A. IDENTIFICATION

Position Title: Manager, Residence Life
Department: Residence & Housing
Position Reports To (Title): Associate Director, Residence Life
Date: February 11, 2016

B. POSITION SUMMARY

Briefly describe the primary function and purpose of the position in one or two sentences.

The Manager, Residence Life is responsible for providing leadership, supervision, management support, and direction to the Residence Life Coordinators (RLCs), and the Coordinator, Orientation & Community Development (Coordinator, ROCD). The Manager oversees the Residence Community Standard program, including the development of the curriculum; the training of staff; the education of the residents; and the management of the day-to-day conduct case load that arises within the residence community. The incumbent also oversees the recruitment and hiring of all Residence Life student staff and volunteers; leads the planning and implementation of large scale co-curricular initiatives for the Residence Life unit (e.g., Co-curricular initiatives); and develops and utilizes learning and development outcomes for student staff training programs. The Manager assists the Associate Director, Residence Life in providing strategic vision and direction for the Residence Life unit.

C. DUTIES AND RESPONSIBILITIES

Starting with those you consider the most important, list and describe the main duties and responsibilities of the position. For each item start with an action verb and briefly describe WHAT is done, HOW it is done and WHY it is done. Indicate in the right hand column the percentage of time spent on each particular task.

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<th>Description</th>
<th>% of Time</th>
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<tr>
<td>Leadership, Development &amp; Human Resource Management (30%)</td>
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Provides leadership, supervision, management support, and direction to the three (3) Residence Life Coordinators (RLCs), and the Coordinator, Residence Orientation and Community Development (Coordinator, ROCD). Monitors and evaluates the performance of the RLCs and the Coordinator, ROCD.

Designs and implements an orientation and training program for professional Residence Life Staff. Encourages staff to participate in relevant and appropriate educational & professional development activities related to their responsibilities and personal growth.

Implements human resource policies and procedures. Ensures staff are aware of the guidelines to be followed. Administers, along with the support of the Associate Director, Residence Life, the APSA policies and related agreements and works within the parameters of these agreements.

Oversees scheduling of staff; approves vacation, leave, and conference requests; and ensures appropriate coverage and temporary placement as necessary.

In the event of a position vacancy, leads the recruitment and hiring process for the RLC and Coordinator, ROCD positions.
### Residence Conduct Case Management & Review (20%)

Assists the Associate Director in the strategic vision, planning, and curriculum development for the Residence Community Standards Program.

Oversees the day-to-day management of the Residence Community Standards Program. This involves providing support and direction to the RLCs in receiving and reviewing incident reports against the Residence Community Standards and License Agreement to determine appropriate departmental response.

Provides leadership and guidance to RLCs in assessing, analyzing and responding to residence conduct cases and the determination of appropriate sanctions and learning outcomes.

Investigates and manages high level residence conduct cases and makes any necessary recommendations for the termination of a resident’s License Agreement and therefore eviction from residence.

Develops, implements, and utilizes case management procedures that comply with all legal and best practice requirements of student conduct administration such as confidential file maintenance, case confidentiality and record management. Trains and oversees RLCs in this task.

Collects, maintains, and analyzes statistics of residence student conduct cases for the preparation of annual reporting requirements, and other strategic purposes.

Works collaboratively with the Associate Director Residence Life to support the residence student conduct administration practices.

Provides reports and general information on trends, research and best practices in the residence student conduct field to the Associate Director, Residence Life.

Liaises with campus partners and residents to provide recommendations and collect feedback on how to best meet the needs of the Residence and university community through the periodic renewal and improvement of the Residence Community Standards and associated practices.

### Recruitment and Training (20%)

Working in consultation with the Associate Director, Residence Life, and with assistance from the Coordinator, ROCD, the Manager, Residence Life, develops and coordinates the recruitment and hiring process for all residence student staff and volunteers (i.e., Area Coordinators [ACs], Community Advisors [CAs], Team Leaders [TLs], Residence Orientation Leaders [ROLs], and Community Space Monitors [CSMs]).

Plans and implements a promotional strategy by directing the Coordinator, ROCD to coordinate recruitment efforts with other student service departments and planning promotional events/materials (i.e., information sessions, brochures, etc.).

Directs the Coordinator, ROCD, in the development of interview marking rubrics, and best practices regarding interview processes. The Manager also monitors and reviews the interview schedules and interview processes (e.g. Carousel, individual interviews, panel interviews, etc.) and assists the Coordinator, ROCD in the implementation and evaluation of the overall process. Chairs and participates in the hiring committee.

Coordinates and implements all aspects of the student staff Residence Life Training Program (occurs at the start of each semester) using best practices established by the Council for the Advancement of Standards in Higher Education (CAS), and the Association of College and University Housing Officers – International (ACUHO-I). Develops, administers, and evaluates learning outcomes for student staff training.
Leads the Coordinator, ROCD, RLCs, and the Residence Life Information Assistant (RLIA), in the delivery of the training program content and pre-established logistical planning (e.g., room booking, preparation of training materials, catering, etc.).

Coordinates the development and implementation of ongoing leadership and professional development requirements and opportunities for student staff and volunteers.

**Strategic Planning & Community Development (20%)**

Assists the Associate Director, Residence Life in the creation and provision of a Strategic vision that supports the overall direction and mission of the Residence Life unit.

Using best practices (CAS standards & ACUHO-I standards) within Residence Life as a guiding tool, researches, designs, and works with the RLCs and the Coordinator, ROCD on the implementation of a co-curricular initiatives model that allows student staff to promote academic living, community engagement, personal growth, healthy active living and wellbeing, global citizenship, social connections, and an overall vibrant campus experience. Provides support and guidance to the professional Residence Life team on the use and benefit of this model.

Liaises with campus partners (e.g., Health and Counselling Services [HCS], Centre for Students with a Disability [CSD], International Services for Students [ISS], Fraser International College [FiC], etc.) to determine identified trends related to student needs and how best to support those needs.

In collaboration with the Coordinator, ROCD, guides the ACs in the implementation of large scale co-curricular initiatives for the Residence Life unit.

Oversees and participates in the implementation of programs that address holistic student community engagement and socialization (e.g., alcohol consumption, sexuality and equality, BC Shake Out, President’s Winter Warm-Up, etc.).

In combination with the Coordinator, ROCD, implements large scale events for the Residence Life unit (i.e., end of term banquets, student appreciation events, etc.).

Manages common space areas for student events by reviewing event bookings; assigning student staff to check and monitor space and resources; chairing meetings with stakeholder groups (i.e., students, facilities staff, student government, etc.) to discuss space and resource requirements; liaising with facilities staff to provide input on space renovations and furnishings; and billing users for damage and/or cleaning costs.

**Administration, Budget Management & Crisis Response (10%)**

Under the direction of the Associate Director, the Manager monitors the Residence Programming and training budgets of approximately $85,000 by determining the allocation of funds; approving expenses, budget transfers, and journal vouchers; and ensuring that all transactions are in compliance with University financial policies.

Serves as the Advisor for the Residence Hall Association on behalf of the Residence & Housing department. Acts as a department liaison by providing support, guidance, advice, etc., for board members; periodically attending meetings (i.e., Annual General Meeting, etc.); and assisting the board in actively engaging with the residence and campus community.

In combination with the Associate Director, provides on-call support after hours and emergency response for the RLCs and provides day-to-day support for the Residence Life unit.
D. DECISION MAKING

i) Give some typical examples of the most important decisions the incumbent is expected to make in carrying out the duties and responsibilities of the position. To what extent can the incumbent rely on established policies or advice from others in making these decisions?

- Makes decisions regarding the hiring, supervision, and management of staff.
- Makes decision regarding the creation, implementation, and assessment of Residence Life curriculum (i.e., Service Learning, Living and Learning Communities, programming model, etc.).
- Makes decisions regarding Fall Training schedules of workshops and recruitment of presenters and student volunteers.
- In the absence of the Associate Director, makes decisions related to on-call support and crisis response on behalf of the University by: assessing and evaluating the incident; and providing appropriate guidance and support for Residence Life staff (e.g., concerns related to suicidal behaviour of a resident, etc.). Ensures that appropriate support and guidance are provided for staff managing the incident.

ii) Give some examples of the types of decisions the incumbent would refer to his/her supervisor.

Approval of residence co- and extra-curriculum; annual recruitment campaign and hiring timeline; Fall Training Program goals, objectives, and learning outcomes and their associated annual budget plan and expenses (i.e., Fall Training Program expenditures, Residence Orientation participant fees, etc.); approval to implement high level/serious performance measures, corrective actions, or the termination of student staff; approval of promotional strategies; implementing action regarding breaches of policy governing the use of common space; unbudgeted expenses; and issues falling outside the parameters of policies.

E. SUPERVISION EXERCISED

Indicate the number of continuing employees for whom the position is responsible.

Number of continuing employees reporting directly to the position: 3*

Total number of continuing employees for whom the position has direct responsibility: 3

*Note: In addition, supervises one temporary full-time professional APSA staff member (Coordinator, ROCD).

F. SUPERVISION RECEIVED

Describe the extent to which the supervisor determines the day to day work load of the position and assists in the completion of duties. Explain the nature of guidance received and how often work is checked or reviewed.

Works under general supervision, meeting regularly with the supervisor to discuss the progress and outcomes of the portfolio as applicable. These include student staff training, Service Learning, Living and Learning Communities, and training and co-curricular initiatives.

G. UNUSUAL WORKING CONDITIONS

Requires some evening and weekend work as necessary.

H. ENTRANCE QUALIFICATIONS

What combination of experience, training and/or formal education do you believe is the minimum required to perform the duties of this position?

Undergraduate degree in Education, Psychology, or a related discipline, and four years of related experience in the development and management of student training programs, or an equivalent combination of education, training, and experience.
• Excellent knowledge of Student Development Theory and the transition needs of university students.
• Excellent supervisory skills.
• Excellent and staff and volunteer management skills.
• Excellent leadership, mentorship, and team coordination skills.
• Excellent communication skills (oral, written, and presentation).
• Excellent interpersonal and conflict resolution skills.
• Excellent organizational, research, problem-solving, and analytical reasoning skills.
• Excellent program development, implementation, and evaluation skills.
• Excellent statistical analysis and reporting skills.
• Excellent budget planning and financial administration skills.
• Ability to provide critical incident debriefing and crisis response.
• Proficient in the use of assessment models, assessment tools, data collection, and the ability to interpret the results gained.
• Proficient in the use of student information systems (e.g., PeopleSoft, SIMS), and standard office applications (e.g., word processing, database, and spreadsheet applications).

I. ORGANIZATIONAL RELATIONSHIPS

Indicate in the appropriate blocks the title of the position to which this position reports and the titles of positions reporting directly to it. If more detail is required, add additional blocks.