RESIDENT ASSISTANT
2020-2021

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1. ROLE OVERVIEW
The Resident Assistant (RA) is a paraprofessional who lives on a floor in an undergraduate or graduate residence hall and
serves as a student leader, peer counselor, resource and referral person, advocate, policy enforcer, programmer and
leader for residents of the assigned floor(s). The RA also assists with daily emergency coverage rotation, plans and
implements programs, and completes administrative tasks. RAs uphold, enforce, and adhere to all Residential Life & Housing
Services and University policies. RAs confront student behavior and document student actions and situations when necessary.

RAs support the office’s commitment to creating inclusive communities and incorporate the office’s vision, mission, and values
into their role. RAs model behaviors we seek to encourage in all NYU students: being inquisitive, engaged, kind, empathetic
and solution-oriented both inside and outside the residential communities. RAs provide leadership to residents and help to
create and maintain an accepting, respectful, and friendly atmosphere that stimulates student learning and development.
The primary goal of the RA is the development of an environment conducive to the academic and personal growth of
residential students. The RA reports to the Residence Hall Assistant Director (RHAD) and/or Residence Hall Director (RHD).

2. QUALIFICATIONS
The following qualifications must be met in order to serve in the role.

- Commitment to community: RAs must demonstrate strength of character, good judgment, flexibility, responsibility, involvement and commitment to student life and the University.

- Course Load:
  - Undergraduate RAs must carry a minimum of 12, but no more than 16, credit hours per semester.
    Exceptions for course loads over 16 credit hours must have prior approval of the hall supervisor. Any
    Undergraduate RA in the final semester before graduation may carry fewer than 12 credits, but no
    fewer than 6 credits.
  - Graduate RAs must carry a minimum of 9 credit hours per semester. Graduate RAs in the final
    semester before graduation may carry fewer than 9 credits.
• **Class Standing:** RAs must be full-time junior, senior or graduate students with at least two years of full-time college experience.
• **Grade Point Average:** RAs must hold a cumulative 3.0 GPA throughout the time of application and appointment. If an RA’s cumulative GPA falls below the 3.0 requirement they will be placed on Academic Probation and will have one semester to reach the minimum requirement or will be separated from the role.
• **Selection Process:** RAs must successfully complete the application, information session and selection process.
• **University Standing:** RAs must be in good standing at New York University prior to and throughout the role.

3. **COMPETENCIES + LEARNING GOALS**

The following competencies will be developed by serving in the RA role intended to enhance personal, academic, and career success.

- Administrative skills
- Assessment
- Belonging
- Community development
- Conflict management
- Crisis management
- Equity, diversity and inclusion
- Interpersonal relationship building
- Leadership development
- Peer helping
- Problem-solving
- Resource referral
- Self-awareness and self-care
- Teamwork
- Technology
- Time management

The following are learning goals we have for those who serve in the RA role.

**LIFE SKILLS**
1. Acquire and develop interpersonal skills to productively communicate and collaborate with a variety of stakeholders including peers, professionals, colleagues, and residents in a variety of environments.
2. Develop strong problem solving skills to assess needs, develop and execute plans to address those needs, manage challenges that arise, and evaluate successes and failures.
3. Acquire tools to navigate and adapt to changes within various environments in order to manage present circumstances as well as strengthen self-efficacy.

**MULTIPLE PERSPECTIVES**
1. Understand perspectives by integrating personal narrative with other’s experience and knowledge.
2. Explore new ideas and viewpoints to widen personal perspective.
3. Engage with the community respectfully to enhance knowledge and deepen perspective.
4. Manage conflicting ideas and narratives when engaging across differences.

**COMMUNITY**
1. Develop and foster a community that is inclusive of and embraces the multiple identities of its members.
2. Acquire methods of facilitating interactions within a diverse community that allow members to learn, communicate effectively, and participate productively.
3. Identify and navigate problems and conflicts within a diverse community to maintain community standards and a positive learning environment.

**DIVERSITY**
1. Understand social identity and how it impacts community members on a micro (self-awareness) and macro (societal) level.
2. Develop awareness of, and subsequently navigate & explore, difference within a community by considering social identities, cultural influences, and personal identities.
3. Empower oneself & members of the community in areas of social justice via education, reflection, and action.

**WELLNESS**
1. Understand and identify general wellness needs and methods to foster a supportive community.
2. Identify characteristics of students in distress and effectively utilize resources to provide support.
3. Practice self-care and healthy habits in order to succeed academically, personally, and in the paraprofessional role.
ORGANIZATIONAL CULTURE
1. Understand the mission, vision, and values of the organization.
2. Understand the expectations of the paraprofessional role in relation to the organization, staff, and residents.
3. Learn the processes, procedures, and resources necessary to execute position functions.
4. Explore the influence of personal & social identities on environments, interpersonal relationships, and contributions to student development.
5. Develop skills to be an effective student leader and mentor within your community and team.

4. ROLE PERIOD

Full Academic Year Role
The standard role period for paraprofessionals is one academic year, from August (9 days prior to NYU Residence Hall Opening Day) through May (Commencement Day). RAs are expected to report for training sessions prior to residence hall check-ins for both fall and spring semesters. The role period is contingent upon the successful completion of tasks, assignments and responsibilities and positive performance appraisals by hall supervisor. Upon successful completion of the standard role period, the RA may be considered to serve for an additional period if eligible. Limited summer opportunities may be available and require application.

Fall Only Role
We offer limited fall only paraprofessionals roles in halls housing our Spring Cohort program. The role period is one academic semester, from August (9 days prior to NYU Residence Hall Opening Day) through the last day of finals in December. RAs are expected to report for training sessions prior to residence hall check-ins for fall semester. The role period is contingent upon the successful completion of tasks, assignments and responsibilities and positive performance appraisals by hall supervisor. Upon successful completion of the standard role period, the RA may be considered to serve for an additional period if eligible. Limited summer opportunities may be available and require application.

Spring & Summer Only Role
We offer limited spring & summer only paraprofessionals roles in halls housing our Spring Cohort program. The role period is January (4 days prior to the start of NYU spring semester classes) through August (NYU Residence Hall Opening Day). RAs are expected to report for training sessions prior to residence hall check-ins for spring semester. The role period is contingent upon the successful completion of tasks, assignments and responsibilities and positive performance appraisals by hall supervisor. Upon successful completion of the standard role period, the RA may be considered to serve for an additional period if eligible. Limited summer opportunities may be available and require application.

5. TIME COMMITMENT
RAs should expect about 20 hours per week in the residence hall. These hours will be used in programming, team meetings, one on one meetings, interactions with residents, at the resource center and answering the phone/responding to situations while on duty. These hours are based on the need of the hall and will include both weekday and weekend hours. Please note that the residence hall environment does encounter peak times including opening, closing and transition periods. That said, some weeks more than 20 hours may be needed. When this is the case supervisors will reduce hours in non-peak times to balance out hours.

- Availability: All RAs are expected to be sufficiently available in the hall to respond to emergency situations that may arise and to maintain regular contact with residents. A paraprofessional who is not on duty and who plans to leave the hall for more than a 24 hour period (i.e., weekend) must notify and/or obtain prior permission from the hall supervisor.
- Holidays, Emergency Closures, Breaks and Vacation Periods: RAs may be required to work and/or serve on duty for a portion or all of holidays, emergency closures, breaks and vacation periods when University offices are closed; these include, but are not limited to Thanksgiving Break, Winter Break and Spring Break.
- Meetings: RAs must attend team meetings occurring on predetermined Wednesdays from 9:30pm-11:00pm. Regularly scheduled one on one supervisor meetings will also be scheduled. These meetings are part of the 20 hour commitment.
- First Six Weeks: The first six weeks of the fall semester are typically a busier time in the residence hall. This time includes move-in and welcome week, an enhanced focus on getting to know and interact with residents, as well as conducting BASE meetings and facilitating enhanced programmatic offerings.

Updated March 11, 2020
6. OUTSIDE/ADDITIONAL WORK
Participation in leadership roles and work experiences are an important part of one's educational experience. When choosing if you'll engage in outside/additional work opportunities it is important to ensure your academic program is prioritized first and that your RA role expectations can be successfully met. It is important that any outside/additional work be discussed with a supervisor so they can assist in offering support on time management and balance.

7. CORE RESPONSIBILITIES

RESPONSIBILITIES
In addition to the list below, other duties will be assigned as needed by the hall supervisors. RAs are encouraged to review the Residential Life Paraprofessional Handbook for more comprehensive protocols and responsibilities.

Administrative:
- Participate in team meetings on predetermined Wednesday nights at 9:30pm – 11:00pm;
- Serve up to 3 hours a week on special projects, collateral assignments and/or office/resource center coverage;
- Participate in regular one on one meetings and provide email updates regarding hall situations with supervisor;
- Serve as an advocate for and a representative of floor residents by communicating concerns to supervisors and other building team members;
- Understand the needs, goals and objectives of and act as a liaison between Residential Life and Housing Services and residential students;
- Participate in on-going training and team development sessions throughout the year;
- Assist with the completion of living agreements;
- Assist the Housekeeping and Facilities team members in identifying facilities in need of repair or attention;
- Assist with the facilitation of fire drills each semester;
- Participate in other University, Departmental and building activities as assigned;
- Assist in the preparation of the hall for opening and transitions.

Community Development:
- Partner with residents to create an environment that promotes academic growth, personal responsibility and community accountability through activities such as floor meetings, programs and BASE conversations;
- Provide opportunities for meaningful interaction for residents;
- Implement social, educational and academic programs;
- Assist residential students in academic, social and personal matters through resource referral;
- Provide guidance and support and model appropriate behaviors as a responsible community member;
- Support and promote the mission of hall council and the Inter-Residence Hall Council (IRHC);
- Be available to residents as a resource, providing residents with information regarding University activities and events through individual contact and group information sharing;
- Provide support for University mediation procedures in roommate and community conflicts through facilitation of roommate/community meetings and referring students to other mediation services;
- Support the assessment of program effectiveness and learning outcomes by submitting program reports and other data.

Crisis Response & Policy Enforcement:
- Know, communicate, enforce and abide by existing University and Residence Hall policies and procedures;
- Know and be prepared to enact all emergency and crisis procedures;
- Know University/community resources and make appropriate referrals;
- Keep supervisors informed about all problems and concerns on the floor;
- Maintain appropriate confidentiality while working in coordination with University team members;
- Assist with the student conduct process by submitting timely online incident reports to document situations;
- Participate in on-duty and/or on-call rotational coverage during scheduled evenings, weekends, emergency closure, breaks and holidays.

Updated March 11, 2020
8. TRAINING + DEVELOPMENT

Training and development programs are important to the effectiveness, success, and strength of the RLHS community. The Paraprofessional Training Committee oversees training and development aimed to provide RAs with important skills and competencies aligned with the core learning goals (outlined in section 3). Offerings and descriptions are listed below.

- **Onboarding Training Requirements**
  - **RA 101:**
    - an introduction to the RA responsibilities, basic trends, community themes, and challenges that will arise while leading a community.
  - **New Team Meeting:**
    - an opportunity to meet and connect with your 2020-2021 hall team and to learn more about the community you will serve as an RA.
  - **Online Modules:**
    - **Clergy Act:** this session gives a history of the Clergy Act, an overview of an RA’s role and responsibilities in regard to the Clergy Act and specific NYU campus information in relation to Clergy Act protocol.
    - **FERPA Training:** an introduction to the Family Educational Rights and Privacy Act (FERPA) and rules and rights set in place to ensure privacy of student information.
    - **NYU Active Threat Preparedness Training:** provides instruction on ways to prepare for and react to an active threat on campus.
    - **RLHS Policies:** identify and interpret the RLHS policies, determine what situations require your response and intervention, and understand the steps in the student conduct process.

- **Fall Training 2020:**
  - RAs are trained on specific role-related responsibilities and skills including (but not limited to) community development, identity & inclusion, crisis response & protocol, conflict management, cultural competency, and peer helping skills.

- **Spring Development 2021:**
  - Spring Development is focused on personal and professional development rather than Fall Training’s focus on role-specific responsibilities and skills. Role-specific development opportunities will be offered should a need arise based on collected assessment data.

9. DATES

Below is a comprehensive list of the important dates related to move-in, training, development requirements, and move-out for your term as an RA. Please copy these dates into your personal calendar.

**SPRING 2020**
- April 3, 2020 from 6PM - 9PM OR April 4, 2020 from 10AM - 1PM OR April 6, 2020 from 6PM - 9PM
  - RA 101 (attend one session)
- April 1, 2020 from 9:30PM - 11:00PM OR April 8, 2020 from 9:30PM - 11:00PM
  - New Team Meeting (Building Leadership Team will select which date to meet)
- May 1, 2020
  - Meal plan options and selection information shared
- May 15, 2020
  - Meal plan selection deadline

**SUMMER 2020**
- June 17, 2020
  - R(C)A Newsletter containing action items, important information, and resources pertinent to the RA role
- July 1, 2020
  - R(C)A Newsletter containing information on online training modules and RLHS community and resources
  - Online Training Modules information sent via R(C)A Summer Newsletter
- July 15, 2020
  - R(C)A Newsletter containing information about campus resources and deadline reminders
- Mid-July 2020
  - Summer Community Reflection

*Updated March 11, 2020*
RLHS Assessment Committee sends RA 101 reflection responses, online training resources, and reflection prompts related to community development.

- **July 29, 2020**
  - R(C)A Newsletter containing introductions to RLHS senior staff members and deadline reminders
- **August 7, 2020**
  - Online Training Modules must be completed by 11:59PM
- **August 12, 2020**
  - R(C)A Newsletter containing Fall Training reminders and information

### FALL 2020
- **August 20, 2020**
  - RAs can move into their academic year housing assignment
- **August 21, 2020 through August 28, 2020**
  - Fall Training
- **August 29, 2020**
  - Move-In Day for all Fall 2020 residential students
- **December 21, 2020**
  - Fall Only RAs last day in role

### SPRING 2021
- **January 21, 2021 (beginning at 5PM) through January 23, 2021**
  - Spring Development
- **May 5, 2021 from 6PM to 9PM**
  - RLHS Year End Celebration
- **May 20, 2021**
  - Academic Year RAs last day in role
  - Must checkout by 12PM May 21, 2021
- **SPRING COHORT RAs ONLY**
  - **January 13, 2021 through January 19**
    - Role Training
    - will not meet on January 18, 2021 (Martin Luther King, Jr. Day)
  - **January 20, 2020**
    - Move-In Day for Spring Cohort residential students

### 10. FEEDBACK + APPRAISALS
Residential Life & Housing Services staff members are committed to facilitating learning, growth, and development of all RAs. Professional and graduate staff provide training, development, supervision, mentorship, feedback and support. To achieve the goal of personal growth and individual success, RAs participate in formal, informal, and experiential learning activities throughout their time in the role which include:

- Facilitated Team, Group, and Individual Meetings
- Mid-Semester, Mid-Year, and End-of-Year Appraisals
- Hall Community Feedback
- Community Development Planning
- Program Planning, Implementation, and Assessment

### 11. (IN)CONSISTENCIES
Residential Life & Housing Services aims to meet our vision, mission, and values while acknowledging the unique needs of each of our residential communities. With our variety of facilities, locations, populations, architectural features, staff compositions, building sizes, and programmatic offerings, each hall may need to take a different approach to achieving our collective work. Below are examples of items that may be inconsistent and areas you can expect to be consistent across halls.
Identified areas where there may be inconsistencies
- All-hall and Thematic Engagement Community programming initiatives
- Team development
- Collateral assignments
- Frequency of being on duty
- RA room/suite configuration
- Facilities management

Identified areas of consistency
- Compensation
- Role profile expectations and responsibilities
- Paraprofessional manual expectations and responsibilities
- Training dates
- Centralized training
- Team meeting dates and times
- One on one meetings with supervisor
- Meal reimbursement dates and amounts
- Duty start/end time and expectations
- Incident report procedures and expectations
- Lock-out policies
- RLHS policies and procedures
- Appraisal forms and timeline
- Equal representation on RA Council

12. REMUNERATION
In addition to an invaluable experience in peer leadership and teamwork, RAs are remunerated with a grant equal to the cost of housing and meal plan charges for the length of their service.

HOUSING PLACEMENT
RAs are placed in paraprofessional rooms (that may be shared with other paraprofessionals) or apartments in their assigned hall (that may be shared with other paraprofessionals or students).

MEAL PLAN SELECTION
As an RA, you will receive a dining grant to cover the cost of a designated meal plan for use when dining halls are open. The designated meal plans are the 95 Flex, 120 Flex, 175 Flex or the 225 Flex. RAs may select the 300 Flex meal plan but will only receive a grant up to the cost of the 225 Flex meal plan and will be billed for the excess cost. Please note if you add additional Dining Dollars or Campus Cash, this is not covered under your dining grant package and you will be billed. All RAs will be sent information on meal plan selection on May 1, 2020 and must select a plan by May 15, 2020.

FINANCIAL AID IMPACT
The remuneration for serving as an RA is a grant equal to the cost of housing and dining charges. This remuneration may impact your other Financial Aid awards received. To understand if and how this remuneration may impact your aid package, we urge you to contact a counselor with the Office of Financial Aid at 212.998.4444 or by filling out the webform on our website. We also ask that all candidates and those selected to serve watch a short video on Understanding the Paraprofessional Role & Financial Aid in NYU Classes.

13. STATEMENTS

ALCOHOL & OTHER DRUG USE
Paraprofessionals in the Office of Residential Life and Housing Services are expected to serve as student leaders and uphold department and university policies, as well as local, state and federal laws. There is zero-tolerance for the use of alcohol or other substances in violation of policies or laws or in a manner which puts into question the paraprofessional’s ability to exercise sound judgment or serve as an appropriate role model. Paraprofessionals failing to adhere to these standards will be subject to performance action likely resulting in termination from the role. For more specific information on NYU policies please visit the Office of Community Standards website and refer to the Residential Life Paraprofessional Handbook.

ETHICAL STANDARDS
Office Residential Life & Housing Services paraprofessionals are required to respect the personal integrity of all residents and assure they be treated in a manner that is fundamentally fair. Paraprofessionals should refrain from engaging in any behaviors, attitudes, relationships, or actions that:
- would impinge on a resident’s or another paraprofessional’s dignity, moral code, privacy, self-worth, and academic, physical, psychological, and/or emotional well-being;
- would seek unjustified personal gains, unfair advantage, unearned goods or services;

Updated March 11, 2020
would be considered harassment on the basis of gender, race, sex, sexual orientation, religion, creed, nationality and/or mental disability.

New York University is committed to a policy of equal treatment and opportunity in every respect of its relations with its students, faculty and staff members, without regard to race, color, religion, sex, sexual orientation, marital or parental status, national origin, citizenship status, age, disability, or veteran status. This includes, but is not limited to, recruitment, hiring or appointment, selection for training, transfer, layoff, promotion, granting of tenure, rates of pay and other forms of compensation, and participation in University-sponsored educational, social, and recreational programs.

MEDIA
Paraprofessionals are not allowed to speak to the media about any residence hall, Residential Life & Housing Services or NYU-related issue.

RELATIONSHIPS WITH RESIDENTS
Paraprofessionals are not allowed to date residents who reside in the building where the paraprofessional resides. Paraprofessionals may date residents who live in different residence halls.

SENSITIVE INCIDENTS
The Resident Assistant role is a tremendous leadership opportunity that includes responsibilities to develop community and a sense of belonging for students. As individuals who support students, RAs respond to a variety of incidents while working with residents and serving on duty, examples may include complex roommate conflicts, reports of sexual misconduct and expression of suicidal ideation. Incidents may be sensitive in nature and may be challenging for some given past experience. Individuals applying for the RA role should be mindful of these responsibilities and consider if the expectation to respond to sensitive issues can be met. For more context on responding to sensitive incidents and for resources available to all NYU students, please feel welcome to contact the Assistant Director of Residential Wellness, at reslife.ra@nyu.edu.

SOCIAL MEDIA
Candidates should be aware that Residential Life & Housing Services, as well as many of the staff members employed by the office, maintains accounts on a variety of social media platforms. During the course of participation, the possibility exists that a staff member may encounter a personal profile or other information about a candidate. The office expects paraprofessionals and candidates to adhere to all local, state and federal laws and university policies as well as the office statements on ethical standards and alcohol use. Information obtained online that violates any of these laws, policies or statements may be considered during the selection process.

TEAM PLAYER
Paraprofessionals (RAs, RCAs, RLAs, OAs, SAs, PAs, COIs) are indispensable members of NYU’s Residential Life & Housing Services team and the greater University community. Paraprofessionals must skillfully balance their responsibilities as students while serving as effective paraprofessionals. A successful paraprofessional values every member of the NYU community – not just fellow students, but also faculty and staff. They model the behaviors we seek to encourage in all NYU students: being inquisitive, engaged, kind, empathetic and solution-oriented, even when difficult situations or conflicts arise. Paraprofessional training, including NYU’s Belonging Zone and other offerings, teaches paraprofessionals the skills of active listening, mindfulness, constructive feedback, growth mindset, and resiliency within a Beloved community. These methodologies enable paraprofessionals to successfully build community and create cultures of kindness in residential spaces. Paraprofessionals work to continually improve the NYU student experience and it is expected that paraprofessionals provide solution-focused, constructive feedback to peers, supervisors, and office leadership. These are essential elements that paraprofessionals embrace and practice to be successful in their individual roles as paraprofessionals and in their contributions to the residence hall team.