



**RESIDENT MENTOR
POSITION PROFILE**

2025 - 2026



Housing & Residential Education
UNIVERSITY OF DENVER

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POSITION PROFILE

2025-2026

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ROLE OVERVIEW

The **Resident Mentor (RM)** plays a vital role in creating vibrant and supportive communities within campus housing. As a key community builder, the RM is responsible for fostering meaningful connections among residents, encouraging engagement within their residential community, and helping them integrate into the broader campus environment. By actively building relationships with residents, RMs serve as approachable and trusted peers who contribute to a sense of belonging and inclusivity for all.

The RM's primary focus is on facilitating community development by organizing and hosting events, programs, and initiatives that bring residents together and encourage interaction. These activities not only strengthen community bonds but also provide opportunities for personal growth, collaboration, and cultural exchange. RMs are intentional in creating environments where residents feel supported, valued, and empowered to engage.

Beyond social programming, RMs offer mentorship by providing guidance in both academic and personal aspects of residents' lives. They are well-versed in campus resources, serving as a bridge to the wide array of services and opportunities available to students. Whether helping a resident navigate academic challenges, connect with counseling services, or explore leadership opportunities, RMs are instrumental in fostering residents' success and well-being.

In addition to their programming and mentorship roles, RMs actively contribute to the development of a community culture that prioritizes respect, inclusion, and shared responsibility. They model positive behaviors, encourage open dialogue, and promote a supportive atmosphere where residents feel comfortable expressing themselves and addressing conflicts constructively.



QUALIFICATIONS

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

Class Standing

Resident Mentors must be enrolled in an academic program University of Denver, be at least a second-year student, and have at least one year of on-campus college experience.

Course Load

Undergraduate students must be full-time, enrolled in 12 to 18 credit hours per quarter. Exceptions for course loads over 18 credit hours or fewer than 12 credit hours must have prior approval of the Director of Residential Education (or designee). Graduate students must carry a minimum of 8 credit hours per quarter. Graduate students in the final semester before graduation may carry fewer than 8 credits.

Grade Point Average (GPA) Requirement

RMs must hold a quarter and cumulative 2.75 GPA throughout the time of application and appointment. If an RA's quarter or cumulative GPA falls below the 2.75 requirement they will be placed on Academic Probation and will have one quarter to reach the minimum requirement or will be released from the role.

Selection Process

RMs must successfully complete the information session, application, and selection process.

Disciplinary Standing

RMs must be in good disciplinary standing at the University of Denver prior to and throughout the role. Good disciplinary standing is not being placed on probation as a result of a Student Rights & Responsibilities (SRR) outcome.

PERIOD OF EMPLOYMENT

Full Academic Year Role

The standard role period for RMs is one academic year, from August 18th (approximately X days prior to new student move-in) through June 13th (Undergraduate commencement). RMs are expected to be present for the duration of training sessions prior to residential community check-ins for fall, winter, and spring quarters.

Subsequent Appointments

Upon successful completion of the standard role period, the RA may be considered to serve for additional periods, if eligible. There is no expectation to serve for an additional period, but depends on outstanding service. Subsequent appointments are contingent upon the successful completion of tasks, assignments and responsibilities and positive performance appraisals by residential community supervisors, availability of positions, and successful completion of the application and selection process for those requesting to return.

Housing Placement

The placement of an RM is determined during selection, but may change depending on the needs of the residential communities. RMs will receive their specific room assignments prior to beginning the role.



COMPENSATION

Housing Grant

Roommates are provided a room grant that covers the cost of a single-room. Receiving a housing grant may impact your Financial Aid awards received, and we encourage you to contact a counselor with the Office of Financial Aid.

Stipend

Roommates are provided a \$1,600 stipend, paid monthly, each quarter totaling \$4,800 over the academic year.

COMPETENCIES

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

Relationship & Community Building

1. **Sustaining Conversations:** Actively initiating and maintaining open communication channels with and among residents to build trust and mutual understanding.
2. **Establishing Harmony:** Creating a cohesive and welcoming environment that nurtures connection and collaboration within the community.
3. **Engaging in Peer Coaching:** Supporting personal and professional growth through guidance and encouragement among peers.
4. **Planning Social Events:** Organizing inclusive and enjoyable activities that strengthen social bonds and promote community engagement.

Critical Thinking & Problem-Solving

1. **Values-Driven Decision-Making:** Ensuring choices align with core professional ethics and organizational standards.
2. **Overcoming Challenges:** Embracing problem-solving opportunities to navigate obstacles and achieve success.
3. **Responsiveness to Leadership:** Demonstrating reliability by adhering to guidance from supervisors and campus authorities, particularly in critical or elevated situations.

Learning & Development

1. **Feedback and Development:** Actively seeking constructive input and professional growth opportunities to enhance performance.
2. **Educational Programming:** Designing and implementing events that support learning and personal development within the community.
3. **Teamwork Engagement:** Contributing to collaborative initiatives and fostering a strong sense of teamwork.

Self-Efficacy

1. **Self-Motivated Organization:** Proactively managing responsibilities and completing tasks with initiative and independence.
2. **Detail-Oriented Execution:** Ensuring thoroughness and accuracy in the completion of projects and



responsibilities.

3. **Judicious Intervention:** Assessing situations to determine when involvement from other authorities or resources is necessary.

Multiculturalism

1. **Fostering Belonging:** Building an inclusive community where every individual feels valued and connected.
2. **Prioritizing Accessibility:** Applying accessibility principles to ensure events, initiatives, and resources are equitable and available to all.

TIME COMMITMENT

RMs should expect about 15 structured and unstructured hours per week in the residential consisting of primarily in-person responsibilities. These hours will be used in interactions with residents, one on one meetings, team meetings, and programming. These hours are based on the need of the residential community 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 15 hours may be needed whereas others there may be fewer than 15 hours.

Availability

All RMs are expected to be available in the residential to create and maintain the sense of belonging in the community, complete responsibilities, and maintain regular contact with residents. An RMs plans to be away from the hall for a period of three or more days must coordinate with their supervisor.

Emergency Closures & Inclement Circumstances

To support residents remaining in the halls during university emergency closures and inclement circumstances, RMs may be scheduled to support for a portion of these periods.

Meetings

RMs must attend team meetings Tuesdays from 8:00pm -10:00pm. Regularly scheduled one on one supervisor meetings will also be scheduled.

First Six Weeks

The first six weeks of the fall semester are typically a busier time on-campus. This time includes move-in, orientation and welcome week activities, a focus on getting to know and interacting with residents.

Additional Work or Engagement

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 RM role expectations can be successfully met. It is important that any outside/additional work or engagement be discussed with a supervisor so they can assist in offering support on time management and balance.



CORE RESPONSIBILITIES

In addition to the list below, other tasks will be assigned as needed by supervisors. RMs must be adaptable and comfortable with ambiguity as role needs may evolve.

Resident Support & Engagement

- Establish positive relationships with residents and create a welcoming, inclusive environment.
- Act as a resource for residents seeking academic, personal, and career support, connecting them with appropriate campus services.
- Recognize and appropriately respond to elevated concerns and after-hours emergencies by connecting residents to the appropriate campus or community resources, ensuring timely and effective support.
- Coordinate frequent contact and engagement initiatives with residents in their assigned community, including one-on-one check-ins and floor or building meetings.
- Provide informal peer support by helping residents define and resolve academic, social, or personal challenges.
- Advise residents on exercising self-efficacy, responsibility, and accountability when sharing ideas or concerns.
- Facilitate floor meetings and group discussions to address community issues, concerns, or topics of interest.

Community Building & Programming

- Develop and implement community-building initiatives and programs that encourage social interaction and personal development.
- Collaborate with hall council or designated campus partners to plan and execute events, fostering community engagement and enhancing the residential experience.
- Plan and facilitate quarterly social programming consistent with the expectations of HRE's Residential Educational Model (REM).
- Collaborate with other RMs and staff to plan larger-scale events and initiatives; assist HRE professional staff with the planning and facilitation of community-wide events at least once per quarter.
- Be visible and contribute to the success of community-wide events by enhancing their promotion and presence within the residence hall, ensuring greater participation and engagement from residents.
- Plan and track spending to support community engagement initiatives.

Conflict Resolution & Mediation

- Assist residents in creating roommate agreements and holding themselves accountable to its expectations.
- Assist with conflict resolution and mediation among residents when necessary.
- Serve as a neutral facilitator for roommate mediations.
- Effectively address concerns impacting multiple rooms or an entire floor by monitoring and responding to messages in shared communication channels and coordinating with your supervisor as needed.



Wellness, Well-Being, and Student Behavior

- Connect and/or refer students in need of wellness support to appropriate campus partners such as Student Care & Outreach, Counselor-on-Call, or Campus Safety.
- Refer and document all potential violations of the university's policies, including DU's Honor Code and Community Standards.

Safety, Security, and Facilities

- Address all safety, security, and maintenance needs by submitting appropriate documentation and reports as necessary.
- Educate residents on the importance of safety, security, and maintenance, including addressing minor concerns such as single-point entry, work requests, facilities issues, etc.
- Assist with residential operations including, but not limited to, move-in/out days, room checks, walkthroughs, etc.

Professionalism & Leadership

- Model good judgment, ethical decision-making, and responsible actions that align with University policies, HRE community standards, and the Honor Code.
- Attend all scheduled trainings, essential dates, and professional development opportunities.
- Maintain appropriate boundaries with residents to serve as a trusted resource while ensuring accountability when necessary.
- Proactively communicate with your supervisor regarding any conflicts or concerns that may affect your ability to meet job expectations or fulfill responsibilities.
- Arrive on time and remain actively engaged during all Housing and Residential Education (HRE) events.
- Represent Housing and Residential Education positively through your actions, demeanor, and the way you discuss the department.

TRAINING & DEVELOPMENT

Training and development programs are important to the effectiveness, success, and strength of the RLHS community. The Assistant Director of Recruitment & Development oversees training and development aimed to provide RMS with important skills and competencies aligned with the core learning goals and outcomes. Trainings may be in-person, virtual, or asynchronous. Lack of availability may impact one's ability to remain in the RM position. The following is a list of required training & development:

Fall Training

Winter Development

In-Services

Online Modules/Asynchronous Training



ESSENTIAL 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 RM. Please copy these dates into your personal calendar. Once dates marked as TBA are decided, they will be updated on this document and will be communicated out. Dates are projected and may be amended if there are changes to university or office dates.

Fall 2025

- RMs may move to campus beginning 8:00 am.
- Fall Training
- Fall Opening
- Fall Closing
- RMs may leave at 2:00 pm, or when all closing responsibilities are completed.
- In-Service

Winter 2026

- RMs may return to campus beginning 8:00 am.
- Winter Opening
- In-Service

Spring 2026

- End-of-Year Closing
- RMs may leave at 4:00 pm, or when all closing responsibilities are completed.
- In-Service

All-Team Staff Meetings

- Tuesday, Weekly, 8:00 pm – 10:00 pm

GROWTH & DEVELOPMENT

Housing & Residential Education is dedicated to fostering the learning, growth, and development of all RMs. Professional and graduate staff offer training, development opportunities, supervision, mentorship, feedback, and support. To promote personal growth and individual success, RMs engage in various formal, informal, and experiential learning activities throughout their role, including:

- Team, group, and individual meetings
- Quarterly and end-of-year evaluations
- Feedback from hall communities
- Community development planning
- Program design, implementation, and evaluation



- Reappointment interviews, when applicable

EXPECTATIONS

Housing & Residential Education (HRE) aims to meet the needs of each of our residential communities. With our variety of facilities, locations, populations, architectural features, staff compositions, building sizes, and programmatic offerings, each residential community will need various strategies to achieve our collective work. When expectations are believed to have not been met, HRE strives to help staff improve performance through accountability and support. RMs are expected to read and understand the Student Staff Accountability Guide that includes a comprehensive list of expectations for respective roles and how HRE approaches accountability when expectations are believed to have not been met.

STATEMENTS

Policies & Laws

Resident Mentors (RMs) in Housing & Residential Education (HRE) are expected to serve as role models by adhering to departmental and university policies, as well as local, state, and federal laws, including but not limited to FERPA. CAs who violate these policies or laws may face accountability measures, including potential removal from their role. For detailed information on DU policies, please visit the Office of Student Rights & Responsibilities website and consult the *Guide to Residence Living*.

Ethical Standards

Resident Mentors (RMs) in Housing & Residential Education (HRE) are expected to respect the personal integrity of all residents and ensure they are treated with fundamental fairness. RMs must avoid behaviors, attitudes, relationships, or actions that:

- Compromise the dignity, moral values, privacy, self-worth, or academic, physical, psychological, or emotional well-being of residents or staff members.
- Seek unwarranted personal gains, unfair advantages, or unearned goods or services.
- Constitute harassment based on gender, race, sex, sexual orientation, religion, creed, nationality, or mental disability.

The University of Denver is dedicated to ensuring equal treatment and opportunity for all students, faculty, and staff, regardless of race, color, religion, sex, sexual orientation, marital or parental status, national origin, citizenship status, age, disability, or veteran status. This commitment applies to all aspects of university relations, including recruitment, hiring, training, transfers, layoffs, promotions, tenure decisions, compensation, and participation in educational, social, and recreational programs sponsored by the University.

Relationship with Residents

Resident Mentors (RMs) are not allowed to date residents who they directly support. RMs may date residents who live on different floors or residential communities. RMs who date residents are expected to maintain fairness and consistency—not doing so may result in disciplinary action.

Sensitive Incidents

Resident Mentors (RMs) may occasionally encounter sensitive situations while working with residents. While such



occurrences cannot be entirely avoided, a robust system of professional support is in place to help address these situations. Prospective applicants should carefully consider whether they are prepared to handle potentially sensitive incidents before applying for the role.

For additional information about potential scenarios and resources available to all DU students, please contact the Assistant Director of Recruitment & Development at hre.recruitment@du.edu to discuss these important considerations prior to applying.

Social Media

Resident Mentors (RMs) and candidates should be aware that Housing & Residential Education (HRE), along with many of its staff members, maintain accounts on various social media platforms. While HRE does not actively review social media profiles, staff members may come across or be made aware of personal profiles or other information during the selection process.

RMs and candidates are expected to comply with all local, state, and federal laws, university policies,. Any information found online that violates these laws, policies, or standards may be taken into account during the selection process or referred to the Office of Student Rights & Responsibilities (SRR).

Team Player

Resident Mentors (RMs) must effectively balance their responsibilities as students with their roles as university employees. Successful RMs value all members of the DU community, including fellow students, faculty, and staff. They are expected to offer solution-focused, constructive feedback to peers, supervisors, and HRE leadership. Embracing these practices is essential for their success as un university employees and for their contributions to fostering thriving residential communities.