in the college environment for fifteen years. This reader has an M.B.A. and the experience to evaluate this project.

The fifth and final reader was included because of two years of experience in the Resident Director role at Lindenwood College while working on an undergraduate

degree. This reader was an invaluable resource to me in performing the duties of the role as well as encouraging the writing of this

Instrument

Because of the diversity of experience of the evaluators of this project, the instrument used to gather comments was developed to standardize information coming back to me, and can in no way be construed as a research tool. The content was divided into three sections, all of which can be found in Appendix A along with samples of accompanying correspondence.

The first part of the tool was a list of instructions for the reader or evaluator. It asks the evaluator to keep in mind that the project is presented as an overview, and is not detail oriented. It also describes the Evaluator Profile and the Comment Sheet, and invites the reader to seek comments from others at their discretion. A request was made that all readers fill out a profile and comment sheet, in order to facilitate the evaluation of comments.

The final part of the instruction tool listed a desired deadline, and a method to contact me in the event of questions or delays.

The second part of the instrument, the Evaluator Profile, requested information related to the education and experience of the evaluator. This section was included in order to facilitate the writing of this chapter.

The third part of the instrument, the Comment Sheet, asked specific questions about the project and requested the evaluator to rate the questions on a five-point Likert Scale. The questions related to the title, purpose, and content of the project, and allowed for additional comments in addition to the five point scale. There were also questions related to the Personal Profile and the evaluation tool in general.

Procedure

The information presented in this project represents nine months of data collected by on the job experience. The experience began in August of 1994, and ended in May of 1995.

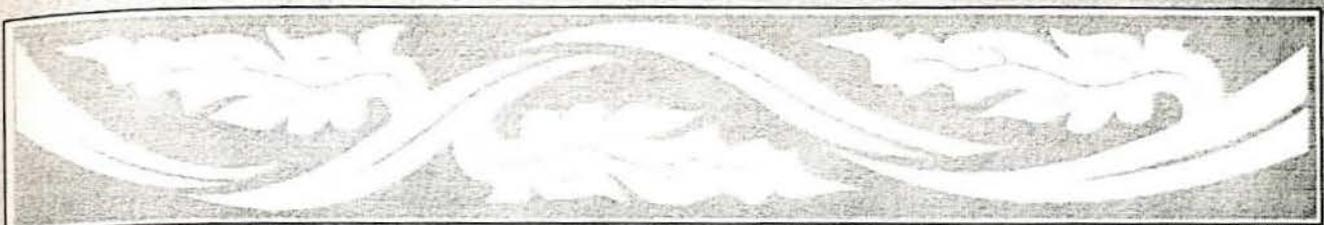
The first formal presentation of intended content was submitted to campus personnel in April of 1995 and included a proposed content outline as well as chapter one.

The handbook was written in the period from June of 1995 to August of 1996 and was formally mailed out for evaluation the end of August. The tool used to evaluate the project was described earlier.

Debriefing will be done as a part of the final project review by the faculty evaluation committee. Communication with the other formal reader was done by phone. Due to the nature of the return comments as described in a later chapter, the need for debriefing was minimal.

Chapter 3

A Procedure Guide for Resident Directors at
Lindenwood College



LINDENWOOD COLLEGE

*A PROCEDURE
GUIDE*

for

*RESIDENT
DIRECTORS*

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A PROCEDURE GUIDE FOR RESIDENT DIRECTORS
AT
LINDENWOOD COLLEGE

A personal Welcome to Lindenwood College!

If you are reading A Procedure Guide for Resident Directors at Lindenwood College, you have either accepted the role or are considering the opportunity. The following information is intended to maximize the potential for student success by providing some informal insights into the responsibilities and issues faced by a Resident Director and the residential staff. It is based on actual experience supplemented by input from key staff people. Formal information and resources are found in the Student Handbook and through guidance from members of administration and the permanent staff.

Again, welcome to Lindenwood College and an exciting and rewarding year.

THE ROLE OF THE RESIDENT DIRECTOR

The role can best be defined as one of coordination,

facilitation, and communication

OVERVIEW

For most Resident Directors living and working in an academic environment is a new experience: one that requires a delicate balance between being a student, a mentor, a support person, an organizer, an enforcer, a leader, a follower, and an educator. Because of the diversity of experiences that are brought to the Resident Director role, there are many successful approaches to the management of assigned duties and obligations. Each Director must find his/her own methods of balance to meet College, student, and personal needs. The Resident Director position is not for the indecisive nor for those who need to follow a rigid personal routine or autonomy in decision making.

Decisions, Discipline, and Communication

Resident Director [RD] is a member of the College's administrative staff and has responsibility for assisting in the maintenance of safety, security, and environmental appropriateness wherever he/she is on campus. Formal decisions at Lindenwood College are made by the President or members of the permanent staff. While the opinion of the Resident Director is important and past experiences may bring special insights to an issue, RD duties are performed within the framework of a team approach.

In order to work effectively as a part of the Campus Life team, appropriate people need to know what the RD is observing and doing. Because there is a very short amount of time in which to learn how to manage events or infractions that are not expressly covered in the Student Handbook, the Dean of Campus Life should be informed of all questionable events. Many major problems can be averted by managing

minor problems before they escalate. While the actual approach taken to modify circumstances or behaviors should be appropriate to the urgency of the situation, communication with some campus representative or department generally needs to occur.

Availability

It is expected that students will have access to assistance 24 hours a day, seven days a week. This does not mean that each RD is on duty at all times, but it does mean that someone is.

There are times when College or personal obligations make the RD unavailable. Since College needs change from year to year, it is important that the RD inquire about how time away from campus will be managed and who needs to be notified. This is especially critical when the Campus Life office is closed.

During business hours, the various departments are open to assist the students with the majority of their needs.

After hours and on weekend, Resident Assistants [RAs] and RDs must be available to the students per current College policy. Availability, of course, is only half of the plan; it is a imperative that the students and staff know what that plan is. Students also need to understand that they may not be the only person requiring assistance at any given time, and that there may be some delays depending on existing priorities.

What to do first

The new Resident Director arriving on campus will have many questions about what to do first and how to do it. The critical first step when assuming the role of the Resident Director is to *read the Campus Life Handbook*. The Handbook clearly outlines the Mission and Philosophy of the College and sets forth the rules that help the staff assure that the campus environment supports the goals of the College. The flexibility in approach discussed in the overview has two major exceptions. First, there is no flexibility related

to infractions listed in the Campus Life Handbook that are grounds for immediate dismissal. These events must be reported immediately to the Dean of Campus Life or filed with security when an event occurs after business hours. Second, the importance of communication between departments and with the staff and students cannot be overemphasized.

New RDs should be aware of the fact that while they are new, many of the students are not. Establishing and communicating the expectations for the year with the RAs and the students can reduce the potential for later problems

Shortly after the RDs arrive on campus, the RAs will arrive and final preparations are made for student arrival. The Dean of Campus Life and the Resident Director group are the initial resources for providing guidance throughout the critical first days of establishing relationships with the Resident Assistants and getting the students checked in. [The selection and management of Resident Assistants is covered separately beginning on page 43].

The RD needs to prepare for an initial meeting with his/her campus life residential staff. Agenda items for the initial meeting may include the following:

- making sure the residence hall is ready for occupancy
- safety and security issues including fire plans
- check-in rules including how requests for furniture and room changes will be managed
- meeting formats and frequency
- assigning management of the Work and Learn Program
- preparation of a RA duty calendar
- decorating or welcoming signs
- agenda for the residence hall meeting scheduled the first night that all students have checked in

The importance of communicating College and residence hall rules during the first resident meeting cannot be overemphasized. It is also important to consider how the agenda will be provided to the students who do not attend,

because attendance will vary even though the meeting is mandatory.

The remaining sections are intended to provide insight into the residents, other departments and services, and the relationship of the Resident Director to them. These guidelines are in no way intended to be a complete listing of all of the resources and options available to the Resident Director.

Academic Life and Student Behavior

It is the responsibility of the RD to provide a residential environment that supports academic achievement. It is sometimes necessary to remind students that their primary purpose for being at Lindenwood College is to obtain an academic education and that their behavior is expected to support that goal for themselves as well as for others. Students are also responsible for the behavior of any guests that they may have on campus and do not have to be directly involved in an incident in order to be held

accountable.

There are several campus programs that are designed to directly support student academic needs, and the RD should be familiar with these resources and use them appropriately. For example, it is not usually the responsibility of the RD to attempt to modify student behavior related to study habits unless it affects the residential environment. If it is noted that a student is habitually out late, seems to be overly social, or exhibits other behaviors that may affect academic performance, assistance may be desirable. The Dean of Campus Life can assist in a referral which may include counseling, tutoring or a structured goal oriented plan. The Chaplain is also an excellent resource for students and staff, especially for concerns and issues related to adjusting to Campus Life.

THE RESIDENT AND RESIDENTIAL LIVING

Community living must be focused on education and consideration for the unique environment of each residence.

Many factors play a significant role in student recruitment, retention, graduation rates, and educational and social achievement. Of these factors, the community living experience is among the most unique of life's experiences, and one that most likely will be repeated again outside of the academic environment. Community living in this context means that while the College is dedicated to meeting the educational and social needs of each student the needs of an individual must be balanced with the needs of the group. It is not always possible to grant every student request when to do so would be inconsistent with what can or will be offered to the group at large. Obviously, the concept of "group" does not apply in situations related to documented disability or other situations that can be managed as unique events.

The ability of the Resident Director to anticipate behaviors and events, to manage with consideration for developmental stages, maturation and group dynamics, and to understand the processes and resources available is one of the keys to the success of students at Lindenwood College. Also worthy of attention is the "personality" of the residence. Each has a distinctive environment determined in varying degrees by the layout of the building, the College's guidelines for student placement, the personalities of the residents, and the leadership approach taken by the Resident Director and the Resident Assistants.

While on-campus residents are a primary focus, contacts with nonresident students and campus guests are also important in maintaining the quality environment of the College.

Communication with the Residents

It is important to remember that a college environment adds a new dimension to the expected behaviors of a student

or group of students. For this reason, it is important that the rules of the College and the residence hall are clearly understood from the beginning. Each residence hall staff will have to determine their methods for communication. Floor meetings, memos posters, and signs are some options although there will always be some who seem oblivious to all methods of communication [see addendum B for samples of previous communications].

Adjusting to Campus Life

It is important for the Residential Staff to pay attention to the age and experience of the residents. While chronological age is a consideration, experiences, goals and motivation of the students are more likely to affect student behaviors. Students who have attended only Lindenwood College obviously mature within Lindenwood's academic environment. Transfer students bring college experience, but may need assistance in adjusting to a new school. International students may require additional considerations

that are covered in a separate section. Identifying new, transfer, non-traditional, and special needs students allows the residential staff to anticipate potential adjustment needs in a timely manner. If this information is not directly available through housing, an internal questionnaire can provide the same information.

Knowledge of internal resources can be especially helpful if there are students who are willing to be approached regarding assistance with classwork. This does not replace the excellent services available through the tutorial lab, but can be a great resource at finals time or at midnight, when the answer to one question might make a difference. It can be helpful to post a list of resident names, rooms, majors and hobbies or interests. It is important to remember that some students prefer privacy, and personal information should not be shared without their consent.

International Students

One of the many delightful benefits of being on the

Lindenwood campus is the presence of international students. The Resident Director should be mindful of cultural variances that may exist for these students; potentially differing hygiene or dietary or religious needs may have a significant impact on the student's ability to successfully integrate into campus life. The RD may also want to consider distance related issues; limited luggage space may mean limited bedding, limited social contacts outside of the Lindenwood environment may require consideration for housing needs during holidays and college breaks. There is a specific person on the permanent staff assigned to advise and support the international students. This individual is a valuable resource for questions or concerns.

Room Assignments

The assignment of rooms begins in the spring for students registered for fall quarter and continues throughout the year as class registration continues. The beginning of

fall quarter generates the greatest number of change requests. The Director of Housing controls room assignments and the method for handling change requests should be clearly understood and adhered to. Changes on check in day are not a good idea unless special circumstances exist or errors have been made. Once school has begun, the Director of Housing and the RD work together to manage living assignments.

There are two schools of thought regarding room assignments for international students: one is to assign them with other international students, the other is to mingle them with American students. Wherever possible, the wishes of the individual students should be supported.

Furnishings for student rooms are provided by the College. Having said this, the requests for additions and deletions to the standard room are as numerous as they are creative. There is a form that must be filled out by the student and RD to authorize and document such changes. The form is available in the Housing Office and the Business

Service Center. The RD should ask how furnishing changes will be managed the first week of school. This is the time when the majority of changes will be requested.

Roommates

The larger the freshman or transfer population, the greater the potential for requests to change rooms or roommates. While each request should be considered on its own merits, the educator role of the RD or RA can support students in the development of their interpersonal skills. Many conflicts presented as unresolvable are related to a lack or manner of communication and can be resolved amicably with support and encouragement. This is not always a skill that students are interested in developing!

Health Services

Students are responsible for their own health needs within the available resources of the St. Charles community;

there is no student health program on the campus. Each student is asked to fill out a form that defines any special medical considerations and emergency contact numbers. The form is in duplicate; the original stays in the Housing Office and a copy goes to the Resident Director. The residential staff needs to be aware of the confidentiality laws in the State of Missouri. If the need for health related parental contact is anticipated, the student should be asked to sign a release of information form before the needs arises.

Activities

There are many activities that are available to all students. In addition, individual residential halls may sponsor their own events. Approval for these events must be obtained in writing according to College rules. A request form delineating the planning and notifications needed may be obtained in the Campus Life office.

Visitation

One of the more controversial student rules of the College is related to visitation in the dorms by the opposite sex. The policy is determined on an annual basis by the President. The RD should clearly understand the rules related to family and friends, plan to follow the rules without exception, and expect to hear many complaints on the restrictions. It may be helpful to remember that this is an issue related to safety and security as well as a consideration for the student population as a whole. The rules are not an attempt to limit choice, but support the concept of consideration for individuals in a community living situation. In schools where open visitation is allowed, students with roommates have their own problems if there is a frequent visitor. The number of assaults by known acquaintances is also increased. There is no perfect word related to this topic!

COLLEGE PROGRAMS AND SERVICES

*Many support services are necessary to meet the Mission and
Goals of the College*

Student Learning Support

As identified earlier, there are many services available on campus that support the needs of individual students. In the event of a suspected or identified need, the Dean of Campus Life, the Chaplain, or Director of Student Development are excellent resources to guide a student to an appropriate support system.

Work and Learn

The Work and Learn Program is defined in the Student Handbook. Specific details related to the expectations of the program are determined on an annual basis and are communicated to the RD at the beginning of the academic year. The RD is advised to define his /her responsibilities

during the first few days on campus so that time is not lost in getting the students involved in their work assignments. This is not a responsibility that many students accept without encouragement and monitoring.

The importance of accurate record keeping cannot be overemphasized. Not only is the RD responsible for turning in the hours worked from his/her residence, in the event that there are questions related to total hours worked, the RD will be asked to confirm the hours that were turned in. This request is not always timely and involves student or parental dollars. Accurate and documented information is essential.

Business Office, Office of Financial Aid

From time to time the financial services areas send out lists of students that need to conduct business with them. The Resident Director can facilitate that communication not only by speaking with the students or leaving messages for them, but by letting the offices know if a student is unlikely

to be found in the residence hall. For example, a student may be assigned to a campus room, but be off campus for a variety of reasons. Communicating that fact helps in contacting the student through other means.

Business Service Center

The Resident Director and other College staff are responsible for creating and maintaining an environment supportive of the safety and security of the campus residents, non-residential students and guests. The Business Service Center, home base for security, maintenance, and housekeeping, is the hub of the operational center of campus life. Contact with Center personnel is usually a part of the daily routine. While policy enforcement related to visitation, substance abuse, and fighting are obvious, unsafe driving, improper room key use, parking issues, residential maintenance, and abuse of College property are but a few of the actual or potential problems that may be faced regularly. Once again the

concept of communication becomes an important factor.

What may seem to be a small issue in an isolated circumstance, may assume larger proportions when placed within the context of previous events or expanded into the potential of a campus wide problem.

Building Security/Keys

Each building has a combination access system that requires the student to enter a building specific code in order to gain entry. The building is to be maintained as secure at all times, and the code is to be known only by the residents. The RD needs to be aware of nonresidents who may be inappropriately using the code. It may be necessary to request a code change if the problem is potentially dangerous or out of control.

Individual room keys are issued at check-in, and are collected prior to campus closure for major holidays and at the end of the year.

Every year there are a few students who habitually

require assistance due to temporarily misplaced keys or lockouts. The College does not impose any fines for temporary assistance, but it is recommended that the residential staff keep track of students who frequently require assistance in order to be able to support behavior modification.

Master keys are issued to the Resident Director to enable room access for maintenance or security reasons, or to assist locked out students. Because the RD cannot be in the residence all of the time, management of the residential master keys is an important decision that should be made in concert with the Dean of Campus Life and the Director of the Business Service Center. In the past, some RAs kept the keys either as a primary responsibility or at least when the RD was not available. In other cases, the RD determined that the RA as a group were not ready for that responsibility, and the keys were not released. Whatever the decision, it is critical that Campus Life, the Business Service Center, and the residents know what their options are. Resident

Directors in female residences need to confirm how late night lockouts are to be managed. Typically, security guards will not enter a women's residence after a certain time without an escort from a RA or RD.

Campus Parking/Security/Emergency Assistance

The RD and RAs play a very important role in maintaining a safe and secure environment for all who come to the Lindenwood College Campus. A part of this responsibility is to work with the Business Service Center to make sure that all cars are properly registered and tagged. An extension of that responsibility is to report cars that are not tagged or are inappropriately parked.

The RD may be asked to assist in locating students living in their residence hall who are parked illegally if they can be identified by the vehicle's parking permit. If the vehicle has no permit, the RD may be asked to help search the residence hall to locate the owner of the vehicle. The purpose for the search, in addition to having the vehicle

moved, is to determine if uninvited or non-student guests are in the building and to reiterate that all students must register their vehicles.

Because some of the authorized parking areas are a short distance away from central campus, female students should be encouraged to ask for escort assistance after dark. Specific mechanisms for obtaining escort service should be discussed during orientation meetings.

Other important information to be shared with students during the first week are security and emergency numbers. These should be discussed and posted where they are readily available. In general, students are encouraged to contact College staff or security for emergency situations. There is a 911 system for immediate situations where contacting campus officials first could cause a delay seriously putting life or property at risk.

Housekeeping

Each residence hall is assigned a housekeeper who

has duties as defined by current policy. This person is responsible for the internal and external cleanliness of buildings as assigned and is supported in that assignment by Work and Learn Students. Housekeeping Work and Learn students are generally, but not exclusively, assigned to their home residence. The housekeeper is an invaluable resource in determining what specific Work and Learn duties will be and for training the students. The residential staff is responsible for monitoring the cleanliness of the building and reporting or correcting noted deficiencies.

Maintenance

The residential staff is responsible for communicating any noticeable maintenance needs anywhere on campus. The RD should become familiar with simple procedures such as plunger use in the bathrooms, and the location of circuit breakers and smoke detectors. Members of the maintenance staff are well-informed resources related to learning the unique characteristics of each building.

THE RESIDENT ASSISTANT

The Resident Assistant is always on duty

Role

Lindenwood College offers all students the opportunity to participate in the Work and Learn Program as a means of reducing tuition obligations. The Resident Assistant role is a Work and Learn assignment that can be equated to a beginning managerial position. The opportunity is intended for those who have demonstrated the qualities of leadership and responsibility in other activities or as a previous RA.

The role of the Resident Assistant is an evolving one and is affected not only by the changing dynamics of the College, but by the philosophy of the RD. The RA initials, for example, have been used to represent resident advisor as well as resident assistant. The latter role carries more responsibility and is more appropriate to the current expectations of the role.

If the RD who selects the RAs in the spring is not the

RD that works with the group in the fall, the potential for changed expectations increases significantly. The Resident Director should understand that the opportunity for altered or additional duties and responsibilities is not embraced with equal enthusiasm by all.

The RA is always on duty. It should be clearly understood that while there may be an assignment to a small area in the residence hall for communication purposes, responsibilities extend to the entire residence hall and the College. The RA "duty" also extends to role modeling. Credibility in the RA role is earned by the student's actions whether on or off campus.

Selection and Evaluation of Resident Assistants

The selection of Resident Assistants is done prior to the end of the spring semester. The method of selection may be determined by the Resident Director group as a whole, or may be left to the discretion of each RD. It is unfortunate that many students view the RA role as an easy work and

Learn assignment. The selection process should include assessment of a student's motivation in applying for a RA position. Regardless of the process, the Resident Director makes his/her recommendations to the Dean of Campus Life who coordinates the final appointments in consultation with the President.

Because of the cultural, ethnic, and individual diversification of the student population, it is highly desirable to select a diverse group of Resident Assistants. If a Resident Director does not plan to return to Lindenwood College the following year, it is helpful to leave some type of communication for the new RD, so that there is an understanding as to why students were selected for the role. All RA applications are on file with the Dean of Campus Life and can be reviewed by the RD if necessary.

Setting Expectations

Setting expectations begins with the interview process and is ongoing [see addendum B, pages i to iii]. As the

residential staff begins the work of the year, open discussions should support a shared understanding about both the RD and RA roles. Experienced RAs can be valuable resources for understanding how residential life was managed the previous year, and what did and did not work. The RD needs to keep the previous year's accomplishments and opportunities in perspective, however. The residence personality discussed earlier by no means remains the same from year to year and information is always colored by perceptions. The needs of the residents, the talents and skills of the staff, and duties assigned by other departments of the College will all contribute to the definition of group roles.

One especially important decision for the RD to make and communicate to the RAs is how discipline will be managed within the residence hall. Behavioral Incident Reports, available in the Campus Life Office, are the formal mechanism for documenting the need for some level of corrective action. The RD is responsible for determining

whether the RAs may initiate these forms. Considerations include the maturity of the RA group as well as their ability to initiate disciplinary action [beyond reporting to the RD] while maintaining an otherwise positive relationship with the residents. If the RAs will be writing formal reports, the RD must work closely with them to assure that the reports are appropriate and not overused. Not all actions need to be formally written up at the time of the first occurrence, although some method of informal record keeping by the RD is essential.

Supervision of the RA Group

Supervision of the Resident Assistant group may include educating, nurturing, role counseling, and discipline. The RA is a student as well as a leader, and it may become necessary for the RD to provide assistance to the RA in prioritizing goals. There are times when a resignation is an appropriate course of action. As with all student interactions, it is important to remember that most students

are young adults with varying levels of maturity. They may need assistance in verbalizing their thoughts or establishing realistic goals.

Disciplinary action involving RAS is not expected but does occur. Deviations from the expected should be discussed with the RA immediately and documented either formally or informally. The Dean of Campus Life should be informed of any issues that may require disciplinary action. It is recommended that the RD develop a record keeping system to track events, instructions and conversations both in group and individual settings.

One of the more recurring problems is the tendency of some RAs to try to exempt themselves from some activities: check outs at Thanksgiving, Christmas, Spring Break, and at the end of the year tend to be problematic. The RAs are expected to be on duty during these times, except when they have class or finals. While the RD is at liberty to schedule shifts or rotate responsibilities to accommodate individual needs, there will be some who will try to avoid this

responsibility. Early and frequent reminders of duty dates do have some positive effect.

Evaluation

Early in the year, the RD should ask the Dean of Campus Life if and how the RAs will be evaluated. If the RD intends to do an internal evaluation of the RAs, that fact, along with the criteria should be understood. The residents often have good insights as to how their floor or wing is being managed, but do not necessarily communicate that information to the RD unless specifically asked.

Recognizing Achievements

Achievement in the Work and Learn Program is recognized through the Linden Leader program. Linden Leaders are selected each semester from those students who make outstanding contributions within the Work and Learn Program. It is presumed that Resident Assistants will

function in an exemplary manner and will be selected for the award, although it is certainly not automatic. Positive performance also supports the College's ability to provide an enthusiastic reference when the student seeks employment.

Chapter IV RESULTS

The project evaluators were unanimous in the opinion that the handbook achieved its purpose in the manner presented. There was some variance in opinion related to the effectiveness of one portion of the evaluation tool.

A total of eight statements were presented to the evaluators. The degree to which the evaluators agreed with each statement was measured on a five-point Likert Scale which used the following criteria:

- 1- Strongly disagree with the statement presented
- 2- Disagree with the statement presented
- 3- Neither agree nor disagree with the statement presented
- 4- Agree with the statement presented
- 5- Strongly agree with the statement presented

In addition to the rating scale, space was presented for comments related to each specific question, and additional

space was provided for general comments. The results are documented below.

- "A Planning Guide for Resident Directors at Lindenwood College" was rated as a 5 by three evaluators and a 4 by the other two.

Comments:

- A preference was stated to use the word "procedure" instead of "planning" in the title.
- The purpose of the project being clear was rated as a 5 by all five of the evaluations.
Comments: None
- The content of the material supporting the purpose was rated as a 5 by all five evaluators.
Comments: None.
- The helpfulness of the information to a new or

prospective Resident Director was rated as a 5 by four of the evaluators, and at a 4 by one.

Comments:

- A wish was expressed that the information had been available earlier.

- The amount of information was rated for its appropriateness at a level of 5 by three of the evaluators, and a level of 4 by the other two.

Comments:

- An opinion was expressed that any more information would bog the reader down.

- The instructions for evaluating the project were rated at the level of 5 by four of the evaluators, and at a 4 by one.

Comments: None

- The evaluators were asked to rate the degree to

which the Personal Profile allowed for the sharing of all relevant informant. Three evaluators rated the statement as a 5, two others rated the achievement as a 3.

Comments: None

- The evaluators were asked to rate the total format for the opportunity provided to share all thoughts related to the project. Three evaluators rated the format at the level of 5, one at a 4, and one as a 3.

Comments: None

Additional comments included the following:

- “The format and materials supplied fit the purpose indicated . . . you have given a clear and concise guide for the RD.”
- “...its strengths are 1) that it gives a good overview of the corporate culture that exists at L.C., 2) it helps a

prospective RD to anticipate difficulties that might arise, 3) it emphasizes the need to achieve balance between the various demands of an RD and 4) it gives a good idea of the relationship of an RD to personnel in different departments..."

- "Owning a personal computer makes easier [for the RD]"

Suggestions

Suggestions for changes in the Guide in addition to the comments presented in the evaluation instrument include the following:

- Clarification of the term "environmentally appropriate"
- Addition of a table of contents
- Addition of information about parking

- Addition of a Resident Director job description

Chapter V
DISCUSSION

Summary

As mentioned earlier, the variables created by the differing backgrounds of the evaluators made the utilization of the evaluation tool effective as an individual reporting mechanism but not as an aggregate research tool.

There is consensus that the project as presented meets the objectives stated and can be of value in preparing new RDs for their role.

It should be noted that most of the suggestions discussed in the "suggestion" section of the previous chapter were incorporated into the final project. The term "environmentally appropriate" was not changed because it is a broad descriptor that covers such areas as safety, noise control, and individual and group behaviors.

The original manual presented for evaluation carried the title of A Planning Guide for Resident Directors. The

final manual is entitled A Procedural Guide for Resident Directors in response to that recommendation from College Administration.

Limitations

The project is and was intended to be an overview: a series of opportunities that require further investigation and learning to be of applied value. The actual success can only be validated by the degree to which future RDs use it and find it appropriate and helpful.

The most significant deviation in agreement about the success of the instrument format was related to the information requested for the Personal Profile. Since there were no accompanying comments, I am unable to interpret what information the evaluators would have liked to add. The one area that, in retrospect, could have been more explicit was to ask for the educational institutions that issued the various advanced degrees. It would be interesting information, and in keeping with academic tradition, but

certainly would not have impacted on the outcome of the project.

Suggestions for future research

It would be appropriate for an evaluation of the content to be conducted at regular intervals, and changes made to meet the needs of Lindenwood College. At this point, there are no specific changes that I would recommend. The project has been shared with appropriate individuals on the administrative staff at Lindenwood and it is gratifying to know that this project will be used for future RDs.

Appendix A

April 7, 1995

Dear

Thank you for agreeing to be one of the readers for my senior project. The intent of this project is to provide a written framework from which Resident Directors can determine an approach to providing leadership within the mission and policies of the College.

I have enclosed the project outline and the first chapter for your review. While I certainly appreciate structural input, I am most interested in your expertise as it relates to content. It is important that the handbook be useful, so suggestions related to the addition or deletion of topics as well content appropriateness will be welcome.

You may write any comments on the work itself, or on the blank sheets that I have enclosed. I would be pleased to meet with you at your convenience.

is my faculty advisor and chair of my project committee. She will be reading each chapter as the project progresses. In order to avoid the need for large blocks of your time in the development process, I plan to send you sections of the proposed handbook as I get them completed. I will also send you a copy of the completed project for your final evaluation. Your evaluation of the total project must be included in the process discussion of the project before can give me credit for a completed project. I have targeted early June as my completion time.

is the third reader. He will not see the project until it is essentially complete. In this way, he will read it as a new or prospective RD would read it, and can make recommendations or comments without the biases of having participated in the developmental stages of the handbook.

If you have any questions, I would be pleased to respond. Again, thank you for your assistance.

Yours truly,

Jan Pierce, Resident Director
Master of Science candidate
Health Management

August 13, 1996

Dear

Thank you for agreeing to be a reader for my Masters project. " A Planning Guide for Resident Directors at Lindenwood College" is enclosed for your review.

The intent of this project goes beyond the completion of a degree program. The broader purpose is to create an interviewing and planning guide that gives the prospective or new Resident Director insight into the magnitude and complexities of the role as well as a basic awareness of the academic, social and organizational cultures of Lindenwood College.

Enclosed you will find a personal profile, instructions related to the review of the Guide, the Guide itself, and a self addressed return envelope. I thank you most sincerely for your assistance. If you have any questions, please do not hesitate to contact me. My address and phone numbers are listed in the instruction section of the material.

Yours truly,

Jan Pierce
Master of Science Candidate

READER INSTRUCTIONS

Master of Science Final Project

Jan Pierce, Degree Candidate

Your selection as a reader was based on your knowledge (or lack of knowledge) of the Resident Director role and your ability to comment on the presentation of the material from your unique perspective.

As you evaluate the material presented to you, please keep in mind that detail is limited in order to keep the contents of the work timely and reduce the need for constant updating. The material is intended to present an overview.

The Evaluator Profile makes sure that the information in the structure chapter of this project is accurate and complete. It also allows me to evaluate content suggestions within the context of your knowledge and experience. Please make any additions that are important to you.

The Comment Sheet provides a mechanism for a structured response to your review of the material as well as an opportunity to make spontaneous comments. Because there is planned variability in reader knowledge related to the topic, the structured questions are intended to assure a response to key information and are not intended to represent a formal research mechanism. Suggestions or comments in addition to the scaled questions are encouraged and may be made on the comment sheet or directly on the materials enclosed.

In the event that you would like someone else to read any or all of

the enclosed material, please ask them to fill out an Evaluator Profile and Comment sheet. I have enclosed extra copies for that purpose and request only that each reviewing individual be specifically identified and any comments or suggestions be attributed to the appropriate individual.

It would be most helpful if you would return all of the materials to me no later than September 15, 1996. If this is not possible or if you have any questions, I would appreciate hearing from you. My address is

My work phone number is

and home is

READER PROFILE AND COMMENTS
Submitted on behalf of Jan Pierce
Masters Degree Candidate, Health Management
August 1996

READER PROFILE

NAME _____ DATE _____

CURRENT POSITION _____

LENGTH OF SERVICE IN PRESENT POSITION

ADDITIONAL TIME IN SAME FIELD _____

OTHER LEARNING, EMPLOYMENT, OR SOCIAL ACTIVITIES THAT
ENHANCE ABILITY TO EVALUATE PROJECT _____

RELATIONSHIP/INTEREST IN PROJECT BEING EVALUATED

HIGHEST ACADEMIC LEVEL COMPLETED (If baccalaureate or
above, please indicate specific degree and curriculum focus).

Reader Name _____

Please rank the following questions on a scale from one to five using the following criteria:

- 1- Strongly disagree with the statement presented
- 2- Disagree with the statement presented
- 3- Neither agree nor disagree with the statement presented
- 4- Agree with the statement presented
- 5- Strongly agree with the statement presented

"A Planning Guide for Resident Directors at Lindenwood College" Planning Guide" is an appropriate title for the material presented.

1 2 3 4 5

COMMENT _____

The purpose of the project is clear.

1 2 3 4 5

COMMENT _____

The content of the material supports the purpose.

1 2 3 4 5

COMMENT _____

Reader Name _____

The Guide contains information that would be useful to a new or prospective Resident Director.

1 2 3 4 5

COMMENT _____

The amount of information is complete enough to give a big picture without being overwhelming.

1 2 3 4 5

COMMENT _____

Instructions for evaluating the project are clear.

1 2 3 4 5

COMMENT _____

The Personal Profile allowed me to share all of the information that is relevant to my role in reviewing this project.

1 2 3 4 5

COMMENT _____

Reader Name _____

The evaluation format (questions plus open comments) allowed me to share all of my thoughts and ideas related to the project.

1 2 3 4 5

COMMENT _____

ADDITIONAL
COMMENTS _____

Please return Reader Profile and Comment Sheet, and "A Planning Guide for Resident Directors at Lindenwood College" in the enclosed envelope.

Thank you for your assistance.

Appendix B



LINDENWOOD
COLLEGE



LINDENWOOD COLLEGE

NAME _____

HOME TOWN _____

HOME STATE _____

ROOM NUMBER _____



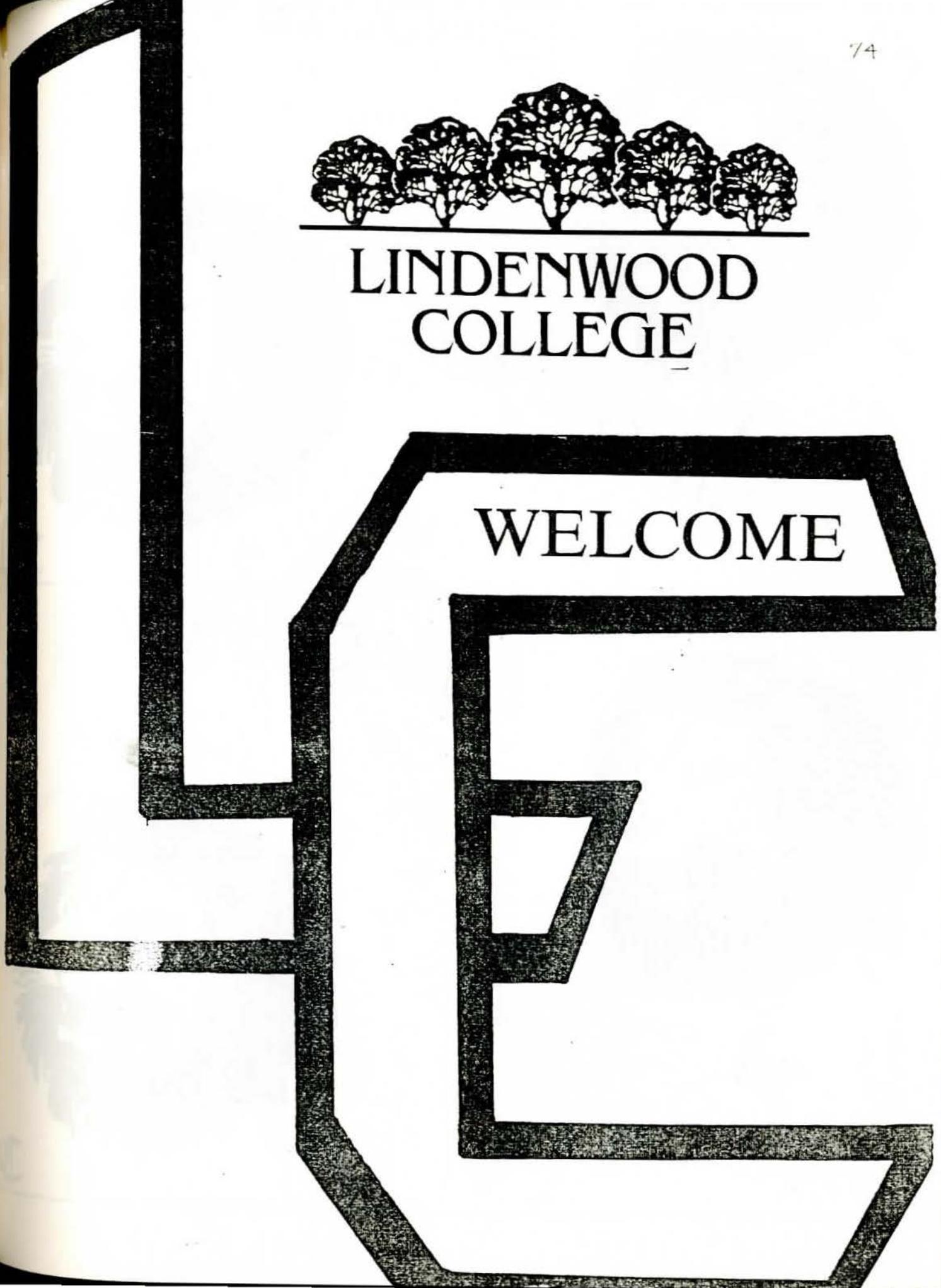
MC CLUER HALL





LINDENWOOD
COLLEGE

WELCOME



WELCOME!



WELCOME!

WELCOME!



WELCOME!







NEED WORK & LEARN HOURS?

NICCOLLS

IS IN NEED

OF DESK SITTERS

FOR MOST DAYS

IF INTERESTED

CONTACT

@ 4670

IMMEDIATELY!

THANKS



HELP

**DESK SITTERS NEEDED
FOR SATURDAYS AND
EASTER**

**NO DESK SITTER-NO
VISITATION**

**CONTACT AT 4752
CHRIS AT 4782 OR
AT 4747**

SIBLEY VISITATION

IN ROOM VISITATION HAS BEEN APPROVED ON A TRIAL BASIS

Monday through Thursday 6:00 P.M. to 10:00 pm

Friday and Saturday 6:00 P.M. to midnight

Sunday 4:00 P.M. to 10:00pm

The following rules MUST be adhered to:

1. THERE MUST BE A CHECK-IN DESK MANNED AT ALL TIMES DURING THE SPECIFIED VISITATION HOURS. IF THERE IS NO ONE TO WORK THE DESK, VISITATION WILL BE CANCELED. THE DESK SITTER MAY BE A WORK AND LEARN STUDENT OR A VOLUNTEER APPROVED BY THE RD BUT MAY NOT BE THE ON DUTY RA OR THE RD
2. A LOG SHEET OR BOOK MUST BE MAINTAINED WHICH WILL INCLUDE THE NAME OF THE GUEST, NAME OF THE RESIDENT TO BE VISITED, ROOM NUMBER WHERE VISITATION WILL TAKE PLACE, PHONE NUMBER OF THE RESIDENT, PHOTO ID CARDS FROM BOTH THE VISITOR AND RESIDENT, TIME CHECKED IN, TIME CHECKED OUT, AND INITIALS OF THE DESK SITTER.
3. ONCE THE GUEST IS CHECKED IN, THE RESIDENT WILL BE CALLED TO COME TO THE DESK AND ESCORT HER VISITOR TO HER ROOM. THE RESIDENT IS ALSO RESPONSIBLE FOR ESCORTING HER GUEST TO THE DESK AT THE TIME OF DEPARTURE. THE RESIDENT IS AT ALL TIMES RESPONSIBLE FOR THE LOCATION AND BEHAVIOR OF HER GUEST DURING VISITATION.
4. THE PRIVACY OF EACH RESIDENT IS THE FOREMOST CONCERN OF THE COLLEGE. IN ORDER FOR IN-ROOM VISITATION TO TAKE PLACE, PRIOR ARRANGEMENTS MUST BE MADE AND AGREED UPON BY ALL ROOM-MATES BEFORE A MALE GUEST IS ALLOWED TO VISIT THE ROOM
5. MALE VISITORS MAY NOT USE PRIVATE OR COMMUNITY RESTROOMS. BUTLER HALL IS AVAILABLE FOR USE DURING VISITATION HOURS.

CONTINUANCE OF VISITATION PRIVILEGES IS CONTINGENT UPON THE CITIZENSHIP OF THE RESIDENTS OF SIBLEY HALL. REVOCATION OF PRIVILEGES MAY INVOLVE INDIVIDUALS, FLOORS OR THE ENTIRE DORM AND WILL BE BASED ON CRITERIA THAT INCLUDES BUT IS NOT LIMITED TO:

ADHERENCE TO THE VISITATION RULES LISTED ABOVE

MAINTENANCE OF DORM SECURITY BY KEEPING LOCKED DOORS CLOSED AND FREE OF PROPS

ADHERENCE TO VEHICLE REGISTRATION AND PARKING RULES

MAINTENANCE OF A CLEAN ENVIRONMENT INCLUDING HALLWAYS ON FRONT ENTRANCE

THE BEHAVIORS OF INDIVIDUALS REFLECT ON THE REPUTATION OF THE GROUP. PLEASE DO YOUR INDIVIDUAL PART TO BE A GOOD CITIZEN AND LET YOUR PEERS KNOW THAT YOU APPRECIATE THEIR PARTICIPATION IN CREATING A SAFE AND POSITIVE CAMPUS ENVIRONMENT.

TO ALL NICCOLLS RESIDENTS



VISITATION/DESK SITTING IN NICCOLLS

In the past, desk sitting has been done primarily by students assigned to Niccolls Work & Learn. This year, there have been schedule conflicts that have not made desk sitting an option for the majority of these students:

DESK SITTING IS NOT A REQUIREMENT FOR WORK AND LEARN STUDENTS

We have been unable to consistently staff the desk for visitation and it has been difficult for you as residents to make plans. At this time, there seem to be two options to address the lack of desk sitters:

1- to seek your cooperation and ask each of you to take one shift a month in order to preserve your visitation privilege. It is understood that not everyone will be able to help, but those of you who use the visitation privilege are urged to assist.

2- Cancel visitation for the rest of the year

There are February and March schedules posted on the bulletin board in the front lobby. Please look at your schedules and give serious consideration to helping out. Please understand that if you sign up, you are expected to show up. We will turn in W&L hours under miscellaneous if you want us to..

QUESTIONS? Contact Jennifer Estes at 4670 or Jan Pierce at 4747

- Thanks!

RESTRICTED PARKING

PLEASE, DO NOT PARK IN FRONT OF THE DORMS
UNLESS YOU ARE LOADING YOUR CAR.

THERE ARE MANY OF YOU TO CHECK OUT, AND
LIMITED SPACE

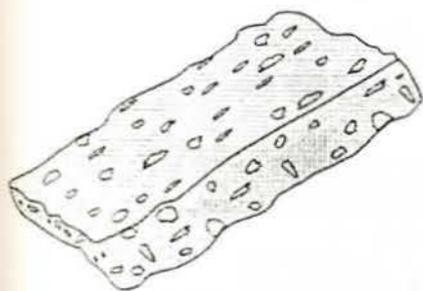
THANK YOU FOR YOUR COOPERATION



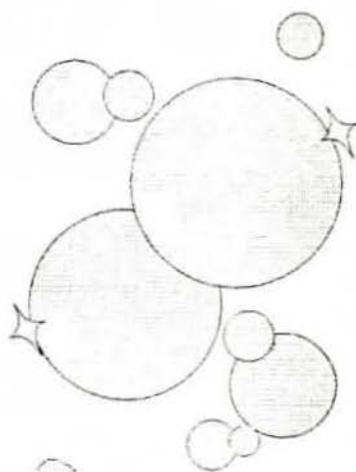
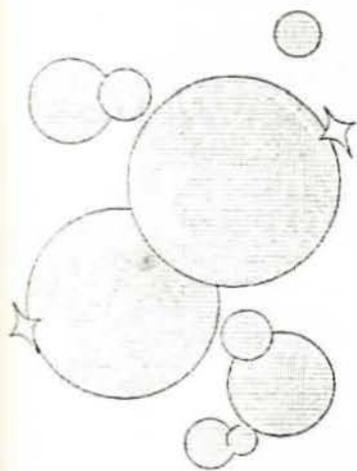
**Get out
your mops
and brooms!**



**Grab a
sponge
and
bucket!**

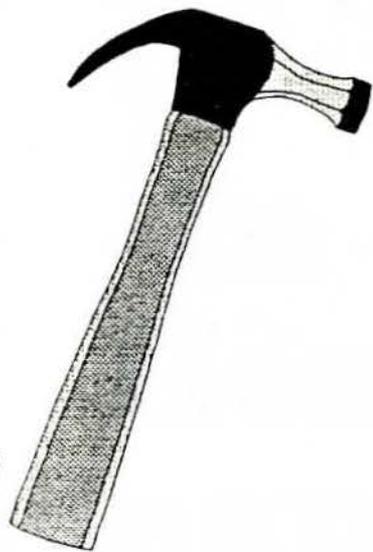


**We're
having
CLEANING
WEEK
Sept.
26-30!**

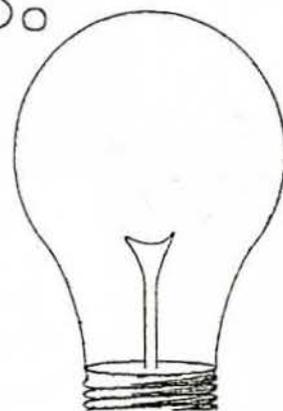
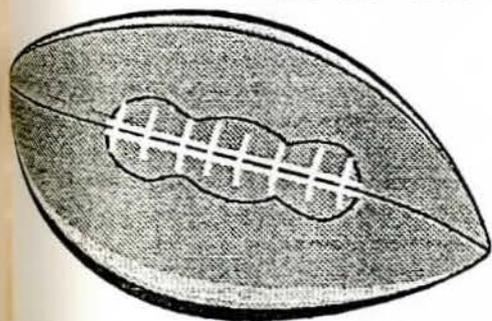


**We'll tackle
those
bathrooms,
too!**

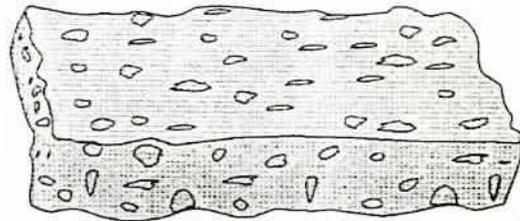
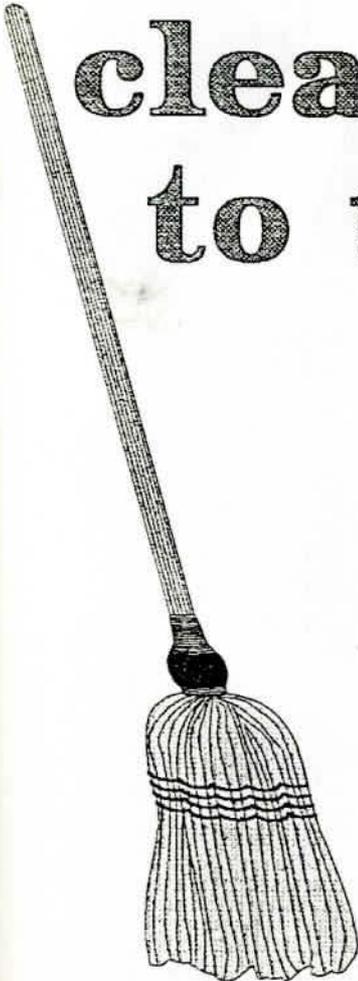




HELP!
Anyone
interested in
helping out for
Homecoming,
contact Jan by 6
p.m. on Tuesday.
We need ideas,
workers, and
coordinators.



**In honor of
Homecoming,
clean your room
and donate 1/2
an hour of
cleaning time
to the dorm.**



RECYCLE



Soda
**CANS
PLEASE**



PLEASE HELP!

THIS DOOR IS AN *EXIT ONLY*.

TAPING OR PROPPING OR FAILING TO KEEP THE DOOR SHUT MAY CAUSE SIBLEY'S LOSS OF VISITATION OR RESULT IN DISCIPLINARY ACTION AGAINST ANY STUDENT OBSERVED LEAVING THIS ENTRANCE AND NOT COMPLETELY CLOSING THE DOOR.

THIS IS A BUILDING SECURITY ISSUE- NOT AN ATTEMPT TO CAUSE INCONVENIENCE.

THANK YOU FOR YOUR COOPERATION

RESTRICTED PARKING TODAY

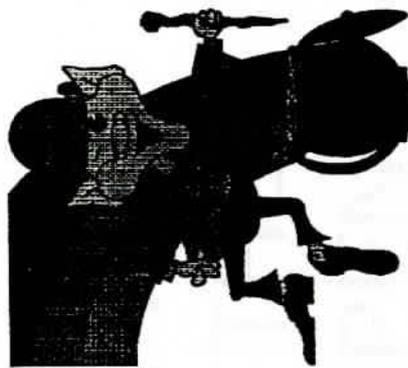
PLEASE

MOVE YOUR CAR

AS SOON AS

YOU UNLOAD

THANKS!



NO CLASSES FRIDAY!

**CAFETERIA SERVICE WILL
BE AVAILABLE AND THE
CAMPUS WILL BE OPEN**

HAPPY EASTER!

QUIET HOURS

QUIET HOURS BEGIN
MONDAY, APRIL 17

FROM 6p TO 6a. DAILY

PLEASE BE
SENSITIVE TO THOSE
WHO ARE STUDYING!

QUIET HOURS

**CONTINUOUS QUIET HOURS
START AT 10 P.M.ON
THURSDAY**

GOOD LUCK WITH FINALS

**HAVE A WONDERFUL
SUMMER**



A decorative border with a repeating pattern of small flowers and leaves, surrounding the central text.

'95 RA APPLICATIONS DUE

RA applications for Sibley or Niccolls
are due to me by February 15.

Applications are in the former housing office in Butler -or I
have a few.

Please see me if you have any questions
Thanks-



_____ There will be an RA on duty at the front desk from 8A.M. to 6 P.M. on Wednesday and Thursday to coordinate checkouts. Please call _____ when you are ready to leave.

Please allow time to check out- as there are many of you and few of us. If you have late afternoon finals on Thursday, please try to check out before your final. We would like to close the dorm prior to 6P.M. on Thursday.

If you plan to check out after 6P.M. or before Wednesday, please contact Jan at 4747 to schedule a time. All of us have finals and class commitments, so please assist us in planning so that check out is as smooth and fast as possible for you.

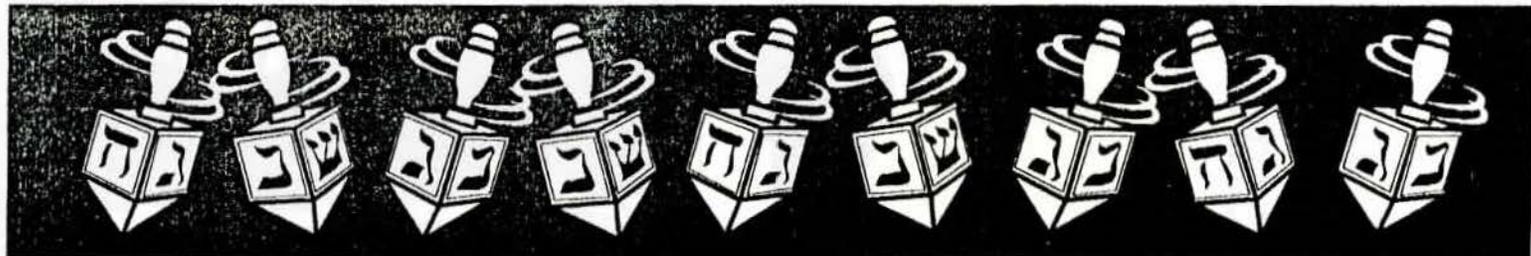
All keys MUST be turned in at check out to your RA or RD. If you leave them elsewhere, you will not be checked out until you return them to the dorm.

Don't forget- if you are graduating or not returning in the fall, you must complete a residential check out form. They are available in the Campus Life office in Butler Hall.

Thank you for a great year. I have enjoyed knowing you, and wish you all a happy summer and success in the future.

CHECKOUT REPAIRS

MAINTENANCE HAS PAINT AND WALL
REPAIR COMPOUND IF YOU NEED TO
REPAIR YOUR WALLS PRIOR TO CHECK
OUT



Final check out for this semester is the week of May 8. Your room must be **CLEAN** and **VACATED** no later than 6P.M. on Thursday May 11. **PLEASE** do not wait until the last minute.

If you are going home for Easter or another week-end, please start taking things with you.

Your cooperation is appreciated



Appendix C

POSITION DESCRIPTION

TITLE: RESIDENT DIRECTOR

GENERAL DESCRIPTION

The Resident Director (RD) reports to the Dean of Students and plays a major role in helping to develop the Residence facilities into a safe, clean, quiet, comfortable place for all residents to sleep and study. The RD also helps to ensure that an environment is created in the facility which is conducive to academic success and personal growth. This is accomplished through role modeling, enforcement of policy and behavior accountability standards, residential administration, information and personal referrals, staff supervision, and other related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS

- * The RD reports to the Dean of Students or designate.
- * The RD advises and supervises Resident Assistants (RA's), housekeeper, other student staff as assigned, and residents.
- * The RD works closely with Campus Life Staff, especially concerning administrative responsibilities.

SPECIFIC DUTIES AND RESPONSIBILITIES

1. Initiate, implement, supervise and evaluate programs and activities which promote a community, encourage personal development and enhance the quality of life for students.
2. Supervise, evaluate, and advise 6-14 Resident Assistants.
3. Supervise, evaluate, and advise 15 student workers assigned to the residential facility. Makes recommendation for selection and or dismissal of workers.
4. Supervise, evaluate, and advise housekeeper assigned to residential facility.
5. Coordinate with Director of Maintenance, work needed and performance of maintenance personnel assigned to residential facility.
6. Maintain a system of intervention and referral for students experiencing difficulties.
7. Interpret and implement College policies and procedures.
8. Serve as liaison with Residential Services Office for facilities concerns within administrative area.
9. Maintain a close relationship with residents in assigned facility and have a general knowledge of those in the entire College residential facilities.
10. Be available for limited counseling.
 - a. Aid in academic, social, and personal problems.
 - b. Make referral to relevant College departments and outside agencies.
 - c. Assist in special problems of residents from diverse socioeconomic and cultural backgrounds.
11. Submit maintenance service requests for living units,

- buildings, and grounds, with follow-up as needed.
12. Execute and follow up semester cleaning and safety inspections in all assigned facilities.
 13. On duty/call responsibilities:
 - a. Assume coverage for evenings, weekends, and special College events. This may include holidays and times that the College is officially closed.
 - b. Be available to all residents.
 - c. Coordinate emergency response.
 - d. Conduct daily inspection of assigned facilities.
 - e. Assist residents with:
 - (1) Noise complaints
 - (2) Roommate negotiations
 - (3) Personal issues
 - (4) Other problems as needed
 - f. Contact Security, Dean of Students or police/emergency services when needed.
 - g. Prepare Incident Reports when deemed necessary.
 14. Check residents into and out of rooms in designated facilities.
 15. Enforce College policies, procedures, rules, regulations, and guidelines.
 16. Attend staff training and weekly staff meetings.
 17. Complete special projects assigned by the Dean of Students.
 18. Paraprofessional Staff:
 - a. Participate in selection process for Resident Assistants.
 - b. Assist in providing initial and in-service training of Resident Assistants.
 - c. Supervise Resident Assistants.
 19. Complete reports as requested.
 20. Coordinate the billing of residents' cleaning and damage charges.
 21. Be responsible for information provided at staff meetings and circulated memos.
 22. Return to campus prior to semester and break openings and stay until all residents have left and residence is closed before personal departure.
 23. Perform other duties as assigned.

QUALIFICATIONS REQUIRED

Awareness of the overall housing philosophy as it relates to service and education for the campus community. Must be skilled in the areas of supervision, communication, training, decision making, programming/planning, and evaluation. The Resident Director should be capable of working closely with students, faculty, and staff in teaching, counseling and work situation, and the ability to keep issues confidential.

Appendix D

TO: 1995-1996 RESIDENT ASSISTANT APPLICANTS
SIBLEY AND NICCOLLS

FROM: RESIDENT DIRECTOR

DATE: 3/1/95

Thank you for your interest in applying for an RA position for the next academic year. Your participation in the selection process indicates a willingness to assume a leadership role within the campus environment, and I congratulate you for your willingness to be of service.

I will not be at Lindenwood next year, and so I am selecting student leaders to work with an unknown Resident Director. The purpose of this memo is to outline for you, and next years RD's, how I am approaching the selection process, and what I would expect of you if I were going to be the RD next year. How the new RDs will approach your joint responsibility for campus life in the resident halls will be determined in the fall but will certainly fall under the guidelines of the College Handbook and the job descriptions for RAs and RDs.

The term "RA" can be used to mean Resident Advisor or Resident Assistant. While the RA application uses the word "advisor" the role is in reality, an assistant one.

Selection process:

Applicants will interview individually for the RA position. The positions will be filled based on consideration of gradepoint, contents of application, references, current indication of campus leadership or activities, current status in the Work and Learn program, and the anticipated ability to perform the duties of a RA -including a change of role from student to representative of Administration.

Because community living involves providing a safe and secure environment in which to pursue an education to a diverse population of students, an attempt will be made to select RAs who have different majors, activities, interests, and personalities.

There are more applicants than positions so not all of you will be appointed to RA positions at this time. All applications will be kept on file by Dean Creer so that they will be available in the event that a selected RA is unable to assume her responsibilities.

Duties for next year. (This is in explanation of or in addition to duties outlined in the RA Job Description, it is not intended to be a complete listing.)

- Daily coverage daily on a rotational basis from 6P to 6A
 - *You must be in the building at all times. If you need to leave on the short term, another RA or the RD must cover for you
 - *Rounds of the entire dorm should be completed at least twice during the shift- trash from the bathrooms should be emptied if Work and Learn students have not done so, all exterior doors should be locked, noise levels should be monitored, and any unusual events should be reported to the RD.
 - * once visitation is approved, makes sure that the desk sitter is on duty at the beginning of the visitation period and that all guests are signed out on time at the end of the visitation period

Please note that RAs are NOT disciplinarians. While it is within your scope of responsibility to write Behavioral Incident Reports, you must, with your RD, weigh your role as counselor and advisor against your role in initiating a disciplinary process. This past year, I have elected to initiate the Behavioral Incident Reports, not because I did not believe that the RAs were incapable but because I wanted to enhance their ability to establish and maintain open and positive relationships with all of the residents, even those who needed to have their behavior modified.

- A minimum of one shift a month desk sitting in order to familiarize self with residents and their guests (in addition to rotational coverage) This was not done this year, and is a recommendation
- Participates in supervision of Work and Learn student
- Leadership in planning special events such as decorating for Homecoming and the Christmas Walk
- Participate in all check-ins and check-outs (may be excused for college related activities or by prior arrangement with RD if hours are made up)

- Knows and is available to all residents, but makes especially sure that the needs of residents on her floor are identified and met
- Keep in mind that a new RD may approach dorm life in a somewhat different manner. It will be your responsibility to be flexible to the needs of the dorm and the approach to meeting those needs.

Again, thank you for your interest in being of service to the College and to your fellow students.