



CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Position Title: Residence Life Community Supervisor
Position Number: A00211
Pay Band: 8
Incumbent:
Location/Campus: Sutherland – Optional live-in position
Division/Department: Housing Services
Immediate Supervisor (title): Manager, Residence Life
Date of JFS: October 28, 2025
Last Evaluated: January 24, 2024

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> Other |

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by:

Position's Manager: _____ Date: _____

Approved by:

Senior Manager: _____ Date: _____

POSITION SUMMARY

The Residence Life Community Supervisor (RLC) is responsible for contributing to a welcoming, safe and inclusive residence community conducive to living, learning and student success. The incumbent will be present in residence, on-campus, and will interact with students daily through a multitude of interactions (community management, programming, Residence Life student staff, Residence Council, and regular community check ins). The incumbent is responsible for the mentorship and coaching of student employees, including implementing the annual hiring processes, August training session development and facilitation, student staff employee recognition initiatives, and mediating minor conflicts and performance management concerns. Under the supervision of the Manager, Residence Life, the Residence Life Community Supervisor will review the Community Weekly Check-In Logs, and program proposals submitted via StarRez. The incumbent will conduct monthly check in meetings and will facilitate weekly student staff meetings in consultation with the Manager, Residence Life and Student Development Case Management Specialist and will communicate any concerns identified.

The incumbent is responsible for overseeing and attending residence life programming including the planning, implementation and evaluation of the Residence Life programming model for students to ensure that the operational objectives of the Residence Life program are achieved. The incumbent is responsible for the delivery of programming to residents in line with established curriculum and learning outcomes. This will include implementing large scale programs in collaboration with campus and community partners and ensuring appropriate learning opportunities are provided to students.

The incumbent will support students and the residence life team through intervening in a variety of complex cases where behavioural issues and mental health concerns often overlap. This may include reviewing lower level conduct concerns (such as noise violations, guest violations, violations of the alcohol protocol, etc.) or peer helping concerns (such as suitemate conflicts, general stress and anxiety, homesickness, etc.) via StarRez and will apply a variety of educational and restorative practices as needed. The incumbent will review suitemate complaints and will mediate student conflicts and work with students to find agreeable outcomes. They will escalate mid-to-high level of concerns to the Manager, Residence Life and/or Student Development Specialist, dependent on the unique individual's needs.

Due to the nature of this work, the incumbent will be required to work independently; ensuring strategic and operational objectives of the Residence Life program and College are achieved. The incumbent is part of an on-call team and is expected to be available to respond to calls and assess situations for response and intervention.

The incumbent will be expected to work evenings, weekends, and holidays as required.

KEY DUTIES

% Of Time

1. Residence Life Community Development

(40 %)

The incumbent will provide mentorship and coaching to the student staff teams at both Sutherland Residence Village and Frost Residence Village. They will meet with student staff monthly to provide guidance and encourage accountability. The incumbent will foster community among the Residence Life student staff team through coordinating positive recognition initiatives. They will work under the direction of the Manager, Residence Life to facilitate weekly team meetings and that provides ongoing training, support, and communication from Residence Life and Residence Operations.

The incumbent will work in collaboration with the Manager, Residence Life, and Student Development Specialist to provide support to students living in residence. As a live-in staff member, they will hold regular evening office hours to encourage community building, increased student communication, and support. The incumbent will take part in monthly walk throughs of the residence communities to build presence and support for both students and student staff. They will work with campus partners to provide appropriate resources and referrals as needed.

The incumbent will oversee the implementation of Residence Life programming based on recognized student development theory and assessment, to enhance the student experience in residence. This will include working with a variety of campus and community partners including student associations and other departments in the student experience division to ensure programming is collaborative, accessible, inclusive and meets the needs of

all students as they transition to college life. As a key contributor to the student retention plan, the incumbent will provide support to students to foster personal success.

The incumbent will supervise and provide support to the Residence Council. This will include meeting and advising on an ongoing basis, providing leadership initiatives, and consulting on issues of importance related to the residence experience. The incumbent will guide the selection process for the Residence Council executive and floor representatives at both sites.

2. Student Conduct & Case Management

(30 %)

The incumbent is visible and present throughout residence in order to positively connect with students and student staff members. They will hold regular office hours with the expectation that evening and weekend hours will occur on a regular basis and will increase during peak times. The incumbent will be required to participate in a professional staff, on-call rotation, providing primary support to issues reported by residence student staff and security.

The incumbent will support conduct and case management in residence with oversight of conduct issues and wellness checks. As a live-in staff member, they will have flexible working hours which may include evening hours during the academic year to be present in the residence community on high-traffic nights. In developing plans and making decisions on incidents and conflict in residence, the incumbent will consult with other Residence life personnel and campus resources regarding resident issues or concerns including but not limited to Counselling Services, Health Services, and Security Services.

The incumbent will investigate lower-level breaches of the Residence Community Standards. In response to violations, the incumbent will engage in restorative conversations with students, and issue sanctions up to probation that encourage student learning and repair negative impacts in the community. The incumbent will consult with the Manager, Residence Life, for identified breaches of the Residence Community Standards that could result in escalated outcomes and liaising with identified staff to support case management for students living in residence. The incumbent will work with campus and community partners to develop educational opportunities for students in response to behavioural concerns.

The incumbent will proactively develop programs that contribute to reducing behavioural incidents. This will include positive recognition initiatives, and active programming opportunities to raise awareness of college policies and student expectations, and harm reduction initiatives to assist students in making educated and responsible choices in residence. The incumbent will assess and track data related to all programming.

The incumbent will participate in a three-person rotational Manager, On-Call schedule.

3. Training and Education

(10 %)

Based on the Residence Life Learning Outcomes, the incumbent will work with campus and community partners to develop and implement training and educational programming for students and student staff members. This will include developing and facilitating professional development sessions for student staff members based on the established core competencies and areas of development and developing opportunities for students to develop their skills and help them succeed as members of the community.

4. Human Resource Management

(10 %)

The incumbent will provide functional guidance to live-in Residence Assistants and Senior Residence Assistants. This will include participating in the recruitment, interviews, and hiring process, as developed by the Manager, Residence Life. They will supervise, motivate and support the performance the Residence Life Student Staff Team.

The incumbent will assist with the development of a comprehensive training program that contributes to the successful onboarding of student staff. This includes the development of training materials. The incumbent will contribute to the development of the curriculum and learning outcomes for the training, and ensure it is aligned with best practices in the field. Enhance professional development opportunities for student staff, including assistance with the development of programs to present at the annual Residence Life Conference or staff training

The incumbent will provide recommendations to the Manager, Residence Life, on serious breaches of the Terms and Conditions that could lead to termination. When necessary, they will engage the team in discussions around staff conflict, community concerns, and issues related to performance.

The incumbent will also provide supervision to student volunteers in residence including the Residence Council, and the Residence Move-In Day Volunteers and Orientation Crew.

5. Residence Operations (5 %)

The incumbent will work with the Residence Operations team to identify safety, security, housekeeping and maintenance issues. They will conduct regular walkthroughs of residence sites to ensure a high standard of cleanliness and maintenance is being upheld, and issues are being addressed. The incumbent will work closely with housing services operations staff to ensure issues are responded to appropriately and in a timely manner.

The incumbent will investigate and document any vandalism or damages within residence buildings and will communicate with students about facilities-related behavioural concerns.

The incumbent will assist in the inspection of suites and common areas of residence to assess damage and maintenance issues in order to hold responsible parties accountable. This will include assisting with end of the year room inspections and refunds.

6. Other related duties as assigned (5 %)

TOTAL: 100%

1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option.

Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

The incumbent will make decisions related to mediating conflict between students. As an example: A student submits a Suitemate Complaint Form regarding ongoing noise issues and cleanliness amongst their suitemates and is requesting a room switch. The incumbent will meet with the complainant to assess the situation and actively listen to their concerns. They will determine an appropriate course of action which may include ongoing student staff support, a mediated conversation with the suite facilitated by the incumbent, a referral to the Student Development Specialist for one-on-one support, or if approved, a room switch.

The incumbent will make decisions and use sound judgment to support Resident Life student staff, who are part-time unionized student employees and may live in Residence. They provide on-sight oversight of the residence during overnight and weekend hours and are required to respond to a variety of situations when on-call. Supporting these student staff requires a thorough selection and training process as these individuals will represent the College during overnight and weekend periods. Failure to train, support and make sound decisions could create a high level of risk for the community and leave the institution vulnerable to reputational and legal impacts. Higher levels examples of risk will be escalated to the Manager, Residence Life. There are many other similar examples in which inappropriate staff or resident behaviour must be assessed.

The incumbent will make decisions and need to exercise sound judgement in addressing behaviour concerns in residence. This requires the ability to make a unique assessment of each situation with due consideration for the Residence and/or Residence Life Staff Terms and Conditions, and Residence policies and practices. As an example: A concern is brought forward that a Residence Life Staff member has not been completing their regular check-ins in their assigned areas of residence. The incumbent will need to assess the situation and provide appropriate guidance and coaching. Repetitive reports of concern will be escalated to the Manager, Residence Life.

2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

Non-Post Secondary

- | | |
|---|--|
| <input type="checkbox"/> Partial Secondary School | <input type="checkbox"/> Secondary School Completion |
|---|--|

Post Secondary

- | | |
|--|---|
| <input type="checkbox"/> 1-Year Certificate | <input type="checkbox"/> 4-Year Degree |
| <input type="checkbox"/> 2-Year Diploma | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> 3-Year Diploma/Degree | <input type="checkbox"/> Post Graduate Degree |
| <input type="checkbox"/> Professional Designation | Specify: _____ |
| <input checked="" type="checkbox"/> Other | Specify: _____ |

Specify and describe any program specialty, certification or professional designation necessary to fulfil the requirements of the position.

- Completion of a relevant education such as Counselling, Social Sciences/Services, Leadership, Community Studies, Education, or Human Resources Management Diploma/Degree or equivalent training/experience.
- Police check required to be completed
- Certified ASIST (will be provided if not already obtained)
- First Aid/CPR
- Trainings and certifications such as Mental Health First Aid, Non-crisis intervention, student conduct administration training, would be an asset.

Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)

- Well-developed and strong interpersonal skills (effective communication, active listening skills, consensus building, conflict resolution etc.)
- Flexible and creative thinking, and ability to adapt approach based on scenario that could change in the moment.
- Apply conflict resolution skills, and the ability to problem solve and make difficult and informed decisions through a demonstrated ability to deal with disruptive students, belligerent supporters (e.g., parents, guardians), and stressful situations (e.g., emergency calls and response, discipline).
- Sound knowledge of administrative practices and procedures, preferably in an educational setting – including an understanding of student self-governance (i.e., Residents' Council).
- Ability to exercise independent judgment and initiative to solve problems daily.
- Previous work experience in a college or university environment.
- Previous work experience in a residence life environment is considered an asset
- Previous work experience in a customer-based environment
- Ability to use spreadsheets, Microsoft office, database software, email and electronic calendar systems.
- Demonstrates initiative, flexibility, resilience and adaptability.
- Proactive and self-starting
- Receptive to new ideas, responds and adjusts easily to changing work demands and circumstances.

3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input checked="" type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

- Two years' progressive experience in Residence Life programming and student success initiatives
- Experience supervising student employees;
- Experience motivating employees, team building, and human resource management;
- Solid understanding of student development, student issues and needs of students;
- Experience working with diverse student groups;
- Experience in developing, implementing and monitoring service excellence;
- Strong and effective communicator with the ability to reconcile significantly diverse viewpoints, foster cooperation and work collaboratively within and across various departments;
- Experience working with multiple internal partners;
- Complex problem-solving skills;
- Ability to foster a team environment;
- Experience in mediation and crisis intervention.
- Experience in contributing and supporting an inclusive living and learning environment

4. INITIATIVE – INDEPENDENCE OF ACTION

Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate or take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- The incumbent will facilitate a response to after-hour emergencies in residence, assessing level of intervention required, activating incident response where appropriate, and initiating notification of key stakeholders
- The incumbent will provide ongoing guidance and support to a team of Resident Assistants and Senior Residence Assistants, providing strategies and ideas for Residence Community Development and ensuring they access College and community services/partners as needed.
- Reviewing, approving, and tracking all programming initiatives and logs via StarRez

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- Serious performance issues of student staff that may lead to termination
- Serious student conduct issues that may lead to suspension or eviction
- Approval required for use of departmental funds for programming initiatives

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College policies and procedures
- Student Rights and Responsibilities policy and procedures
- Sexual Violence Prevention Policy and Bill 132
- Harassment and Discrimination Prevention Policy
- Academic Regulations
- Residence Community Standards and Residence Contract
- IT Appropriate Use Policy
- Health and Safety legislation; WHIMIS
- Departmental Objectives
- Colleges Strategic Plan
- Threat Assessment Protocol
- Accessibility for Ontarians with Disabilities Act (AODA)
- FIPPA, and any applicable laws related to student confidentiality
- Ontario Association of College & University Housing Officers (OACUHO) and Canadian Association of College & University Student Services (CACUSS) professional competencies and standards

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

- Inappropriate decisions or poorly planned Residence Life Programs and services could compromise the safety and comfort of students; jeopardize student satisfaction with residence life and negatively affect occupancy rates, which impacts the College.
- The incumbent could fail to recognize that a student is a risk to self or the community, and not flag the student to their supervisor, the Residence Community Management Team, Threat Assessment Team or require further risk assessment from Public Safety. As a result, the student could be at risk to do harm to him/herself/themselves or others, and expose the college to risk and liability.
- The incumbent could decide without all pertinent information, not exercise due process, or make a decision that is not supportable based on past precedent and proportionality. As a result, the student may appeal the decision, leading to excessive work for the management team, other community members and an impression that the college engages in arbitrary or ineffective decision-making.

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues	Manager, Residence Life	Supervisor – guidance and support in day to day functions. Regular meetings re: status, progress reports and residence life program development		X
	Director,, Campus Services	Consultation for addressing and problem solving residence life and operational concerns.		X
	Director, Student Experience and Athletics	Consultation on strategy for dealing with residence life and operational concerns.	X	

	Student Development Case Management Specialist	Consultation on residence life program, residence life staff and case management updates on student issues as appropriate, referrals, support		X
	Student Conduct and Accountability Specialist	Consultation on conduct, case management, referrals, support	X	
	Campus Safety	Support for emergencies/crises, investigative support and/or referrals	X	
	Student Experience Managers, Faculty. Other leaders and staff at the College.	Networking on Residence activity and student issues. Support in collaborative initiatives such as living learning communities, co-curricular programs, and RLS recruitment	X	
	Residence Life Student Staff	Supervision, coaching, training, intervention as appropriate, evaluation, etc.		X
	Student Governments	Collaboration for programming	X	
	Residence Council	Advising & Coaching		X
	Students	Daily dealings with students on issues such as roommate complaints, behavioural issues, referrals.		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Police, Fire department, health unit or other emergency services personnel	Dealing with emergencies, potential criminal offences, health related illnesses	X	
	Community Organizations, e.g. Sexual Assault Centre	Organizing programming initiatives e.g. workshops, guest speakers.	X	
	Contract cleaners (both staff and various levels of management	Resolution of complaints re: cleaning/service standards.	X	
	Parents	Dealing with inquiries and complaints by parents re:	X	

		student. Negotiation and problem resolution		
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Occasional (O)	Contacts are made once in a while over a period of time.
Frequent (F)	Contacts are made repeatedly and often over a period of time

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☐ Assigns and checks work of others doing similar work.
- ☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☐ Manages the staff and operations of a program area/department.
- ☐ Manages the staff and operations of a division/major department.
- ☐ Manages the staff and operations of several divisions/major departments.
- ☐ Acts as a consultant to College senior management.
- ☒ Other e.g., counseling, coaching. Please specify:

Ongoing coaching with Senior Residence Assistants, Residence Assistants, students on issues ranging from interpersonal conflict, to suicide prevention.

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Senior Resident Assistants
- Residence Assistants
- Residence Council

7b. SPAN OF CONTROL

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full-time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	
Non Full-Time Staff (FTE)*	
Contract for Service**	
Total:	

* Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:

Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering “contracts for services”, review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Heavy Lifting	X				
Carrying medium weighted objects	X				
Sitting			X		
Walking, climbing stairs		X			
Inspecting suites, moving furniture to evaluate cleaning, etc.	X				

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Incident Report writing			X			L
Extensive detail and accuracy while preparing documentation for case files			X			I
Meeting and advising with students, guests of students, student workers			X			L
Facilitating staff training exercises		X				I

Student Conduct			X			S
Mediating conflicts between students			X			I

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Intercampus travel		X	
Required to walk between physical buildings to access college services or perform duties.	X		
Required to work weekends (move-in and move-out periods) and conduct student leader training sessions each semester. Must be flexible as meetings are held outside of normal working hours to accommodate student timetables.	X		

Some exposure to aggressive and verbally abusive students and parents. Required to respond to sensitive, often emotional issues.	X		
Incumbent is required to provide supervision of student leaders and be available and on call on a rotational basis with other Residence Administrators.		X	
Physical inspection of student's living spaces in residence. Entering students private bedrooms (e.g. mid-term, end of term inspections).	X		

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Inspecting residence facilities (laundry rooms, exterior, etc.)	X		
Angry students, sometimes become aggressive and violent	X		
Intoxicated students in their living environments (behaviour may be inappropriate)	X		

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

The Residence Life Community Supervisor is required to participate in a three-person rotational on call schedule. The incumbent will carry a cell phone while on call, and ensure they are able to respond and when necessary travel to residence/campus within a reasonable response time during the on-call period. These calls often reflect varying degrees of situations ranging from minor interpersonal issues to more serious incidents such as violence or suicidal ideation. In case of staff vacancies, the incumbent may be on call more frequently.