Residential and Commuter Life
CAS Executive Summary and Action Plan 2008-09

Please note that this CAS Executive Summary and Action Plan focused on the Housing and Residence Life aspects of the RCL office, and did not review any portions of commuter services.

I. **Summarize the Self-Assessment Process:** The self-assessment team was chaired by REC, Alison Brandon, and composed of the following members: Dr. Alix Fink (Biology and Honors), Matt Scruggs (REC), Sarah Hobgood (Academic and Career Advising Center), Heather Chapman (student and current Head RA), and Betty Newman (Assignments Coordinator for RCL). The timeline for the process began in late November with the Assistant Dean of Students, Onie McKenzie providing the team with direction. From there, team members were provided with documents and the Self-Assessment Guide in order to begin the scoring process. The team met several times over the course of December, January, and February to discuss questions and concerns they had while completing the assessment. The team finished their scoring by the first week in March. Answers to the Executive Summary questions were answered by Chair, Alison Brandon and REC, Matt Scruggs, and edited by the remainder of the team members. Brandon and Scruggs, along with the entire RCL department prepared the Action Plan by the end of May.

II. **Using the information collected from the individual Self-Assessment Guide (SAG) related to each of the 13 component areas, please provide an EXECUTIVE SUMMARY response to each overview question.**

Part 1: Mission Overview Questions
A. What is the program mission?
- Residential and Commuter Life's (RCL) mission is to support living and learning environments which foster the development of the individual intellectually, personally, and socially.

B. How does the mission embrace student learning and development?
- RCL's mission embraces student learning and development by directly stating that our facilities and staff provide living environments where students can flourish in all aspects o their development.

C. In what ways does the program mission complement the mission of the institution?
- Through RCL's focus on providing environments that foster student development, we support the University's mission by creating student leaders who will go out and serve the common good of society.

Part 2: Program Overview Questions
A. What are the primary elements of the program?
- Housing approximately 3000 students
- Providing programming through RA's
- Providing safe living communities to which residents feel they belong
- Ensuring that university policies are followed
- Providing for the short term and long term welfare and development of all residential students
- Maintaining and managing all residential housing facilities

B. What evidence exists to confirm that the program contributes to student learning and development?
- Evidence of student learning and development of RCL's student staff members exists through the evaluations completed over the course of their tenure with the department.
- There is no concrete evidence, other than the observations of professional staff members, to prove that RCL contributes to the learning and development of residential students.
- RCL provides opportunities for learning and development through programming in the residence halls – gives students the opportunity to reflect on themselves, be exposed to new ideas, and learn/change from the experience

C. What evidence is available to confirm program goals' achievement? (The CAS Assessment Guide has never asked for departmental goals prior to this question, so we are unsure as to what goals they are referring.)
- Housing numbers are higher than in the past.
- Student staff retention rates are high.

Part 3: Leadership Overview Questions
A. What leadership practices are used most often by the program director(s)?
- Provides state, university, and departmental information and updates through e-mail and weekly meetings
- Adheres to the organizational structure set up
- When appropriate, seeks input from all staff members
- Has weekly one on one meetings with supervisees and supervisor
- Delegates necessary projects and work to other members of the department

Part 4: Organization and Management Overview Questions
A. What are the institutional organizational structures that define, enable, or restrain the program?
- Structures that define the program:
  - The Organizational Chart
  - The Division of Student Affairs
  - The University's overall structure
- Structures that enable the program:
  - The Organizational Chart
  - RCL's Leadership Assignment structure
  - Relationships with other University administrators
- Structures that restrain the program:
  - Financial structure of the University
  - Inter-departmental separations
  - Housekeeping and maintenance structure
  - Separation between on-campus and off-campus living
  - Separation between training and selection committees

B. What protocols or processes are in place to insure effective management of the program?
- The Organization Chart defines who every staff member reports to.
- Evaluation processes provide written documentation of strengths and weaknesses of all members.
- On-call process ensures stability in our emergency response ability.

- Written protocols provide staff members with clear expectations of their responsibilities.
- Staff members are trained thoroughly on how to complete position requirements.
- The department has a Communication Plan document that is provided to all professional staff members as an introduction to the department.

Part 5: Human Resources Overview Questions
   A. What are the pressing concerns related to staffing the program?
- Providing a diverse pool of staff members that accurately represent the demographics of the university
- Finding resources to fill all student staff and professional positions
- Finding qualified individuals to fill student staff positions

   B. In what ways are training and professional development, supervision, and evaluation of each staff member provided?
- Training is provided to student staff members through Fall, Winter, and Spring Training and Leadership Workshops.
- Resources are provided to train student staff members who come on mid-year.
- Formalized training for professional staff is on-going through their first month of employment and continued when necessary.
- Professional development opportunities are provided to student staff members through leadership assignments and in-services.
- Professional development opportunities are provided to professional staff members through meetings, professional development money, leadership assignments, and membership to national organizations.
- Supervision for student staff members is provided through weekly/bi-weekly staff meetings, weekly/bi-weekly one on one meetings, feedback on performance, follow-up from incidents, etc.
- Supervision for professional staff members is provided through weekly staff meetings, weekly/bi-weekly one on one meetings and reports, monthly reports to the director, feedback on performance, etc.
- Student staff members are evaluated in the Fall and Spring by supervisors and residents.
- Professional staff members are evaluated in the Fall and Spring by student staff, supervisors, and human resources.

Part 6: Financial Resources Overview Questions
   A. What are the immediate concerns related to funding?
- There is not enough funding.
- RCL does not have full control over the funding they do have.

   B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?
- RCL follows the university regulations for purchasing.

Part 7: Facilities, Technology, and Equipment Overview Questions
   A. What are the immediate concerns related to facilities, technology, and equipment?
- Many facilities are out of date and need upgrades.
- A lack of respect from residential student users for their facilities causes further and faster damage.

- Disparity exists between communities in terms of condition of facilities, level of technology, and quality or existence of equipment.
- Marketing and use of Res Life Cinema.
- Access to electronic documents.

B. What evidence exists to confirm facilities, technology, and equipment access, as well as health, safety, and security for all who are served by the program?
- Card access restriction to residential facilities
- Central office located in Lancaster, accessible to all students and staff
- Use of log-ins on department computers
- Safety inspections of residential rooms by student staff
- Ethernet port per bed provided in each residential room

Part 8: Legal Responsibilities Overview Questions
A. What are the crucial legal issues faced by the program?
- FERPA
- Sexual harassment and appropriate relationships
- Civil lawsuits due to negligence

Part 9: Equity and Access Overview Questions
A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?
- RCL adheres to the University's non-discrimination policy.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?
- RCL recruits nationally to fill professional positions.
- RCL recruits university-wide to fill student staff positions.
- RCL publicizes and provides programming and opportunities for participation to the entire residential community.

Part 10: Campus and External Relations Overview Questions
A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effective relationships?
- Division of Student Affairs
- Real Estate Foundation
- Finance Office
- Registrar's Office
- Admission Office
- Institution Technology Office
- Governing bodies for major student groups
- Athletics Department
- Honor's Program
- Aramark Dining
- Longwood Facilities and Maintenance Departments
- Caldwell & Gregory
- VCE
- Timbernest Loft Company

- Public Safety

B. What evidence confirms effective relationships with program constituents?
- Student Affairs Leadership Teams
- Positive collaborations with those listed above for shared interest projects.

Part 11: Diversity Overview Questions
A. In what ways does the program contribute to the nurturing of diversity on campus?
- Programming in the halls
- Professional development opportunities for student and professional staff
- Training for student staff
B. How does the program serve the needs of diverse populations?
- Providing staff members that are capable of building communities that are welcoming to all and are able to respond to bias related incidents.
- Creating policies and procedures that are fair to all student populations.

Part 12: Ethics Overview Questions
A. What ethical principles, standards, statements, or codes guide the program and its staff members?
- ACUHO-I Standards
- ACPA Ethical Principal Standards

B. What is the program's strategy for managing student and staff member confidentiality issues?
- Adhering to FERPA regulations
- Have all student sign a confidentiality agreement upon start of work
- Train staff on reporting structure and confidentiality issues
- Have protocol in place to respond to confidentiality issues

Part 13: Assessment and Evaluation Overview Questions
A. What are the assessment expectations for the program?
- To evaluate staff members on a fair and consistent basis
- To follow assessment guidelines set by the Division of Student Affairs

B. What evidence exists to insure that the stated mission, program goals and objectives, and student learning and development outcomes are achieved?
- We are unable to answer this question because we are unsure of what goals and objectives the CAS Study is referring to, and we lack confidence that there are tangible measures in place to insure these "goals" are met.

C. In what ways have assessment and evaluation results been used to revise and improve the quality of programs and services?
- Student staff and professional evaluations of training and selection activities have been utilities to refine those processes
- Feedback has been used regarding other departmental projects such as housing opening and closing processes, housing assignment processes, etc.
- Student response from EBI survey has been used to address concerns
- Program evaluations have been used to improve programs in halls.

III. Identify areas of Program Strength

A. What percentage of the criterion measures was considered "well met" or "fully met" (i.e., collective average rating of 3 or higher)?
- 48%

B. Identify the criterion measures that were "well met" or "fully met" (i.e., collective average rating of 3 or higher) and describe areas of exception or significant accomplishment.

Mission
- RCL's mission supports student learning and development, and is tied closely to both CAS Standards and the University's mission.
- The living environment supports individual and community development and emphasizes academic success.
- Management processes are in place to ensure effective administration and operation of the department.

Program
- RCL promotes holistic student development through its student and learning development outcomes, and by providing opportunities for students to reach those outcomes.
- The programs offered to students are intentional, and grounded in theory.
- RCL provides opportunities for student maturation and the development of knowledge, skills, and values.
- Staff duties are based on student needs.
- Staff members provide information and expectations to residents, and provide opportunities for self-governance and programming in the halls.
- Staff provides a variety of programs to residents, provide counseling within the scope of their authority, and provide information on safety and security.
- Staff creates an environment that encourages development and learning.

Leadership
- A program leader exists and all levels of leadership in the department are qualified to be in their positions.
- Leaders apply effective practices to promote learning and effectiveness.
- Leader performance is assessed on a regular basis.
- The leader exercises authority, articulates a vision, practices ethical behaviors, recruits, selects, supervises, instructs, and coordinates staff members, manages resources effectively, applies effective practices, communicates effectively, deals effectively with environmental conditions that inhibit growth, and strives to improve the program in response to evolving student needs.

Organization and Administration
- The program is structured purposefully and managed effectively.
- Evaluation of the department is based on the achievement of short-term and long-term goals.

Human Resources
- The program is staffed adequately to accomplish its mission.
- Procedures are in place for staff selection, training, evaluation, supervision, and professional development opportunities.
- Professional staff members hold a relevant degree.
- One person holds responsibility for the department.
- Degree or credential seeking interns (graduate students) are qualified by being enrolled or holding a degree in a related field of study.
- Student employees are carefully selected, trained, supervised, and evaluated.

- Technology trained staff members who are knowledgeable about ethical practices in technology are in place to carry out essential program functions.
- RA's contribute to a variety of programming, educational, and management functions.
- Hiring practices are fair, inclusive, and non-discriminatory.
- RCL has a system for regular staff evaluation.
- Staff members support the goals and mission of the department.

Facilities, Technology, and Equipment
- Spaces are provided for study, office functions, lounging, recreation, and group meetings.
- Individual rooms are adequately furnished to accommodate all assigned occupants.
- Inspections for fire safety are made regularly.
- Access control to buildings is addressed and provides safety to residents.

Equity and Access
- All programs and services are provided on a fair and equitable basis.
- All facilities are accessible to the prospective user.
- Program practices and policies do not discriminate against any potential users.

Campus and External Relations
- RCL has established, maintained, and promoted effective relations with relevant campus and external agencies.

Diversity
- RCL nurtures environments where differences in people are recognized and honored.

Ethics
- All staff members adhere to the established ethical principles.
- Privacy and confidentiality are maintained in respect to all communication and records.
- Information judged to be of an emergency nature when an individual's safety is involved is disclosed to the appropriate authorities.
- Staff members avoid personal conflicts in front of students.
- Staff members strive to ensure fair, objective, and impartial treatment to all students.
- Staff members ensure funds are handled properly.
- Staff members perform assigned duties within the scope of their training, ability, and authority.
- Staff members practice ethical behavior with the use of technology.

IV. Identify areas of Program Weakness, Rating Discrepancy, and Insufficient Evidence
   A. What percentage of the criterion measure ratings was considered "minimally met" or "not met" (i.e., collective average rating of 2.9 or lower)?
   - 52%
   B. Identify the criterion measures on which there was rating discrepancy among raters of two points or more.
      - Coordination exists between educational programs and services, business operations, and management services.
      - Reasonably priced safe and secure facilities that are clean, attractive, well maintained, and comfortable.

- Program offerings are designed to meet the developmental needs of relevant student populations and communities.
- HRLP facilitates: student study groups, student interaction with faculty members, opportunities for student maturation process, opportunities for student development of knowledge, skills, and values.
- Staffing duties are based on student needs.
- Staff provides counseling or advising with the scope of their training.
- Staff creates an environment that encourages academic achievement and personal developments.
- The leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.
- The leader strives to improve the program in response to evolving student needs and institutional priorities.
- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.
- Channels are in place for regular review of administrative policies and procedures.
- Productive working relationships are in place among leaders of related organization units.
- The program maintains well structured management functions, including planning, personnel, property management, purchasing, contract administration, financial control, and information systems.
- Procedures are in place for staff selection, training, evaluation, supervision, and professional development opportunities.
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.
- Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.
- Staff member compensation is commensurate with those in comparable positions, in comparable institutions, and situations in the relevant geographical region.
- Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.
- The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.
- The program provides procedures for filing, processing, and hearing employee grievances.
- The program has adequate funding to accomplish its mission and goals.
- Fees generated by the program are dedicated to the support and improvement of housing and residential life.
- Funding includes adequate reserves for essential repairs, replacements, and capital improvements.
- The program has adequate, suitably located facilities, technology, and equipment to support its mission.
- Facilities accommodate program goals and meet student needs for safety and security.

- Spaces are provided for study, office functions, lounging, recreation, and group meetings.
- Individual rooms are adequately furnished to accommodate all assigned occupants.
- A maintenance plan is in place that addresses repairs or upgrades.
- A maintenance plan is in place that addresses emergency responses.
- Waste disposal and recycling are managed in accordance with all applicable regulations.
- Student housing construction, where applicable, is based on student current and projected needs.
- A master plan for maintaining and renovating all facilities exists.
- Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.
- Staff members inform users and officials of legal obligations and limitations associated with implementing the program.
- Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.
- Legal advice is available to staff members as needed to carry out assigned responsibilities.
- Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.
- All program facilities and services are accessible to prospective user.
- The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.
- The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.
- The program promotes respect for commonalities and differences in historical and cultural contexts.
- Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.
- The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.
- The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.
- Results of these evaluations are used to revise and improve the program and to recognize staff performance.

C. Identify the criterion measures that were rated as being "not done" because of insufficient evidence.
- Please see the Action Plan below.

V. Write Action Plan for areas of Program Weakness: Prepare a ranked list of criterion measures that were identified as being "minimally met" or "not met" (i.e., collective average rating of 2.9 or lower). Considering importance, need, and achievability, prioritize these measures and write an A**ction Plan** for each specifying what needs to be done to address the shortcomings. (Note: Additional initiatives can be suggested to enhance program quality and effectiveness that do not necessarily relate to areas of weakness.)

1.5. Coordination exists between educational programs and services, business operations, and management services.

- *Essential Resources:* Communication efforts, clarification & transparency of everyone's job responsibilities, team building, participation in all departmental activities.
- *Action Plan:* Set expectations of clear communication for all professional staff members, organize meaningful team building activities throughout the year, allow for a channel of grievances/concerns to be shared, publish organizational chart and "who to contact" on the webpage.
- *Completion Dates*: Initial team building and identifying activities that all departmental members can attend (Summer 09 and ongoing); Improved communication among all departmental members (ongoing)
- *Responsible Parties:* Executive Director and Assistant Director of On Campus Living.

2.4.1 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked (Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyle, Appreciate Diversity, Spiritual Awareness

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

- *Essential Resources:* Learning and/or development outcomes, assessment tools, programming tools for RA use, training for RA's, literature pertaining to program topics, flexibility in programming topics/models, pre-tests and post-tests for training.
- *Action Plan:* Develop measurable learning/ development outcomes for residents. Develop training and tools for RA's that support those outcomes. Develop an assessment tools that can be used to measure whether students have reached those outcomes. Focus on training RA's how to program during Fall Training and Leadership Workshop.
- *Completion Dates*: At least one year should be spent developing learning outcomes. After outcomes are identified, training and other resources and tools should be developed to assist staff in programming to meet these outcomes. Assessment tools should also be developed simultaneously.
- *Responsible Parties:* Every member of the department.

2.8 HRLP facilitates: A seamless learning environment, student study groups, student interaction with faculty members.

- *Essential Resources:* Study lounges, programming, relationships with academic affairs, classroom space in residence halls.
- *Action Plan:* Be intentional about forging relationships with academic affairs. Actively include them in programming. Collaborate with The Learning Center or other academic support offices. Encourage faculty participation in programming.
- *Completion Dates*: Begin immediately with expanding the Compass community and the Honor's College. Work over the next year to develop more partnerships with academic affairs.
- *Responsible Parties:* Associate, Assistant Director, RECs of the Compass and Honors College Communities.

7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.
- *Essential Resources:* Adequate funding.
- *Action Plan*: Install upgraded amenities, furniture, and finishes in all buildings.
- *Completion Dates*: Immediately, and ongoing. (add these things to the list of upgrades that already exists)
- *Responsible Parties*: Associate Director-Housing and Executive Director

7.2 Program facilities, technology, and equipment are evaluated regularly.
- *Essential Resources:* Surveys that assess user satisfaction.
- *Action Plan*: Complete common area condition reports at the beginning and end of each year to assess their condition. Conduct a user satisfaction survey periodically.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties*: Associate Director-Housing

7.4 Facilities accommodate program goals and meet student needs for safety and security.
- *Essential Resources:* Linnell Card Swipe System, Desk Aids, Night Walkers, Campus Police, educational posters about tailgating, hall meetings, policies.
- *Action Plan***:** Continue with procedures we currently have in place. Increase the number of hours for desk staff to 24 hours a day, post cameras throughout residence halls, increase education about safety and security.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties***:** Associate Director-Housing and Executive Director

7.7 Facilities are accessible, clean, attractive, reasonably priced, properly designed, well-maintained, comfortable, and conducive to study, and have safety and security features.
- *Essential Resources:* Accessible funding.
- *Action Plan***:** Increase the amount of study lounges offered. Effectively create an atmosphere conducive to studying in study lounges. See 7.1
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties***:** Associate Director-Housing and Executive Director

7.15 Student housing construction, where applicable, is based on student current and projected needs.
- *Essential Resources:* Liaison between architect/contractor and department.
- *Action Plan***:** Survey the students to see what they want/need. Investigate the literature regarding what's being done to meet student needs at other institutions.
- *Completion Dates*: Whenever construction projects arise.
- *Responsible Parties***:** Associate Director-Housing, respective REC and supervisor.

13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.
- *Essential Resources:* Professional, student, and resident evaluations, assessment tools already in place for major program functions, national assessment tools (EBI), Assistant Dean for Student Affairs, Student Affairs Assessment Team, Strategic Plan Goals, RCL Mission, University Mission
- *Action Plan***:** Again, develop learning outcomes and assessment tools. Continue using assessment tools we have. Develop new assessment tools that accurately measure our outcomes.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties***:** Every member of the department.

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.
- *Essential Resources:* ACPA ethical guidelines.
- *Action Plan***:** Incorporate ethical decision making into staff training and development.
- *Completion Dates*: August, and ongoing.
- *Responsible Parties***:** Every member of the department.

9.6 The program acts to remedy imbalances in student participation and staffing.
- *Essential Resources:* Student staff positions, publicity for those positions, programming on the halls.
- *Action Plan***:** Actively recruit for student staff positions within under represented population groups.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties***:** Staff selection committee, all members of the department.

11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.
- *Essential Resources:* Multicultural office, diversity training to student staff, programming resources.
- *Action Plan***:** Promote and develop a campus-wide collaborative programming effort about topics of diversity. This effort should be headed up by professional staff members.
- *Completion Dates*: Planning could begin over the summer. Implementation could happen during the Spring semester.
- *Responsible Parties***:** Every member of the department with specific people assigned as leaders.

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.
- *Essential Resources:* Current connections with student affairs and other partners.
- *Action Plan***:** Individuals in the department should seek the opportunity to further partnerships with other offices/individuals.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties***:** Every member of the department.

4.5 Productive working relationships are in place among leaders of related organization units.

- *Essential Resources:* Collaborative opportunities with other department directors and staff, excluding external factors when working with other department directors or staff.
- *Action Plan*: Develop opportunities to collaborate on projects where appropriate, arrange a social event with all "close campus partners" in order to develop better working relationships, communicate to the Vice President if relationships are less than satisfactory.
- *Completion Dates*: Now and ongoing.
- *Responsible Parties*: Executive Director and/or any professional staff member.

5.3 The program strives to improve the professional competence and skills of all staff members.

5.17 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

- *Essential Resources:* In-services for professional or student staff, journal subscriptions, professional development funding, case studies, tuition stipends.
- *Action Plan*: Provide more thoughtful and deeper in-service/professional development opportunities. Continue to share journals and membership id's with other staff members. Provide stronger encouragement to write articles or present at conferences. Allocate professional development funding fairly and notify staff members if and why money may not be available.
- *Completion Dates*: Summer '09 and on-going
- *Responsible Parties*: Executive Director/Associate and Assistant Directors, all professional staff members.

5.12 Staff member compensation is commensurate with those in comparable positions, in comparable institutions, and situations in the relevant geographical region.

- *Essential Resources:* Money, living arrangements, fringe benefits.
- *Action Plan*: Strive to reach equity in terms of the living arrangements of all REC's.
- *Completion Dates*: Has already begun, will continue through the next several years.
- *Responsible Parties*: Executive Director and Associate Director for Housing

5.19 The program provides procedures for filing, processing, and hearing employee grievances.

- *Essential Resources:* HR procedures currently in place.
- *Action Plan*: RCL should develop its own formal grievance policy and procedures and educate student staff about them. Provide refresher education about HR policies and procedures to professional staff.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties:* Associate/Assistant Director.

10.2 Special outreach efforts are maintained.

- *Essential Resources:* Care team, student affairs teams and meetings, campus partner awards, RCL website.

- *Action Plan***:** Promote opportunities for collaboration between lower level professionals in differing offices to meet student's needs.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties:* Every professional member of the department.

8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.

8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.
- *Essential Resources:* Human Resources, Assistant Attorney General, educational background of professionals, student handbook, RCL protocol.
- *Action Plan***:** Incorporate more legal education into training and professional development for all staff.
- *Completion Dates*: Immediately, and ongoing.
- *Responsible Parties:* Every professional member of the department.

6.1 The program has adequate funding to accomplish its mission and goals.

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

6.4 Fees generated by the program are dedicated to the support and improvement of housing and residential life.

6.5 Financial reports are available to the campus community and provide accurate and timely data.

6.6 Funding includes adequate reserves for essential repairs, replacements, and capital improvements.

6.7 Funds are handled in accordance with established accounting procedures that ensure accurate financial reports.

6.8 Purchasing procedures are consistent and cost effective.

6.9 The HRLP budget reflects the mission and goals.
- *Essential Resources:* Finance Office, Material Management, RCL Renovation Plan, room fees, damage charges, EVA system, fair bidding process.
- *Action Plan***:** Continue purchasing and bidding fairly. Provide a more transparent budget and reports to members of the department as possible.
- *Completion Dates*: Immediately, and ongoing.

- *Responsible Parties:* Executive Director, Associate Director-Facilities, Admin. Assistant to the Executive Director.

The following categories did not score above a 2.8; however, we think that we are currently doing things to fulfill each of these items.

- 1.6 The program provides:
    - o 1.6b reasonably priced safe and secure facilities that are clean, attractive, well maintained, and comfortable.
- 3.14 Clearly defined leader accountability expectations are in place.
- 4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.
- 4.4 Channels are in place for regular review of administrative policies and procedures.
- 4.6 The program maintains well structured management functions, including planning, personnel, property management, purchasing, contract administration, financial control, and information systems.
- 5.8 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.
- 5.11 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.
- 5.14 A diverse program staff is in place that provides readily identifiable role models for students.
- 5.15 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.
- 5.18 HRLP policies and procedures are regularly updated.
- 7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.
- 7.8 Housekeeping provides a clean environment on a daily basis during weekdays.
- 7.9 Space is provided for custodial work and storage.
- 7.10 A maintenance plan is in place that addresses:
    - o 7.10a preventative maintenance.
    - o 7.10b repairs or upgrades.
    - o 7.10c renovation.
    - o 7.10d emergency responses.
- 7.12 Waste disposal and recycling are managed in accordance with all applicable regulations.
- 7.13 Grounds are attractively maintained and are safe.
- 7.16 A master plan for maintaining and renovating all facilities exists.
- 8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.
- 8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.
- 9.3 Program operations and delivery are responsive to the needs of all students and other users.
- 9.4 All services adhere to the spirit and intent of equal opportunity laws.
- 10.3 Staff limitations are recognized and honored.

- 11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

VI. APPENDICES: Please attach a copy of the Collective Ratings as an appendix to this document.

Deadline for Submission: _____