C.L.A.S.S. ADVOCATE & RESIDENT ASSISTANT Manual

University Housing
Student Affairs
UNIVERSITY OF GEORGIA

July 2020
Letter from the Executive Director…

Dear CA and RA Team:

Welcome to the University Housing family! You are about to begin an amazing year filled with learning, relationships, and lasting memories. I truly believe that our C.L.A.S.S advocates and resident assistants are among the most impactful and important student positions on the UGA campus. In an era of social distancing your role will be more critical than ever. While we face a “new normal” and many unique challenges, your work will transform the experience of 8,400 students living on-campus at UGA this year.

I know that your interactions with residents is critical in accomplishing our mission. Our mission reads, “University Housing provides comfortable, affordable and secure on-campus housing options in residential communities where the academic success and personal growth of residents are encouraged and supported.” I hope you take some time during training and throughout the year to reflect on the many ways your work supports this mission. As you reflect, I hope you discover the significance of your presence in our residents’ lives. The time you invest in your position will shape how students view UGA and will influence student success. Your role modeling, teaching of healthy habits and a desire to get involved will be traits that will impact students long after they graduate.

Your residents will come to you with a range of questions, and some may not know when or how to ask for help. Each student deserves your attention, and we are committed to providing a training program that builds a foundation for you to provide the appropriate resources at the right time. Remember that the teams you are working with are support networks, and you are never alone. There is an on-call structure in Housing 24/7, 365 days a year. Consult and reach out to seek guidance and direction.

I still remember my RA from a few years ago (ok… a few decades ago!). She still has “my RA” as her last name when I talk about her, and I credit her with opening possibilities for me and sincerely impacting my experience in college. I know that you will be remembered by your residents for years (decades!) to come and are about to have your last name replaced by “my CA” or “my RA” as well. Enjoy the year!

Go Dawgs!

Linda Kasper
Executive Director for University Housing
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UH Mission Statement

University Housing provides comfortable, affordable and secure on-campus housing options in residential communities where the academic success and personal growth of residents are encouraged and supported.

Values and Principles

- Living on campus has intrinsic worth realized through involvement in educational and social programs, self-governance, resident-staff collaboration, student employment and personal responsibility.
- Individual rights and differences are recognized and respected.
- Diversity is valued and appreciated in the residential communities.
- Integrity and dignity guide service to residents and the university community.
- A meaningful work environment is provided that can lead to employee satisfaction and productivity.
- Stakeholders’ interests are considered in decisions which affect them.
- Sound fiscal management is essential.
- Quality of programs and services will improve through ongoing assessment and evaluation.

Culture of Inclusion Statement

University Housing believes an inclusive community is essential to the personal growth of all community members. We strive to create an environment where we recognize, welcome and celebrate all staff, students and stakeholders’ identities. Through our mission, values and principles, we commit to building a department where all can feel a sense of belonging. Our commitment to inclusion for everyone is imperative. Personal awareness of social identities (e.g., gender, race, sexual orientation, ability, socioeconomic status) and an understanding of social structures that affect everyday life are critical. It is in the best interest of staff to enhance their knowledge and personal awareness concerning inclusion. This will lead to personal growth and organizational effectiveness.

To promote a culture of inclusion University Housing will:
- Ensure practical and work-based learning opportunities are available to staff to educate them about inclusion in the workplace. Formal and informal training options provided by the department, division, and/or institution will accomplish this.
- Train supervisors and managers to be accountable for treating all staff fairly in light of the social identities present in our workplace and in our residence halls.
• Ensure all employees are trained and aware of the University’s Non-Discrimination and Anti-Harassment (NDAH) policy.
• Urge staff to explore their own personal attitudes, biases and beliefs.
• Encourage staff to express beliefs and opinions in the workspace while complying with the NDAH policy.
• Provide time and space for staff to discuss world events and issues affecting staff and students; be proactive in working to resolve issues before they become problems in the workplace.
• Create tangible outcomes representative of University Housing’s commitment to an inclusive community.

Non-Discrimination and Anti-Harassment Policy
https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy

The University of Georgia (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.

Bias based on the protected categories of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability or veteran status will not hinder employment, study or institutional services, programs or activities. Bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or volunteers or participants in or users of institutional programs, services and activities. The University of Georgia will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias.

The University will follow the Board of Regents Student Sexual Misconduct Policy 6.7 found at https://www.usg.edu/policymanual/section6/C2655. All allegations of discrimination and harassment not covered by the Board of Regents Student Sexual Misconduct Policy based on the protected categories will be handled pursuant to this Policy.
Every member of the University Community is expected to uphold this Policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct themselves in accordance with this Policy as a condition of enrollment, and every University employee has an obligation to observe University policies as a term of employment.

In addition, one aspect of performance appraisal for University personnel at all levels of supervision and administration will include the qualitative evaluation of their leadership in implementing this Policy. Merit and productivity, free from prohibited bias, will continue to guide decisions relating to employment and enrollment.

Nothing in this Policy prevents a University Community member from filing a complaint with a state or federal agency or court.

**Student Sexual Misconduct Policy**

Effective August 14, 2017, alleged sexual misconduct, including any form of gender or sex-based discrimination or harassment, perpetrated by a University of Georgia student will be addressed pursuant to the University System of Georgia Board of Regents’ Student Sexual Misconduct Policy. That Policy is located at: [https://www.usg.edu/policymanual/section6/C2655](https://www.usg.edu/policymanual/section6/C2655)

Alleged sexual misconduct, including any form of gender or sex-based discrimination or harassment, perpetrated by any University of Georgia community member who is not a student will be addressed pursuant to the [Non-Discrimination and Anti-Harassment Policy](https://www.usg.edu/policymanual/section6/C2655).

**Sexual Misconduct Policy**

In accordance with Title IX of the Education Amendments of 1972 ("Title IX"), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.
POSITION DESCRIPTION 2020-2021
WORKING TITLE: C.L.A.S.S. Advocate
CLASSIFICATION: Student Employee

POSITION SUMMARY: C.L.A.S.S. is the acronym for Continuing the Legacy of African-American Student Success. As a live-in member of the residence hall student staff, the C.L.A.S.S. Advocate (CA) occupies a crucial role in enriching the experience of residents in the community through assistance to African-American students, communication with all staff and students and participation in continuing efforts to educate and address the needs of all students in the residence hall communities. The primary purpose of the position is to aid in the retention and academic success of African-American students who are residents in University Housing. A secondary goal of the program is to work toward better multicultural understanding among all students on campus.

SUPERVISOR: Residence hall director

REQUIRED QUALIFICATIONS:
1. Must have completed two post-high school full time semesters (a full time semester is 12 or more completed credits in a single fall or spring semester).
2. Must be able to commit to a full academic year in the position.
3. Must be in good standing with the Office of Student Conduct.
4. Must have and maintain a cumulative GPA of 2.50.
5. Any offer of employment with the University of Georgia is contingent upon a successful completion of a background investigation.

CONDITIONS OF EMPLOYMENT:
1. This position is classified as a 20 hour per week position, and students in this position may not hold any additional assistantship, campus leadership positions, fellowship or other employment including work-student either within or outside of the University of Georgia.
2. Must be enrolled as a full-time student and carry an academic load of no more than 18 hours per semester during employment.
3. Must maintain both a minimum cumulative and/or semester UGA grade point average of 2.50 during the period of employment.
4. Must return to campus prior to halls opening for training and stay after halls have closed and their supervisor has released the team.
5. Continued employment is based on job performance, evaluation and enrollment in the University.
6. Student employees are considered temporary employees. A temporary employee may be separated at any time for any reasons without notice and either the employer or the employee can end the employment relationship. Such separation is not subject to appeal.
   http://www.usg.edu/hr/manual/employee_categories

POSITION RESPONSIBILITIES:
1. Community Development
   a. Provide support for African-American students and promote an understanding between students by facilitating programs and through encouraging participation in various strategies, available in the halls, on campus and within the community, that focus on education and learning.
   b. Develop and maintain relationships with residents through community presence and by utilizing strategies such as scheduled weekly on-call nights, intentional conversations, meals in on-campus dining facilities and additional facilitated programs.
c. Support and encourage resident engagement with community councils and campus wide residential leadership programs. Promote and attend meetings, activities and events.

d. Promote and encourage student engagement in residential and campus wide activities.

2. Resident Concerns

a. Consistently support, communicate, enforce and abide by all University of Georgia and University Housing policies, procedures, and regulations. Assist in the education of residents on their responsibilities as members of the residential community.

b. Encourage the principles of individual responsibility and respect for others’ development through mediation, role modeling and facilitated discussions.

c. Assist university housing staff, as needed, during a crisis or emergency, maintaining appropriate confidentiality.

3. Administrative

a. Participate in all meetings including weekly staff meetings, community staff meetings and one-on-one meetings with the RA supervisor.

b. Regard any personal information about residents as confidential to protect the rights of the residents and increase trust and credibility as a peer helper. However, the RA will “consult up” as appropriate with their supervisor.

c. Work with student, graduate and professional staff through assessment of the programming and developmental needs of residents by means of questionnaires or personal contacts.

d. Complete various reports including, but not limited to: weekly reports, incident documentation, work requests, duty logs, room/apartment inventory cards and program report forms.

e. Discuss potential referrals and/or concerns with the graduate resident, residence hall director and/or area/senior coordinator.

f. Participate in and support University Housing staff recruitment, selection and evaluation processes.

g. Perform other duties consistent with the purpose of the position as assigned.
POSITION DESCRIPTION 2020-2021
WORKING TITLE: Resident Assistant
CLASSIFICATION: Student Employee

POSITION SUMMARY The Resident Assistant (RA) lives and works with a group of 30 to 75 students in their assigned residential community. The primary purpose of the position is to facilitate community development, assist in managing crises and enforce university and departmental policies.

SUPERVISOR: Graduate resident or residence hall director

REQUIRED QUALIFICATIONS:
1. Must have completed two post-high school full time semesters (a full time semester is 12 or more completed credits in a single fall or spring semester).
2. Must be able to commit to a full academic year in the position.
3. Must be in good standing with the Office of Student Conduct.
4. Must have and maintain a cumulative GPA of 2.50.
5. Any offer of employment with the University of Georgia is contingent upon a successful completion of a background investigation.

CONDITIONS OF EMPLOYMENT:
1. This position is classified as a 20 hour per week position, and students in this position may not hold any additional assistantship, campus leadership positions, fellowship or other employment including work-student either within or outside of the University of Georgia.
2. Must be enrolled as a full-time student and carry an academic load of no more than 18 hours per semester during employment.
3. Must maintain both a minimum cumulative and/or semester UGA grade point average of 2.50 during the period of employment.
4. Must return to campus prior to halls opening for training and stay after halls have closed and their supervisor has released the team.
5. Continued employment is based on job performance, evaluation and enrollment in the University.
6. Student employees are considered temporary employees. A temporary employee may be separated at any time for any reasons without notice and either the employer or the employee can end the employment relationship. Such separation is not subject to appeal.
http://www.usg.edu/hr/manual/employee_categories

POSITION RESPONSIBILITIES:
1. Community Development
   a. Develop and maintain relationships with residents through community presence and by utilizing strategies such as intentional conversations, meals in on-campus dining facilities and additional facilitated programs.
   b. Support all residents and help create an understanding between students by promoting and encouraging participation in various strategies, available in the halls, on campus and within the community, that focus on education and learning.
   c. Encourage the principles of individual responsibility and respect for others’ development through mediation, role modeling and facilitated discussions.
   d. Support and encourage resident engagement with community councils and campus wide residential leadership programs. Promote and attend meetings, activities and events.
   e. Promote and encourage student engagement in campus and residence hall activities.
2. Crisis Management & Response
   a. Consistently support, communicate, enforce and abide by all University of Georgia and University Housing policies, procedures and regulations. Educate residents on their responsibilities as members of the residential community.
   b. Serve in an on call rotation with other RAs. Being on-call requires that RA staff:
      i. Be available to respond to issues and concerns;
      ii. Maintain possession of and answer the community on-call phone at all times during their scheduled period;
      iii. Complete on-call walks throughout the community as directed by policy.
   c. Assist university housing staff, as needed, during a crisis or emergency, maintaining appropriate confidentiality.

3. Administrative
   a. Participate in all meetings including weekly staff meetings, community staff meetings and one-on-one meetings with the RA supervisor.
   b. Regard any personal information about residents as confidential to protect the rights of the residents and increase trust and credibility as a peer helper. However, the RA will “consult up” as appropriate with their supervisor.
   c. Work with student, graduate and professional staff through assessment of the programming and developmental needs of residents by means of questionnaires or personal contacts.
   d. Complete various reports including, but not limited to: weekly reports, incident documentation, work requests, duty logs, room/apartment inventory cards and program report forms.
   e. Discuss potential referrals and/or concerns with the graduate resident, residence hall director and/or area/senior coordinator.
   f. Participate in and support University Housing staff recruitment, selection and evaluation processes.
   g. Perform other duties consistent with the purpose of the position as assigned.
C.L.A.S.S. Advocate/Resident Assistant Agreement

Agreement Duration: Wednesday, August 5, 2020 to Monday, May 17, 2021

As an employee of University Housing, I will contribute to the mission of the University of Georgia by participating in and supporting a multidimensional approach to learning in the residence halls. I will emphasize the comfort, affordability, security, academic success and personal growth of students in our residential communities. Through resident engagement and interaction, I will employ educational strategies and connect students to campus resources. To perform the duties of the C.L.A.S.S. Advocate/Resident Assistant (CA/RA) position, I will adhere to the expectations and requirements outlined in this agreement.

I. Academic Expectations

A. I understand that I must meet the following academic expectations.
   1. Maintain full-time student status at the University of Georgia and carry an academic load of no more than 18 hours per semester during employment.
   2. Maintain both a minimum cumulative and semester UGA grade point average of at least 2.50 during the period of employment.
   3. If the minimum cumulative or semester UGA grade point average is not attained at the end of any semester during the duration of this agreement, I may be granted one (1) academic semester to return to the minimum grade point average.
   4. If I am unable to achieve minimum grade point average after one academic semester, my employment will be terminated.

II. Training

A. For fall training, I must return to campus by 5 p.m. on Tuesday, August 4, 2020. Training will begin at 8 a.m. on Wednesday, August 5, 2020.
B. For spring training, I must return to campus by 5 p.m. on Tuesday, January 5, 2021. Training will begin at 8 a.m. on Wednesday, January 6, 2021.
C. Fall and spring training are mandatory all-day commitments. I understand that I may not be involved in other commitments (leadership, other paid employment, etc.) during these times.
D. I will fully participate in all staff training and development activities. This includes online training modules, fall training, January training, ongoing training and departmental in-services, and professional development requirements.
E. I understand that consideration to be absent from any training must be submitted in writing to my Assistant Director and Associate Director no later than Monday, June 1, 2020 for fall training, and no later than Thursday, October 15, 2020 for January training.
F. First-year CA/RAs are required to enroll in a seminar facilitated by professional and graduate staff in University Housing. This will take place during the first full semester of employment.

III. Availability

A. I understand that availability to my residents is essential to fulfilling CA/RA position responsibilities, and I will adhere to the following expectations.

1. I will spend no more than two consecutive nights away from the community without prior approval by my supervisor. Any exception must be requested in advance and approved by my Residence Hall Director.

2. I will be present in my community and on campus during important times of the year, including but not limited to, Welcome Week (including the first full weekend of both the fall and spring semesters) and all residence hall closing weekends in the fall and spring semesters. I will participate in half-staff during other breaks (ECV, excluding Building 1516; UV; HSC; Payne and Reed Halls).

Important Dates:

- CA/RA check in: Tuesday, August 4, 2020
- CA/RA fall 2020 training begins Wednesday, August 5, 2020 at 8 a.m.
- Fall Move-In: Friday, August 14, 2020 at 8 a.m.
- Classes begin Thursday, August 20, 2020
- Labor Day: Monday, September 7, 2020 (Halls Open – No Classes)
- Fall Break: Friday, October 30, 2020 (Halls Open - No Classes)
- Thanksgiving Break: Wednesday – Friday, November 25-27, 2020 (University Closed – Residence Halls Remain Open)
- Monday, Nov. 30, 2020 Classes move online
- Winter Break: Certain buildings close Saturday, December 19, 2020 at 12 p.m.
- CA-RA Released for winter break: Sunday, December 20, 2020 at 12 p.m.
- CA/RA check in: Tuesday, January 5, 2021
- Spring move-In: Wednesday, January 6, 2021 at 7 a.m.
- CA/RA spring 2021 training: Wednesday - Thursday, January 6-7, 2021
- Classes begin Monday, January 11, 2021
- Martin Luther King Jr. Holiday: Monday, January 18, 2021 (Halls Open – No Classes)
- Spring Break: Certain buildings close Saturday, March 6, 2021 at 12 p.m.
• Spring Break: Monday – Friday, March 8 - 12, 2021 (No Classes)
• Spring break Halls Open – Sunday, March 14, 22021 at 8 a.m.
• Buildings close for spring: Saturday, May 15, 2021 at 12 p.m.
• CA/RA Agreement ends Monday, May 17, 2021

B. I will be available and accessible to have regular and meaningful interactions with my residents.
C. I will follow all University Housing policies regarding visitors, and not have visitors for extended periods of time, as this may interfere with my real or perceived accessibility to residents.
D. Outside opportunities, applied experiential activities, and significant organization participation must be balanced with the time commitments of the CA/RA role and must not be paid. If research assistanships, internships, practicums, etc. are desired, the following criteria need to be met.
   1. Your supervisor must approve outside commitments prior to participation.
   2. Outside commitments are limited to no more than 12 hours per week. Pairing student teaching internships, nursing practicums, or internships that extend more than 12 credit/hours will not be permitted.
   3. Outside commitments must not interfere with the CA/RA’s ability to complete required duties including, but not limited to, meetings, staff training, duty shifts, and programs on the floor or in the area.

IV. Interpersonal Skills and Learning-Centered Environment

As a CA or RA who directly serves our residential student population, you need to communicate to residents the policies and guidelines they (and you) are expected to abide by as members of our communities. Working with residents on a daily basis, you should be able to manage conflict, build rapport, and demonstrate an understanding of social awareness. In your area, you must foster an environment of respect and provide a positive experience for guests and residents in all interactions.

A. I will have a thorough understanding of the duties required of me as outlined by my position description and my supervisor. If I do not understand expectations, I will follow-up with my supervisor.
B. I will assist residents with any concerns while safeguarding their privacy by referring students to appropriate resources and reporting concerns and issues to my supervisor.
C. I will maintain a professional working relationship with my supervisor and team, demonstrating respect and accepting constructive feedback.
D. I will inform my supervisor of any issues in a timely manner and provide feedback as appropriate.
E. I will not participate in any behavior which may be construed as undermining the group dynamics of my community or department.
F. I will utilize administrative tasks (i.e. roommate success plans, fire reports, health & safety inspections, etc.) as tools for educational and intentional interactions with residents.
G. I will conduct resident meetings in accordance with my community’s expectations and community needs outlined in the University Housing Community Guide.
H. I will utilize internet and computer related communications (i.e. email, Twitter, Facebook, etc.) in an appropriate manner.

V. Facilities and Operations

As a paraprofessional, one of your most important responsibilities is working with other team
members to foster an environment that is safe for our community members to live and learn. I will educate residents about maintenance, housekeeping, safety and security issues, use and function of keys, and card access systems in the residence halls.

A. I will address facility concerns through work requests and reporting and following emergency duty procedures.
B. I will strive to build relationships, and support maintenance and building service staff efforts to provide safe, secure, sanitary and inviting facilities.
C. I will complete check in and checkout procedures and assist in facilitating room changes in a timely manner.

VI. On Call

A. RAAs serve both weekday and weekend on call shifts which may vary based on community and supervisor expectations. On call shifts cannot be scheduled when you are in class.
   1. Weekday on call shifts begin on Sunday at 5 p.m. and continue through Thursday at 8 a.m.
   2. Weekend on call shifts begin on Friday at 5 p.m. until weekday shifts begin on Sunday at 5 p.m. Weekend on call shifts are for 24 hours on Fridays and Saturdays.
B. I understand that I must stay in my assigned community from 8 p.m. until 8 a.m. when on call. However, during dinner hours (5 p.m.-8 p.m.), I must be able to respond to any situation in my community within 10 minutes.
C. As a CA or RA, I understand that duty rounds serve to assess and respond to community safety, security, and behavioral concerns. Rounds are important for staff visibility, resident interaction, and identifying maintenance concerns. As a RA, I may also be required to complete additional rounds, if needed as instructed by my supervisor or professional staff member.
D. I understand that I am not to use the duty phone to make personal calls or to send personal text messages.
E. I understand that I am to respond to any maintenance/facilities issues, conduct violations, and complete all administrative tasks while on duty.
F. I understand when consulting up, I must first call the on-call duty phone as opposed to texting.

VII. Holidays/Breaks/Closings

I understand that I share responsibility for staff coverage during break periods when residence halls are open (i.e. fall, Thanksgiving, spring breaks, 3-day weekends, etc.).

A. I understand that I may not leave the community before 12 p.m. on Sunday, December 20, 2020 for winter break, before 5 p.m. on Monday, May 17, 2021 at the end of spring semester, and/or until all my closing responsibilities are complete, and I am excused by my supervisor.
B. I will have all travel departure and arrival plans approved by my supervisor in advance of making any reservations. If I depart from the residence hall prior to completion of my duties and before being officially released by my supervisor, I understand that I may incur disciplinary action, up to and including termination.
C. When the University or community office closes for inclement weather or a public holiday, duty will continue until the next duty shift begins or university offices open.
D. ECV (except 1516), HSC, University Village, Reed and Payne Hall RAs Only
   I understand that I share responsibility for staff coverage during break periods when residence halls are open (i.e. winter and Spring break) and other duties as expected by my supervisor.
1. University Housing operates several 12-month residential communities. As an employee of University Housing and these specific communities, I may/will be asked to serve in an on call capacity during University holidays and break periods (i.e. winter break or spring break).
   a. When serving on call during break periods, I will adhere to the specific policies and procedures as outlined by a supervisor and University Housing.
   b. I will be compensated by University Housing for on call shifts outside the dates specified in this agreement.

VIII. Alcohol and Other Drugs

As a student employee, I understand that illegal and/or irresponsible behaviors, which include the use of alcohol or other drugs on or off campus, may affect my employment status and lead to termination.

All student staff members, in regard to alcohol and other drugs:
1. will not use or consume products that may impair their ability to respond in accordance with policy or expectations while on duty or performing other duties in relation to their position;
2. will not possess, use, nor produce false identification;
3. will not purchase or supply alcohol for persons under 21 years of age;
4. will not consume alcohol with underage persons; and,
5. will not possess, use, nor distribute illegal drugs.

B. Underage CAs/RAs will not possess, consume nor distribute alcohol per state law.

C. CAs/RAs over 21:
   1. will notify their supervisor if they have consumed alcohol and are not able to respond to an emergency situation when asked; and
   2. will exercise responsible drinking, recognizing that they are a role model and mentor.

IX. Keys and Access

A. I understand that the misuse or misplacing of master keys, UGA ID cards, any work-related keys, access, and Housing-issued identification may result in documentation, probation, termination, criminal charges, and/or referral to the Office of Student Conduct.

B. Keys are accessed only when necessary and are returned immediately after use. Student staff should only access keys when deemed necessary by their position and supervisor. The student staff member may also be responsible for costs associated with the lost key(s).

   1. Student staff access to keys is limited to:
      a. Resident lock outs, given that the CA/RA has consulted with the desk staff to verify the identity of the resident and the temporary key is unavailable;
      b. Access to emergency facilities equipment; and
      c. Programming spaces, office areas, etc.
C. Student staff may gain access or use keys for other uses only as directed by a professional staff member/graduate resident/on-call personnel.

1. Student staff are not to enter a resident’s room without the resident or a professional staff member present, unless directed to do so by a professional staff.

X. Additional Expectations

A. I recognize that I am in a **Position of Authority/responsible employee**, meaning any person (be they an employee or a student) whom a student could reasonably believe has the authority or duty of reporting incidents of misconduct to the appropriate university designee.

1. Position of Authority includes all employees within University Housing, regardless of whether they supervise another individual.
2. Under the University of Georgia’s [Non-Discrimination and Anti-Harassment Policy (NDAH Policy)](https://safeandsecure.uga.edu/wp-content/uploads/2019-uga-safe-and-secure-crime-definitions.pdf), people in **Positions of Authority must report to the Equal Opportunity Office any complaints they receive or knowledge they possess** (whether direct or indirect) of discrimination or harassment, including sexual misconduct. Failure to make a report is a violation of the NDAH Policy.

B. University Housing employees should not engage in an amorous, dating, or sexual relationship with a resident they have direct professional influence or are in a position to exercise authority over the other in any way. University Housing employees are considered to be in a position to exercise authority over another individual when they are in the position to do any of the following activities. Note: these are examples and this list is not exhaustive.

1. Advise students on academic and personal issues.
2. Document a member of the university community for alleged violations of the Code of Conduct.

C. I understand that I am a **Campus Security Authority** under the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”) and must assist the University in reporting information I receive concerning certain types of crimes that are committed on campus.

1. **If I am made aware of a criminal incident, and particularly if it is reported to have occurred on property controlled by the University, I will inform my supervisor so that an appropriate report can be made to the University’s Police Department.**
2. I understand that property controlled by the University includes locations (i) on campus, (ii) in or on non-campus buildings or property owned or controlled by the University, and (iii) on public property within or immediately adjacent to the University’s campus.

D. I understand that I am responsible for protecting information to which I have been granted access (i.e. StarRez and Advocate). This includes protecting access passwords and complying with password management practices.

E. I will not speak to any media/communication outlet as a representative of the University or University Housing.

F. I will not misuse any University Housing or hall/community council funds.

G. I will not accept personal gifts or donations (i.e. tips). This includes, but is not limited to, accepting or taking items from anyone during closing.

H. I am not a confidential source regarding knowledge I possess (whether direct or indirect) of discrimination, harassment, and sexual misconduct. I must document and consult up.

I. I will read and familiarize myself with the CA/RA Manual.
XI. Reappointment

This agreement covers only the academic year-long appointment for the 2020-2021 academic year. I understand that I must apply for reappointment and reappointment is not guaranteed. Reappointment for positions is determined by an evaluation of the staff member’s performance and based on the needs and mission of University Housing.

XII. Hall/Room Assignment

I understand that University Housing assigns staff to a residence hall based on departmental needs and, in cases, reassignment may be necessary. I understand that I will be assigned a bed space which I agree to live in as a condition of employment. If I resign or am terminated from my position, I must follow all department procedures for acquiring a new room assignment.

XIII. Termination and Resignation

A. Student employees are considered temporary and include graduate and student workers. A temporary employee may be separated at any time for any reason without notice and either the employer or the employee can end the employment relationship. Such separation is not grievable or subject to appeal (http://www.usg.edu/hr/manual/employee_categories).

B. I understand that I may be terminated for unsatisfactory performance or breach of agreement.

C. Upon termination or resignation, I must vacate my assigned CA/RA room no later than 48 hours from the termination or resignation date. If, upon termination of my position, I plan to remain a resident in University Housing, I will need to contact the Housing Assignments Office.

D. If I choose not to assume my duties after accepting the position, it is my responsibility to immediately notify my supervisor in writing that I am resigning from my CA/RA position. By resigning, I understand that I am also forfeiting the CA/RA space in the residence halls.

XIV. Remuneration

A. CA/RA positions are salaried for the academic year from August to May. The time commitment will vary from week to week, but on average a CA/RA works approximately one-half time over the course of the academic year. The compensation package includes a residential space, stipend, and Housing Staff meal plan when the dining halls are open as outlined below. Although the compensation does include a residential space, University Housing reserves the right to assign roommates to staff based on the occupancy needs of University Housing.

Compensation: Housing Meal Plan and Stipend

☐ Housing Staff Meal Plan: 105 Access Plan, + $110 PAW Points ($2170 Value)
☐ Annual Stipend (Based on Years of Service)
  $2136.88 First Year
  $2291.35 Second-Third-Fourth Years

B. All employees must have their paychecks deposited via electronic deposit.

I understand and agree to the expectations listed above. I understand that failure to meet these expectations may result in disciplinary action and/or termination. I also understand that I can access the 2020-2021 C.L.A.S.S. Advocate/Resident Assistant Agreement by visiting the University Housing website:

**Professionalism**
Your acceptance of this position makes you an employee of the State of Georgia. We expect you to take your position seriously, presenting yourself as a professional on the phone, through email and social media, and in person. Student and departmental information will be treated as confidential; however, you are expected to share information with other university officials as required for reporting purposes. When speaking with residents or students, their concerns can be kept private, but you cannot promise that information will be kept confidential. Realize that your position is high visibility, and residents and other professional staff members view you as an authority figure. Carry yourselves accordingly inside and out of your residential community.

**Performance Evaluation**
In order to assist each staff member in their professional development and assess areas needing growth, formal written performance evaluations are conducted. A complete evaluation is conducted at least once per year. This evaluation is based on the expectations of the position as well as different viewpoints (from residents, supervisor(s) and self). Performance evaluations recognize strengths and provide feedback on areas for improvement. Evaluations are used in determining if a staff member is eligible for reappointment for the following academic year. For a more detailed description of the evaluation process, please see your supervisor or the Assistant Director for your community. See examples of evaluations on next pages.

**Staff Resignation**
If a staff member wishes to resign from their position, the staff member must inform their supervisor in writing. A copy of the resignation letter will be placed in the staff member's personnel file. Where a staff member may reside on campus following a resignation is at the discretion of the Assistant Director and the housing assignments office.

**Arrest and Conviction Policy**
Board of Regents' policy requires any current employee who is arrested or convicted of a crime to report that information to the Office of Legal Affairs within 72 hours.

[See the link provided for more information](https://legal.uga.edu/arrest_and_conviction_policy)
Sample Evaluation Forms
C.L.A.S.S. Advocate

Performance Evaluation

Name: ___________________________ Supervisor: ___________________________

Evaluation Period: ____________ Date: ____________

Instructions: Please evaluate each job expectation based on the performance grid located on the right of the expectations. If you have specific comments, please place them in the “General Comments” section at the end of the job expectations and reference the expectation number. If the performance is evaluated as “Needs Improvement” or “Unsatisfactory”, there should be an explanation documented in the “General Comments” section.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Community Development</td>
<td></td>
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<tr>
<td>Provide support for African-American students and promote an understanding between students by encouraging and facilitating programs within the residence hall community.</td>
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<tr>
<td>Develop and maintain relationships with residents through community presence and by utilizing strategies such as scheduled weekly on-call nights, intentional conversations, meals in on-campus dining facilities and additional facilitated programs.</td>
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<tr>
<td>Support and encourage resident engagement with community councils and campus wide residential leadership programs. Promote and attend meetings, activities and events.</td>
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<tr>
<td>Promote and encourage student engagement in residential and campus wide activities.</td>
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<tr>
<td>II. Resident Concerns</td>
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<tr>
<td>Support, communicate, enforce and abide by all University of Georgia and University Housing policies, procedures, and regulations.</td>
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</tr>
<tr>
<td>General Comments:</td>
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<td>Strengths:</td>
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<td>Areas for Improvement:</td>
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<td>Overall Evaluation:</td>
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</tbody>
</table>

| Encourage the principles of individual responsibility and respect for others’ development through role modeling, challenging and education. |
|                                                                                                                   |
| Assis**t university housing staff during a crisis or emergency, maintaining appropriate confidentiality.** |

### III. Administrative

| Participate in all meetings including, but not limited to weekly staff meetings, community staff meetings and one-on-one meetings with CA supervisor. |
|                                                                                                                   |
| Regard any personal information about residents as confidential to protect the rights of the residents and increase trust and credibility as a peer helper. “Consult up” as appropriate with supervisor. |
|                                                                                                                   |
| Work with student, graduate and professional staff through assessment of the programming and developmental needs of residents by means of questionnaires or personal contacts. |
|                                                                                                                   |
| Complete various reports including, but not limited to: weekly reports, incident documentation, work requests and program report forms. |
|                                                                                                                   |
| Discuss potential referrals and/or concerns with the residence hall director and/or AD.                          |
|                                                                                                                   |
| Participate in and support University Housing staff recruitment, selection and evaluation processes.                |
|                                                                                                                   |
| Perform other duties consistent with the purpose of the position as assigned.                                     |

|                                                                                                                   |
Resident Assistant
Performance Evaluation

Name:  
Supervisor:  

Evaluation Period:  
Date:  

Instructions: Please evaluate each job expectation based on the performance grid located on the right of the expectations. If you have specific comments, please place them in the “General Comments” section at the end of the job expectations and reference the expectation number. If the performance is evaluated as “Needs Improvement” or “Unsatisfactory”, there should be an explanation documented in the “General Comments” section.

<table>
<thead>
<tr>
<th>I. Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support for all residents and promote an understanding between students by promoting and encouraging participation in various strategies focused on education and learning within the residence hall community.</td>
</tr>
<tr>
<td>Develop and maintain relationships with residents through community presence and by utilizing strategies such as intentional conversations, meals in on-campus dining facilities and additional facilitated programs.</td>
</tr>
<tr>
<td>Support and encourage resident engagement with community councils and campus wide residential leadership programs. Promote and attend meetings, activities and events.</td>
</tr>
<tr>
<td>Promote and encourage student engagement in residential and campus wide activities.</td>
</tr>
<tr>
<td>Encourage the principles of individual responsibility and respect for others’ development through mediation, role modeling and facilitated discussions.</td>
</tr>
</tbody>
</table>

II. Crisis Management & Response
<table>
<thead>
<tr>
<th><strong>General Comments:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Strengths:</strong></td>
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<tr>
<td><strong>Areas for Improvement:</strong></td>
</tr>
<tr>
<td><strong>Overall Evaluation:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support, communicate, enforce and abide by all UGA and UH policies, procedures, and regulations, and educate residents on their responsibilities as members of the residential community.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serve in an on call rotation with RAs. This includes: being available to respond to issues and concerns; maintain possession of and answer the community on call phone at all times during rotation; and, complete on call walks throughout the community as directed by policy.</strong></td>
</tr>
<tr>
<td><strong>Assist university housing staff during a crisis or emergency, maintaining appropriate confidentiality.</strong></td>
</tr>
</tbody>
</table>

### III. Administrative

- Participate in all meetings including, but not limited to weekly staff meetings, community staff meetings and one-on-one meetings with RA supervisor.
- Regard any personal information about residents as confidential to protect the rights of the residents and increase trust and credibility as a peer helper. “Consult up” as appropriate with supervisor.
- Work with student, graduate and professional staff through assessment of the programming and developmental needs of residents by means of questionnaires or personal contacts.
- Complete various reports including, but not limited to: weekly reports, incident documentation, work requests, duty logs, room/apartment inventory cards and program report forms.
- Discuss potential referrals and/or concerns with the residence hall director and/or AD.
- Participate in and support University Housing staff recruitment, selection and evaluation processes.
- Perform other duties consistent with the purpose of the position as assigned.
Staff Ethics

University Housing’s Residential Programs and Services (RPS) has adopted these expectations as important and valuable guidelines for our team. RPS believes that adherence to these ethics will enhance the success of our residential program and the development of individual team members.

Actions of University Housing team members should reflect positively upon other team members, the department and the institution, whether on or off campus. The ethical considerations set forth below are behavioral guidelines for the work we conduct with our residents. Team members should adhere to these at all times.

1. Know and understand University Housing’s mission statement and the guiding values and principles. This document aids in supporting our work. We achieve these goals through resident engagement, student involvement, accountability through peer review and sound fiscal management.

2. Know our university Code of Conduct and university housing policies. Uphold the laws of the United States and the State of Georgia. Conduct yourself in accordance with these rules and regulations.

3. Participate in all training to develop new knowledge. Use this knowledge to improve resident interactions, your communication skills and administrative skills.

4. Carry out the responsibilities of your position in a positive manner. Always speak with your supervisor should a concern arise.

5. Team members should act with integrity and competence while striving toward improved services, and educational opportunities for our residents. You are always a housing team member, even when not on call. You should address incidents and situations as you are aware.

6. Accept residents as individuals with rights and responsibilities as well as goals and needs. Keep these in mind when creating and maintaining a community environment in which learning and personal growth can occur.

7. You may receive confidential material and information from several sources.
   a. Recognize the difference between consultation and gossip.
   b. Be careful not to be overheard when discussing confidential matters.

8. We have a responsibility to hold each other accountable and to report violations of policy to supervisors.

9. Be fair, equitable and consistent in how you interact with residents and fellow team members. Display objectivity and be careful about making exceptions or giving special favors or privileges.

10. We are ALL part of the University Housing team, there is no “they”.

This document has been adapted from the Georgia Code of Ethics for Government Service, and Standards and Ethical Principles for College & University Housing Professionals from the Association of College and University Housing Officers-International.
The Division of Student Affairs provides countless learning, development, and support opportunities that inspire students to lead, discover, and serve. Student Affairs spans the student experience, including housing and residential life, health and well-being, student and cultural centers, campus activities, student organizations, accessibility, student conduct, and the list goes on. Student Affairs programs, services, and resources directly contribute to the university’s exceptional rates in student retention, graduation, and career placement. Student Affairs also plays a critical role in advancing the institution’s commitment to access and success for underrepresented and other underserved students and in creating a diverse and inclusive educational environment.

The Student Affairs 2025 plan provides a vision to advance the University of Georgia and Student Affairs missions, enrich student learning and support student development and growth, and create an even more valuable and memorable student experience at UGA.

Interrelated Strategies

**Essential Skills:** Improve student development of essential skills) e.g. agility, collaboration, communication, creativity, critical thinking and leadership

**Engagement:** Increase meaningful student engagement on campus and in the community.

**Well-being & Success:** Increase student well-being and success across the educational experience
CA-RA Competencies 2020 – 2021

Toward our departmental goals of providing comfortable and secure housing in order to assist in the development of our residents’ personal growth and academic success we utilize basic competencies to showcase our expectations for the CA and RA positions. These competencies will guide you in achieving these goals for your residents.

C.L.A.S.S. Advocate Competencies

Leadership Development (LD)
CAs need to understand their role as a leader on campus and within residential their community and model behavior that foster an environment conducive to learning. Leaders balance multiple priorities and maintains good academic standing. CAs should foster a sense of comradery with fellow RAs and explore ways to collaborate for the benefit of our residents.

Competencies Language:
• Contributes to an atmosphere of teamwork among fellow team members through delegation and mentorship
• Balances the CA role with personal and academic commitments
• Participates in department and hall team development activities
• Utilizes Strengths Quest to explore ways to maximize top themes to grow professionally

Intercultural Proficiency and Support (IP)
As a paraprofessional, you responsible for creating a sense of community amongst a diverse group of residents within University Housing. To effectively create this community, one must be open to learning about social identities and how one’s lived experiences influences their perspective on issues. CA must be able to demonstrate respect for people with various identities and work with residents to broaden their cultural experience and competence in order that they may become more knowledgeable members of our communities.

Competencies Language:
• Promotes sensitivity for and appreciation of differing perspectives and identities
• Plans and implements programs inclusive of diverse populations
• Develops and utilizes skills to work with diverse student populations
• Seeks opportunities to engage residents in dialogue around social justice concepts
• Confronts and addresses bias-related incidents and comments in the community
• Uses programming opportunities such as bulletin boards and resident interactions to educate and promote an understanding of inclusion on campus

**Interpersonal Skills (IS)**
As a paraprofessional, it is crucial for you to be knowledgeable and able to articulate the mission and values of University Housing, as well as those of UGA, and how each relate to the work you do within as a CA. As a departmental representative, you should be knowledgeable of the resources available to you in and outside the department that can support and enhance the student experience. Working with residents on a daily basis, you should be able to manage conflict, build rapport and demonstrate an understanding of social awareness. In your community, you should foster an environment of respect and provide a positive experience for all guests and residents in all interactions.

**Competencies Language:**
• Mediates mild-moderate conflict among residents
• Demonstrates active listening skills when interacting with team members and residents
• Demonstrates a “student first” customer service demeanor when completing job tasks
• Models and promotes an environment of respect and inclusion
• Communicates in a professional manner with staff, residents and campus partners

**Resident Engagement (RE)**
As a paraprofessional, it is important that you promote resident engagement, community building and model behaviors encouraging academic success among your residents. It is imperative for you facilitate opportunities to interact with your residents. This is accomplished in numerous ways (i.e. intentional conversations, the utilization of university and academic support resources, communication and enforcement of community standards). Additionally, soliciting feedback from your residents and your supervisor will assist you in maintaining a supportive spirit in your residential area.

**Competencies Language:**
• Maintains weekly interactions with residents and is accessible to residents throughout the week
• Applies basic community development theory to create a sense of inclusiveness and connectedness
• Plans, implements, and evaluates community building activities and programs each month in support with supervisor
• Maintains awareness and refers residents to appropriate residential and other campus resources, including academic and social resources
• Implements strategies increasing engagement and collaboration with Living Learning Partnerships, faculty and other academic services on campus
• Creates an environment in the community where a resident's academic and personal success is valued and supported
• Assists residents by identifying behaviors which impact academic success

**Resident Assistant Competencies**

**Interpersonal Skills (IS)**
As a paraprofessional it is crucial for you to be able to articulate the mission and values of University Housing, as well as those of UGA, and know how these relate to the work you do on a daily basis. As a RA who directly serves our residential student population, you need to communicate to our residents the policies and guidelines they (and you) are expected to abide by as members of our communities. Working with residents on a daily basis, you should be able to manage conflict, build rapport and demonstrate an understanding of social awareness. In your area, you must foster an environment of respect and provide a positive experience for all guests and residents in all interactions.

**Competencies Language:**
• Mediates mild-moderate conflict among residents
• Demonstrates active listening skills when interacting with team members and residents
• Demonstrates a “student first” customer service demeanor when completing job tasks
• Models and promotes an environment of respect and inclusion
• Communicates in a professional manner with staff, residents and campus partners
Resident Engagement (RE)
As a paraprofessional, it is important that you promote resident engagement, community building and model behaviors encouraging academic success among your residents. It is imperative for you facilitate opportunities to interact with your residents. This is accomplished in numerous ways (i.e. intentional conversations, the utilization of university and academic support resources, communication and enforcement of community standards). Additionally, soliciting feedback from your residents and your supervisor will assist you in maintaining a supportive spirit in your residential area.

Competencies Language:
• Maintains weekly interactions with each resident and be accessible to residents throughout the week
• Applies basic community development theory to create a sense of inclusiveness and connectedness
• Plans, implements, and evaluates community building activities and programs each month in support with supervisor
• Maintains awareness and refers residents to appropriate residential and other campus resources, including academic and social resources
• Implements strategies increasing engagement and collaboration with Living Learning Partnerships, faculty and other academic services on campus
• Creates an environment in the community where a resident's academic and personal success is valued and supported
• Assists residents by identifying behaviors which impact academic success

Crisis Management (CM)
As a paraprofessional, one of your most important responsibilities is working with other team members to foster an environment that is safe for all of our community members to live and learn. A key element in creating this environment is the ability to proactively educate residential students about support resources on campus and serve as a departmental representative in managing crisis situations. Within your role, you are required to confront and address problematic and/or concerning behavior (with the support of professional staff), document incidents and perform follow-up with residents involved in incidents, in and outside the residential communities. You are asked to respond to emergencies following our department protocol, as well as be knowledgeable of the Code of Conduct and what is shared in the University Housing Community Guide to effectively address resident behaviors and respond to questions.

Competencies Language:
• Provides leadership and models appropriate behavior in a crisis situation
• Fulfils on-duty responsibilities as communicated by your supervisor and as in the CA-RA Manual
• Demonstrates care and concern for student wellbeing by following up with students involved in a crisis situation
• Confronts alleged policy violations, resident concerns and facilities concerns
• Consults up and works with supervisor and/or professional staff on duty concerning appropriate information to share during and after a crisis situation
• Demonstrates appropriate level of confidentiality when approaching sensitive resident and staff concerns
• Applies institutional and departmental values when approaching a situation
• Reports community concerns within 24 hours

Administrative Skills (AS)
Resident assistants communicate in writing, documenting incidents and concerns and accounting for university funds and property. In this way, university housing is able to properly respond to resident needs in a timely manner and refer residents to appropriate resources. To achieve these goals, RAs complete a variety of administrative responsibilities requiring attention to time management and organizational skills. RAs
consistently operate informational technology systems (e.g. StarRez, Advocate, Microsoft Office) used in our daily work.

Competencies Language:
• Completes administrative tasks in a thorough manner
• Reports facility concerns through work requests
• Completes health and safety inspections
• Meets deadlines set by supervisor and/or department
• Attends and is punctual to scheduled meetings, trainings and events
• Understands how to appropriately operate StarRez
• Communicates with supervisor with questions or when in need of assistance
• Checks UGA email account daily
• Understands how to appropriately purchase items for programs

**Intercultural Proficiency (IP)**
As a paraprofessional, you are responsible for creating a sense of community amongst a diverse group of residents within University Housing. To effectively create this community, one must be open to learning about social identities and how one’s lived experiences influences their perspective on issues. Paraprofessionals must also be able to demonstrate respect for all people, regardless of identity, and work with residents to broaden their cultural competence to become more knowledgeable members of the community.

Competencies Language:
• Promotes sensitivity for and appreciation of differing perspectives and identities
• Plans and implements programs inclusive of diverse populations
• Develops and utilizes skills to work with diverse student populations
• Seeks opportunities to engage residents in dialogue around social justice concepts
Crisis Response

The philosophy of “Consulting Up” is critical to the function and protocol processes of our department. When an incident occurs, if you have a question about housing protocol, processes or procedures or if you are unsure about what action should be taken, do not hesitate to consult up or ask your supervisor.

COVID-19 Note:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—will require all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing. Face coverings will not be required when alone in an enclosed office or study room, in campus outdoor settings where social distancing requirements are met, or for students in their own residence hall rooms or suites. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff, or students. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons; students should follow the Disability Resource Center’s existing accommodations process.

Abusive Relationships

University Housing does not tolerate abusive situations. Staff will respond to all incidents of abuse.

• When a staff member becomes aware of abuse in progress, they should immediately contact UGA Police (706-542-2200) and then the GR/DI/RHD on call.
• Staff members should document the incident. All documentation, including the police report number if applicable, should be immediately submitted via Advocate.
• Staff should never promise that they will not report an incident to a professional staff member. Staff should explain that they will exercise as much confidentiality as they can by informing only professionals who need to know.
• Staff should follow up with affected persons, as deemed necessary.
• Staff members should refer the affected persons to Counseling and Psychiatric Services (CAPS) for further assistance.

Whom to call

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Access Control System Failure

Access to UGA residence hall rooms is controlled through a combination of card reader and Personal Identification Number (PIN) protected entryways, exit-only doors and UGA identification cards.

• Residents must have their UGACard at all times in order to gain entrance into their assigned residence hall. Residents are permitted to have six “pass-ins” through the access system each year.
• At no time shall any resident, staff member or guest directly or indirectly bypass or disable residence hall access control systems through door propping, blocking of latches, “tailgating” students or any other methods.
• Residents found to have by-passed or disabled residence hall access control systems will be documented in Advocate and may be referred through a student conduct process. Nonresidents will be asked to leave the building immediately.
• Residents having difficulty accessing their building should contact their community administrative assistant.
• Lost UGACards must be replaced at the UGA Card Office in the Tate Student Center

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**COVID-19 Note:**

To eliminate a frequent touch point during the pandemic, the PIN feature of the access control system will be disabled. Once it is determined we are out of the pandemic, the PIN feature will be reactivated.

**Alarm Clocks**

This policy provides guidelines for University Housing personnel when an alarm clock or other audible device is going off in the hall.

- If an audible alarm (i.e. alarm clock, cell phone, etc.) occurs, staff should respond by doing the following:
  1. Gather information. Who reported the alarm? How long has the alarm been going on? What time of day is it? Can you make contact with the resident whose alarm is going off?
  2. Consult up. Contact GR/DI/RHD on call to determine if it is necessary to enter room.
  3. If instructed to enter, staff members need to be accompanied by another staff member. Follow proper entry procedures by knocking loudly and announcing “Housing Staff” at the end of the knock. Wait 3-5 seconds and repeat the knocking procedure. At the third knock, staff members need to announce that they are keying in. At this time staff can key in and turn off the alarm. Team members should notify the residents that they entered the room.
  4. After entry, document the situation in Advocate.

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**Alcohol or Other Drugs**

University Housing abides by the University of Georgia Alcohol and Other Drugs Policy. Residential Programs and Services staff members are expected to confront situations that allegedly violate this policy and respond to emergencies related to alcohol and other drug use.
• Georgia law prohibits possession or consumption of alcoholic beverages by those under the legal drinking age of 21 and prohibits making alcoholic beverages available to persons under the legal drinking age.

• Residents of legal drinking age may consume alcohol in the privacy of their room, suite or apartment unit. If a resident of legal drinking age has a roommate under the legal drinking age, the resident of age may still have alcoholic beverages in their room, suite or apartment/townhome provided that they are not being made available to the roommate under the legal drinking age. No open containers of alcohol are permitted outside of individual residence hall rooms or apartments.

• Illegal drugs are not permitted within University Housing. Disorderly or disruptive behavior related to the consumption of any alcoholic beverages, regardless of age, is prohibited.

Staff Response to Potential Alcohol Policy Violation
When staff members ascertain that underage residents are in possession of alcoholic beverages or encounter other incidents inconsistent with the policy where there are no complicating factors (i.e., severe intoxication, personal injury, illegal drugs, etc.) staff should:

1. Have residents dispose of the alcohol immediately by pouring them down the drain. Staff should not touch nor pour out the alcohol.
2. Consult up to the professional/GR staff on call and/or the UGA Police for assistance.
3. Document the incident in Advocate.

Staff Response to Alcohol-related Emergencies
When a staff member becomes aware of a student who may need immediate attention (such as an individual being incoherent, unconscious, having trouble breathing, etc.) staff should respond by doing the following:

1. Contact UGA Police immediately at 706-542-2200.
2. Consult up to the professional/GR staff on call to inform them of the situation.
3. Once the student has been taken care of, have resident(s) dispose of any remaining alcoholic beverages.
4. Document the incident in Advocate.
5. Housing staff should never leave an individual needing assistance in the care of friends without consulting medical personnel. In addition, staff members should not accept the responsibility for care of residents and never transport residents to the hospital.

Bomb Threats
Proper procedures for handling bomb threats are:

• If a staff member receives a telephone call or message concerning a bomb threat, it is important to report as much about the threatening message and the spokesperson as possible:
  1. Time message was received
  2. Sound of voice and any background noise
  3. Location of alleged bomb
  4. Time of explosion

• After reporting the bomb threat to UGA Police, consult up to the professional/GR staff on call immediately.

• After taking direction from UGA Police, document the incident in Advocate.

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Cancellation of Housing Contract
If a resident wants to cancel their housing contract (no longer live on campus), please refer them to Housing Assignments.

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<tr>
<td></td>
<td>Housing - 706-542-1421</td>
<td><a href="mailto:housing@uga.edu">housing@uga.edu</a></td>
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Candles, Incense and Halogen Lights
Actively burning candles, incense, and other open flames of any kind are prohibited in the residence hall. Lights which require halogen light bulbs are also prohibited.

If you encounter any of the above prohibited items:
• Ask the resident to extinguish it
• Document incident in Advocate

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Death of a Student
In the case of a student death in the residence hall:
• Leave the area untouched and contact UGAPD immediately
• Consult up to the professional/GR staff on call immediately
• Attempt to keep other students away from the scene
• Document the incident in Advocate
• Do NOT contact any non-staff individuals (parents or friends) and do NOT release information about a death of a student to any non-staff person.
• Document the incident in Advocate
• Refer all media (radio, television, newspaper) inquiries to Stan Jackson, director of student affairs communications and marketing initiatives.
• Should you become aware of a student death off-campus, inform your Community Office or the professional/GR staff on call immediately.

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Disruptive Behavior
Disruptive behavior is defined as behavior that interferes with the normal functioning of a residence hall or apartment building or unnecessarily infringes on the rights of students and/or staff. This includes but is not limited to: behavior where the safety of participants, other students, or property is compromised; hall sports, water fights, pranks, student displays/demonstrations that create a disruptive environment; lewd or indecent behavior; or where the actions of a person or group require the response of a housing staff member or other university employee. If you encounter disruptive behavior:
• Confront the responsible party
• Explain to them why you are confronting them
• Consult up to the professional/GR staff on call immediately.
• Call University Police to assist in cases where the staff member confronting the situation cannot resolve the disruption
• Document the incident in Advocate

Whom to call

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**Entry into Student Rooms and Apartments**
Occasionally, situations will arise in which the police will come to the halls to conduct welfare checks, search a student’s room or to arrest a student. When feasible, the police will inform the Assistant Director or GR/DI/RHD involved prior to their arrival.

- CAs and RAs should contact the professional/GR staff on call when police request to key in to a student room.
- Only GRs, DIs, RHDs, ADs have the authority to key into a room for police with a search warrant.
- Staff should follow directions given by the police officers. It is important to note that police officers have the right to exercise judgment in this area, using guidelines set forth for their use and the protection of individual rights.

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**Electrical Failure**
Occasionally, residents may overload an electrical circuit causing the circuit breaker to trip and the power to go out.

- Speak with the residents about overloading the circuits and preventing it in the future.
- Consult up as appropriate
- Submit an online work request if instructed
- Document the incident in Advocate

Whom to call

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**Elevator Issues**
If the elevators in your building are not functioning properly, these are the steps to follow.
(People on elevator)

- Do not attempt to rescue the people inside the elevator.
• Converse with the individual(s) inside the elevator and verify everyone is okay, and then explain that assistance will be contacted.
• Request that they remain calm and patient and that they do not attempt to open the elevator doors or exit the elevator until it is functioning properly.

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(No People)
• Notify the community office or the GR, DI or RHD on call.
• Note specific problems (e.g., elevator moving slowly, door not closing properly) in the duty log.
• Make sure to post “out of order” signs on the elevator doors that indicate that the elevator is not working. Be sure to post signs on all applicable floors.

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Facilities Concerns
When facility concerns are discovered or reported, please do the following:
• Go to the location of the incident to assess the situation.
• Determine if there is something you can do to remedy the situation (plunge the toilet, etc.).
• If the situation is deemed an emergency (no air/heat, no lights, flooding, water outage, fire alarm system outage, etc.) then the GR/DI/RHD on call should be contacted.
• If the situation is not an emergency, then submit a work request.

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Fire Procedures
Protocol for fire or smoke discovered:

• Pull the pull station to activate the building-wide alarm.
• Call UGA Police at 706-542-2200 and the GR, DI or RHD on call from a safe location to report the fire.
• Leave the building and once outside the building, direct residents to a safe location.
• Notify fire fighters of any residents with disabilities who may need assistance to evacuate the building – lists of these individuals and their room numbers are in the community office and at the 24-hour community desk to share with emergency personnel.
• Assist fire fighters by keeping residents away from the building and by trying to determine if everyone evacuated safely.
• Notify UGA Police or fire fighters if an individual refuses to evacuate or in any way interferes with staff in their efforts to safely evacuate a building or fight the fire.
• Never “silence” or “reset” the system. GRs, DIs, RHDs and ADs are trained on the proper use of the alarm system.
• Assist residents in re-entering the building once the “all clear” is given as well as reset any exterior doors.
• Document the incident in Advocate.

Protocol for Audible Alarm
• Assess your immediate surroundings and exit safely.
• Follow evacuation procedures listed above.

Fire Evacuation Planning
Any student with a permanent or temporary disability may need assistance in the event of a building evacuation. If a student in the community needs assistance:
• Report this to the community office.
• Be sensitive to any changes in hall/room assignments and aware of any temporary disabilities in order to update the list.

Evacuation information is communicated to residents at their community gatherings and can be found on the back of their room entry door. Additional information is found on the Office of Emergency Preparedness website at prepare.uga.edu.

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**COVID-19 Note:**
It may be challenging to socially distance as you exit a building during an emergency evacuation. If your face covering is easily accessible, wear it as you exit the building. Be sure to stand at least six feet apart from others as you wait to return to the building.

**Individual Emergency Notification**
Residents with temporary or permanent disabilities may need assistance during emergency situations, particularly when evacuating the building. Staff members are encouraged to have residents notify the community office if the resident has a temporary disability. This information will be distributed to safety personnel.
Lock Issues

- Make sure the resident has the right key by checking the key code in StarRez.
- Have the resident check out their temporary key appropriately and check to see if it works in the lock.
- Use spray lubricant and a mallet to loosen any debris that may be in the lock.

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Medical Emergencies

- When a staff member becomes aware of a resident who may need immediate medical attention, UGA Police should be called immediately for medical assistance and then promptly inform the GR, DI or RHD on call.
- If a resident is sick, but not in immediate danger, refer them to the health center and share appropriate phone numbers.
- Document the situation in Advocate.
- Staff members are NOT permitted to transport residents in emergency situations.
- Transportation for residents needing emergency medical attention should only be provided by UGA Police or an ambulance.

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Severe Weather

Weather watches (such as severe thunderstorms, winter storms or tornadoes) means that conditions are favorable for local storm development. Weather warnings (such as severe thunderstorms, winter storms, or tornadoes) are issued when a severe storm is in progress, and when the National Weather Service has received reports on its type, location and direction of movement.

Emergency Notification for Severe Weather Conditions

- In the event that UGA
- Police or University Housing receives notification of impending or clearly present emergency situations, tornadoes or other damaging weather conditions, staff should refer to the weather monitor located at each community desk.
- Residents are encouraged to remain within the building during severe weather warnings.
- In the event of a tornado warning, residents are expected to evacuate their rooms and go to interior corridors, bathrooms or basement areas, avoiding large windows when possible. Most buildings have signs identifying the shelter areas.
- All staff members are required to be on duty if present during severe weather warnings. They should assist in maintaining calm, orderly movement to building interiors and be available as needed following the emergency.
Whom to call

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COVID-19 Note:

During a tornado warning, social distancing opportunities may be limited. Students are encouraged to keep their face coverings nearby in the event of an emergency and should practice social distancing in the nearest shelter location, as much as space permits.

Police

The UGA Police are welcome in on-campus housing at any time. They may inform us about the reason for their visit, but they are not required to do so. Staff may offer to accompany officers, but our accompaniment is not required. Give UGA Police complete access to the building.

In all cases in which UGA Police are called for assistance, staff should defer to the police or other professional emergency personnel when they arrive on site. Staff should be available to answer questions if asked. Staff should do the following:

- Notify the GR/DI/RHD on call if UGA Police or any other emergency personnel are seen in the community.
- Provide assistance to UGA Police or emergency personnel as requested.
- Attempt to keep residents from interfering in the situation.
- Gather the case report number and officers' names.
- Document the situation in Advocate.

Suicide Gestures, Threats and Attempts

Residents may exhibit behavior which indicates that they are thinking about hurting themselves or having suicidal thoughts. When a staff person becomes aware of a resident who has or is making suicidal gestures, threats or attempts:

- Notify the duty GR, DI or RHD immediately.
- If the resident has injured themselves or poses a clear and present danger to self or others, UGA Police should be notified first.
- Do NOT leave the student alone until UGA Police or professional staff arrive; however, NEVER put yourself in danger.
- Document the incident in Advocate.

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<tr>
<td><strong>No Immediate Danger to Self or Others</strong></td>
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**Thefts**

When staff members are informed of a theft:
- Staff should encourage the complainant(s) to contact UGA Police.
- Document the incident in Advocate.
  

Whom to call

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**Vandalism**

When staff members become aware of vandalism to vending equipment, laundry equipment, room furnishings, bulletin boards, hallways, public facilities or any university property:
- Notify the GR, DI or RHD on call.
- Ask if UGA Police should be notified.
- Do not touch or move any vandalized items until the GR/DI/RHD on call has investigated the incident.
- Document the situation in Advocate (with pictures) and the staff duty log.

Student staff assistance in identifying the individual(s) responsible may be requested. If student(s) responsible cannot be identified, the damage may be billed to the entire suite, floor, wing or building. It is to residents’ advantage to report malicious damage as it occurs to avoid the entire floor, wing or building assuming responsibility for damage.

Visitation

**COVID-19 Note:**

During the pandemic, no visitors or guests are permitted within a resident’s assigned space.
UGA’s Sexual Assault Response (SAR) Protocol  
https://eoo.uga.edu/Sexual_Assault_Response_Protocol

The University of Georgia’s Sexual Assault Response (SAR) Protocol aims to coordinate and assist UGA employees in delivering the highest quality of services to student victims/survivors of sexual assault and other forms of sexual violence. This SAR Protocol is also intended to ensure compliance with the University’s legal obligations under Title IX of the Education Amendments of 1972 (“Title IX”), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) as amended by the Campus SaVE Act, and the relevant implementing regulations of each statute.

The steps of the SAR Protocol are:

- Affirm the disclosure of sexual assault/sexual violence
- Explain no confidentiality
- Ask about safety and medical concerns
- Provide options for reporting to Police and/or the EOO/Title IX Coordinator
- Offer a bridge to support resources
- Fulfill your reporting obligations by contacting the EOO/Title IX Coordinator

AFFIRM THE DISCLOSURE

Listen respectfully and let the survivor know that you care. In your own words, thank the survivor for telling you. Express to the survivor that you are sorry that they experienced such an event. Try to avoid the following:

- Asking for specifics, details, or “why?” You do not want to investigate (leave that to law enforcement or the EOO) or seem as though you are “blaming,” judging or do not believe the survivor.
- Defining the experience for the survivor. Use the same words the survivor is using to describe the experience (e.g., “hurt,” “taken advantage of”). The survivor may not be ready to call what happened “rape” or “sexual assault.”
- Overly expressing your own feelings (e.g., “That’s outrageous!” “I can’t believe this happened to you!” “I am so angry someone would do that to you!”). This may make the survivor feel worse or become concerned about having upset you and feel they need to take care of you.
- Touching the survivor unless initiated by the survivor. Unwanted touching may make the survivor feel worse.
- Exhibiting distraction. Be present when the survivor is with you—don’t check your watch, phone, email, answer in-coming calls, etc.

EXPLAIN NO CONFIDENTIALITY

The vast majority of UGA employees (faculty and staff) have no confidentiality when a student discloses sexual assault or other sexual violence and must report any such disclosure to the EOO/Title IX Coordinator.

MEDICAL & SAFETY CONCERNS

Inquire about the survivor’s need for medical treatment (e.g., physical injury, emergency contraception, treatment for possible sexually transmitted infections). If there is a need for medical attention, call 706-542-2200.

REPORTING OBLIGATION

CA-RAs must promptly report to the Community Office staff or the GR/DI/RHD on call all information known about disclosed incidents of sexual assault or other sexual violence. A report must be filed with UGAPD for reporting purposes. Survivors are under no obligation to participate in the investigative process or to speak with UGAPD.
SUPPORT RESOURCES
If a student discloses that they have experienced sexual violence or assault, always provide referrals to counseling and support resources, even if the incident(s) occurred in the past (even years ago). Information about various resources for students at UGA’s Athens and Griffin Campuses is available at: UGA Campus Resources (https://eoo.uga.edu/node/128). UGA’s Relationship and Sexual Violence Prevention Office (RSVP) will endeavor to provide support to University community members outside of Athens and Griffin who have experienced sexual or relationship violence via email, telephone and or Skype. RSVP can be reached 24 hours a day at (706) 542-7233 (SAFE).

Consulting Up Afterhours
(Contact your community office during business hours)
**Whom Do I Call?**

These are some guidelines for CA and RA staff should in the following situations.

1. **If the situation is life-threatening, UGA Police should be notified immediately at (706) 5422200 followed by the GR, DI or RHD on call.**

2. **If a staff member is unsure if they need to call someone, the GR, DI or RHD on call should always be consulted.**

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<tr>
<th>Community Living Standards Violation</th>
<th>During Business Hours</th>
<th>After Business Hours</th>
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<tr>
<td>Community Living Standards Violations - Not listed in duty protocol</td>
<td>Complete Incident Report.</td>
<td>Notify RHD</td>
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<tr>
<td>Noise during quiet hours.</td>
<td>Advise residents that their noise level is disruptive</td>
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<tr>
<td>Pets/Animals (other than fish in a max. 10 gallon tank)</td>
<td>Remind residents/residents of the noise policy</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>During Business Hours</td>
<td>Remind resident of the pet policy and collect some information as far as if the pet is approved, is a service animal, etc. Ask resident to remove pet immediately if it violating a policy.</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>After Business Hours</td>
<td>Remind resident of the pet policy and collect some information as far as if the pet is approved, is a service animal, etc. Ask resident to remove pet immediately if it violating a policy.</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Unapproved flyers posted.</td>
<td>Remove flyer.</td>
<td>Notify RHD via email with a photo of the flyer. Place Flyer in RHD box.</td>
</tr>
<tr>
<td>Behavior Concern</td>
<td>After Business Hours</td>
<td>Remove flyer.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Drugs – suspected/in use</td>
<td>During Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intoxication (resident unresponsive: can’t stand up w/help, eyes closed, mumbles, etc.)</td>
<td>During Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intoxication (resident responsive: can stand up w/o help, talk)</td>
<td>During Business Hours</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Complete Incident Report. Call GR/DI/RHD on call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana -smell</td>
<td>During Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire/Smoke Alarms</td>
<td>During Business Hours</td>
<td>Evacuate the building</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Evacuate the building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire- flames, smoke, etc.</td>
<td>During Business Hours</td>
<td>Read what the panel says</td>
</tr>
<tr>
<td></td>
<td>After Business Hours</td>
<td>Read what the panel says</td>
</tr>
<tr>
<td>Smoke (from fire)</td>
<td>During Business Hours</td>
<td>Evacuate the building</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>After Business Hours</td>
<td>Evacuate the building</td>
<td>Call UGAPD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EITS</th>
<th>Internet down</th>
<th>During Business Hours</th>
<th>Advise resident to contact University EITS</th>
<th>Remind resident that Housing does not handle internet service directly.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After Business Hours</td>
<td>Advise resident to contact University EITS</td>
<td>Remind resident that Housing does not handle internet service directly.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TV Cable out</th>
<th>During Business Hours</th>
<th>Advise resident to contact University EITS</th>
<th>Remind resident that Housing does not handle internet service directly.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After Business Hours</td>
<td>Advise resident to contact University EITS</td>
<td>Remind resident that Housing does not handle internet service directly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Keys and Locks | Lock broken - Exterior door/ resident room or apartment | During Business Hours | Contact Community Office | Submit online maintenance request. | |
|------------------|---------------------------------------------|-----------------------|----------------------------|----------------------------------------|
| After Business Hours | Call GR/DI/RHD on call | Submit online maintenance request. | | |

| Lock broken - interior door (resident(s) trapped) | During Business Hours | Contact Community Office | Submit online maintenance request. | |
|------------------|-----------------------|----------------------------|----------------------------------------|
| After Business Hours | Call GR/DI/RHD on call | Submit online maintenance request. | | |

<p>| Lost Key | During Business Hours | Advise resident to retrieve a temporary key from the 24- hour front desk. | Notify RHD via email | |
|------------------|-----------------------|-------------------------------------------------|--------------------------|
| After Business Hours | Advise resident to retrieve a temp key from the 24-hour front desk. | Notify RHD via email | |</p>
<table>
<thead>
<tr>
<th>Issue</th>
<th>During Business Hours</th>
<th>After Business Hours</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Con or heat not working</td>
<td>Advise resident to submit a Maintenance Request</td>
<td>Call GR/DI/RHD on call</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td>Clogged toilet</td>
<td>Advise resident to submit a Maintenance Request</td>
<td>Lay eyes on situation, and see if there is a solution</td>
<td>If not able to successful plunge, call GR/DI/RHD on call</td>
</tr>
<tr>
<td>Electrical outlet not working</td>
<td>Advise resident to submit a Maintenance Request</td>
<td>Call GR/DI/RHD on call</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td>Elevator not working</td>
<td>Determine if residents are in the elevator</td>
<td>Call GR/DI/RHD on call</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td>Light out in room(burned out)</td>
<td>Advise resident to submit a Maintenance Request</td>
<td>Call GR/DI/RHD on call</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Contact Community Office</td>
<td>Complete Incident Report</td>
<td></td>
</tr>
<tr>
<td>Washing Machine(s) broken or vandalized</td>
<td>Submit a Maintenance request</td>
<td>Call GR/DI/RHD on call</td>
<td>Contact Community Office</td>
</tr>
<tr>
<td>Water Leak - unmanageable</td>
<td>Contact Community Office</td>
<td>Call GR/DI/RHD on call</td>
<td></td>
</tr>
<tr>
<td>Event Category</td>
<td>During Business Hours</td>
<td>After Business Hours</td>
<td>Action</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Water Leak manageable</td>
<td>Contact Community Office</td>
<td>Call GR/DI/RHD on call</td>
<td></td>
</tr>
<tr>
<td>Urgent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood or bodily fluids</td>
<td>Contact Community Office</td>
<td>Call GR/DI/RHD on call</td>
<td>Complete Incident Report</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>Call UGAPD</td>
<td>Contact Community Office</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Depressed resident</td>
<td>Contact Community Office</td>
<td>Call GR/DI/RHD on call</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Disturbance/Immediate danger</td>
<td>Call UGAPD</td>
<td>Call GR/DI/RHD on call</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Injured/sick resident in need of medical attention.</td>
<td>Call UGAPD</td>
<td>Call GR/DI/RHD on call</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Suicide ideation or attempt</td>
<td>Call UGAPD</td>
<td>Call GR/DI/RHD on call</td>
<td>Complete Incident Report.</td>
</tr>
<tr>
<td>Situation</td>
<td>During Business Hours</td>
<td>After Business Hours</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Sexually assaulted resident/assailant</td>
<td>Contact Community Office</td>
<td>Call GR/DI/RHD on call</td>
<td>Call UGAPD</td>
</tr>
<tr>
<td>Warrant</td>
<td>Contact Community Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td>Call UGAPD</td>
<td>Contact Community Office</td>
<td>Complete Incident Report.</td>
</tr>
</tbody>
</table>

Note: If you cannot contact the people listed above, go to the next level in our consulting up chart on the previous page.

**Confronting Behavior**

You should always use confrontation as an opportunity to build community. Talking with residents about inappropriate behavior should always occur face-to-face. Confrontation can be positive when you handle it in a healthy and productive manner.

The goals of confrontation are:

- STOP inappropriate behaviors, activities or language.
- PRESERVE respect of the resident(s).
- MAINTAIN the relationship(s) with the resident(s).
Addressing Challenging Behavior

• Be proactive.
  o Emphasize and build an involved and inclusive community when you first begin.
  o Set clear expectations for your residents.
  o Thoroughly explain policies and community standards.
  o Explain the importance of reading the Housing Community Guide and asking any questions they may have.

• Teach residents to confront their peers in a positive and non-abrasive manner.
  o Housing student staff members are not police officers.
  o Maintaining community standards is the responsibility of all residents and staff.
  o Explain the basic guidelines for confronting others.
  o Explain that you are a resource for them to help as needed.

• Be consistent.
  o Residents learn by watching you.
  o Inconsistency creates mistrust and a lack of respect.
  o By being consistent with all of your residents, you are showing them that you are fair.

• Don’t degrade or offend residents.
  o Don’t use profanity, call them anything other than their name, raise your voice, make faces or confront them in front of other people.
  o Be aware of the language you use, the topics you choose to engage in and the content of your programs to avoid offending someone.
  o Remember, it’s okay to apologize if you offend someone accidentally.

• Explain policy violations.
  o Know the “why” and be able to explain the “why.”
  o Explain to them why compliance is expected and needed.
  o Never argue policy.
  o Remember that you are not the police.

• Confront behaviors but not a person’s personal values.
  o Specify which behavior or language is creating the concern or issue.
  o The ultimate goal is to stop the behavior or language from reoccurring.

• Call for assistance as needed.
  o Call for another staff member, the GR/DI/RHD on call or your supervisor.

• Do not enter resident’s rooms without permission.
  o Recognize the risks of entering a resident’s room and try to avoid doing so.
  o Remain in the doorway of the room or apartment.
  o Another staff member must accompany you. You are not permitted to enter a resident’s room by yourself.
  o When possible, ask to speak with residents assigned to that room/apartment in the hallway or lounge.
  o Explain why you are confronting them.
  o Follow-up as soon as possible.
o You are never “getting someone into trouble.”
o Remember, residents make their own choices; do not apologize for upholding policies.
o Document the incident in Advocate.

**Documentation**

There are three ways for CAs and RAs to document incidents that occur within the residence halls.
- Work requests are used to request the resolution of maintenance and facility issues. You can submit a work request at [https://workrequest.housing.uga.edu/](https://workrequest.housing.uga.edu/)
- CA-RA Duty Log Reports are used to document hall and community information, as specified by supervisor.
- Advocate: [https://uga-advocate.symplicity.com/sso/students/login](https://uga-advocate.symplicity.com/sso/students/login)

**Appropriate Actions**

In the event that an incident takes place that could be a violation of the university’s Code of Conduct or university housing policies, a staff member should address the incident and confront the student. The following is an action plan to follow when confronting incidents:
- The staff member should take notes at the scene to help remember important details such as names, smells, observations, times and dialogues that occurred. Ask the students for their student IDs and correctly record their names and ID numbers. If the police are called to the incident, record the responding officer(s) name(s) and the police case number.
- While with the student(s), the CA or RA should inform the student of the documentation. If the student(s) wants to tell their own view of the incident, they should be directed to email that information to the area/senior coordinator.
- The staff member should document the incident in detail in Advocate immediately. The report must be clear, concise and factual. Avoid including opinions or feelings.
The Student Conduct Process

1. Incident Occurs
2. Complete Incident Notes Form (INF)
3. Enter Information into Advocate

Area Coordinator/Senior Coordinator Reviews Advocate Report

- Housing Violation
  - Residential Policy Review: GR/RHD/AC/SC will meet with student(s)
  - Community Standards Board will meet with the student(s)

- Information Only

- Billing
  - Community Administrative Assistant bills student(s)

- University Conduct Violation
  - Office of Student Conduct handles the report

Note: If your report is sent to the Community Standards Board or the University Judiciary, you will be expected to appear to discuss the incident if called. If you cannot attend the hearing, please respond as soon as possible to the CSB Advisor of the Office of Student Conduct Staff member.
Documenting an Incident in Advocate

Importance
Properly documenting incidents in the Advocate system is vital. The documentation you provide is used to determine if students have violated the Code of Conduct or Community Guide as well as to keep records of incidents such as roommate conflicts and medical emergencies. Documentation can be viewed by assistant directors, associate directors, directors, Office of Student Conduct, Equal Opportunity Office, vice presidents and the President. All of these individuals rely on you to provide detailed and accurate information. If a student chooses to go to the formal hearing process, you may be called as a witness to the incident. Taking the time to document the incident thoroughly ensures that the conduct and housing offices are able to effectively manage the processes.

Components of Documentation

- **Details**
  - The who, what, where, and when of a situation
  - Use dates, times, locations, names, and ID numbers for the students involved.
    - ID numbers are very important, especially for students with common names (i.e.: John Smith).
  - Please do not write the students ID number in the body of the paragraph. There will be a drop down list in Advocate for you to type in that information.
  - If there are non-students involved, be sure to get their driver’s license information.
  - List sensory information (what did you hear, smell, observe?)

- **Narrative**
  - What happened? Who said and did what? How did you find out about the situation? How did the situation conclude? This should have the beginning, middle and end of the incident.
  - Narratives never end with the sentence “The police arrived.” Or “Pro staff arrived.” Let us know what happens through the time you leave the incident.

- **Timeliness**
  - Documentation of incidents should be submitted into Advocate immediately after the incident. Once you have finished submitting the report, notify your RHD/AD if during business hours or call the on call staff member if it is after business hours.
  - If you have issues submitting the report into Advocate, please e-mail the narrative to your RHD/AD.

- **Grammar & Spelling**
  - It is crucial that you review your documentation before submitting. Proper grammar and spelling are important. Be sure that you also spell involved parties’ names correctly.

- **Opinion vs. Fact**
  - When writing your narrative, be sure you are able to discern fact from your own opinions. Opinions about the student or incident should not be included. Only facts should be included.
    - Ex: If you believe a student has consumed alcohol, you should not put they “looked drunk.” You should include information such as “the student had slurred speech, smelled of alcoholic beverages, was stumbling or leaning on things for support and had red, glossy eyes.”
Helpful Tips

- You can type your narrative into Advocate or you can use a Word document to paste into Advocate after you have checked for spelling and grammar errors. If using a Word document, be sure to double check the format before saving the Advocate report. Be sure you do not save the Word document on a public or private computer.
- If police or emergency responders are on scene and take control of the incident, you should be taking notes of what was said and what was done while they were there to include this in your documentation.
- Be sure to collect the physical ID card from everyone involved/located at the incident. Taking down someone’s name and ID number without the card could leave you with false information or could lead to not being able to identify the person involved.
  - If someone has left their ID in their room – after the incident is over, escort them to the room to get it or go to the front desk to look them up in StarRez.
  - If the person is not a student, take down their driver’s license or another government issued ID number.
  - Do not take pictures of any identification.
- You do not need to collect all the direct quotes from students, but it is okay to put them in the report when you have them. Remember, do not quote someone unless you are 100% certain that is exactly what they said. If the quote has offensive or profane language, you need to spell it out in the narrative without symbols in place of letters.
- Include as much information and detail as possible. There should not be any holes or gaps in the narrative about what occurred.
- If another staff member was with you during the incident, you should sit down together to write a single incident report using the information you both have, as it is likely you both have details the other did not remember or have from the incident.
- Always make sure you list the correct building. If the incident occurs outside of the building but in the area of the community such as the parking lot or right outside of the building, list the building.
- Always start your narrative with the following introduction:
  - I, (Your name) (Resident Assistant/CLASS Advocate of (your hall)) am submitting this report based on an incident that occurred on (date of incident) at (time of incident):

Example Narrative

I, Barney Stinson, Resident Assistant of Reed Hall am submitting this report based on an incident that occurred at 3:25 a.m. on Saturday, March 12, 2020 in Room 142:

At approximately 3:25 a.m. on Saturday, March 20, 2020, I was called by the Reed Desk Assistant. DA John Clark let me know that he had received a call complaining about noise coming from Reed Hall room 142. I called co-RA on call Ted Mosby to assist, and as we approached room 142, we could smell alcohol in the hallway and heard a group of people laughing, and one person yelling, “Take that shot!” Ted then knocked on the door and announced that we were the RAs and would like to talk with them. At this point, resident Sheldon Cooper opened the door approximately 4 inches and stuck his face out. I told Sheldon that we had smelled alcohol, could hear people yelling about taking a shot and had received a noise complaint about the room. I then asked Sheldon to fully open the door, which he did. Within the room I could see four other students, later identified as Dwight Shrute, Pam Beesly, Stanley Hudson and Kelly Kapoor. I asked the students if they had been drinking, to which Pam replied no. I explained to them again why we were there and asked them to bring all the alcohol to the center of the
room. After some hesitation, Dwight encouraged the group to follow directions. Kelly then brought two bottles of vodka to the center of the room. Stanley brought five solo cups with an orange liquid, and Sheldon placed two bottles of beer in the center of the room. I asked if there was any other alcohol in the room, and Dwight said yes, opening the refrigerator and pulling out three more bottles of unopened beer. I asked all of the students in the room for their IDs. Once I collected the IDs, Ted asked Pam and Dwight to gather the alcohol and walked with him to the kitchen to pour it out and dispose of the bottles and cups. Once Pam, Dwight, and Ted returned, we asked if they had any questions.

Sheldon asked what would happen next. Ted and I let the students know if they had any questions, they could contact their Residence Hall Director or Assistant Director.

Guide for Advocate

1. Go to the Advocate website: https://uga-advocate.symplicity.com/sso/students/login
2. Log in using your MyID and password
3. From here, you will be taken to your Home Screen. On your Home Screen, you will choose “Create Incident Report.”

4. Next, choose CA-RA Incident Report for the “Incident Type.”

5. You will also list your information as the “Reporter.” You can leave the “Academic Department” blank.

6. Next, choose referral information. Specifically, who was the report referred by? If you are the person entering the report, choose University Housing > Resident Assistant or CLASS Advocate. If there is a RA and CA that are entering the case together, choose one of the titles (CA-RA) and then specify in step 7.
7. In the “Referred by Specifically” box, please insert the name and title of the staff that are reporting the incident. For the example report above, Ted Mosby and Barney Stinson.

8. Enter the time and location information.
   a. Time – should be the time the incident began.
   b. Location of Incident – use the drop-down menu to select the specific location.
      i. Community – your community
      ii. Hall
      iii. Floor/Common Space
      iv. Room #
      v. Additional Location Information – add specific details as necessary.
         1. For example, you may have an incident that took place in the hallway of Brumby. You would choose Brumby Community >> Brumby Hall >> Brumby Hall-common space, a new drop down menu would appear, and you would then choose hallway. In the “Additional Location Information” box, specify what hallway.
         2. For the above example incident, you would select Reed Community >> Reed Hall >> Reed Hall Floor 1. Once you select the location, you would be able to use a drop down to select a specific room. (Shown in the next 2 images).
9. Enter all UGA students actively involved in the incident (note – this section does not include those students who were witnesses). Begin by typing the student’s name into the system; once you see the student’s name, click on it and repeat this process until all of the students involved are listed in the “Students Involved” box. If the student or person is unknown, leave this section blank.
10. Do not enter anything into the “Student Groups Involved”.

11. Enter any non-students who allegedly violated policy in the “Other Involved Individual(s)” section.

12. If there are witnesses, enter the appropriate title (e.g. student, staff, security, etc.) and then enter their names in the “Witness(es) Specifically” box. Witnesses would be individuals who were walking by an area during an incident, or someone not involved who observed what happened.

11. Enter the names of any victims in the “Victims/Affected Parties” box. These would be individuals who had something stolen, their room broken into, etc. from them.

12. Next, enter the narrative of the incident in the “Incident Description” box. Please note that there is no limit to the size of the narrative. You can also drag the corner of the box to enlarge it, if you would like to.
15. Also, if you have documents such as pictures, screenshots or video to attach, you can click “+ Add Item” to do so. Please note—do not take pictures or video of an incident or students unless directed to by a supervisor.

16. Add additional information including:
   a. Were professional staff called?
   b. Were police called?
      i. If yes, what is the report number? Who was the officer(s) involved?
      ii. If police are called, professional staff MUST be called.

17. After you have reviewed the information that you have entered, are sure it is accurate and has correct grammar and spelling, click submit. Do not click save or save as draft. Once you click submit, you will not have access to see your report. If you have questions, concerns, edits or additional information to add, please contact your supervisor. Also, unless you get an error message, please do not submit your report more than one time.
Community Operations

Abandoned Property
When students leave items in or around campus housing facilities after they have vacated, we consider the items abandoned. Turn in all abandoned items to the appropriate desk. Then document in Advocate the date, time, location and party turning in the property. If the owner of the property is known (e.g., abandoned property following resident’s checkout, or name of owner is indicated on property), this should also be indicated in the documentation.

- Contact UGAPD for any wallets, purses or other personal items valued at over $20 if the owner cannot be determined. If an owner is able to be determined, store the personal item in the designated secure location and contact the resident. Check with your supervisor before opening or going through a wallet, purse, book bag or another personal item to determine the owner.
- Give student IDs or room/mailbox keys to the community office.

We hold items for 15 business days. After that time, the community administrative assistant will work with the residence hall director to have any unclaimed items transferred to abandoned property.

Break Responsibilities
There are times throughout the academic year (winter break and spring break) when most of the residence halls close. During these times, staff members have the responsibility to conduct health and safety checks and to make sure all residents have exited the building. Staff members may not leave campus until all residents have left the building. Staff members must return at a designated time before the residents return. Residence hall directors may modify who stays after closing and who arrives before opening based on the needs of the community.

University Village, the Health Science Campus and some of the buildings in East Campus Village are open year round; Reed and Payne Halls are open continuously throughout the academic year. These communities must have staff coverage during every break. Supervisors will provide specific break responsibilities if you work in a hall that does not close during regular breaks.

Closing Responsibilities
All staff members are required to assist with resident checkouts. All staff members are required to work until the end of the work agreement date.
Some responsibilities of staff members may include, but are not limited to:
1. Hold closing floor meetings.
2. Communicate with residents about closing procedures and the checkout process.
3. Complete resident checkouts by completing Room Inventory Cards (RICs/eRICs) and checking the resident out in StarRez.
4. Take down flyers, bulletin boards and door decorations.
5. Tidy up resource rooms and community spaces.

Health and Safety Inspections
In buildings that do not close for breaks, staff will perform health and safety inspections once per semester (excluding summer terms). Staff should pay attention to necessary repairs, damages,
safety/health hazards and policy violations. The community staff will notify residents if there are concerns that warrant action. Failure to comply may result in the assessment of an administrative fee and/or a referral through the student conduct process. Any damage in a space may result in a charge to the resident(s) for repairs and/or replacements. In the case of policy violations, staff will document the concern in Advocate.

Staff members should report any necessary repairs within the community to the Work Control Office online at https://workrequest.housing.uga.edu/. After hours or emergency maintenance should be reported to the professional staff on duty.

**COVID-19 Note:**

During the pandemic, health and safety checks will be conducted once a semester throughout the year. We will inform students of when these will take place and will attempt to target times when occupancy in the residence halls is typically low.

### Housing Assignments information

All residents in University Housing are required to execute a contract. The contract defines the terms and conditions of occupancy, the housing rate and procedures for termination of the contract. It is each student’s responsibility to be familiar with the content of the contract. A general version of the contract is available at https://housing.uga.edu/site/resources_contracts_fees_payments. Residents can view their specific contract by logging into The Dawg House.

In addition to the contract, students should visit the housing website at https://housing.uga.edu/ and check their UGA email accounts for important information regarding their assignment and the assignments process and policies, eligibility to live on campus, housing dates and break periods, and check-in and checkout procedures. For questions or clarification of information, please contact the central housing office located in Russell Hall at 706-542-1421 or https://housing.uga.edu/

**COVID-19 Note:**

The standard room change process will be suspended for the 2020-21 academic year. For any room changes that must be completed due to emergencies, we have implemented a room change review process. The most common type of room changes granted under the review process are related to facilities issues or safety or security issues. All room changes in the review process will need to be initiated with the hall staff in your community (RA/CA).

### Summer Housing

A limited number of halls will be open to accommodate students enrolled in summer classes. Students who want to live in University Housing during this period must submit a summer housing application. Contact the central housing office 706-542-1421 or visit https://housing.uga.edu/site/register_summer for more information.

### Key Responsibilities

**Resident Keys**

A resident will be issued a key to their assigned room. The resident may sign out their "temporary key" at the front/community desk for a period of 24 hours. If the temporary key is not returned within the
designated time period, the original key will be considered lost and a new core and key will be ordered for $45.00. In some communities, residents are issued a mailbox key. The lock security fee for a mailbox key is $45.00. All billing is handled through the community office and is applied to the student’s account through the Bursar’s Office.

Only staff members working at the desk (CSAs) can issue keys. CA-RAs cannot issue resident keys. CA-RAs are also required to check out their own temporary key from the desk and should never access the resident key boxes without permission from a supervisor.

University Keys
University keys are only for official business and should always be returned immediately after use. Misuse or loss of a university key may result in termination.

Missing Persons Card
When residents check into the residence halls or apartment units, they are asked to complete a missing persons card. This card should be completed after check-in. This card is kept on file in the community office.

Opening Responsibilities
University Housing requires staff members to be available to residents during opening each semester. This time is the perfect opportunity to welcome new residents into the community. Some responsibilities of staff members may include, but are not limited to the following:

- Putting up department door decorations (decs) for your residents.
- Putting up signs and bulletin boards that provide information for residents.
- Distributing any information for residents prior to their arrival.
- Completing Room Inventory Cards (RICs or eRICs).
- Taking inventory of public areas to become familiar with the furnishings.
- Planning for your first community gathering.
- Planning community-building activities for residents to become more acquainted with one another.
- Encourage attendance at Welcome UGA events.
- Assessing the needs of the residents and programming accordingly.
- Encouraging residents to participate in community and/or hall governments.
- Assisting with check-in procedures.

Resident Verification
During the first few days of each semester staff may be asked to verify that their residents have checked in to their assigned space by the community office. Additional reports may be required as needed. This information is necessary so that:

- Residents assigned to temporary spaces can be moved into regular rooms.
- New applicants can be assigned.
- Space may be provided for hall transfers.
- No-shows and cancellations can be verified.
**Room Inventory Cards**

Rooms and apartment units are inventoried by each RA prior to check-in. A Room Inventory Card (RIC/eRIC) should be completed for each space at the beginning of fall semester and throughout the year as changes and vacancies develop. These cards are used to assess damages at the time residents check out of their rooms permanently. Therefore, it is important that the cards are filled out accurately and completely. Make sure the resident receives the appropriate copy of the RIC and submit the completed form to your administrative assistant immediately upon completing a check in or checkout.

**Facility Concerns**

**Building services workers and the maintenance team** within University Housing are assigned to specific areas. It is important for CAs and RAs to take time to get to know the staff assigned to their areas. Establishing a good working relationship early makes handling facility issues throughout the course of the year much easier.

In each community, there is a building services supervisor (BSS) that manages the building services workers (BSWs). It is their job to see that the building is kept clean and in a safe condition. They also communicate with the maintenance staff about areas in need of repair.

The community maintenance team is supervised by the maintenance supervisor. While most repairs can be performed by the maintenance staff, there may be times when someone from Facilities Management (FMD) may be summoned for specialized areas such as plumbing, plasterwork, electrical work, carpentry, etc.

**Damages**

University Housing holds residents financially responsible for the condition of their assigned rooms and for all the furnishings assigned to their room. The department also holds residents financially responsible for their share of the expense of replacing or repairing any property in common areas (such as common rooms, hallways, studies or lobbies) when such losses or damages are determined to be above and beyond normal wear and tear.

University Housing, at its sole discretion, will determine the charges for damages and cleaning. Repairs or replacement of items may not be done by residents. Damage charges will be placed on student accounts.

Any damages that have occurred during the course of the academic year need to be reported as they occur. All work requests that are turned in will result in an investigation of the circumstances surrounding the work request.

Residents should note all existing damages on a Room Inventory Card (RIC/eRIC) when they check into the room to prevent being charged for any existing damages when checking out. Residents should submit changes to the front desk and/or community office within 24 hours of check-in.

The community office will determine the charges for damages based on a current damage charge schedule. If the schedule does not apply, the charges will be determined using an estimate by a worker skilled in making the repairs. Please refer to the Damage Charge Schedule (Appendix C).
Incidental housing charges will be posted on student accounts. Residents will receive notification by email.

**Disposal of Trash**
It is not the responsibility of building service staff to clean up excessive trash or debris caused by residents or staff. Staff members who encounter such incidents should first attempt to determine the individual(s) responsible for the situation (staff members should not open or dig through trash bags).

If identified, staff should confront the individual(s) and request that they correct the problem. The incident should be documented in Advocate regardless of whether those responsible can be identified.

**Laundry Repairs**
Laundry rooms are leased by Caldwell & Gregory, LLC. When a washer or dryer malfunctions or needs to be repaired, the staff member or resident should immediately call Caldwell & Gregory at 1-800-927-9274 for assistance and notify the community office or the GR/DI/RHD on call.

**Lounges**
Staff should monitor the use and any abuse of the lounge facilities. Lounge furniture is provided for all residents to use. Residents are prohibited from having lounge furniture in their rooms. Any lounge or other housing furniture found in a resident’s room should be returned to its original location by the resident and documented in Advocate. Lounges should not be used to store resident belongings for any period of time.

**Painting of Resident Rooms**
Residents are not allowed to paint their rooms or apartments. Residents requesting to have their room repainted due to damage from the previous year should contact their community office.

**Windows**
No objects may hang out of the windows. Screens are not to be opened or removed except in an emergency. Any instances found should be documented in Advocate, and you should instruct the resident to correct the concern. Whenever there is a broken window in a common area, staff should take the following steps:

1. Try to discover what happened and, if possible, who was responsible for the damaged window. The resident(s) responsible will be billed for the damage. If no one claims responsibility, this may be billed to all of the residents in the common area.
2. Notify the community office or the GR/DI/RHD on call if afterhours. If the duty person determines that the damage is vandalism, they may instruct you to take pictures and contact UGA Police. Do not clean up until the police have made their report.
3. Do not leave the area unattended until a BSW or Skilled Trades Worker (STW) has arrived to clean up the remaining glass fragments and secure the window.
4. Document the incident in Advocate and submit an online work request.

**Work Requests**
Any resident or staff member may request a repair needed in the student rooms, apartments or common areas at [https://workrequest.housing.uga.edu/](https://workrequest.housing.uga.edu/). Staff should always utilize the online system
to report work requests. When describing the nature of the problem, be very specific in describing the problem, location, etc. Be sure to leave your own contact information in the event that follow-up is necessary.

Please remember that for after hours maintenance emergencies you should contact the GR/DI/RHD on call for instructions on how to proceed. Even when a situation is resolved by emergency maintenance staff, an online work request must be submitted.

**COVID-19 Note:**

University Housing is committed to balancing a comfortable living environment with the public health challenges related to COVID-19. Housing staff members will wear a face covering and gloves (and shoe coverings, as needed) when they enter your living space. In addition, we ask that all residents present maintain social distancing and also wear a face covering while technicians are present. Alternatively, if these steps are not possible, you may leave until the work is complete. These steps are an effort to keep both you and University Housing staff members as healthy as possible.

### Other Information

**Email Policy**

CAs-RAs are required to check UGA email daily and must use their UGA email as the official means of communication with residents. Email may be used to distribute information to residents for the following purposes:

1. Soliciting program feedback or ideas
2. Reminder about appointments
3. Reminder about check-out procedures/policies
4. Announcements such as upcoming community or campus programs
5. Important dates

Email **may not be used** for the following:

1. Confronting behavior or policy violations
2. Roommate conflict mediation
3. A replacement for regular and frequent face-to-face contact

All messages to residents are to be succinct, to the point and provide all appropriate information (who, what, where, when, why and how). Please be professional in all written correspondence. Grammatical and spelling errors should be minimized.

Email restrictions are as follows:

1. Do not give out a resident's email address to any third party.
2. Use email only for work-related items.
3. Do not use students' email addresses for personal benefit (e.g., signing up ten people to receive some sort of offer).
4. Supervisors should be copied on all work-related emails.
Solicitation and Selling Policy

Solicitation and/or selling (this includes fund-raising) within university housing is only permitted in compliance with applicable university policy. Research may be conducted only with the written approval of the assistant to the executive director of university housing who will take the request to the housing management team.

Protocol

If you encounter door-to-door salespeople or individuals without permission to be in the halls posting unapproved items, you should:

1. Inform them they are violating the solicitation policy and ask for their identification/ask them to leave.
2. Contact UGA Police and other staff members for back-up assistance, if necessary.
3. Document the incident in Advocate.

Regent's Policy

Institutions of the University System shall not permit the operation of privately operated business enterprises on their campuses. All business enterprises operated on a campus of an institution of the University System shall be operated as auxiliary enterprises and shall be under the direct management, control and supervision of the chief business officer of the institution.

Business Enterprise

In the application of the above policy to business operations on the University of Georgia campus, "business enterprise" is defined as any undertaking of any individual or group which encompasses activities associated with the production, sale or distribution of products and services. The sale and distribution of products and services include solicitation by way of direct or indirect selling through the use of posters, flyers, handouts or other promotional literature. Advertising of a private enterprise on campus is permitted only in approved campus publications such as newspapers, magazines, Direct U.S. Mail and telephone. Posters, circulars, windshield "flyers," etc. are prohibited.

These policies apply to all forms of solicitation or selling by organizations or individuals unless specifically approved by and under the control of the Director of Auxiliary Services.

Privately operated business enterprises may not be operated on the campus except as permitted by the Vice President for Business and Finance or their designee. For further information and solicitation requests, contact the Director of Auxiliary Services, Auxiliary Services Office, 1088 South Lumpkin Street, Athens, GA 30602.

Student Organization Fund Raising Committee

Student organization requests involving fund raising and other forms of solicitation not protected by the First Amendment are to be directed to Campus Life's Student Organization Fund Raising Committee. This committee is to be composed of the Director of Campus Life, three students, a representative of the Office of the Director of Auxiliary Services and a member of the Committee on Drives.

Commercial Solicitation
Commercial solicitation requests are to be directed to the Office of the Director of Auxiliary Services. Fund raising projects approved by the Campus Life’s Student Organization Fund Raising Committee to be conducted by registered University of Georgia student organizations are subject to the Commercial Solicitation policy only when the project involves the sale or distribution of a commercially prepared product or service, or a product or service which may be available through an existing university operated service or through a university contract with a commercial vendor.

**Student Organization Posting**

Any student organization wanting to post flyers in university housing for a fund-raiser must be approved by the Student Organization Fund Raising Committee in Campus Life. All organizations must present their copy of the approval form and the flyers to be posted to the University Housing Office in Russell Hall. The Housing Office will distribute the flyers once approved to community offices to be posted.

**Staff Interactions with Members of the Media**

If contacted by the media (newspapers, television, radio, etc.) regarding departmental matters, CAs, RAs, GRs, DIs or RHDs are not permitted to speak on behalf of University Housing. Staff members are to refer any requests for information to the Director of Student Affairs Communication and Marketing Initiatives.

**Media Guidelines**

Due to copyright laws, copyrighted media may not be shown in University Housing or public areas without specific authorization from the owner of the copyright. Neither University Housing’s groups nor individuals may rent or stream movies to show in University Housing without infringing the copyright law, unless prior authorization is granted. Only authorized distributors have a license to distribute videos and movies for non-theatrical release on college campuses. Video stores are not authorized distributors. Renting or streaming movies and/or TV shows to show in the residence halls public areas is a violation of the copyright. If you have any further questions or want to seek authorization to show a movie, please contact your supervisor.

**Social Media**

Staff members who wish to engage in social media should contact the Public Relations Specialist in University Housing who will ensure the proposed new account does not overlap or conflict with previously established ones.

**Maintain confidentiality.** Do not post proprietary information about University Housing, including information about residents, former residents or employees.

Staff members may not use GroupMe or similar messaging applications for work-related activities. **Microsoft Teams** are provided. Facebook, text messages and other social media should only be used as a supplemental form of communication.

Refer to the departmental Social Media policy for more detailed guidance. [https://housing.uga.edu/uploads/staffsite_documents/pr_socialmedia.pdf](https://housing.uga.edu/uploads/staffsite_documents/pr_socialmedia.pdf)
StarRez Instructions
https://uga.starrezhousing.com/starrezweb

Checking a resident in on StarRez

1. Log into StarRez using your UGA email and password
2. Search for the resident by name or UGA ID, select their last name, after verifying the resident’s identity with a government issued ID, move to the next step
3. If the resident does not have a photo ID verify the resident’s Hall, Room, and UGA ID number from the directory information.
   a. Click on the resident’s last name.
   b. Click on “Addresses” on the left sidebar.
   c. Verify the resident’s home address and home phone number.
   d. Click close to return to the directory.
   e. After you have verified all information you can proceed to the next step.

4. In the upper right corner – select “Entry Actions”

5. Select “Booking” then select “Check In”
6. Select “OK”

7. Confirm the Building and Room Number
   a. If a message “Check In Date Not Today” shows – select “Fix” If there are keys to issue check the codes compared to the keys you retrieve from the key box, if they match select “Issue”
8. The Entry Status of the resident should now state “In Room”

Checking a Resident Out

1. Log into StarRez using your UGA email and password
2. Search for the resident by name or UGA ID, select their last name, after verifying the resident’s identity with a government issued ID, move to the next step
3. If the resident does not have a photo ID verify the resident’s Hall, Room, and UGA ID number from the directory information.
   a. Click on the resident’s last name.
   b. Click on “Addresses” on the left sidebar.
   c. Verify the resident’s home address and home phone number.
   d. Click close to return to the directory.
   e. After you have verified all information you can proceed to the next step.
4. In the upper right corner – select “Entry Actions”
5. Select “Booking” then select “Check Out”

6. Select “OK”
7. When the Check Out Wizard pops up, return the mailbox key, room key, and check the student out, Select “Fix”, “Return”, “Return”
   a. If the resident lost their keys, click “Leave Out”
"Making Connections with Each of Our Residents"

Create a method for keeping up with the information you learn in connecting with your residents. In University Housing, this “connection” is a way to form relationships through:

- Meeting all of their residents within the first few weeks
- Getting to know their residents
- Helping their residents establish support networks
- Following up with residents about previously discussed items

When CAs and RAs build and maintain interactive and positive relationships, you are connections in your community and encouraging residents to build connections of their own!

Making Connections and Creating Community

It is important to make sure your intentions are genuine and do not seem forced. Interactions should not be interviews. As you learn more about your residents, you can use what you learn to help direct your future conversations with them. By showing a genuine interest in your residents’ interests and dislikes, you are building a stronger connection with them. Consult with your GR or RHD if you hear anything that is concerning during these conversations so we can all work together to better assist our residents.

Intentional Conversations allow CA-RA staff to build relationships with their residents and become the expert of the needs of their community. Intentional conversations are meant for student staff to have organic and genuine conversations with their residents as a way to connect them with campus resources and other residents in the community. These conversations are not meant to be scripted. For example, you should not be taking notes during these conversations and should not be emailing students questions to gather information about them. Intentional conversations will require you to be present and visible within your community. The Assistant Director of Academic Initiatives and Student Leadership will provide questions for each month.

Community gatherings are a way for the CA-RA staff to connect with residents, review Housing and UGA policies, discuss and create community standards, and discuss any residence hall related issues. Community gatherings are what we previously called floor meetings.

Events provide opportunities for the RPS team to engage with residents in activities that allow for community building and learning to occur in the residential community. These events should promote open dialogue and reflection. Signature events are opportunities for residents to engage in a traditional event for your residential community. Planned programs provide residents with the opportunity to engage in educational and social activities that will refer them to information and campus resources that will help progress them toward their educational goals.
Residential Engagement Plan for CAs

Students connect deeper with their residential community, the University of Georgia, and the Athens metropolitan area by living on campus. University Housing creates a sense of belonging through assisting our residential students in developing essential skills for personal and professional success, teaching well-being strategies, and creating engagement opportunities. Residents engage with programs and services that invite students to be a part of an environment that fosters academic success and personal growth. You’ll find the details of our residential engagement plan below.

Quick Overview of Requirements

<table>
<thead>
<tr>
<th>CA Requirements</th>
<th>1-2 planned programs/week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly intentional conversations</td>
</tr>
<tr>
<td></td>
<td>1 CA signature event</td>
</tr>
<tr>
<td></td>
<td>Meet your CA community gathering</td>
</tr>
</tbody>
</table>

Passive Engagement

Passive engagement opportunities are designed to complement and enhance community development and assist in sharing residential community and campus community resources. Passive engagement may include but are not limited to door decorations, newsletter, bulletin boards, and social media.

- **Door Decorations**
  - The CA-RA team will be provided with a common door decoration to place on resident doors prior to their arrival. Our door decoration will allow residents to share their name, major, and hometown. Please ensure that the door decoration is filled out and placed on all student staff doors to role model what we would like our residents to do.
  - RAs will be required to provide door decorations to all new residents that join us throughout the academic year.

- **Bulletin Boards**
  - Our CA-RA staff will assist in providing housing related information and campus resources to their residents by placing information on their bulletin board.
    - University Village will not be required to utilize bulletin boards due to the nature of their community however, you will be required to post provided information in your assigned laundry rooms.
  - Residential Programs & Services (RPS) staff will provide our student staff with a monthly informational flyer to place on their bulletin board. The RPS staff will also share this information on the digital displays by every 24-hour desk.
  - Bulletin boards will now be the location that we prefer flyers to be placed. This will allow for our residents to have a central place to find information.
• The only exception is during the month of August. In August, every CA-RA should create an “about me” board. It is required that you keep this information up the entire academic year.
  • If you only have 1 board, please allocate a section of your board to hold the “about me” section.
  o Guidelines
    ■ Place butcher paper and boarder on your bulletin board.
    ■ Check your bulletin board(s) on a weekly basis to remove old flyers by the designated removal date on the flyer.
    ■ Check your CA mailbox every other day and place new flyers on your board within 24 hours.

• Welcome Email Template
  o We encourage student staff to send an email to their residents by August 11 to welcome them and set the tone for the academic year. You will find a copy of the welcome template email in the shared OneDrive folder.
    ■ Your supervisor must approve the final copy of your email before sending it out to your residents.
    • All residents must be bcc’d when sending your welcome email out.

  Community Gatherings

Community gatherings are a way for the CA-RA staff to connect with residents, review Housing and UGA policies, discuss and create community standards, and discuss any residence hall related issues. Community gatherings are what we previously called floor meetings.

• Meet your CA Community Gathering
  o Every CA will be required to hold 2 community gatherings. These should be held between August 17-August 19. A copy of the agenda can be found in the shared OneDrive folder.
  o Bring a copy of your roster to track attendance. As residents introduce themselves, mark their name off of your roster.
  o After the 2 gatherings, please follow up with any resident that was unable to attend.
  o See Appendix F for the Opening Community Gathering Agenda

• Additional Community Gatherings
  o There may be times that additional community gatherings may need to occur.
  o Your supervisor will work with you to determine if your community needs additional gatherings through the academic year.

  Intentional Conversations

Intentional Conversations allow CA-RA staff to build relationships with their residents and become the expert of the needs of their community. Intentional conversations are meant for student staff to have organic and genuine conversations with their residents as a way to connect them with campus resources and other residents in the community. These conversations are not meant to be scripted. For example, you should not be taking notes during these conversations and should not be emailing students questions to gather information about them. Intentional conversations will require you to be present and visible within your community. The Assistant Director of Academic Initiatives and Student Leadership will provide questions for each month. Student staff must submit general themes from their monthly conversations via Microsoft forms by the following due dates:
Events

Events provide opportunities for the RPS team to engage with residents in activities that allow for community building and learning to occur in the residential community. These events should promote open dialogue and reflection. Signature events are opportunities for residents to engage in a traditional event for your residential community. Planned programs provide residents with the opportunity to engage sociocultural activities that impact them as an individual.

CA Signature Event

- The entire CA team will be required to plan and implement 1 signature event per semester. The CA supervisors will work alongside the CAs to identify the signature event for campus each semester.
- Guidelines:
  - Signature event must be hosted by on or before Reading Day.
  - Signature events must include a learning component and benefit the residential community. It should be geared toward addressing current sociocultural issues occurring nationally, locally, or campus wide.
  - The Signature event should be submitted into StarRez by the one of the CA supervisors at least two weeks prior to the event start date.

- See Appendix H for the Programming Checklist

CA Planned Programs

- Each CA will be required to implement 1-2 planned programs per week for their assigned residents.
- Guidelines:
  - These events cannot be a signature event.
  - Each planned program should be related to sociocultural topics that discuss issues that impact our Black and African American students.
  - These events should be submitted into StarRez 1 week prior to the program.
Residential Engagement Plan for RAs

Students connect deeper with their residential community, the University of Georgia, and the Athens metropolitan area by living on campus. University Housing creates a sense of belonging through assisting our residential students in developing essential skills for personal and professional success, teaching well-being strategies, and creating engagement opportunities. Residents engage with programs and services that invite students to be a part of an environment that fosters academic success and personal growth. You’ll find the details of our residential engagement plan below.

Quick Overview of Requirements

<table>
<thead>
<tr>
<th>RA Requirements</th>
<th>6 planned programs/semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly intentional conversations</td>
</tr>
<tr>
<td></td>
<td>Post common door decoration and update flyers located on bulletin board(s)</td>
</tr>
<tr>
<td></td>
<td>Implement community gatherings</td>
</tr>
</tbody>
</table>

Passive Engagement

Passive engagement opportunities are designed to complement and enhance community development and assist in sharing residential community and campus community resources. Passive engagement may include but are not limited to door decorations, newsletter, bulletin boards, and social media.

- **Door Decorations**
  - The CA-RA team will be provided with a common door decoration to place on resident doors prior to their arrival. Our door decoration will allow residents to share their name, major, and hometown. Please ensure that the door decoration is filled out and placed on all student staff doors to role model what we would like our residents to do.
  - RAs will be required to provide door decorations to all new residents that join us throughout the academic year. You can request additional door decorations from your supervisor.

- **Bulletin Boards**
  - Our CA-RA staff will assist in providing housing related information and campus resources to their residents by placing information on their bulletin board.
    - University Village will not be required to utilize bulletin boards due to the nature of their community however, you will be required to post provided information in your assigned laundry rooms.
  - Residential Programs & Services (RPS) staff will provide our student staff with a monthly informational flyer to place on their bulletin board. The RPS staff will also share this information on the digital displays by every 24-hour desk.
  - Bulletin boards will now be the location that we prefer flyers to be placed. This will allow for our residents to have a central place to find information.
    - The only exception is during the month of August. In August, every CA-RA should create an “about me” board. It is required that you keep this information up the entire academic year.
      - If you only have 1 board, please allocate a section of your board to hold the “about me” section.
Guidelines

- Place butcher paper and boarder on your bulletin board.
- Check your bulletin board(s) on a weekly basis to remove old flyers by the designated removal date on the flyer.
- Check your RA mailbox every other day and place new flyers on your board within 24 hours.

Welcome Email Template

- We encourage student staff to send an email to their residents by August 11 to welcome them and set the tone for the academic year. You will find a copy of the welcome template email in the shared OneDrive folder.
  - Your supervisor must approve the final copy of your email before sending it out to your residents.
  - All residents must be BCC’d when sending your welcome email out.

Community Gatherings

Community gatherings are a way for the CA-RA staff to connect with residents, review Housing and UGA policies, discuss and create community standards, and discuss any residence hall-related issues. Community gatherings are what we previously called floor meetings.

- Move-In/Welcome Week Community Gathering
  - Every RA will be required to hold 4 community gatherings. One will be held at the end of every move in date. A copy of the agenda can be found in the shared OneDrive folder.
  - Bring a copy of your roster to track attendance. As residents introduce themselves, mark their name off of your roster.
  - After the 4 gatherings, please follow up with any resident that was unable to attend.
  - See Appendix G for the Opening Community Gathering Agenda

- Closing Community Gathering
  - Every RA will be required to hold 4 community gatherings. Your RHD will provide you with a timeline in which they should occur and an agenda to help guide the meeting.
  - Bring a sign in sheet and/or track attendance via Teams to track attendance.
  - After the 4 gatherings, please follow up with any resident that was unable to attend.

- Additional Community Gatherings
  - There may be times that additional community gatherings may need to occur. For example, if your community experiences persistent vandalism, we will likely request to meet with your floor to discuss the concerns.
  - Your supervisor will work with you to determine if your community needs additional gatherings through the academic year.

Intentional Conversations

Intentional Conversations allow CA-RA staff to build relationships with their residents and become the expert of the needs of their community. Intentional conversations are meant for student staff to have organic and genuine conversations with their residents as a way to connect them with campus resources and other residents in the community. These conversations are not meant to be scripted. For example, you should not be taking notes during these conversations and should not be emailing students.
questions to gather information about them. Intentional conversations will require you to be present and visible within your community. The Assistant Director of Academic Initiatives and Student Leadership will provide questions for each month. Student staff must submit general themes from their monthly conversations via Microsoft forms by the following due dates:

<table>
<thead>
<tr>
<th></th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-September</td>
<td>September 15th by 11:59 p.m.</td>
</tr>
<tr>
<td>September-October</td>
<td>October 15th by 11:59 p.m.</td>
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<tr>
<td>October-November</td>
<td>November 15th by 11:59 p.m.</td>
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<tr>
<td>January-February</td>
<td>February 15th by 11:59 p.m.</td>
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<tr>
<td>March-April</td>
<td>April 15th by 11:59 p.m.</td>
</tr>
</tbody>
</table>

**Events**

Events provide opportunities for the RPS team to engage with residents in activities that allow for community building and learning to occur in the residential community. These events should promote open dialogue and reflection. Signature events are opportunities for residents to engage in a traditional event for your residential community. Planned programs provide residents with the opportunity to engage in educational and social activities that will refer them to information and campus resources that will help progress them toward their educational goals.

**RA Planned Programs**

- Each RA will be required to implement 6 planned programs per semester.
- You cannot hold your planned programs all in the same month. Your planned events should occur during:

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>(2)</td>
</tr>
<tr>
<td>September</td>
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<td>October</td>
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<td>January</td>
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<td>February</td>
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<td>March</td>
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</tbody>
</table>

Programming proposals are due in StarRez by 1st business day of each month by 11:59 p.m.

- **Guidelines:**
  - These events cannot be a signature event.
  - Must fall under the following categories:
    - **Essential skills**
      - Topics can include but are not limited to: collaboration, communication, interpersonal skills, crisis management, creativity, critical thinking, time management skills, and leadership skills.
    - **Well-being & Success**
      - Topics can include but are not limited to: inclusion, coalition building, self-awareness, use of empathy, civic engagement, financial literacy, and personal wellness planning.
    - **Engagement**
      - Topics can include but are not limited to: inclusion, emotional intelligence,
building relationships, engagement with campus resources, and community service.

- See Appendix H for the Programming Checklist

**Items to Consider When Creating an Inclusive Environment**

- Is the location of your program accessible to students with mobility limitations?
- Do the activities at your programs and/or community gatherings require residents to be fully able bodied?
- How are audio and visual elements of your programs accessible to deaf, hard of hearing, blind, and visually impaired students?
- Do your marketing materials have large text for students that may have visual impairments?
- Be mindful of the language you use in your marketing. Check for appropriated language, culture slangs, gender bias and gender-neutral language, and culturally insensitive imagery.
- If you are showing a video clip and/or movie, does it have subtitles?
- If you are having food at your program, does it account for students who may have food allergies? Who may be vegan or vegetarian? Who may have religious restrictions?
- Be aware of cultural and religious holidays. Not all of our students share the same traditions and/or celebrate the same holidays.
- Does your program have a theme that has a cultural component? Does the theme tokenize or stereotype a group? Does the theme represent a culture or ethnicity? It is always important to vet the theme through your supervisor.
- Programs that cost residents money to attend may be a barrier for them.
- Do you plan your programs on different dates/times to provide options for students with employment or co-curricular responsibilities?
- Do your programs require students to have their own technology?
- Do you utilize gender inclusive language?
- Do your programs account for social distancing guidelines? Do your flyers state that masks are required to attend? Do your programs have activities that require students to be physically close to one another? Do your programs have pre-boxed food items? If not, do you have a plan to serve food?
Community Development

Making Connections with our residents through engagement builds our communities and supports our University Housing Mission!

"Home is Where the Arch is!"
Peer-to-Peer Assistance

There will be times when residents will need to have someone to talk with regarding a personal issue. You are NOT a counselor. You are a resource for your residents and can listen to and assist them in finding the best method of resolving their concern.

When talking with residents, please consult the section on “Crisis Response” for more specific information on how to address particular concerns.

There are strategies and resources that you can use in responding to the request for assistance.

• Preparing for discussion
  In this stage, you should explain to the resident your rationale for speaking with them about the situation. Regardless of whether the student came to you or you noticed their behavior, ask open-ended questions to invite the resident to talk about what is happening with them. Maintain the resident’s privacy as you converse with them.

• Listening
  This stage involves the resident talking about their situation or concern. You should act as a listening ear, speaking very little and remaining engaged and attentive. Be aware of your nonverbal body language so that the resident is able to see that you are listening. An example would be facing the resident and making eye contact while the resident speaks.

• Problem Identification and Analysis
  A. Restate the issue as you see it.
  B. Brainstorm with the resident about potential solutions and resources (Refer to Appendix A).
  C. Assist the resident with developing an action plan.

• Follow-up
  Check back with the resident periodically to see how they are doing.

Remember: You can never promise confidentiality. You should always document resident issues and consult up in a timely manner, depending on severity.
Common Concerns of New Students

Please remember that this is only a guide designed to help you understand the types of pressures encountered by college students. These stress periods affect each student in different ways.

September

- Homesickness – especially common for first-year students and first-time residents
- Roommate conflicts are often caused by personality differences and unwillingness to compromise. It is also the first time many students have to share a room.
- Initial adjustment to academic environment – feelings of inadequacy sometimes related to the changes in high school expectations to college expectations. Academic success in high school does not ensure academic success in college.
- First-year students begin to realize that life at college is not as perfect as they were led to believe by family, teachers, counselors, and friends.
- Class size and the adjusting to professors (as opposed to teachers in high school) can be discouraging for new students.
- Values exploration – students start to explore their own values without the guidance of their parents and home communities.
- New social life adjustments – including not having to check with parents about curfews and opportunities to experience new areas, making your own decisions on when to conduct social activities and establishing yourself in a peer group.
- Initial social rejections can create a feeling of inadequacy when not immediately accepted in a peer group or into a social sorority or fraternity.
- “In-loco parentis” problems – students feel depressed because of real or perceived restrictive policies and regulations of the college.
- Campus familiarization – includes becoming familiar with campus, classrooms, buildings and meeting places.
- Long distance relationship(s) – torn between being loyal to a significant other from home and going out with new people.
- Financial adjustment – involves adjusting to a somewhat tighter budget. Students who are supporting themselves start to realize how important budgeting their money becomes.
- International student adjustment – experience a sense of confusion, vulnerability and a lack of any advocate in higher positions while trying to make a successful cultural and academic transition.
- Family problems seem more intense because the student might be caught in the middle or may feel helpless because they are far away.
- Adjusting to “Administrative Red Tape” – students soon realize that is usually a long and frustrating process when trying to find an answer to what seems to be a simple question.

October

- Academic stress from midterms builds with the great demand for studying and preparation.
- For some students this may be their first exam of the semester. For many, the midterm workload pressures are followed by feelings of failure and loss of self-esteem.
- Midterm workload pressures are followed by feelings of a sense of accomplishment.
- Roommate problems continue, but they are smaller than in previous months.
• Values exploration continuing, especially in the area of sexuality and dating.
• Dating/non-dating/friendship anxieties extremely high. Non-dating students feel a sense of loss of esteem because so much value is placed upon dating. For women who do date, the pressure to perform sexually increases and consequently increases the feelings of rejection, loneliness and guilt and in some instances leads to unwanted sexual activity.
• Homesickness may be still felt by number of students.
• Job Searching stress for mid-year graduates starts with the onset of resume preparation and interviewing.
• Students may decide that college is not the place for them and return home for personal reasons or transfer to another school.
• Grief from not being part of a group develops because of inadequate skills for finding a group, or from not being selected by one.
• Financial strain sets in from lack of budgeting experience.
• Excitement about the holidays begins to grow.
• Homecoming blues develop because of no date for social affairs, and/or lack of ability/opportunity to participate in activities.
• Graduate school syndrome starts to emerge from graduating seniors. Signing up for graduate school exams, wondering if you will be accepted, wondering which school to apply to and questioning whether graduate school is the right thing to do.
• Time conflicts between academic and social expectations emerge.
• Signing up for classes involves starting to think about the following semester.
• Adjusting to new study habits includes not just being able to study the way they did in high school.
  More time and greater workload needs to be incorporated into their schedule for studying.
• Disenchantment with school – low regard level because students begin to realize that life at college is not as perfect as they were led to believe by parents, teachers and counselors.
• The novelty has worn off and the demands on their time are great.

November
• Suicidal thoughts may occur from inability to cope with the pressures of academic and social expectations.
• Academic pressure beings to mount because of procrastination, difficulty of work assigned and lack of study skills. “Pre-finals” stress starts to emerge as preparation begins for taking the exams. Anxiety increases as final exams approach and papers are due.
• Time management conflicts continue.
• Social apathy causes frustration because of academic pressures.
• Depression and anxiety increases at this time of year because of feeling that one should have adjusted to the college environment by this point.
• Economic anxiety—funds from family and summer earnings begin to run out and loans may become due.
• Problems develop due to increased alcohol consumption because students see this as an easy acceptable way to relieve stress and from not knowing how to handle alcohol responsibly.
• Roommate problems may start to emerge again. This is mostly due to the pressure of school; tempers become shorter and people are less tolerant of others.
• Health (or lack thereof) can start to affect performance. Reasons include the changing weather and either lack of food quality or the negative feelings about institutional foods.
• Students tend to eat more ice cream and salads because they don’t find as much red meat, yogurt, etc. on the line or the lack of new items forces them to eat other places.
• Students have given up making attempts to establish new friendships.
• Living unit dissention causes uncomfortable feelings with residents. Results from apathy, academic pressures, need for vacation from school.
• Students look forward to the holidays and break from school.

December
• Increasing thought/deliberation about suicide occur from inability to cope with the pressures of academic and social expectations.
• Final exam pressures including anxiety, fear and guilt increases as exams approach and papers become due. Increased use of alcohol and drugs is related.
• Extracurricular time strains – seasonal parties, concerns, social service projects and religious activities drain student energies.
• Financial worries occur with the thought of Christmas gifts and travel costs.
• Pre-holiday blues emerges, especially for those who have concerns for family, those who have no home because of family conflicts.
• Friendship tensions become high with the onset of final exams.

January
• Anxiety about second semester begins and students who did not perform as well as they would have liked first semester have the added pressure of improving performance.
• Some students may have lost a loved one, a friend or significant other by and ended relationship or even death over break and they may find it hard to share the happiness and joy others experienced over the break.
• Moving to a new environment causes feelings of intrusion because students move onto a unit where most of the friendships have been established, priorities set and expectations understood. Unfamiliarity with campus also creates some anxiety especially for new students.
• Money problems begin because students were unable to find jobs over the holiday break.
• Post-holiday depression occurs at the beginning because students are away from the security and positive strokes of family and friends.
• Some students experience another bout of homesickness while others are happy to be back with new friends.
• Depression increases as students get tired of winter and being inside. Some students experience unwanted weight gains over the break with the holiday foods and home cooking.
• Reincorporating social and academic life is difficult at first with not having to worry about school for an extended period.

February
• Exams and other academic pressures approach.
• Depending upon the weather, some people will experience cabin fever if the weather forces them to stay inside for a lengthy period of time. Unacceptable social behavior may occur and students may act out and break rules.
• Students begin thinking about changing majors or transferring schools.
• Career choice anxieties set in with the onset of job interviews.
• Worry of summer job hunting begins. This is especially high for students who were unable to find work during the Holiday break and those who may be seeking competitive summer internships.
• Relationship anxieties increase as either couple begins to strengthen their ties (engagement) or experiencing weakening relationships.
• Fall housing planning begins with trying to tentatively decide about living arrangements for next year.
• Job searching anxieties start to set in for students who are graduating in the spring.

March
• Increasing thoughts/deliberations about suicide occur from the inability to cope with the pressures of academic and social expectations.
• Academic pressures increase with the approach of mid-term exams. With the pressure of the end of the semester approaching, many students start to increase their use of alcohol and drugs. This can cause them many biological and behavioral problems.
• Existential crisis for seniors – Must I leave school? Is my education worth anything? Was my major a mistake? Why go on?
• Living arrangement anxieties occur with the forcing of decisions – Should I move out? Live in the same building? Stay with the same roommate? Will a friend be left out of the plan?
• Summer job hunting will be heavy over spring break.
• Worry about finding a job or not finding one will cause severe anxiety.
• Trying to find money to use for spring break is a problem, especially when your peers are going to a place other than home and you are not able to join them.

April
• Increasing thoughts/deliberations about suicide occur from an inability to cope with the pressures of academic and social expectations.
• Academic pressures increase with the end of the semester approaching. Papers, exams and final projects approach.
• Summer job pressures continue.
• Senior job recruitment panic continues.
• Financial strain from spring break affects social life.
• Many students are forced to select a major and are not sure what field they would like to enter. Social life pressures increase during this time period – formal dances, parties, concerts.
• Excitement about the approaching warm weather of spring and summer heightens.
• With spring arriving, love is in the air. Many students go through rejection or the fear of rejection or envy towards their friends who have found a significant other. Frustration from being ill because weather changes so dramatically. Causes colds, allergies, lethargy and limits social interactions.
• As pressures build, students tend to become disenchanted with many normal services and food service is the primary target. They tend to get tired of eating “The same old” institutional food.

May
• Increasing thought/deliberations about suicide occur from an inability to cope with the pressures of academic and social expectations.
• Anxiety develops because of the realization that the year is ending and a deficiency in a number of academic areas still exist. Students will miss their friends, and/or they may not have done as well academically as they had hoped.

• Finals pressures are at a critical level with papers, take-home exams and studying. Some of the major effects of the pressure include; increased use of coffee, No-Doz, Vivarin, and amphetamines; and increase or decrease in food consumption. Less sleep and a lower tolerance level with friends/peers.

• Senior job pressures increase for those who have not yet found one.

• Anxiety for couples who will be separated for the summer. Also, the fear that their significant other will find someone else while they’re apart.

• Depression over having to leave the friends and people that they have grown close to during the school year.

• Anxiety of having to go home after having been independent the past year, especially if they are having conflicts with their parents.

Successful Roommate Relationships

Sharing a living space with another individual has the same challenges as any other relationship. Healthy relationships require openness, flexibility and mutual respect. Resident rooms can be social gathering places, quiet havens for intellectual thought or simply places to relax. To a large extent, the quality of life in a room will depend on the relationship developed between the roommates.

ROOMMATES SHOULD GET TO KNOW EACH OTHER

We all like to imagine that college roommates will become instant best friends; however, roommates may be very different people. It may take time and work to develop good relationships.

It may be hard to talk about differences when roommates are first getting to know each other. They need to recognize and resolve personal differences early in the relationship. The first step is to begin talking about values and lifestyles. An easy way to discover more about one’s roommate is to talk about personal experiences.

ROOMMATES SHOULD SHARE PREFERENCES

Roommates should begin immediately getting to know each other so that they will feel comfortable discussing sensitive subjects. They should sit down together to discuss personal preferences, likes and dislikes.

ROOMMATES SHOULD DISCUSS CONCERNS

An important part of understanding one’s roommate is learning how they feel in certain situations. If roommates can share their feelings, they will be ahead of the game in understanding and empathizing with one another during the ups and downs of college life.

ROOMMATES SHOULD SHARE HOUSE CLEANING

One perennial area of conflict between roommates is who will clean the room and how often it should be cleaned. It can be helpful for roommates to sit down together to draft a written agreement outlining the weekly cleaning duties.
ROOMMATES SHOULD DISCUSS FRIENDS AND VISITATION
It is also important for roommates to come to agreement concerning visitors. They should spend some time honestly discussing the following issues.

ROOMMATES ALWAYS HAVE STAFF SUPPORT
Talking through these issues should provide roommates with the foundation for a healthy, friendly relationship. If problems develop between roommates that they cannot resolve, they should request the help of their resident assistant, C.L.A.S.S advocate, graduate resident or residence hall director. These staff members have experience and are happy to work with roommates. They are available to help before either roommate loses their cool or gives up. Residents should never let problems grow until ill will has developed between roommates.

**Roommate Mediations**

Mediation is a voluntary process in which a neutral party facilitates discussion among disputing parties. During this process, the mediator enables the disputing parties to come to a reasonable agreement to be uphold after mediation is complete.

**Benefits**
- Helps individuals terminate the conflict and resolve underlying issues by bringing them to a mutually satisfying agreement in a timely manner.
  - Skill Development
  - Accept responsibility for themselves and their actions
  - Learn how their behaviors affect others
  - Take the time to think critically and analyze their thoughts as well as their intentions, and analyze the problem
- Student Development
  - Not the superficial, easy way out
  - Take time to search for a solution
  - Are supported as well as challenged

**Mediation Process**
- Preparation
  - Contact each individual involved separately to conduct a preliminary assessment of the situation
  - Arrange a time and place for the mediation to occur–should be private, quiet, impartial, and comfortable
- Introduction and Overview
  - Who are the people involved? What are their roles?
  - Explain the mediation process (steps 3-9)
  - Explain the benefits of mediation
- Establish Ground Rules
  - Important to communicate the types of behaviors that are appropriate and not appropriate
  - The expectation of participation, honesty, civility, positive problem-solving, and language
• Sharing Perspectives
  o Individuals briefly state their view
  o Check for understanding by making restatements, paraphrasing, and asking clarifying questions
• Determine Problem and Define Issues
  o Individuals agree on a specific problem(s) to be worked on
  o Define any underlying issues
  o Individuals should agree on the problems and/or issues
• Generate and Evaluate Appropriate Alternatives
  o Have individuals discuss possible outcomes to the problem/issue
  o Statements about “I’d like to see this…” or “We could do that….”
  o Outcomes should be specific, attainable, and relevant
• Select Appropriate Solution
  o Individuals should agree on a specific solution to the problem/issue
• Conclusion
  o Finalize the agreement
  o Informal understanding or formal written agreement
  o Determine timeline for follow up
• Follow-up
  o Check back with each roommate to see how things are going
  o Refer to additional resources as needed
# Appendix A

## Important Dates for 2020-2021

<table>
<thead>
<tr>
<th>IMPORTANT DATES- FALL SEMESTER 2020</th>
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<tbody>
<tr>
<td>Tues. Aug. 4, 2020</td>
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<tr>
<td>Wed. - Fri. Aug. 5-Aug. 13</td>
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<td>Wed. Aug. 12</td>
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<td>Thurs. Aug. 13</td>
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<td>Thurs. Aug. 13</td>
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<td>Fri. Aug. 14 – Mon. Aug. 17</td>
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<td>Thurs. Aug. 20</td>
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<td>Tues. Aug. 18</td>
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<td>Wed. Aug. 19</td>
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<td>Tues. Aug. 25</td>
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<td>Tues. Aug. 25</td>
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<td>Tues. Aug. 25 – Mon. Aug. 31</td>
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<td>Mon. - Fri. Aug. 31 – Nov. 2</td>
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<td>Tues. Sept. 1</td>
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<td>Mon. Sept. 7</td>
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<td>Tues. Sept. 8 or 15</td>
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<td>Sat. Sept. 13</td>
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<td>Thurs. Oct. 15</td>
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<td>TBD</td>
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<td>Fri. Oct. 30</td>
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<td>Mon. Nov. 2</td>
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<td>Wed. Nov. 2 – Dec. 9</td>
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<td>Mon. Nov. 9</td>
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<td>Tues. Nov. 24</td>
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<td>Wed. - Fri. Nov. 25 – 27</td>
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<td>Mon. Nov. 30</td>
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<td>Mon. Nov 30 – Dec. 9</td>
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<td>Wed. Dec. 9</td>
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<td>Thurs. Dec. 10</td>
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<td>Fri. - Thurs. Dec. 11 - 17</td>
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<td>Thurs. Dec. 17</td>
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<td>Thurs. Dec. 17</td>
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<td>Fri. Dec. 18</td>
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<td>Sat. Dec. 19</td>
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<tr>
<td>Sun. Dec 20</td>
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<td>Winter Break</td>
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**IMPORTANT DATES - SPRING SEMESTER 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tues. Jan. 5</td>
<td>CA-RA Check in by 5 p.m.</td>
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<tr>
<td>Wed. Jan. 6</td>
<td>Residence Halls open at 7 a.m.</td>
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<tr>
<td>Wed. Jan. 6</td>
<td>CA-RA New Staff Training 8 a.m. – 12 p.m.</td>
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<tr>
<td>Wed. Jan. 6</td>
<td>Community Time 1 p.m. – 5 p.m.</td>
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<tr>
<td>Thurs. Jan. 7</td>
<td>CA-RA Training Conference 8 a.m. - 5 p.m.</td>
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<tr>
<td>Tues. Jan 12</td>
<td>New Summer Team Marketing Begins</td>
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<tr>
<td>Fri. Jan. 15 – Wed. Jan 20</td>
<td>New CA-RA Applicant Interview Sign-up</td>
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<tr>
<td>Mon. Jan. 18</td>
<td>Holiday (M.L.K. Day) - Weekend Duty During the Day (Halls Open - No Classes)</td>
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<tr>
<td>Sat. Jan. 23</td>
<td>Mini RHA Exec N Rec</td>
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<tr>
<td>Mon. - Fri. Jan. 25 – 29</td>
<td>Spring CA-RA Seminars begin</td>
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<tr>
<td>Tues. Jan 26</td>
<td>New Summer Staff 2021 Applications posted on UGA Jobs</td>
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<tr>
<td>Thurs. Jan. 28</td>
<td>Current CA-RA Transfer Offers emailed</td>
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<tr>
<td>TBD</td>
<td>G.R.A.S.S. Conference</td>
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<tr>
<td>Tues. Feb. 2</td>
<td>Current CA-RA Transfer accept/decline forms due by 12 p.m.</td>
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<tr>
<td>Mon – Fri. Feb. 1 - 5</td>
<td>New CA-RA Interviews for 2021-2022</td>
</tr>
<tr>
<td>Mon. Feb. 1</td>
<td>Current CA-RA team offers for fall 2021</td>
</tr>
<tr>
<td>Fri. Feb. 5</td>
<td>Current staff accept/decline forms due by 12 p.m.</td>
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<tr>
<td>TBD</td>
<td>GR Interviews</td>
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<tr>
<td>Mon. Feb. 8</td>
<td>CA-RA 2021-2022 applicants notified of final phase status</td>
</tr>
<tr>
<td>Fri. Feb. 19</td>
<td>Priority Consideration Summer 2021 New Applications Due at 5 p.m.</td>
</tr>
<tr>
<td>Thurs. Feb 25– Mon. Mar. 1</td>
<td>New Applicants sign-up for Summer Interviews</td>
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<tr>
<td>Tues. Mar. 2</td>
<td>New CA-RA 2021 – 2022 Offers sent beginning at 12 p.m.</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Thurs. Mar. 4</td>
<td>New Summer 2020 Priority Team Interviews 8 a.m. – 5 p.m.</td>
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<tr>
<td>Fri. Mar. 5</td>
<td>Last Day of Classes prior to Spring Break</td>
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<tr>
<td>Sat. Mar. 6</td>
<td>Residence Halls close at 12 p.m.</td>
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<tr>
<td>Sun. Mar. 7</td>
<td>New CA-RA 2021-2022 Offer Accept/Declines Due</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Brown, ECV (not 1516), Payne, Reed, UV and HSC Townhomes remain open during spring break</td>
</tr>
<tr>
<td>Mon. - Fri. Mar. 8 – 12</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Sun. Mar. 14</td>
<td>Residence halls open at 8 a.m. (All staff must return by designated time)</td>
</tr>
<tr>
<td>Mon. Mar. 15</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Tues. Mar. 16</td>
<td>New Summer 2021 Team Priority Offers</td>
</tr>
<tr>
<td>Fri. Mar. 19</td>
<td>New Summer 2021 Team Priority Offers accept/declines forms due</td>
</tr>
<tr>
<td>Sun. Mar. 28</td>
<td>Spring Orientation for Fall 2021 CA-RA Team 4 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>Sun. Apr. 11</td>
<td>CA-RA Staff Recognition Event 6 p.m. <em>(Tentative)</em></td>
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<tr>
<td>Sun. Apr. 18</td>
<td>Summer 2021 Staff Orientation 4 p.m. – 6 p.m.</td>
</tr>
<tr>
<td>Mon. Apr. 19</td>
<td>Deadline for Fall 2021 CA-RAs to request to return late to fall training</td>
</tr>
<tr>
<td>Tues. April 20</td>
<td>Last RHA General Body Meeting</td>
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<tr>
<td>Tues. Apr. 27</td>
<td>Student Leadership Banquet</td>
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<tr>
<td>Mon. May 3</td>
<td>Classes End for Spring Semester</td>
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<tr>
<td>Tues. May 4</td>
<td>Reading Day</td>
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<tr>
<td>Wed.- Tues. May 5–May 11</td>
<td>Final Exams</td>
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<tr>
<td>Wed. May 12</td>
<td>Residence Hall checkout for residents not participating in commencement by 12 p.m. or 24 hours after last final, whichever is earlier</td>
</tr>
<tr>
<td>Fri. May 14</td>
<td>Commencement</td>
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<tr>
<td>Sat. May 15</td>
<td>Residence Halls Close for Academic Year 12 p.m.</td>
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<tr>
<td>Sat. May 15</td>
<td>Spring to Summer Space Transition 12 p.m. – 2 p.m.</td>
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<tr>
<td>Sat. May 15</td>
<td>May/Extended Session Move in at 12 p.m.</td>
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<tr>
<td>Mon. May 17</td>
<td>DI-GR-CA-RA Agreements End</td>
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<tr>
<td><strong>IMPORTANT DATES – SUMMER 2021</strong></td>
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</tr>
<tr>
<td>Tues. May 18</td>
<td>Summer CA-RA Agreement Begins</td>
</tr>
<tr>
<td>Wed. May 19</td>
<td>Classes Begin for May and Extended Sessions</td>
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<tr>
<td>Mon. May 31</td>
<td>Memorial Day Holiday - Weekend Duty During the Day (No Classes)</td>
</tr>
<tr>
<td>Tues. June 8</td>
<td>Thru Session and Short Session I Move-in 10 a.m.</td>
</tr>
<tr>
<td>Wed. June 9</td>
<td>May Session Classes End for May Session</td>
</tr>
<tr>
<td>Thurs. June 10</td>
<td>Final Exams for May Session</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fri. July 11</td>
<td>May Session Check out by 12 p.m.</td>
</tr>
<tr>
<td>Fri. June 11</td>
<td>Thru Session and Short Session I Classes Begin</td>
</tr>
<tr>
<td>TBD</td>
<td>FCSE CA-RA Move in</td>
</tr>
<tr>
<td>TBD</td>
<td>FCSE CA-RA Training (Agreement begins for academic year)</td>
</tr>
<tr>
<td>Mon. July 5</td>
<td>Independence Day Holiday - Weekend Duty During the Day (No Classes)</td>
</tr>
<tr>
<td>TBD</td>
<td>FCSE Orientation</td>
</tr>
<tr>
<td>TBD</td>
<td>FCSE Move in</td>
</tr>
<tr>
<td>Thurs. July 8</td>
<td>Short Session I Classes End</td>
</tr>
<tr>
<td>Thurs. July 8</td>
<td>Short Session II Move in at 10 a.m.</td>
</tr>
<tr>
<td>Fri. July 9</td>
<td>Short Session I Finals</td>
</tr>
<tr>
<td>Sat. July 10</td>
<td>Short Session I Checkout by 12 p.m.</td>
</tr>
<tr>
<td>Mon. July 12</td>
<td>Short Session II and FCSE Classes Begin</td>
</tr>
<tr>
<td>Wed. Aug. 4</td>
<td>Extended and Thru Session Classes End</td>
</tr>
<tr>
<td>Thurs. Aug. 5</td>
<td>Short Session II and FCSE Classes End</td>
</tr>
<tr>
<td>Thurs.– Fri., Aug. 5-6</td>
<td>Extended and Thru Session Finals</td>
</tr>
<tr>
<td>Fri. Aug. 6</td>
<td>Short Session II and FCSE Finals</td>
</tr>
<tr>
<td>Sat. Aug. 7</td>
<td>Summer to Fall Space Transition (ECV, FCSE, Summer School Halls) 8 a.m. –12 p.m.</td>
</tr>
<tr>
<td>Sat. Aug. 7</td>
<td>Summer School Halls Close at 12 p.m.</td>
</tr>
</tbody>
</table>
# Appendix B

## Important Numbers

<table>
<thead>
<tr>
<th>Community Numbers</th>
<th>Desk</th>
<th>Duty Cell</th>
<th>Community Office</th>
</tr>
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<tbody>
<tr>
<td>Brumby</td>
<td>706-542-8250</td>
<td>706-612-8061</td>
<td>706-542-8344</td>
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<tr>
<td></td>
<td></td>
<td>706-612-8070</td>
<td></td>
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<tr>
<td>Creswell</td>
<td>706-542-8289</td>
<td>706-612-4021</td>
<td>706-542-8344</td>
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<tr>
<td></td>
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<td>706-612-4074</td>
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<tr>
<td>ECV</td>
<td>706-542-1780</td>
<td>706-612-5281</td>
<td>706-542-2041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>706-612-5503</td>
<td></td>
</tr>
<tr>
<td>ECV-1516</td>
<td>706-583-0277</td>
<td>706-612-5068</td>
<td>706-542-2041</td>
</tr>
<tr>
<td>Hill – Hill Hall</td>
<td>706-542-9424</td>
<td>706-612-4368</td>
<td>706-542-5217</td>
</tr>
<tr>
<td>Hill - Morris</td>
<td>706-357-3311</td>
<td>706-612-4384</td>
<td>706-542-8344</td>
</tr>
<tr>
<td>HSC</td>
<td>706-713-2654</td>
<td>706-612-5821</td>
<td>706-713-2654</td>
</tr>
<tr>
<td>Myers</td>
<td>706-542-8271</td>
<td>706-612-4454</td>
<td>706-542-5217</td>
</tr>
<tr>
<td></td>
<td></td>
<td>706-612-4626</td>
<td></td>
</tr>
<tr>
<td>Reed</td>
<td>706-542-3753</td>
<td>706-612-4808 (Reed)</td>
<td>706-542-8344</td>
</tr>
<tr>
<td></td>
<td></td>
<td>706-612-4840 (Payne)</td>
<td></td>
</tr>
<tr>
<td>Russell</td>
<td>706-542-6090</td>
<td>706-612-8671</td>
<td>706-542-8250</td>
</tr>
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<td></td>
<td></td>
<td>706-612-8771</td>
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<tr>
<td>UV</td>
<td>706-542-1473</td>
<td>706-612-5688</td>
<td>706-542-1473</td>
</tr>
</tbody>
</table>

### Administrative Offices

- **Assignments Office** ............................................................... 706-542-1421
- **Fax** .......................................................................................... 706-542-8595
- **Housing Business and Human Resources Office (HBHR)** ..................... 706-542-8279
- **Residential Programs and Services Office** ........................................ 706-542-6533
- **Housing Security** ........................................................................... 706-542-4467
- **Work Control Office** ...................................................................... 706-542-3999
## Appendix C

### Campus Resource Guide

#### Academic Advising Services

*advising.uga.edu*

The Office of Academic Advising Services serves as a resource for students, advisors, and campus partners on general advising questions and initiatives. SAGE, UGA's online academic advising platform, is managed through our office; we also oversee the Exploratory Center, where intended Terry, intended Grady, and students exploring major options are advised.

**Primary Contact:** Julia Butler-Mayes, jmbm@uga.edu  
**Secondary Contact:** Ashley Whitten, advising@uga.edu  
**Department Phone Number:** 706-542-6777  
**Best way to reach out to collaborate on an event or request a presentation:** Submit request via email to advising@uga.edu.

#### Auxiliary Services--One Stop Shop

*https://onestop.uga.edu/*

Located in Tate Plaza, next to the UGA Bookstore and behind the ATMs, the One Stop Shop offers a streamlined customer service experience in a central campus location for students, faculty, staff, and visitors. The location’s proximity to the Tate bus stop also makes it easy for customers to access via UGA Campus Transit.

**Primary Contact:** Teresa Cash, tjcash@uga.edu  
**Secondary Contact:** Susan Weirauch, weirauch@uga.edu  
**Department Phone Number:** 706-542-7130  
**Best way to reach out to collaborate on an event or request a presentation:** Contact Teresa or Susan.

#### Dining Services

*https://dining.uga.edu/nutrition/nutrition-counseling*

Residents with food allergies, specialized diets, or nutritionally related medical conditions (diabetes, Celiac disease, Crohn’s disease, anemia, hypertension, hypoglycemia, etc.) can receive nutrition advisement and meal plan dietary guidance free-of-charge through private consultations with the UGA Dining Services Registered Dietitian. The Registered Dietitian can also deliver or arrange nutrition presentations for student groups on request.

**Primary Contact:** Katherine Ingerson, ingerson@uga.edu  
**Secondary Contact:** Mariah McDaniel, mmcdan94@uga.edu  
**Department Phone Number:** 706-424-6773  
**Best way to reach out to collaborate on an event or request a presentation:** Contact Katherine and Mariah.
**Disability Resource Center**  
*drc.uga.edu*

The Disability Resource Center (DRC) at the University of Georgia (UGA) is a department in the Division of Student Affairs. The DRC's primary commitment is to assist the University of Georgia in educating and serving students with disabilities who qualify for admissions. While our mission is to ensure equal educational opportunities as required by the ADA and other legislation, the DRC strives to promote a welcoming academic, physical, and social environment for students with disabilities at UGA.

Disability Resource Center professional staff work directly with students to assess their individual disability-related needs and to develop appropriate plans for academic accommodations and services. In addition, the DRC houses three distinct services that have proven most helpful in accommodating a variety of student needs: the Test Accommodations Office for onsite classroom testing; the Assistive Technology Lab equipped with a variety of programs designed for people with disabilities; and Alternative Media Services to assist students with print or reading disabilities by converting printed material required for courses into accessible formats.

**Primary Contact:** Molli Goggin, molli@uga.edu  
**Secondary Contact:** Tim Carr, tcarr@uga.edu  
**Department Phone Number:** 706-542-8719  
**Best way to reach out to collaborate on an event or request a presentation:** Visit drc.uga.edu to request a presentation. Once the request has been received, the DRC will respond within a couple of days.

---

**Division of Academic Enhancement**  
*dae.uga.edu*

The Division of Academic Enhancement (DAE) empowers all students to achieve success with innovative and student-centered courses, programs, and initiatives. The DAE offers free programs such as peer tutoring, Academic Coaching, Student Success Workshops, and communication support via the Presentation Collaboratory. We also offer elective degree-credit UNIV courses, including a first-year seminar (UNIV 1201), courses designed for students enrolled in active learning (UNIV 1202) or online courses (UNIV 1205E), and a joy and achievement seminar (UNIV 2900).

**DAE Access Programs**

TRIO is a set of federally funded educational opportunity outreach programs that seek to motivate and support students from disadvantaged backgrounds, namely low-income, first generation and disabled students. TRIO Programs serve students from middle school through post-graduate study. We provide: academic tutoring, mentoring, financial guidance, and other supports necessary for educational access and retention. TRIO Programs at the University of Georgia Educational Talent Search, Ronald E. McNair, Student Support Services, Upward Bound (2) and Upward Bound Math & Science.

**Primary Contact:** Maggie Blanton, mblanton@uga.edu, Sherontae Maxwell, sbolden@uga.edu (TRIO)  
**Secondary Contact:** Rachel Pharr, rp Farr@uga.edu  
**Department Phone Number:** 706-542-0473  
**Best way to reach out to collaborate on an event or request a presentation:** Request for presentations form located on the DAE website or Rachel Pharr at rp Farr@uga.edu.

---

**Engagement, Leadership, and Service**  
*els.uga.edu*

Provides engagement opportunities in student organizations, student activities and events, service opportunities, and leadership development training. Also directly advises the following student groups: Student Government Association, Graduate Student Association, University Union Student Programming Board, Homecoming, ServeUGA, Service Squad, IMPACT Service Breaks, Involvement Ambassadors, WUOG 90.5 FM, and Pandora Yearbook.

**Primary Contact:** Taylor Cain, tc@uga.edu  
**Secondary Contact:** Nicole McConnell, nicole mcconnell@uga.edu  
**Department Phone Number:** 706-542-6396  
**Best way to reach out to collaborate on an event or request a presentation:** Email ugaels@uga.edu (main departmental email) to submit request and the appropriate staff member or student leader will then follow up.
<table>
<thead>
<tr>
<th>Greek Life Office</th>
<th>greeklife.uga.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Greek Life Office provides advising support, educational programming, and engagement opportunities for students interested in and affiliated with fraternities and sororities hosted at the University of Georgia. Staff in the Greek Life Office helps to connect organizations and their student leaders to campus resources and opportunities.</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Contact:</strong> Joshua Welch, <a href="mailto:Joshua.Welch@uga.edu">Joshua.Welch@uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Contact:</strong> Chandler Carey, <a href="mailto:Chandler.Carey@uga.edu">Chandler.Carey@uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Department Phone Number:</strong> 706-542-4612</td>
<td></td>
</tr>
<tr>
<td><strong>Best way to reach out to collaborate on an event or request a presentation:</strong> Contact our Director of Administrative Associate with the desired date, time, location, and expected audience for the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Promotion Dept./Fontaine Center - University Health Center</th>
<th><a href="https://www.uhs.uga.edu/healthpromotion/hp-intro">https://www.uhs.uga.edu/healthpromotion/hp-intro</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive and interactive prevention programming related to nutrition, sexual health, alcohol and other drug prevention, interpersonal violence prevention and healthy relationships, and well-being programs that include stress management, sleep, and complimentary well-being programs. Early intervention programming for students identified as engaging in high-risk behaviors including a faculty/staff and peer mentor program, wellness coaching, educational consultations related to sexual health, nutrition, substance misuse, and interpersonal violence. Recovery support services for students impacted by eating disorders and substance use disorders, alcohol and other drug counseling, trauma informed counseling, and nutrition counseling.</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Contact:</strong> Kelly Truesdell, <a href="mailto:ktruesdell@uhs.uga.edu">ktruesdell@uhs.uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Contact:</strong> Liz Prince, <a href="mailto:lprince@uhs.uga.edu">lprince@uhs.uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Department Phone Number:</strong> 706-542-8690</td>
<td></td>
</tr>
<tr>
<td><strong>Best way to reach out to collaborate on an event or request a presentation:</strong> Email <a href="mailto:ktruesdell@uhs.uga.edu">ktruesdell@uhs.uga.edu</a> or fill out the online program proposal form through the University Health Center and Kelly will respond to them to coordinate program details. RA-CA staff are welcome to fill out the additional comments sections of the form if they have ideas for programs outside of what is listed and we are happy to communicate with them about tailoring programming to meet the needs of their specific residents. <a href="https://www.uhs.uga.edu/programrequest/form">https://www.uhs.uga.edu/programrequest/form</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Student Life</th>
<th>isl.uga.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISL provides international student transition and general advising support while also providing the entire campus programs and opportunities to help explore different cultures and develop critical intercultural competencies. Additionally, ISL advises 15 cultural organizations that help contribute to the internationalization of UGA through their programming and the creation of important cultural communities.</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Contact:</strong> Justin Jeffery, <a href="mailto:jsj@uga.edu">jsj@uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Contact:</strong> Ben Cecil, <a href="mailto:bgcecil@uga.edu">bgcecil@uga.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Department Phone Number:</strong> 706-542-5867</td>
<td></td>
</tr>
<tr>
<td><strong>Best way to reach out to collaborate on an event or request a presentation:</strong> Email <a href="mailto:isl@uga.edu">isl@uga.edu</a> with your request. Please be detailed and provide at least 2 weeks’ notice.</td>
<td></td>
</tr>
</tbody>
</table>
LGBT Resource Center
lgbtcenter.uga.edu
The mission of the LGBT Resource Center is to create an inclusive and sustainable space of self-discovery for the LGBT community within the University of Georgia. We support and affirm every student inclusive of sexual orientation, gender, gender identity, and expression. The LGBT Resource Center serves as a space by which all members of the University of Georgia community can engage and explore issues associated with sexual and gender identities. This mission is achieved by our commitment to an intersectional social justice framework, leadership development, and equity.
Primary Contact: Chad Mandala, chad.mandala@uga.edu
Secondary Contact: Erin Hill, erinhill@uga.edu
Department Phone Number: 706-542-4077
Best way to reach out to collaborate on an event or request a presentation: Please email all requests to lgbtrc@uga.edu.

Multicultural Services and Programs
https://msp.uga.edu/
The office of Multicultural Services and Programs serves to provide cultural education programs for the campus community, and facilitate learning opportunities around intersections of identities. We advise and provide leadership opportunities for 12 multicultural student organizations, and foster a safe community of care for multicultural students.
Primary Contact: Dr. ShaRonda Cooper, sharonda.cooper@uga.edu
Secondary Contact: Dr. Jamel Hodges, Jamel.Hodges@uga.edu
Department Phone Number: 706-542-5773
Best way to reach out to collaborate on an event or request a presentation: Please contact the MSP email at mspinfo@uga.edu to request all programs, workshops, and collaboration opportunities.

Office of Academic Honesty
honesty.uga.edu
Providing education, information, and best practices for promoting and preserving the academic integrity of the university. Responding promptly and in accordance with university policy when suspected academic dishonesty is reported. Providing assistance, information and resources to students regarding university academic policies and procedures.
Primary Contact: Phillip Griffeth, pgriff@uga.edu
Secondary Contact: Courtney Cullen, court13@uga.edu
Department Phone Number: 706-542-4336
Best way to reach out to collaborate on an event or request a presentation: https://honesty.uga.edu/request-a-presentation/

Office of Student Conduct
conduct.uga.edu
When incidents happen and UGA students are involved, our office works with students to provide both an educational opportunity for growth and reflection and to assist in holding students accountable. We ensure that students receive fair treatment throughout the process, and we work hard to educate students about their rights and responsibilities before an incident occurs through proactive education. We also strongly believe that the entire conduct process should be educational, so we spend time with students getting to know them, making sure that they understand all steps of our process, and speaking at length with them about the potential consequences of their behavior on themselves, students, and other UGA community members.
Primary Contact: Chris Kopacz, christine.odea@uga.edu
Secondary Contact: Rebecca Scarbro, rcw34@uga.edu
Department Phone Number: 706-542-1131
Best way to reach out to collaborate on an event or request a presentation: Email Chris Kopacz at christine.odea@uga.edu.
**Office of Sustainability**

**Sustainability.uga.edu**

We're committed to developing inspired leaders, stronger communities, and thriving natural systems. We offer experiential learning and professional development programs for students including internships, grants, study abroad scholarships, and direct support for the Interdisciplinary Certificate in Sustainability.

**Primary Contact:** Kevin Kirsche, kkirsche@uga.edu  
**Secondary Contact:** Jason Perry, jcperry@uga.edu  
**Department Phone Number:** 706-542-1301  
**Best way to reach out to collaborate on an event or request a presentation:** Email kkirsche@uga.edu, jcperry@uga.edu, and/or sustain@uga.edu to request collaboration or a presentation - or coordinate through Christy Tweedy and the UGA Housing EcoReps Intern.

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**Recreational Sports**

**recsports.uga.edu**

We exist on campus to provide an active, healthy outlet for stress management, social interaction, and recreation. We offer a large facility with hundreds of pieces of weight and cardio equipment, basketball courts, lap swimming pools, exercise studios, running track and climbing wall. We also offer programs such as group fitness, intramural sports, outdoor recreation trips & clinics, and personal training.

**Primary Contact:** Lance Haynie, lhaynie@uga.edu  
**Secondary Contact:** Keith Wenrich, kwenrich@uga.edu  
**Department Phone Number:** 706-542-5060  
**Best way to reach out to collaborate on an event or request a presentation:**  
Group fitness outreach request: https://recsports.uga.edu/content_page/Out-reach-program  
Challenge Course request: https://recsports.uga.edu/content_page/challenge-course-reservation-request-outdoor-recreation  
Other inquiries can be directed to Lance Haynie (lhaynie@uga.edu)

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**Student Care and Outreach**

**sco.uga.edu**

Student Care and Outreach (SCO) coordinates care and assistance for all students, undergraduate and graduate, who experience complex, hardship, and/or unforeseen circumstances, by providing individualized assistance and tailored interventions. SCO serves as the hub of support by connecting students to resources, overseeing the hardship withdrawal process, and collaborating with parents, families, and friends to harness campus and community resources for the student's success.

**Primary Contact:** Carrie Smith, cvsmith1@uga.edu  
**Department Phone Number:** 706-542-7774  
**Best way to reach out to collaborate on an event or request a presentation:** Email us at sco@uga.edu.

---

**Student Transitions**

https://studentaffairs.uga.edu/site/content_page/student-transitions

The Department of Student Transitions provides dedicated support for key times of student transition, including entry into the University, development of educational pathways and fields of study, changes in residential status or funding, and preparation for future study or work following graduation. Student Transitions offers robust programs and connect students to Student Affairs and campus resources in order to help students effectively navigate times of transition and continue timely progression to graduation. Student Transitions collaborates closely with campus partners to innovate, integrate transition resources, and meet students’ unique needs, particularly underrepresented, rural, first-generation, transfer, and other underserved student populations.

**Primary Contact:** Donald Coleman, Donald.coleman@uga.edu  
**Secondary Contact:** transitions@uga.edu  
**Department Phone Number:** TBA  
**Best way to reach out to collaborate on an event or request a presentation:** Email me at transitions@uga.edu.
### Student Veterans Resource Center

**https://svrc.uga.edu/**

SVRC provides a convenient point of contact for student veterans, a service desk staffed by veterans, an evolving network of partnerships working to improve services and programs, a comfortable lounge, and a community for student veterans. A range of diverse opportunities enables student veterans to meaningfully engage with the University and the surrounding community. The center is located on the fourth level of the Tate Student Center.

**Primary Contact:** Ted Barco, tbarco@uga.edu

**Secondary Contact:** Mandy Levi, mandy.brooks@uga.edu

**Department Phone Number:** 706-542-SVRC

**Best way to reach out to collaborate on an event or request a presentation:** We offer a Got Your Six training class for faculty and staff (including RA/CA) that can be scheduled through TD.

### Sustainable-UGA Housing

**https://housing.uga.edu/site/about_sustainability**

Education within the residence halls about localized waste diversion behaviors and resources via recycling, compost, and reusables. Education and engagement on ways of conserving electricity, sustainable food production, water conservation, and repurposing/donating goods.

**Primary Contact:** Christy Tweedy, ctweedy@uga.edu

**Department Phone Number:** 706-542-4514

**Best way to reach out to collaborate on an event or request a presentation:** Email me roughly 2 weeks before program.

### UGA Career Center

**career.uga.edu**

The UGA Career Center is dedicated to serving UGA students and alumni on their journey to meaningful careers! The Career Center offers a range of services including individual appointments, drop-in hours, career fairs, diversity and inclusion-specific events, and workshops on a range of career-related topics. Students are encouraged to visit the UGA Career Center early in their academic career for assistance with a variety of topics including choosing a major or career, finding a mentor, interviewing, resume and cover letter writing, graduate school preparation, the job and internship search, and more.

**Primary Contact:** Maggie O'Brien, maggieob@uga.edu

**Secondary Contact:** Bethany Mills, bbagley@uga.edu

**Department Phone Number:** 706-542-3375

**Best way to reach out to collaborate on an event or request a presentation:**

RA-CA staff can reach out to Maggie O'Brien at maggieob@uga.edu with programming requests. Sometimes, the Career Center staff is unable to accommodate all requests, so Maggie and Becki are also working on ways to integrate career development topics into the housing curriculum. As a starting place, all residents and RAs are encouraged to participate in the Arch Ready Professionalism Certificate, a series of programs that cover the most requested topics, like resumes, the job and internship search, choosing a major, LinkedIn, and so much more. All Arch Ready Programming and information about this non-academic certificate can be found at [https://career.uga.edu/archready](https://career.uga.edu/archready). The electronic version of the UGA Career Guide is also a very helpful source of information about the most commonly asked career-related questions: [https://career.uga.edu/uploads/documents/UGACareerGuide.pdf](https://career.uga.edu/uploads/documents/UGACareerGuide.pdf)
### GA Mentor Program, Career Center

*https://mentor.uga.edu* | *https://www.career.uga.edu/

The UGA Mentor Program connects students (undergraduate, graduate, and professional) with experienced UGA alumni around work, life and career through formal mentorship. Students have the opportunity to connect with a mentor based on career interests, identity, student involvement, location and more! The Mentor Lab and Ambassadors of the UGA Mentor Program also serve students by providing mentee orientations and information sessions about the program.

**Primary Contact:** Destiny Loyd, **dloyd909@uga.edu**  
**Secondary Contact:** Jeremy Daniel, **danieljc@uga.edu**  
**Department Phone Number:** 706-542-5416

#### Best way to reach out to collaborate on an event or request a presentation:

Our office does not have a formal process. For RA-CA staff interested in collaborating on programs, they can contact Destiny Loyd, Program Coordinator, at dloyd909@uga.edu.

### University Health Center: Counseling and Psychiatric Services (CAPS)

*https://www.uhs.uga.edu/caps/welcome*

CAPS provided brief, individual and couples counseling, group counseling, case management, outreach to students and faculty/staff, free workshops, daytime and after-hour crisis services, and psychiatric services to UGA students and eligible partners.

**Primary Contact:** Jennifer Hester, **jhester@uhs.uga.edu**  
**Department Phone Number:** 706-542-2273

#### Best way to reach out to collaborate on an event or request a presentation:

To request a program/outreach, you will need to go to this page: https://www.uhs.uga.edu/programrequest/form and complete the form.

### University Testing Services

*testing.uga.edu*

University Testing Services offers a variety of assessments for students and community members, including placement exams, graduation requirement exams, and items required to apply to certain majors. In addition to these UGA-based exams, UTS hosts a Prometric testing center and offers many certification and licensure exams. Please visit testing.uga.edu or email uts@uga.edu for more information.

**Primary Contact:** Trisha Barefield, **tatonge@uga.edu**  
**Secondary Contact:** Lisa Fields, **lisaf25@uga.edu**  
**Department Phone Number:** 706-542-3183

#### Best way to reach out to collaborate on an event or request a presentation:

Email me at tatonge@uga.edu.
# Appendix D

## University Housing’s Common Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>AD</td>
<td>Assistant/Associate Director</td>
</tr>
<tr>
<td>BSW</td>
<td>Building Services Worker</td>
</tr>
<tr>
<td>CA</td>
<td>C.L.A.S.S. Advocate</td>
</tr>
<tr>
<td>CAPS</td>
<td>Counseling and Psychiatric Services</td>
</tr>
<tr>
<td>CH</td>
<td>Conference Host</td>
</tr>
<tr>
<td>C.L.A.S.S.</td>
<td>Continuing the Legacy of African American Student Success</td>
</tr>
<tr>
<td>CSA</td>
<td>Community Services Assistant</td>
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<tr>
<td>CSB</td>
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<tr>
<td>DAP</td>
<td>Double as a Private</td>
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<tr>
<td>DI</td>
<td>Doctoral Intern</td>
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<tr>
<td>ECV</td>
<td>East Campus Village</td>
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<tr>
<td>eLC</td>
<td>eLearning Commons</td>
</tr>
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<td>EITS</td>
<td>Enterprise Information Technology Services</td>
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<td>FCSE</td>
<td>Freshman College Summer Experience</td>
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<td>FRC</td>
<td>Franklin Residential College</td>
</tr>
<tr>
<td>GR</td>
<td>Graduate Resident</td>
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<tr>
<td>HBHR</td>
<td>Housing Business and Human Resources Office</td>
</tr>
<tr>
<td>HSC</td>
<td>Health Sciences Campus</td>
</tr>
<tr>
<td>NACURH</td>
<td>National Association of College and University Residence Halls</td>
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<tr>
<td>INF</td>
<td>Incident Note Form</td>
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<tr>
<td>NRHH</td>
<td>National Residence Hall Honorary</td>
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<tr>
<td>OSC</td>
<td>Office of Student Conduct</td>
</tr>
<tr>
<td>OVPSA</td>
<td>Office of the Vice President of Student Affairs</td>
</tr>
<tr>
<td>RA</td>
<td>Resident Assistant</td>
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<tr>
<td>RFP</td>
<td>Request for Payment</td>
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<td>RHA</td>
<td>Residence Hall Association</td>
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<td>RHD</td>
<td>Residence Hall Director</td>
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<td>RIC</td>
<td>Room Inventory Card</td>
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<td>RPR</td>
<td>Residential Policy Review</td>
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<td>Residential Programs and Services</td>
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<td>SC</td>
<td>Senior Coordinator</td>
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<tr>
<td>SOAR</td>
<td>Student Organization Achievement and Recognition (Awards)</td>
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<tr>
<td>STW</td>
<td>Skilled Trades Worker</td>
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<tr>
<td>UH</td>
<td>University Housing</td>
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<td>UHC</td>
<td>University Health Center</td>
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<tr>
<td>UV</td>
<td>University Village</td>
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</tbody>
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## Appendix E

### University Housing Damage Charge Schedule

**Traditional Halls = "trad;" East Campus Village = "ECV"**

<table>
<thead>
<tr>
<th>Item</th>
<th>Area</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BATHROOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-caulking Tubs</td>
<td></td>
<td>$35 (ECV)</td>
</tr>
<tr>
<td>Replace Plunger</td>
<td></td>
<td>$5</td>
</tr>
<tr>
<td>Replace Shower Curtain</td>
<td></td>
<td>$10</td>
</tr>
<tr>
<td>Replace Shower Head</td>
<td></td>
<td>$60</td>
</tr>
<tr>
<td>Replace Sink</td>
<td></td>
<td>$200-300</td>
</tr>
<tr>
<td>Replace Toilet Seat</td>
<td></td>
<td>$35</td>
</tr>
<tr>
<td>Replace Toilet</td>
<td></td>
<td>$250-350</td>
</tr>
<tr>
<td>Frame</td>
<td></td>
<td>$110 (trad), $30 (ECV)</td>
</tr>
<tr>
<td>Mattress &amp; Box Springs (full size, XL)</td>
<td></td>
<td>$400</td>
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<tr>
<td>Reassemble: Single Beds (ECV)</td>
<td></td>
<td>$20 (trad), $15</td>
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<tr>
<td>Mattress (Twin: 75 &amp; 80 inch)</td>
<td></td>
<td>$110</td>
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<tr>
<td>Springs</td>
<td></td>
<td>$60</td>
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<tr>
<td>Reassemble: Bunk Beds</td>
<td></td>
<td>$20</td>
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<tr>
<td>Wedge Locks</td>
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<td>$10 each</td>
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<td><strong>BULLETIN BOARD</strong></td>
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<tr>
<td>Replace (minimum)</td>
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<td><strong>CABLE</strong></td>
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<tr>
<td>Mini Hub</td>
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<td><strong>CLEANING</strong></td>
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<td></td>
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<tr>
<td>Tub/Shower</td>
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<td>$25</td>
</tr>
<tr>
<td>Toilet</td>
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<td>$15</td>
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<tr>
<td>Bathroom Sink</td>
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<td>$10</td>
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<tr>
<td>Bedroom/Living Room</td>
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<td>$35</td>
</tr>
<tr>
<td>Kitchen Floor</td>
<td></td>
<td>$15</td>
</tr>
<tr>
<td>Kitchen Sink, Countertops, &amp; Floor</td>
<td></td>
<td>$35</td>
</tr>
<tr>
<td>Stove/Oven</td>
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<td>$25 (range hood), $50 (complete)</td>
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<td>Range Hood</td>
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<tr>
<td>ECV Light/Medium/Heavy Cleaning</td>
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<td>$35, $50, $75 (ECV)</td>
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<td><strong>CLOSET</strong></td>
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<tr>
<td>Rod</td>
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<tr>
<td>Repair Closet Door (minimum)</td>
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<td>$25</td>
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<tr>
<td>Repair Shelving</td>
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<td>$25</td>
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<td><strong>DESK/DRAWER</strong></td>
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<tr>
<td>----------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Replace</td>
<td>$300</td>
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<tr>
<td>New top Surface</td>
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<td>Replace Drawer</td>
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<td>Replace Pedestal Cabinet for Desk</td>
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<td>Replace Dresser</td>
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<table>
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<tr>
<th><strong>DOORS</strong></th>
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<tbody>
<tr>
<td>Door Closures</td>
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<tr>
<td>Louvers (minimum)</td>
<td>$30 (trad), $100 (ECV)</td>
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<tr>
<td>Repaint/Refinish</td>
<td>$75 (trad), $30 (ECV)</td>
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<tr>
<td>Number Sign</td>
<td>$50 (trad), $50 (ECV)</td>
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<tr>
<td>Replace Glass Door (minimum)</td>
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<td>Replace Screen in Door</td>
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<td>Replace Front Door</td>
<td>$20</td>
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<tr>
<td>Replace Bedroom/Closet Door</td>
<td>$487</td>
</tr>
<tr>
<td>Replace Bedroom/Closet Door Frame</td>
<td>$100</td>
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<td>Bedroom/Bathroom Letter Sign</td>
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<table>
<thead>
<tr>
<th><strong>DOOR LOCK &amp; KEYS</strong></th>
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<tbody>
<tr>
<td>Replace Mortice Lock</td>
<td>$393</td>
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<tr>
<td>Replace Cylindrical Lock</td>
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<th><strong>ELECTRICAL</strong></th>
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<tr>
<td>Re-key &amp; Change Core</td>
<td>$109</td>
</tr>
<tr>
<td>Replace Broken Key</td>
<td>$5</td>
</tr>
<tr>
<td>Replace Deadbolt</td>
<td>$75</td>
</tr>
<tr>
<td>Outlet Cover</td>
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</tr>
<tr>
<td>Replace Thermostat</td>
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</tr>
<tr>
<td>Replace Fan Switch</td>
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<tr>
<th><strong>FIRE EQUIPMENT</strong></th>
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<tr>
<td>Replace Addressable Smoke Detector (24/110 volt)</td>
<td>$150 (trad), $100 (ECV)</td>
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<tr>
<td>Replace Sprinkler Cover</td>
<td>$20</td>
</tr>
<tr>
<td>Re-fill CO2 Extinguisher</td>
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<tr>
<td>Replace CO2 Extinguisher</td>
<td>$95</td>
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<td>Replace Glass in Cabinet</td>
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<tr>
<td>Replace Glass in Pull Station</td>
<td>$10</td>
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<tr>
<td>Replace Exit Sign</td>
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<td>Replace Exit Sign Glass</td>
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<tr>
<td>Replace Smoke Detector (9 volt)</td>
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<tr>
<td>Replace Smoke Detector (24/110 volt)</td>
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<tr>
<td>Protective Guards</td>
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<th><strong>FURNITURE</strong></th>
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<td>Move to Intended Area</td>
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<td>Item</td>
<td>Price</td>
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<td>-------------------------------------------</td>
<td>--------</td>
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<tr>
<td>Replace Couch</td>
<td>$1,300</td>
</tr>
<tr>
<td>Replace Chair</td>
<td>$700</td>
</tr>
<tr>
<td>Replace 3-position Chair</td>
<td>$175</td>
</tr>
<tr>
<td>Replace Night Stand</td>
<td>$139</td>
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<tr>
<td>Replace End Table</td>
<td>$84</td>
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<tr>
<td>Replace TV Stand</td>
<td>$142</td>
</tr>
<tr>
<td>Replace Coffee Table</td>
<td>$117</td>
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<tr>
<td>Replace Stool</td>
<td>$250</td>
</tr>
<tr>
<td>Replace Waste Basket</td>
<td>$43</td>
</tr>
<tr>
<td>Re-upholster Couch or Chair Cover</td>
<td>$80</td>
</tr>
<tr>
<td>Re-upholster 3-position Chair</td>
<td>$75</td>
</tr>
<tr>
<td>Re-upholster Stool Seat</td>
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<td>Re-upholster Stool Back</td>
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<td><strong>HVAC</strong></td>
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<td>Replace Window AC Unit</td>
<td>$700</td>
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<td>Replace Vent/Register</td>
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<tr>
<td>Through Wall Units</td>
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<td>Window AC Fronts</td>
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<td><strong>KITCHEN ITEMS</strong></td>
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<td>Replace Kitchen Stopper</td>
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<td>Replace Cutting Board</td>
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<td>Replace Cabinet Door</td>
<td>$75</td>
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<tr>
<td>Repair Cabinet Door</td>
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<tr>
<td>Replace Countertop Small</td>
<td>$125</td>
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<tr>
<td>Replace Countertop Large</td>
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<tr>
<td>Repair Countertop</td>
<td>$400</td>
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<tr>
<td>Replace Ice Tray</td>
<td>$6</td>
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<tr>
<td>Replace Refrigerator Crisper Drawer</td>
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</tr>
<tr>
<td>Replace Microwave Plate (ECV)</td>
<td>$35</td>
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<tr>
<td>Replace Microwave</td>
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<tr>
<td><strong>LIGHTS</strong></td>
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<td>Replace Light Cover (minimum)</td>
<td>$40 (trad), $125 (ECV)</td>
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<td>Replace Light Unit</td>
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<td>Replace Kitchen Light Cover</td>
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<tr>
<td><strong>MIRROR</strong></td>
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<td>Replace (minimum)</td>
<td>$25 (trad), $75 (ECV)</td>
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<tr>
<td><strong>NEIGHBORHOOD/HALL</strong></td>
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<tr>
<td>Bathroom: Reinstall Stall Door</td>
<td>$100</td>
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<tr>
<td>Bathroom: Reinstall Lavatory Sink on Wall</td>
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</tr>
<tr>
<td>Hallway: Reinstall Water fountain on Wall</td>
<td>$250</td>
</tr>
<tr>
<td>Hallway: Repair Holes (Small, spackle)</td>
<td>$20</td>
</tr>
<tr>
<td>Hallway: Repair Holes (Large, beyond spackle)</td>
<td>$40</td>
</tr>
<tr>
<td><strong>PEEPHOLE</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>Replace</td>
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<table>
<thead>
<tr>
<th><strong>PHONE</strong></th>
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<tbody>
<tr>
<td>Phone/Ethernet Jack</td>
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<table>
<thead>
<tr>
<th><strong>TILES</strong></th>
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<tbody>
<tr>
<td>Ceiling (per tile)</td>
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<table>
<thead>
<tr>
<th><strong>Floor (per square foot)</strong></th>
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<table>
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<tr>
<th><strong>TRASH</strong></th>
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<td>Removal (minimum)</td>
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<th><strong>VINYL FLOORING</strong></th>
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<tbody>
<tr>
<td>Replace in Kitchen</td>
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</tr>
<tr>
<td>Replace in Bathroom</td>
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</table>

<table>
<thead>
<tr>
<th><strong>WALLS</strong></th>
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</thead>
<tbody>
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<td>Paint Ceiling</td>
<td>$40</td>
</tr>
<tr>
<td>Paint Walls (per wall)</td>
<td>$50 (trad), $75 (apt.)</td>
</tr>
<tr>
<td>Paint Entire One Bedroom Apt.</td>
<td>$300</td>
</tr>
<tr>
<td>Paint Entire Two Bedroom Apt</td>
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</tr>
</tbody>
</table>
Appendix F

CA Community Gathering Agenda

I. **Introductions & your role as an CA**
   a. Introduce roles in community (include facts about yourself)
      i. C.L.A.S.S Advocate
         1. Here as a resource to help transition you to UGA
         2. Build community and provide a space for you to feel heard and welcomed
         3. Assistant in helping with academic success
         4. Share where your room is located and how they can get in contact with you
            a. Email
            b. Teams
            c. What else?
   b. Facilitate a quick ice breaker
      i. Examples could include name games, virtual games, or anything that helps residents connect with individuals to the rest of the floor.

II. **Transition to UGA**
    a. Navigate a conversation related to how the transition is going so far in the few first days of being on campus.

III. **Community Living**
    a. Share what students will gain from engaging with you this year
       i. Planned programs
          1. Will be holding programs around sociocultural topics that discuss issues that impact our Black students.
          2. Are there any topics that you’d like to hear about from me this year?
          3. This may be a great time to gauge what days of the week most of your residents are available.
       ii. Signature event
          1. Will be holding an event with all of the CAs on campus.

IV. **Mandatory Reporting**
    a. As a CA and employee of UGA, I am required to report all concerns regarding students, faculty, and staff at UGA to my supervisor. I want you all to feel comfortable coming to me to talk however I don’t want to lead you to believe that I am 100% confidential. I will be happy to share what campus resources are confidential and can escort you there if you’d like. My main goal is to serve as a resource to our community and support you.

V. **Questions**
    a. If you do not have the answer to the question, please consult with your supervisor and then follow up with the resident.
Appendix G
Opening Community Gathering Agenda

I. Introductions & your role as an RA
   a. Introduce roles in community (include facts about yourself)
      i. Resident Assistant
         1. RAs are here as a resource, to listen, and support residents
         2. Enforce community guidelines
            a. Here to help resident learn policies and procedures
         3. Share where your room is located and how they can get in contact with you
            a. Email, Teams, and any other way you’d like to get in contact with them.
   ii. CLASS Advocate
      1. Share who the CA is in your community (if applicable).
   iii. Community Services Assistant
      1. If there any CSAs on the floor, please stand and introduce yourself.
   iv. Residence Hall Director and/or Graduate Resident
      1. The Residence Hall Director is (share the name of your RHD). They are a full-time
         professional staff member with a Master’s degree and is responsible for the overall
         management of the community.
      2. (if applicable) The Graduate Resident is (share the name of your GR). They are a part-part
         time staff member with a Bachelor’s degree and is responsible for a portion of the
         community and my supervisor!

b. Facilitate a quick ice breaker
   i. Examples could include name games, human bingo, or anything that helps residents connect
      with individuals to the rest of the floor.

II. Community Living
   a. Goals and Expectations of the Community
      i. What to expect from living in a residence hall
      ii. Share where residents should bring their trash and/or recycling
      iii. Share what information about quiet hours and the visitation policy
      iv. Cleanliness—not only in individual rooms but encourage residents to ensure they are cleaning
         up after themselves in all common area spaces
         1. Suite and apartment style bathrooms may not be cleaned by University Housing staff in
            order to limit the amount of people entering resident rooms.
      v. Pride in community is important. All forms of vandalism will be followed up on by the RHD staff.
      vi. Encourage residents to spend time getting to know the people on their floor
   b. Where to find information about programs and campus resources
      i. Community bulletin boards, digital display boards by the 24-hour desks, and hall Instagram
         accounts
   c. Room Inventory Cards (RIC)
      i. Share what the purpose of these are and remind students to share any notes they want to add to
         their RIC can be emailed to their RHD
   d. Room and apartment success plans
      i. Discuss the positive value of planning for success in your new home!
   e. ID Access tips and tricks
      i. Walk through gaining access to the building/floor (tap ID, enter PIN, press #)
      ii. Having your UGA ID on you is required while being on campus
   f. General community information
      i. Share where the closest bus stop is and how they can download the app.
      ii. Share how they can submit a work request.
      iii. Share where the laundry room is located.
III. Policies
   a. Refer residents to the community guide on the Housing website
   b. Share a few examples of policies

IV. Desk and Personal Security
   a. Security staff—our staff work from 9 p.m.-6 a.m. to assist with community security.
   b. Share where the 24-hour desk is located, where mailboxes are located, and where they can pick up packages
   c. Our desks can assist residents with lockouts, lost keys, picking up packages, answering questions, and being a resource when help is needed.
   d. Share the 24-hour front desk phone number. Residents can call that number any hour of the day if they need assistance with any issues.
   e. Encourage residents to keep their doors locked and remember to take their keys with them.

V. Fire Safety
   a. What to do if you see smoke
   b. What to do if alarm is audible
      i. Evacuation (do not use the elevators)
         1. Move away from building to the designated evacuation location
         2. Where to meet or go during inclement weather

VI. Mandatory Reporting
   a. As a RA and employee of UGA, I am required to report all concerns regarding students, faculty, and staff at UGA to my supervisor. I want you all to feel comfortable coming to me to talk however I don’t want to lead you to believe that I am 100% confidential. I will be happy to share what campus resources are confidential and can escort you there if you’d like. My main goal is to serve as a resource to our community and support you.

VII. Getting involved in the Community
   a. Share what community council is and how they can get involved
      i. Opportunity to advocate for the needs of the residential community, plan engaging programs, and build leadership skills.
      ii. Add in election dates and how to apply
   b. Residence Hall Association
      i. Umbrella organization for community council. They do the same thing as community councils but on a larger scale.
   c. Encourage resident to attend programs put on by RAs, CAs, community council
   d. Follow us on Instagram! Share the residence hall account handle.

VIII. Virtual Fresh Check
   a. Take a few minutes to navigate the Fresh Check website with your residents. There will be 2-3 videos for them to watch.
      i. http://www.freshcheckday.uga.edu/

IX. Questions
   a. If you do not have the answer to the question, please consult with your supervisor and then follow up with the resident.
Appendix H
Programming Checklist

Items to consider before planning your program:
Engage in conversations about your programming ideas during your one-on-ones with your supervisors so that they can support you in your planning.
All staff: consider what type of programming space is needed and reserve the space through your Administrative Assistant.
   o Pro tip—do not submit your StarRez proposals until you have confirmed that the space you’d like to use is available (if applicable).

Purchasing Information:
   o Vendor Card
      ▪ UGA Housing has a relationship with several vendors throughout the Athens community. This allows us to make a purchase and pay them after. You will need to work with your supervisor to gain access to this vendor card.
      ▪ Do not let the vendor keep the card.
      ▪ Always ensure that there is no tax on the receipt before leaving the business.
      ▪ Call ahead of time to place orders at the restaurants listed on our vendor list. Below is a quick way to communicate who you are and what you need:
         • Hi! My name is (name) and I work for UGA Housing. I need to place a tax exempt order for (date & time). Please list the name for my order as (Becki-Vandiver Hall).
   o P-Card
      ▪ If there are materials that you need for a program that are not available on the vendor list, please consult with your supervisor about requesting the p-card. This process takes longer and requires proper approvals.
   o CA-RA budget
      ▪ Your supervisor will provide you with a dollar amount every semester.
   o Per diem
      ▪ Due to budgeting guidelines, we are only able to spend a certain amount per resident. Below is the maximum that we can spend on each resident for food.
         • Breakfast—$6
         • Lunch—$7
         • Dinner—$15

One month before the program:
Invite campus partners and/or faculty member (if applicable).
Make a list of any items you will need to purchase.

Two weeks before the program:
Post advertisements within the residential community and ask your supervisor to post on Instagram stories to help promote your event.
Submit a room set up via the work request system (if applicable).
   o Your supervisor can assist in knowing what may be a good set up to use.
In consultation with your supervisor, determine if you need residents to sign a waiver prior to your program.
Work with your supervisor to ensure that hand sanitizer is available for your program.
If you are ordering food:
o Call the vendor ahead of time to plan your order. We should not be providing self-serve food options or using vendors that do not provide pre-boxed options. Below is the list of vendors that provide pre-boxed options (subject to change). Please check with your supervisor frequency as more vendors on our list may begin to add pre-boxed options.

**One week before the program:**
Check out the vendor card from your supervisor.
- If you need to purchase perishable food items, set up a time to pick up the vendor card from your supervisor closer to the date of the program. You will also need to identify a space in your community that you can store these items.
- Turn in the vendor card and receipt directly after you make a purchase.
Continue to advertise and talk to your residents about your upcoming program.
Work with your supervisor to ensure that you will have a laptop/iPad and a swipe device available during your program.

**Directly Before and during the program:**
Set up any materials you have for the program.
Set up the laptop and log into StarRez.
- You will need to pull up your program and enable the swipe feature to allow residents to swipe into your program.
- If you do not have a swipe device available, you will need to ensure to add residents into StarRez after the program. You can do so by using their name and/or room number.
If you have a guest speaker, work with them to make sure they have what they need.
  - Pro tip—always introduce your guests when it’s time for them to share the information they have.
Greet every resident that comes to your program.
  - Pro tip—don’t just say hi and walk away. Show that you care they are there.
If you are having a program that has activities, give clear instructions on what the residents should do.

**After the program:**
Make sure the room that you held the program in is clean, take out the trash, and ensure that the room set up is placed back to how it was set up.
Follow up your residents. This is a great opportunity to thank them for coming and build upon the relationship.
Send a thank you note/email to any campus partners and/or faculty who assisted with the program (if applicable).
Ensure that your supervisor has all of the documents they need to submit the RFP packet
  - Receipt and a copy of the flyer and/or minutes.
Complete your evaluation via StarRez and forward to your supervisor for final review.
Appendix I
Submit a Program Proposal

To submit a program proposal, click the “campus life” tab on the left side of the screen. Once you’re on this screen, you will click the green plus button.

This screen will automatically pop up once you click the green button. Follow the following steps:

- You will need to fill in the correct date and time.
- Click the magnifying glass by term session and select residence hall 2020-2021>Fall 2020
- Select the program type
- Select the sub type if appropriate
- Fill out the title and description.
- Indicate the location of the program.
- Make sure the edit further box is checked and save changes.
You will need to click “edit” to continue to add information to the programming proposal.

You will then see this screen pop up. You will need to scroll down in the pop up window.

You can ignore the entire printing section. You can leave room, floor/suite blank. For the location, select the residence hall the program is taking place in, even it is via Zoom.

You will select the community the event is taking place in. Indicate the estimated program cost, how many residents you estimate will attend, and then the maximum number of people that can attend.
You will fill in the description box with an overview of program details and what residents should get from the program. Leave the propose box blank.

Fill out the benefit box with what residents will gain by attending/participating in the program.

Ignore the Portal Section.

Click Save Changes.

Click the attachments tab.

Click +New and then select attachment from the drop down menu.

This will allow you to upload a copy of your flyer for your supervisor to review. A flyer must be attached for the program to be approved.
Click back in the main tab.
Click the blue arrow button.
Add in the reason why the step is being moved. You will see your assigned supervisor in StarRez automatically show.
Click Save.

The supervisor will then get an automated email letting them know that their staff member submitted a proposal.
As a supervisor, you will click the link in the email and be taken to the program proposal. **You can also view this by logging into StarRez and clicking the campus life tab>assigned to me.
Click “edit” and review all of the information the CA/RA, RHA, or NRHH member submitted. If you approve, scroll back up to the top and click the box next to date approved and save the changes.
If you approve of the program, click the blue arrow, add in the reason why it is being moved, assign it back to the staff member who submitted the proposal, and save.

After the supervisor approves the program and assigns it back to the staff member, the staff member will need to have StarRez open during their program (if in person) for residents to scan in. The staff member will log into StarRez, click the campus life tab, click assigned to me, and then select their program.

After the staff member clicks in the program, they will click “Programming actions” and then “Scan to check-in”.

You will need to make sure the lock icon is open, like in the picture below, in order for several residents to scan into the program.

If you do not have a scanner available, you can add attendees by clicking “new” and then “attendee”. The screen below will pop up. You will then click update the status to say “attended”. You can search for the resident by using the magnifying glass next to entry. You can search their name, room number, or 81#.
Make sure that there is a check mark by the edit further button and click save changes. You will have to do this for every attendee.
This is what the screen will look like when you click the magnifying glass. Update the “by status” tab so that it says “in room”.

You will then see a name or names populate below to select. You will just need to click the name below to “check them into” the program.
You will see this icon once you’ve selected an attendee.

If this screen appears, click ignore.
You will then see an “attendee” tab populate on the left hand side of the screen. If you click that tab, you will see the list of residents who attended your program.

Directly after the program, the staff will click the “evaluation” tab and complete the program evaluation. Staff will select from the “program outcome” dropdown box. Indicate how many students attended.

Fill out the highlights box. This will highlight all of the great things that happened during the program and what residents gained by attending.

Fill out the improvements box. This will give the supervisor an insight into what could have been improved.

Save the changes and go back to the main tab.
Click the blue arrow to forward to your supervisor.
Fill out the reason why the step is being moved and click save. You will see it is automatically assigned to the students’ supervisor.

The supervisor will then get an automatic email telling them that they have a program to review. This is the screen they will see once they log into StarRez and are viewing the appropriate program. The supervisor will then review the evaluation and click the blue arrow.
You will then indicate why the step is being moved and click save. It will then be assigned to your supervisor and is finished!
Appendix K
Roommate Success Plans

Roommate Success Plan

The Roommate Success Plans are intended to serve as a roadmap between roommates to assist residents in navigating the year living with another individual. Included in the plans are suggested discussion topics – to help students learn more about each other and to create a lifestyle in their residential space. Residents can always refer back to their Success Plan at any time, or speak to their RA about updates. If there are topics not included in this document, an addendum can be created. There are 3 plans: Roommate Success Plan, Suitemate Success Plan and an Apartment Success Plan. Below is an excerpt from the roommate success plan.

Resident A Name: ____________________________ Resident B Name: ____________________________

Sharing Our Space

- Here are some things I’d like you to know about me (cultural habits, sleep walking, allergies, pet peeves, etc.)
- What things are you willing to share, and is there anything off-limits?
- What is the ideal temperature for our room?
- What if something gets damaged in our room?

Keeping Things Clean

- We can agree to keep our room: ☐ Very Neat ☐ Messy ☐ In-Between
- How will we decide responsibility for different cleaning tasks (sink, mirror, fridge, taking out the trash)?

When It’s Time for Bed

- What are my sleeping habits (bedtime, light/heavy sleeper, number of times I snooze the alarm)?
- Is it ok to have TV/light noise/lights on while you are trying to fall asleep?
- How early is “too early” and how late is “too late” for phone calls/video chats in the room?
- Do you take naps during the day? If yes, what should I do when I come back?
- How will I know if your sleep is being disrupted?
**Studying**
- Where do you most often study, and what conditions do you need in that space (noise level, guests)?
- What time of day do you study, and how much do you typically study?
- What gets priority in our room: Friends/socializing or Studying?

**Talk to Me**
- How will your roommate know when you will be gone for an extended period of time?
- How would you like your roommate to approach you if a conflict arises?
- How would you like to approach your roommate if a conflict arises?
- What role would you like the RA to play in conflict mediation?

**Look Who’s Here**
- What is the preferred time to have guests over, and how much notice is needed?
- What guidelines will we have for significant others?
- What can guests use in the room (sleep on your bed, sit on the futon, watch TV, play video games)?

**What else should we discuss?**

__________________________________________

Resident A’s Signature: ________________________________  Resident B’s Signature: ________________________________

RA Signature: ________________________________  Date: ________________________________