RESIDENCE REVIEW REPORT

Submitted for: Bob Hale, Head of Student Services, St. Francis Xavier University

SUBMITTED BY THE EXTERNAL REVIEW TEAM

Glen Weppler, Director of Housing, University of Waterloo

Diane Rawlings, Department Head of Residence Services, University of Windsor

Dr. Tracey Mason-Innes, Director of Residence and Housing, Simon Fraser University

TABLE OF CONTENTS

BACKGROUND

StFX expressed interest in and initiated the external review in Fall 2016. Through professional connections and networks, the review team was formed, comprising of Glen Weppler, Director of Housing, University of Waterloo, Diane Rawlings, Department Head of Residence Services, University of Windsor and Dr. Tracey Mason-Innes, Director, Residence and Housing, Simon Fraser University. These three individuals occupy the most senior housing Officer (SHO) roles at their respective institutions. The bios are included in Appendix A.

PURPOSE

The purpose of this report is to share the observations of the external review team and make recommendations for senior administration as they strive to improve the residence experience. The review was to focus on three questions:

1. What can StFX do to recapture the positive residence culture that we have been known for?
2. What are the contributing factors to the decline in our residence population?
3. What can we do to improve the academic focus of the students living on campus while at the same time, provide an experience they are not ever to forget?

Throughout the review, the team was asked to focus on the current residence operational programs and structures, including:

● Residence staff model
● University proposed changes to residence staff model
● House Councils (currently falls under the Students Union). Operate in all buildings except for Governors Hall
● Residence Staff/House Council relationship
● Discipline procedures within the residences
● Damages within the residences
● Application process and assignment

METHODOLOGY

The reviewers used multiple resources to generate their understanding of the StFX community some of which included reviewing over 50 documents (Appendix B) and conducting interviews of over 40 people and tours over three days (March 13-15, 2017). The on-campus meeting schedule is included in Appendix C.

In each set of interviews, the review team clarified their role and reinforced that any decisions made for StFX would be made by StFX. The following questions were posed:

1. What is your understanding of why we are here?
2. Are you supportive of our presence or do you have concerns about involving people from outside StFX?

Throughout the site visit, reviewers compiled individual notes that comprised of questions, observations, thoughts and\or ideas. Common themes emerged from the feedback received. The host was also asked to provide their own thoughts and expectations for review at the conclusion of the site visit.

OBSERVATIONS AND RECOMMENDATIONS

It was evident to the reviewers that StFX students are highly engaged in university life. This reality provides many benefits to the university; however, the passion behind this engagement has been too often directed toward inappropriate behaviour such as repetitive and deliberate damage. This damage is not isolated to the residences but has spilled into other areas of the campus and community. While some vocal students continue to tolerate this type of behaviour, the reviewers expect that a growing number of students have become uncomfortable in this type of environment.

Xavieran culture is highly valued by many at the university. An incoming student can expect to learn about the culture from family, upper-year students, student leaders, faculty, alumni, and university administration. A significant number of those influencers want a student to experience StFX as they did, which has some benefits, but it is clear that some portion of students are pressured to conform.

Review participants readily acknowledged that students at StFX identify most strongly with the residence they lived in during their first year. Some suggested that the connection a student has with their particular residence is stronger than the connection they have to their faculty. In some cases the bond between a student and his or her residence may be stronger than the one he or she has with StFX. The bonds are so strong that in many cases intense rivalries exist, something that is likely unparalleled in Canada. This culture has achieved notoriety in the popular media as well. Maclean's magazine identifies StFX as Canada's top party school and numerous online videos profile the party culture. It was also evident that alcohol plays a prominent role in the social life.

Students interviewed were open and honest with the role alcohol plays on campus. While there are some efforts to collect data about alcohol use, there is no evidence of an alcohol education strategy being led by the University. This is despite, most everyone acknowledging that alcohol is the common denominator in the many negative events on campus.

The reviewers also heard concerns about a hazing culture described by both students and staff but this does not appear to be acknowledged by University administration. The use of nicknames in some residence communities is but one example of how a number of students are being humiliated against their wishes. Rituals designed to humiliate an individual is a strong sign that hazing is taking place. Despite this, it is clear that many within the University community and within the community of Antigonish take great pride in StFX and are willing to invest their time to create a vibrant student experience. This begins with the leadership team who care deeply about their institution. Their willingness to seek and accept input from an external review team exemplifies this willingness for change. It is not easy to open oneselves up to scrutiny, something that is an inevitable part of conducting a review. A list of the observations and recommendations are as follows:

1.   Mission/Values

The StFX community has a strong emotional connection to their institution. The Student Life Strategic Plan lists beliefs (or values), which answer the question of what is important to us? Though these guide actions they do not indicate the reason an organization exists. A mission statement describes the ideal desired outcome and reason for being, however there is no common mission statement that articulates the purpose of the residence program at StFX. Moreover, core elements of an organization's strategy include performance objectives and key performance indicators.

Creating a strategy is complex work and it can be helpful to seek the assistance of an outside facilitator so he/she can focus on the process and community members can focus on the content (or subject matter). An effective (residence) strategy development process improves transparency that in turn builds trust, a foundation of all group endeavours. All activities that take place within the residence system should relate back to the StFX residence strategy. The fact that the institution is developing a strategic plan will create the conditions for more work to be done on a residence strategy process.

Like students, most staff are engaged in their work and strive to make positive contributions to the institution. Many actions are being taken to ensure operations are maintained within residence but they are not coordinated effectively. This is not only inefficient but ineffective as improvement efforts are much less likely to be sustainable if buy-in is not secured by a broad set of stakeholders, especially leaders. Strong performing staff or staff with the potential to be high performers will be discouraged in an environment that lacks purpose and coordination. High staff turnover will be one indicator of dissatisfaction and signs are present that (student and professional) staff are leaving prematurely.

Recommendations:

1.1.   Contract an external facilitator to engage stakeholders in establishing a residence strategy to create the following: mission statement, vision statement, set of values, performance objectives, and key performance indicators.

1.2.   StFX must identify one senior/executive university staff member to take on the role of "champion" to lead the change required to strengthen the residence system. This individual must have sufficient authority to act as needed while creating the conditions for all key stakeholders to contribute. It is important that only one individual is identified to ensure clarity in accountability for all involved.

2.   Role Clarity

Too many people are involved in making decisions related to the residence system at StFX. Role confusion is a significant issue and clarifying them will go a long way to addressing many of the problems identified in this report. In general, the role of university management is to establish policy and procedures, staff implement them and student leaders advocate for their constituents when inequities exist.

Students cannot, and should never be setup to make substantial decisions for the university as they do not have the experience or training and cannot be held accountable for the outcomes.

Current decision-making practices, formal and informal, are exposing StFX to various risks, such as legal, financial, public relations and\or safety not to mention the missed learning and development opportunities.

For example, the Student Union leadership is embedded in residence life much more than on most university campuses and must spend a disproportionate amount of time on residence matters. As such, they are open to the idea of change and altering the responsibilities of the House Presidents and Vice-Presidents. The House President role carries considerable influence, is focused on socializing, offering fun events and providing opportunities for new students to get involved. Residence Assistants and their supervisors - the RLCs - focus on ensuring students follow rules, offering programming that may or may not be attractive to students and have far fewer financial resources to plan events.

The reviewers understand that the House President (HP) role receives less compensation but it carries much more influence among first year students which has made it a highly sought after position. The review team recognized House Presidents as tremendous assets and rather than trying to eliminate or devalue their role, the goal is to find a way of offering other high quality leadership opportunities for students. While the RA role could be one sought after by many students, it is apparent that the stress they are exposed to in the role is having a negative impact on them and in turn the residence community. The current climate is unhealthy for all involved and if there is a willingness to examine HP responsibilities amongst student union leadership, it would be wise for university administration to explore this opportunity. The fact that RA roles are very difficult to fill and StFX has been unable to achieve full capacity in its student staff positions, reinforces this view. Making changes to the HP role must be handled delicately to minimize the resistance from current and past HPs.

Significant attention needs to be paid to the Resident Assistant role. The primary function of the RA role is NOT to enforce rules; rather it is to build a community in their house/on their floor. Creating relationships with each and every student does this. For some, this will mean one-on-one discussions and for others it may be done through group activities; there are multiple approaches used to building community. Each RA must be set up to be accountable for their house/floor. Other positions, such as a HP, can and should have a role to play but the RA must have the primary responsibility for student experience in their house.

In turn, the Residence Life Coordinator must be accountable for all aspects of their residence communities, Student Union leaders and the Student Conduct Officer can be involved but care should be taken to ensure that responsibility for students and the community rests with residence life staff. The Student Conduct Officer should only intervene in cases/incidents under a clear set of conditions. Ultimately, decision making for student conduct should rest with the RLC role because conduct forms part of the community's interactions and should not be treated separately. The Manager of Student Life, Conduct Officer, the Residence Life Coordinators and others should communicate frequently about decisions but giving the RLCs ultimate responsibility for their communities is where the focus should be.

StFX also benefits from highly engaged upper year students and alumni who play a supporting role in the residence communities. Some play a prominent role in first-year transition activities such as orientation. The first six weeks of a student's university career are critical therefore, it is

important to dedicate considerable resources at that time in a student's academic career. The reviewers see orientation as a good starting place for discussion to determine the best way for Student Union leaders, returning students and alumni to continue contributing to their residence community. Though some of this already exists, it occurs informally and is not aligned with a residence strategy. Tremendous benefits could result if a comprehensive plan was developed where everyone had a role to play.

Recommendations:

2.1. Examine the formal and informal responsibilities of RAs, HPs and any other student staff/leaders that exist within a typical house/floor, to establish an understanding of current realities. Identify a more effective allocation of responsibilities that will be inline with the residence strategy.

2.2. Establish a first-year incoming student transition strategy, which begins once a student confirms they will be attending StFX and runs through the first six weeks a student are on-campus. The focus in the first 48 hours that a student is living on-campus should be on developing house/floor friendships and then all first-year students can be brought together for the remainder of orientation week.

2.3. Give the alumni an opportunity to provide advice about positive behaviours that contribute to academic success.

2.4. Adopt a welcome day that mirrors convocation, such as "We are all StFX". All student leaders should cheer together using language and practices, which promote and celebrate StFX as a whole. The institution has much to celebrate and this would create a powerful symbol to start the year.

2.5. Reduce the emphasis on rules in the residence documentation. Emphasize that all members of the community have a role to play to achieve a thriving residence community where everyone respects standards.

2.6. The Skyfactor Residence Assessment benchmarking survey clusters all questions into 20 different factors. The factor that influences student satisfaction to the greatest degree is personal interactions. Using that finding as a basis, StFX should replace the traditional programming model (active and passive programming) with a *personal connections first* philosophy. This would have the residence life team focus on relationship building and less on rule enforcement. More specifically:

2.6.1. Each RA should meet one-on-one with each student on their floor/house within the first four weeks of moving into the community at the beginning of the year and within two weeks when moving in part way through the academic year. The purpose of the meetings is for the RA to get to know each and every student individually.

2.6.2. The Residence Life Management Team (RLCs + Manager of Student (Residence) Life) need to create guidelines for use by the RAs in their one-on-one meetings. The guidelines will help RA's gather important information about each student and guide RA's on what they should share about themselves and their role.

2.6.3. Ideally, RA's should meet with students again at the beginning of the second term. This will promote relationship building over time and provide RAs with a chance to gauge progress on the amount and type of support

needed for each student in their community.

2.7. Review privacy legislation and share basic student information, such as first name, last name and academic program with the RLC, RA, HP, in advance of their arrival. This must be done to promote a welcoming environment for each new member of the community

3. Campus Partners

In addition to the Student Union, it was clear to the reviewers that many faculty and university staff appreciate the importance of residence to the student experience. This is not always the case at other post-secondary institutions. The strongest connections appear to be at the senior levels and while front line staff have weaker connections in general, this is not a universal phenomenon. For instance, the Student Conduct Officer seems to have had some success connecting with Facilities Management in regards to sanctions. Any good connections forming among front line staff however appear to have more to do with the individuals involved than with any particular conditions being created by senior leaders.

Partnerships can be mutually beneficial to residence and several different campus partners. A good example is the connection forming between Director of Student Life and Health and Counselling. The exchange of information between these areas is growing in importance across post-secondary institutions and this should be encouraged to continue at StFX.

Residence buildings literally create the foundation of a residence system so the relationship between residence staff and Facilities Management is critical. Effort is required by both functional areas at StFX to improve the current relationship and it must start with senior leadership. Facilities Management staff are frustrated with the amount of damage occurring in buildings which is exacerbated by the lack of information being exchanged on what is being done to address the issues. At the same time, residence staff are unsatisfied with the lack of information coming from Facilities on such things as when rooms are cleaned and\or are ready for move in.

A basic relationship seems to exist with the Registrar and Recruitment offices and focus should be placed on advancing this further. When changes are planned in residence, it is critical that they work closely with Recruitment in advance of the next admissions cycle so adjustments to recruitment strategies can be made. In contrast, information from the Registrar's Office needs to flow outwards on such things as changes to academic status. Up to date information on the status of a student is important to residence as it relates directly to residence occupancy. Currently, residence staff are not notified when a student withdraws from StFX, and this type of information should be relatively straightforward as student records will already exist in each area.

Decisions impacting residence or a campus partner are not being communicated consistently. Residence staff and campus partners would benefit from creating a governance structure(s) to ensure important actions are coordinated effectively from senior management through student staff. This would allow operational information to be exchanged more effectively. Once progress is made in establishing a foundation for information exchange, then continuous improvement initiatives can be pursued.

Improved campus partner relationships have the potential of raising the already high level of student engagement. This potential can serve as a strong motivator for staff and should form part of the residence strategy.

Recommendations:
    3.1.   Identify every campus partner and determine the role of each relationship to the success of residence. This will allow residence staff to focus on the partnerships that bring the greatest value to residence.
    3.2.   Focus on team building and developing relationships amongst front line and mid-level staff by hosting planning retreats or celebrations for accomplishments, such as move in/move out, etc.
    3.3.   Student life\residence life should develop a partnership with the University's communication team with the purpose of developing an annual plan for residence promotion throughout the year (i.e.: # of positive articles).
    3.4.   Develop a process map to create a common understanding of how each important process contributes to the overall priorities or operational activities. These may include:
        a.   residence applications and its relation to university recruitment;
        b.   residence applications and building assignment;
        c.   move-in and orientation activities;
        d.   event planning for activities offered during the academic year;
        e.   early departure of students before the end of the academic year; etc.

Alumni

The review team envies the connection between StFX alumni and their institution.
Alumni permeate through faculty and staff with many having lived in such houses as MacIsaac, MacNeil or McPherson.   Countless graduates have sent their children to StFX with some living in the same communities as their mother or father. This in itself is unique to many Canadian institutions.   While hoping for the same experience they had, some alumni understand that some students have crossed the line. Alumni interviewed struggled with the level of disrespect current students have on their physical surroundings.   They are steeped in the past and while they know some things need to change, they fail to know how to take the first step. Alumni that graduated some time ago and/or have not maintained a current understanding of the campus culture likely do not have an appreciation of the needs of current students or the university.

Engagement can breed a sense of entitlement where alumni expect to be consulted on major decisions. They disputed the decision not to allow returning students back into residence thinking that these upper year students could bring some leadership to the community and in turn they could address bad behaviour.   This was also evidenced with their allegiance to the X Ring day and in the BurMac hockey game. Ironically, alumni are not significant financial contributors to the University though they are highly involved in its decision-making.

Recommendations:

3.5.   Create an Alumni Engagement Program to outline methods alumni can contribute to StFX. The hope here is that by identifying tangible ways to contribute which are grounded in institutional (and residence) strategy, focus will be placed on positive, relevant and productive activities. A variety of financial and non-financial methods should be included to meet the variety of ways alumni can and should engage with the institution.

4.   Academic Success

The information provided in advance of the review highlighted a focus on growth and development, but it is clear from the on-site meetings that social life takes centre stage within the residence community. This is evidenced by low GPA's and high dropout rates, something that should be of significant concern for StFX. Careful consideration must be paid to the residence environment and whether or not it promotes academic success given the current retention rate and GPA's. From the feedback received by both students, staff and faculty, students achieved better academically once they moved off campus.

There is a lack of formal connections with the academic community and this translates into few Living-Learning communities or experiential learning opportunities outside of the classroom. Some see LLC's as a priority for enhancement in the upcoming year.

Newer residence facilities offer single room accommodations and common areas conducive to study. This is not the case in some of the older residence communities but it is important to offer students a variety of living arrangements. The StFX residence system is large enough that some choices can and should be offered.

The campus would benefit from ensuring ample study space is available to students over a wider range of times. It was clear from students that they want/need more study space options. The inability to access library space later into the evening was one obvious example shared by students. One student said that the early closing of the library on weekends actually encourages them to consume alcohol because the campus pub was open. An alternative to the library would be making other campus facilities accessible outside of peak hours which would also be beneficial for off-campus students.

The dramatic growth in mobile technology has given students the ability to more easily study on campus. The trend at many universities in the past decade has been to expand study spaces around campus. The simple addition of seating in public spaces, like wide hallways, can be a cost-effective solution.

Recommendations:

4.1.   Staff need to be encouraged to acquire knowledge about successful academic initiatives found at other institutions to gain an appreciation of the potential available to integrate living and learning in the same space. The *ACUHO-I Academic Initiatives Conference* and the *ACPA Residential Curriculum Institute*, not to mention the numerous books and articles available, would be opportunities

worth exploring.

    4.2.   Add common space for commuters as residence space is renovated to encourage an ongoing connection with their peers. The UBC-Okanagan Collegia (http://students.ok.ubc.ca/campuslife/collegia.html) framework may serve as a useful model to inform the type of space and program StFX could adopt.

    4.3.   Revisit library hours and\or expand the amount of study spaces on-campus so students can gather to study in groups or individually more often.

    4.4.   A future priority, after higher priority recommendations have addressed some fundamental needs, is developing deeper relationships with academic programs.

        4.4.1.   Dedicate funds to develop experiential learning opportunities for students in the form of community outreach projects and\or internships to increase learning outside of the classroom.

        4.4.2.   Identify faculty members and/or academic programs that would benefit from working closely with residence to develop an academic culture prior to expanding the Living Learning Communities.

5.   Conduct Process

Student conduct can be one of the most important and effective forums for student learning and community building in residence. While not often thought of in this way, students can learn to engage in their communities more positively through the process. The current conduct process relies on financial penalties with some examples of restorative justice used to correct negative behaviour. The reviewers learned how the Conduct officer and the Facilities Manager have coordinated educational sanctions. Residents can be penalized financially when they are charged for damages that cannot be attributed to an individual. In contrast, there are no financial incentives when a community of students behaves well which students can deem as an unfair practice.

The extent of damages caused at StFX is concerning and it is a sign of low respect for other students and the institution. These and other negative incidents are all indicators that the community is not well. The reviewers heard concerns that collecting damage deposits gives permission to cause damage and that all students end up paying for what a few students are doing. Everyone is punished by the actions of the few and this can lead to resentment from the majority of students who contribute positively.

Identifying those who are responsible for the destruction is challenging, as it may not be the residents of that house who are responsible. It is suspected that residents from other houses create some of the damage and practices known to, and perhaps supported by, the university could be a contributing factor. Encouraging the rivalries is the most obvious example of this.

Given the influence that upper-year students have at StFX, it could be helpful to provide them with an incentive to promote positive behaviour in their former community, even if they no longer live on-campus. This could take many forms but it would be a tangible way for the university to not only maintain a relationship with these students but to tap into their desire to stay connected. This approach would signal to upper year students that if they encourage positive behaviour among first-year students then all students, regardless of year, will benefit.

Recommendations:

5.1. Senior residence management needs to petition the University's Senate Secretariat to remove the Residence Community Standards from Senate policy and make reference to them through the residence student conduct process. This will allow for informal resolution when minor violations occur.

5.2. Involvement of the Conduct Officer should be restricted to serious or complex cases. The focus of the Conduct Officer's work should be on investigating cases and not on making decisions. Residence Life Coordinators need to make decisions related to consequences for inappropriate behaviour whenever possible. The Manager of Residence Life should control when the Conduct Officer is used, by using a framework to guide decisions.

5.3. Consider training on Restorative Justice and move the responsibility for the conduct process to the residence halls. When Residence Community Standards exist and are presented up front, the community has a foundation for expected behaviour.

5.4. Conduct a review of how other residence life programs are addressing sanctions within their conduct processes. A full-time member of the Residence Life Team and of the Student's Union need to work together to compile the methods presently used at StFX to recognize positive behaviour. Five or more Canadian universities should be contacted to understand the methods used on their campuses. Residence staff need to review the practice of relocating students who have violated Community Standards (vs suspension, eviction etc.). While the goal has been to change behaviour, it is sometimes at the expense of another residence community.

6.   Human Resources

Organizational Structure

The norm across Canada, and likely North America, is to have one senior manager having oversight of the residence system. Services, such as facilities management or information technology can be provided to residence, but the standard is giving one person overall accountability for the residence operation. While it can be tempting to separate residence life, from finances, assignments and facilities, balance is needed in all areas for a residence community to thrive and for the operation to function well (Dunkel & Baumann, 2013, pp. 32-47). This model has largely been adopted because the functions are so closely connected and this is best accomplished if one individual is accountable for the entire operation. The organizational model is outlined in the chart below.

The external review team, feel that implementing the proposed student/residence life staffing structure is unlikely to have the desired effect as many hope. While there is the need to address current issues, there are fundamental systemic changes needed in other areas as suggested throughout this report. Providing more resources for staff to focus solely on residence life (vs off campus or conference), is likely to have the most impact. Central to that plan would be a supervisor who is dedicated to the residence life program. Having the Manager of Student Life

responsible for on and off-campus will diminish the time allotted to residence. This is at a time where experienced management will be critical to make the fundamental changes in this operation. The RLCs will require ongoing guidance and coaching to navigate change effectively.

Finally, an organization's budget should be set up to reflect its priorities. Given the low amount of funds available in the residence life budget for community building, it would be hard for the university to argue that community development is viewed as a priority for residence life. It appears that the Student Union has dedicated more funding to the House Presidents than the
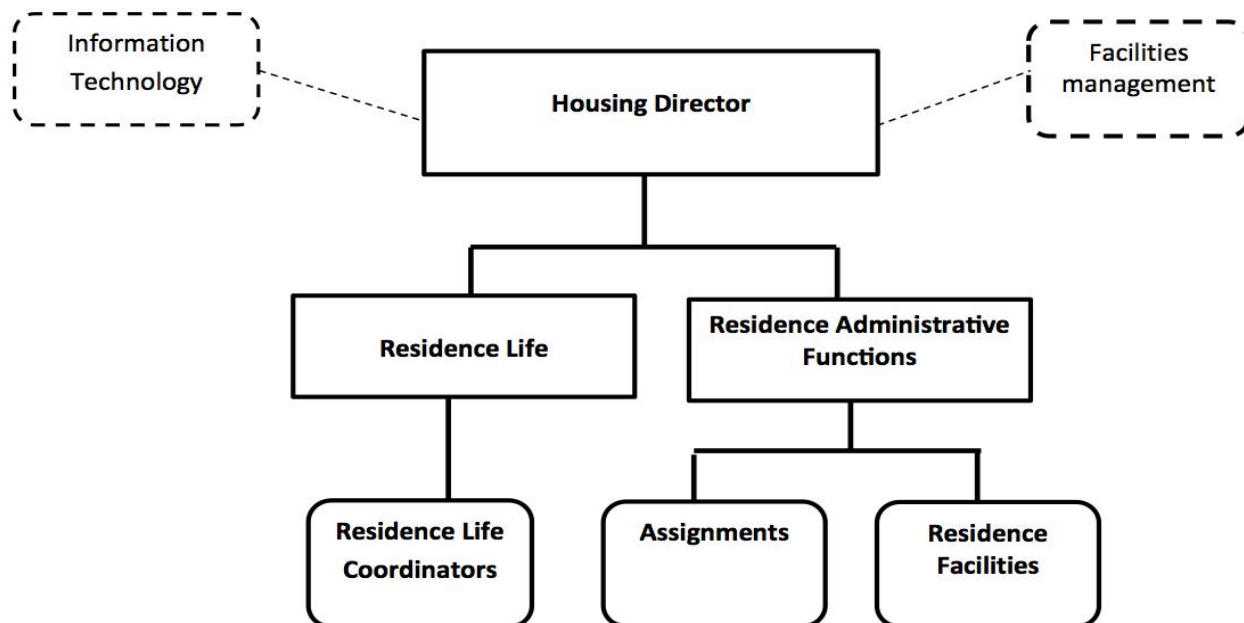
University has to its Resident Assistants. Further examination is needed to ensure that the residence life budget accurately reflects its priorities, which senior management has indicated is community building along with increasing the academic focus of students.

Recommendations:

6.1. Do not act on the proposed student/residence life staffing structure that was prepared in December 2016.

6.2. Create a Director of Housing position to oversee all residence related activities.

6.3. Create a facilities management staff position within residence. This position should act as the bridge between university facilities staff and residence staff. Dedicating management level resources that report to senior residence management, and not facilities management, will ensure that skilled staff who

understand residence needs will be in place to integrate residence space into the residence strategy.

    6.4.   Change the title of the Manager of Student Life to Manager of Residence Life to ensure the focus of the role is clearly understood.

    6.5.   Develop a performance management program for the RLCs.

    6.6.   Review budget resources and ensure sufficient funds reflect the priorities of residence life.

Staff Satisfaction

The professional staff were eager to participate in the interviews and many expressed hope that the review would lead to positive change. Student growth and development are not the result of chance; they require dedication on the part of the student with staff playing an active role in creating an environment conducive to learning. StFX clearly has some talented staff but some are not being set up to reach their potential.

Some staff in more than one functional area appears to be working extra hours on a regular basis. While this is impressive, it is often a sign of an underlying issue and if not addressed, it can cause unnecessary stress and harm morale. It is important for leadership to set out its expectations of a healthy workplace. Operating a 24/7 community requires occasional work outside of typical business hours, but this should not be the norm.

Residence Life Coordinators

The RLC role at StFX attracts individuals with little to no professional experience which means management must provide a lengthy onboarding plan and invest considerable coaching over time. Residence Life Coordinators are leaving after one or two years and this can be as a result of low job satisfaction, something very concerning to the review team.

Experienced RLCs (and RA's) provide a source of talent that can be an asset to a university. Residence life can provide the perfect training ground to hone such skills as problem solving, crisis management and\or supervision of staff. Increasing awareness of this talent pool will not only be of benefit to the RLCs but to the institution as a whole.

To effectively manage their community, RLC's must be actively involved in its day-to-day activity. The reviewers were surprised to hear that when staff\faculty and senior administration visit students in residence, the RLC's were not made aware. Keeping the RLC informed is more than a courtesy; it is a necessity, because of the complexities inherent in managing a community of students 24/7.

Students at StFX want to be part of decision making and because of their close knit relationship with senior administration, it is not surprising that students and student leaders seek their support after they have been denied by Residence Life Management.

On more than one occasion RLC's have been asked to develop proposals and following submission, little is done with them. While it is expected that decisions or approval for projects may be overturned from time to time, this can be demoralizing to staff if done too often. Wherever possible, staff should be given the rationale behind decisions. Transparency breeds trust and this

leads to more satisfied staff.

An effective way to build up staff morale is to create a system(s) where residence life staff can recognize positive contributions made by students. While this occurs to some degree, there is room for improvement.

Resident Assistants

The reviewers heard concerns for the role and expectations placed on the Resident Assistants. What was once considered a tremendous opportunity and highly regarded position on campus is not viewed that way any longer and there are persistent vacancies in these positions. It appears that the House Presidents are the social conveners while the RA's focus on discipline and rules, making the position undesirable.

Resident Assistants fulfill a very important role in residence and StFX is encouraged to pay close attention to this as there is a movement across North America for student staff/RAs to unionize. Many institutions are reviewing the RA position, compensation packages and job duties to ensure they are fulfilled and appropriately compensated for their work.

House Presidents and Vice Presidents

The reviewers also heard concern from student leaders who report to the Student Union. Because they develop a close relationship with students in their house, students often seek their support versus the RA. This is problematic since the RAs are the people hired and trained to handle a variety of situations. Currently, there is little training for Student Union leaders, which exposes the institution to unnecessary risk.

Professional Development

Little information was shared around the type of professional development offered to professional and student staff in residence. The campus housing (and student affairs) field has ample PD resources that would benefit StFX. ACUHO-I, OACUHO or the North Eastern Association of College and University Housing Officers (NEACUHO) are very good and relevant resources. The Canadian Chief Housing Officer (CCHO) Network connects the most senior campus housing officers across the country and the upcoming annual summit for this group is due to be hosted by University of New Brunswick in the Fall 2017. Acquiring new knowledge is critical when seeking solutions to complex problems and these associations can provide StFX with some much needed information and perspective.

Recommendations:

6.7.   University executive must inform the Manager or Student (Residence) Life and/or applicable RLC whenever they intend to spend time inside a residence community. Notice in advance of a visit is best so residence life can prepare to support the executive before and after a visit.

6.8.   The Director of Student Life is encouraged to join the Canadian Chief Housing Officer (CCHO) Network to gain access to peers across Canada. This will build an awareness of industry norms and common issues and there is no cost to participate.

6.9.   Staff are encouraged to join both OACUHO and ACUHO-I and become active

members to gain access to each association's services, networks and professional development opportunities. The knowledge available in these associations would benefit many professional staff at StFX.

6.10. The Student Union should explore opportunities to connect with other residence hall student unions, such as the National Association of College and University Residence Halls Incorporated (NACURH) in the USA or more informally with student unions in eastern Canada. Once again the networking, services and knowledge gained through peers and/or associations would benefit the SU and StFX.

6.11. The Residence Life Team and the SU must work together to examine training programs for both RAs and House Presidents (HPs). The purpose is to find ways to collaborate and develop a common understanding of important issues and topics related to their work.

7. Operations

Campus representatives provided feedback on their processes and\or systems used to manage the residence operations. The importance of an efficient residence operation cannot be understated in its impact on student experience and on financial sustainability.

Residence operations are inherently divided into such functional areas with residence life, occupancy management and\or facilities. When the staff are organized in a split reporting structure, collaboration becomes even more critical to ensuring that the strategic mandate of residence can be achieved (Cox & Strange, 2010, pp. 77-88). There is also the absence of documented processes and systems, which creates risks and ultimately harms the student experience. This is evidenced at StFX with changes in senior positions leading to current staff taking on new roles. Little documentation and few training manuals have made transition to their new positions more challenging.

Occupancy Management

StFX presents an occupancy culture somewhat unique to the Canadian context. The review team observed a very homogeneous student population on its site visit to StFX. Students typically originate from the Maritimes, Ontario and pockets of Western Canada. Achieving full occupancy has not been an issue until recent years. Traditionally 90% of its incoming first year class live on campus, with many students wanting to return for a second year. Students in their third and fourth years, choose off campus living to complete their undergraduate degrees. Long standing rivalries between select communities have contributed to significant behaviour issues and substantial damage to some residences.

Residence halls are organized into houses and understanding the breakdown between each hall and house presented an interesting challenge for the review team. Some houses are assigned as single gender while others as co-ed. This also varies within houses or by floors and in Cameron Hall for example, males are assigned to the outer ends of the building with females in the middle. Some student leaders suggested that in some cases two male communities compete

15

for the attention of one female community, which enhances the rivalries even more and creates a hostile environment. One example sighted was that males in one community would deliberately cause damage in another community in the name of competition.

Assignments

Assignment processes were reviewed during the site visit. Higher academic students are given early admittance to StFX, similar to other institutions. In the absence of centralized confirmation date (or set Housing Offer date) for first year students, like Ontario schools, students are assigned residence rooms as soon as they have confirmed their offer and applied to residence.   Not surprisingly, they are assigned to the more attractive communities leaving other residences like MacIsaac and Lane to be assigned last. This approach likely clusters students with similar skills and/or interests into the same community, which may not be the most desirable outcome.

Recommendations:
7.1.   Adopt an occupancy management strategy.   Unlike many other universities, allocation of residence spaces is not coordinated with institutional priorities. The reviewers recommend that a new approach to assigning beds be adopted that is aligned with the institution's emerging strategic enrolment plan.
7.2.   Returning students with no behavior issues, should be encouraged to return to residence. Once other higher priority recommendations are addressed, residence staff should dedicate time to understanding returning student needs as they are different from first-year students.
7.3.   Consider reaching out to underrepresented populations, through partnerships on campus. Shifts in demographics have forced many institutions to reach out to underrepresented populations to achieve full occupancy.
7.4.   Though bad behaviour and physical damage to residences cannot be attributed solely to assignment practices, the existing procedures should be reviewed to determine if a relationship exists.   The tradition of houses created within a residence building, while establishing a student's identity, reinforces rivalries that the reviewers believe is a contributing factor to some of the problems observed.
7.5.   Consider moving from double to single rooms in MacIsaac and creating study spaces throughout rather than closing the building for a year or more. Give consideration to turning MacIsaac into an all-female building.
7.6.   Do not assign females in TNT with male students living in the houses on either end.   Continue allowing students to stay in residence who deserve to stay (academic and contributing – no damage).

Technology

Technology is an important tool in providing staff with the information needed to support recruitment and retention initiatives. Both paper and online applications still exist; residence applications are collected in the Recruitment and Residence offices, leading to confusion over student files. Applications are held in Recruitment until the student has confirmed their offer of admission.   Residence operations are not aware when students withdraw from the University.

Ensuring that information management systems (ie. software) are functioning at full capacity is important to efficiency and ultimately to staff and student satisfaction. At peak times it is important for the processing of room assignments or room switches to be done in a timely fashion. Assignment staff are working with two systems simultaneously when they are adding comments to a student file in eRezLife, and while at the same time, they are completing a room switch in KX.

Recommendations:

7.7. StFXU should investigate the purchase of a housing management system that interfaces between KX, eRezlife and other programs on campus (One card, electronic lock systems, etc.)

7.8. Residence staff should develop an occupancy management process map and work with recruitment and ITS to automate the application and assignment process. This would increase the efficiency of occupancy management in general.

7.9. Give consideration to separating the operations of Conference Services and Residence Services, since both operations have a very different mandate.

Communications and Marketing

Student experience at StFX continues to rank highly in external rankings and this has enabled the institution to continue in its traditional ways. Though there is a prevalence of alcohol and\or hazing activities to date, this has not affected University's ability to recruit students. StFX continues to thrive because of the strong allegiance from its alumni, involvement of its student union and support of its local community.

Though a site like YouTube is laced with videos of StFX students engaged in alcohol infused parties, little was discussed during the site visit acknowledging that this poses a risk for the institution. It is now 2017 however, and social media is the main communication tool used by students attending post-secondary institutions.   Several Canadian institutions in the past few years have seen their reputations harmed because of media reports related to alcohol and drug use and/or hazing activities. More importantly, students have been harmed. With the presence of high-risk activities on the X campus, it is only a matter of time before they are affected in a similar fashion.

Having said the above, the high level of student engagement is not only pointed at negative experiences but these receive the most attention. Fundraisers like "carol off" at the holidays and speakers coming to campus, are well supported by students but unfortunately these get little attention.

Recommendations:

7.10. Marketing needs to focus on the positive benefits of living in residence and aim towards recruiting the type of student they want to see live on campus. This will provide the balance between positive and negative publicity.

7.11. Changing the culture of a campus can take generations. In the meantime, raising the profile of non-alcoholic events and\or responsible drinking educational

programs could be viewed as a positive step. Involve prominent Alumni and Student Union representatives in a promotional campaign on the long-term effects of alcohol and hazing.

7.12. StFX needs to create an alcohol and drug education strategy to promote responsible use of these substances and raise awareness of healthy behaviours.

7.13. While Campus Tours is responsible for showcasing the campus to new students, the Student Union should act as ambassadors to promote residence life during tours and\or welcome days on campus.

7.14. University administrators need to pay special attention to social media and use these tools to meet the objectives of the residence strategy.

Analytics/Assessment

StFX has a mid-sized residence system by Canadian standards and the residence community forms an important part of its identify. A fair amount of data is currently captured in information management systems like eRezLife and KX. Staff presently use this information to address daily needs such as determining occupancy levels, amount of damage, and student conduct. However, it was not apparent to the reviewers that a formal assessment program exists within residence. Having one will encourage an evidence-based decision-making culture, which would add balance to the highly emotional, and opinion-based decision-making culture that currently exists. The university would benefit from creating an assessment program to monitor the residence operation's performance.

Recommendations:

7.15. Establish key performance indicators, and other metrics to ensure activities remain effective over time.

7.16. Create a formalized assessment program. ACUHO-I (and other associations) has resources to help create an assessment program, such as the Certificate in Housing Assessment. StFX should consider investing in resources to acquire knowledge about assessment practices.

7.17. Participate in the ACUHO-I Skyfactor Resident Assessment Benchmarking survey annually for at least five years, to establish an evidence-based assessment of residence student's satisfaction level. This will cost a few thousand dollars annually but it will save staff time from creating or refining survey tools, provide access to higher education assessment professionals at Skyfactor and, most importantly, benchmark StFX against other university residence operations.

7.18. The Manager of Residence Life is to be responsible for coordination of assessment and evaluation.

7.19. The Manager of Residence Life is to be responsible for facilitating discussion with key stakeholders identifying common themes and an action plan to incorporate findings into operational practices, procedures and policy. Survey findings should be readily accessible to anyone with an interest in the data by publishing a report for the community.

7.20. Establish a formal exit interview/assessment procedure to ensure feedback is captured from students departing before the end of the end of the academic year. Residence Life Coordinators must be accountable for carrying out the procedures.

Each term, the Manager of Residence Life must use the feedback to generate a report to summarize the reasons students are departing residence early.

CONCLUSION

It was a pleasure to conduct an external review of the residence system at St. Francis Xavier University. This process can evoke many emotions and much trepidation amongst those who participate but it very clear that students, staff, faculty and senior management care deeply for their institution. This engagement extends to the community of Antigonish, who take great pride in StFX and support their University in providing an enriching experience for students.

It is not easy to open one's self up to scrutiny, something that is inevitable when conducting a review. The willingness of administration to seek and accept input, exemplifies a readiness for change. An institution steeped in tradition, StFX has received many accolades for its high level of student engagement but this does not negate the fact that there are systemic issues that must be addressed to mitigate risk and ensure future success.   Though some students continue to tolerate inappropriate behaviour, the reviewers expect that a growing number have become uncomfortable with this environment.

This analysis is an important first step in the discovery process and senior administration are encouraged to actively listen to their constituents to further understand the underlying issues on the campus. This report contains more than 50 recommendations, some requiring fundamental change. It may be tempting to implement some of them quickly to demonstrate to the University community that progress is being made, but the review team would discourage rapid action. StFX would be well served by investing in an external facilitator to help the community work together more effectively and prioritize the recommendations into manageable actions.   StFX would also benefit from having one senior manager dedicated to residence so one individual can be accountable to build on the review findings and to focus on emerging topics in student housing, some of which include unionization of residence life staff, sexual violence education, mental health and\or crisis intervention.   All of this information is valuable in the development and implementation of a residence strategy and in positioning StFX for the future.

REFERENCES

ACUHO-I (2015). Self-Assessment Guide. ACUHO-I Standards & Ethical Principles: for college and university Housing professionals.

ACUHO-I (2012). RA Ratio Report Addendum. ACUHO-I Librarian.

ACUHO-I 21st Century Project. http://www.acuho-i.org/21stcentury/concepts.

Cox, D., & Strange, C. (Eds.). (2010). Achieving Student Success: Effective Student Services in Canadian Higher Education. McGill-Queen's University Press. Retrieved from http://www.jstor.org/stable/j.ctt80bhj

Dunkel, N.W. , & Baumann, J. A. (Eds.). (2013). Campus Housing Management: Staffing and Leadership. ACUHO-I.

Healthy Campus/ Healthy minds philosophy and initiatives : https://healthycampuses.ca

Kennedy, K. (Ed.). (2016). Making a difference. Improving Residence Life Assessment Practices. ACUHO-I Bookstore.

Pascarella, E. T., & Terenzini, P. T. (1991). How college affects students: Findings and insights from twenty years of research. San Francisco: Josey-Bass.

Reducing the harms related to Alcohol consumption on Canadian campuses. http://www.ccsa.ca/Resource%20Library/CCSA-Postsecondary-Education-Partnership-Alcohol-Harms-Strategy-2016-en.pdf

Pascarella, E.T., Terenzi, P.T, & Bliming, G.S. (1994). "The Impact of Residential Life on Students." In Realizing the Educational Potential of Residence Halls, ed. Charles Schroeder, Phyllis Mable, and Associates. San Francisco: Jossey-Bass.

UBC-O Collegia Program. http://students.ok.ubc.ca/campuslife/collegia.html

Upcraft, M. L. (1994). Organizational and administrative approaches. In Winston, R. B. & Anchors, S. (pp.189-202). Student housing and residence life. San Francisco: Jossey-Bass.

APPENDICES

Appendix A: Review Team Professional Bios

Dr. Tracey Mason-Innes

Tracey is the Director of Residence and Housing at Simon Fraser University. Tracey oversees residence assignments, student accounts, operations, facilities, guest accommodations, communications and marketing, the residence life program, and front desk services. At SFU, she has completed a Housing Master Plan, opened SFU's first residence located downtown Vancouver and is currently overseeing new residence projects and renovations.

Her student affairs career began 21 years ago as a university counsellor at St. Francis Xavier University. She left the Maritimes to pursue a career in housing and residence life at the three different institutions (University of Alberta, University of the Fraser Valley, and Simon Fraser University).

Tracey holds a BA in psychology from Dalhousie University, an MSc in counselling from the University of Vermont, an MA in leadership from Royal Roads University, and an EdD with a specialization in higher education at the University of Calgary. Her research interests include student leadership development and student staff training.

She has held executive positions for housing associations, including the Canadian District Representative for ACUHO-I, chair for the Global Initiatives Network, president for the Residence Life Professional Association, and recently served as faculty for ACUHO-I's National Housing Training Institute. This past year, she was part of a consulting group that developed the CACUSS Student Affairs and Services Competency model.

Diane Rawlings

Diane Rawlings is the Department Head of Residence Services at the University of Windsor where she oversees all aspects of residence operations. She has worked professionally in housing for 13 years having spent the first 16 years in other positions on campus. Overseeing a small residence population has required Diane to be involved in all aspects of residence operations, thus providing a unique perspective to that of a large residence system. Diane has a strong commitment to including students and staff in planning and decision making and has this allowed Diane to carry out major projects throughout the academic year.

Diane holds a Bachelor of Human Kinetics and a Master of Human Kinetics in Sport Management from the University of Windsor. She is also a graduate of Leadership Windsor-Essex, a community based leadership program. Diane has extensive experience serving on campus committees and throughout the community. She has served on the OACUHO Board of Directors, as President of the University of Windsor Alumni Association and is past Chair of the Leadership Windsor-Essex Advisory Committee.

Glen Weppler

Glen is currently the Director of Housing at the University of Waterloo where he oversees one of Canada's largest residence systems. He has worked professionally at three other universities and one college, predominantly in student housing, over 19 years. While at Georgian College he created the institution's first student housing department to open the college's first residence. At Ryerson he had an opportunity to be the founding Director of Student Community Life where he not only oversaw student housing, but the Tri-mentoring Program, International Student Services and Student Life Programs.

Glen has also served on both the Ontario and international campus housing association executive boards. In 2011, he played a leading role in establishing the Canadian Chief Housing Officer's Network, which brings together the most senior student housing officers from colleges and universities across Canada. His efforts have been recognized both in Canada and internationally with awards: one for innovation and vision and a second for helping to globalize the student housing profession. Glen holds a BSc and a BA from the Western University and a MA from Central Michigan University. The focus of his graduate degree research project was to better understand the connection between a student's living arrangement and their level of engagement in college.

Appendix B: List of Documents Compiled for External Reviewers

1. 2015-16 Year End Conduct Report.pdf
2. 2015-2016 Programming Report.docx
3. 2017-2018 Priorities Framework_Jan 25 2017 (3).pdf
4. Adopt A Res 2016 Feedback Survey - Google Forms.pdf
5. Adopt A Rez Proposal.docx
6. Adopt A Rez Report Jan 24.pdf
7. Alcohol Consumption Survey.pdf
8. Arrival day
9. AskMe FAQ Sept. 2016 2.pdf
10. Belonging at StFX Summary Notes.docx
11. Bios of Reviewers.docx
12. Budget information for 2017 2018.xlsx
13. Building Layouts
14. Cameron & MacKinnon Agreement 2010 -Cam & MacK Hall- all signatures.pdf
15. campus_map_2015.pdf
16. Check in forms.pdf
17. Community Advisor Contract- 2017 - StFX Residence Life.pdf
18. Community Code 2015-16.pdf
19. Community-Code-FAQs-2013.pdf
20. Copy of Building Capacity.xlsx
21. EPIC Phase 1 (1).pdf
22. EPIC Phase 2 (1).pdf
23. EPIC Phase 3.pdf
24. five year registrations for Carla.xlsx
25. Grade study by house December 2016.xlsx
26. Guest Policy October2013 (ST).pdf
27. HDSociogramDocument.pdf
28. Information since visit
29. Links
30. MacNeil House Conduct Issues 2016 17.docx
31. MacNeil September 2016.docx
32. Meeting Schedule.docx
33. Miriam Illman-White - Offer Letter (May 2016).pdf
34. OTD - Ongoing Training and Development (Fall semester).pdf
35. OTD winter 2017.jpg
36. ParentHandbook.pdf
37. PIX 2016.docx
38. Policy on Drugs.pdf

Appendix C: Schedule of on-site visit

Monday, March 13 2017, Morrison Hall Boardroom

2:00-3:30pm – Tour of Campus

- Bob Hale, Head of Student Services
- Carla Gillis, Interim Director Ancillary Services
- Jacqueline De Leebeeck, Director, Student Life

3:45-5:00pm – Meet with current Students Union Executive

- Chad Hasegawa, VP Finance and Operations
- Joelle French, VP Residence Affairs
- Rachel LeBlanc, VP Activities and Events
- Rebecca Mesay, Incoming VP Residence Affairs

5:00-6:00pm – Call with current and incoming President of SU

- Taylor Chase, President
- Annie Sirois - VP External Affairs and incoming President of SU

Tuesday March 14 2017, Morrison Hall Boardroom

8:00 - 9:00 am – Breakfast with team, Morrison Hall

9:00 -10:00 am – Meet with former students and current StFX Staff

- Murray Kyte VP Advancement, Former RA and Residence Director
- Mary Jessie MacLellan Director of Alumni Affairs and former RA
- Karen Brebner Dean of Arts, former student
- Justin Fox Director of Admissions and Recruitment, Former student
- Tim Hynes Dean of Business, former Treasurer of SU
- Tyson Ball Academic Advisor, Former student, Former RLC and Student Conduct Coordinator

10:30-11:30 am – Meet with Residence Life Coordinators

- Tyler McKone
- Olivia Winder
- Jan Boomhouwer
- Miriam Illman-White

11:30-1:00pm – House Presidents/Vice Presidents

- Carl Miller
- Logan Brown
- Tyler Brady
- Hilary MacInnis
- Joelle French – VP Residence Services, Students Union

1:00-2:00 pm – Facilities Management Managers

- Peter MacDonald, Manager, Custodial Services

2:00-2:45 pm – Facilities Management Supervisors

- Dean MacDonald, Supervisor, Electrical
- Gary MacMillan, Supervisors, Custodial Services
- Colleen Briand, Supervisor, Custodial Services

3:00-3:45pm – Student Conduct Coordinator

- Matt Girard

4:00 – 4:45 pm – Manager, Residence Life

- Shannon Travers

5:00 – 6:30 pm – Students Currently living on and off campus

- Iain MacLellan
- Connor O'Brien
- Sydney Pagan
- Curtis Bietz
- Brett Pinkham

Wednesday, March 15 2017, Morrison Hall Boardroom

8:00 – 9:00am – Breakfast with Bob and Joelle, Morrison Hall

9:00- 10:00 am – Director, Ancillary Services

- Carla Gillis

10:00 – 11:00 am – Manager of Accommodations

- Johann LeBlanc

11:15 – 11:45 am – General Manager, Students Union

- Sean Ryan

12:30-1:00 pm – Sodexo Canada

- Mike Pollock, Executive Chef
- Kris Benoit, Manager, Morrison Hall

1:00 – 1:30 pm – Accommodations Team

- Kathleen Adams, Coordinator Residence Services
- Debbie Aliberti, Summer Accommodations Assistant
- Ronalda MacGillivary, Administrative Assistant

1:30-2:30 pm – Director, Student Life

- Jacqueline De Leebeeck

2:30-3:30 pm – Wrap Up

Appendix D: Residence Review Preamble

"StFX is an immersive, living learning experience that promises to inspire and challenge students of today. With nearly the entire first-year class living on campus, it does not take long before students are sharing new adventures and experiences with others. Immersed in a vibrant community, students live together, learn together, laugh together, share challenges and successes together. Although StFX has the very best residential and academic facilities located within Canada's most beautiful campus, truth be told, it's the emotional connections you make with fellow housemates that make the StFX experience so unique and special.

The University is experiencing a decline in numbers of those wanting to live in residence beyond their first year. Many students indicate that it is the culture that is driving them off campus. But what is interesting is that there are two schools of thought here – some say that we are taking away that unique residential experience with too many rules and we are treating them as if they are children. Others tell us that it is simply too wild within our buildings and they have had enough after one year.

To achieve our goal of increasing our occupancy and providing an exceptional residential experience, we feel the following questions need to be answered:

·   What can StFX do to recapture the positive residence culture that we have been known for

·   What are the contributing factors to the decline in our residence population?

·   What can we do to improve the academic focus of the students living on campus while at the same time, provide an experience they are not ever to forget.

The University is seeking a review of the current residence operational programs and structures, specifically including:

- Residence Staff model
- University proposed changes to Residence Staff model
- House Councils (Currently falls under the Students Union) Operate in all buildings except for Governors Hall
- Residence Staff/House Council Relationship
- Discipline procedures within the residences
- Damages within the residences
- Application Process and assignment

The current make-up of StFX residences is as follows:
- Traditional dorm style – Single Gender
    - MacDonald, MacPherson, MacNeil (Male)
    - Chisholm, Gillis, Thompson, Thompkins (female)
- Traditional dorm style – Coed

- - Burke, Fraser, Plessis, Lane, MacIsaac, MSB
- Apartment style (4 bedrooms)
  - Powers, Somers
- Hotel Style
  - Governors, O'Regan, Riley"

Appendix E: List of Resources

Professional Associations

Association of College and University Housing Officers- International (ACUHO-I) caters to all facets (residence life, housing operations, facilities, etc.) of student housing on campuses from all over the world. Based on total housing capacity, one or more subscription(s) to ACUHO-I publications including:

- The Talking Stick magazine-- the "authoritative source for campus housing," published six times per year.
- The Journal of College and University Student Housing, the housing professional' guide to industry research.
- Access to, and inclusion in the ACUHO-I online membership directory.
- Access to more than 200 research and information surveys and reports.
- Member discounts on all ACUHO-I publications for anyone at the institution.
- Member discounts for the ACUHO-I Annual Conference and Exposition as well as other special interest conferences, institutes, and workshops.
- Access to "members only" areas of the ACUHO-I Website.
- Member discounts on benchmarking services provided through the ACUHOI/Skyfactor partnership.
- Credentialing, best practices models, etc.
- The Journal of College and University Student Housing

The Ontario Association of College and University Housing Officers (OACUHO) is affiliated with ACUHO-I and it offers a number of resources for campus housing professionals many of which are relevant to operations across Canada. More information can be found on their website at: oacuho.com.

The North Eastern Association of College and University Housing Officers (NEACUHO) is also affiliated with ACUHO-I. While the bulk of its members are from the northeastern states in the US it considers the eastern Canadian provinces as part of its territory. Check out their website at neacuho.org for more information.

Housing and Student Affairs Professional Competencies

ACUHO-I Core Competencies: The Body of Knowledge For Campus Housing Professionals ACUHO-I Library Resources: Hall Director Competencies

Application Of Sandwith's Competency Domain Model For Senior College Housing Officers in the United States

D. Fernandez, C. Fitzgerald, P. Hambler and T. Mason-Innes (2016). CACUSS Student Affairs and Services Competency Model. Retrieved from CACUSS website: URL.

Entry-Level Hiring Practices Used In College and University Housing: Competencies Recruited