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I. MISSION

Student Housing and Residential Education (SHaRE) exists as a self-supporting auxiliary of the University of San Francisco. The core purpose of the department is to support the advancement of the educational and social mission of the institution and its related strategic initiatives through the provision of student housing, co-curricular education, and revenue. The scope of department services include:

- Undergraduate and graduate student housing,
- Off-campus student support services,
- Residential education and community development, and
- Summer guest housing

SHaRE currently has the planned capacity to house about 2454 students on-campus (including 195 beds created by converting double rooms to triple rooms). It has a combined professional and student staffing structure of approximately 300 positions including academic year and summer positions. The position breakdown of professional and student positions is as follows:

- 16 professional positions (1 Director, 2 Associate Directors, 3 Managers, 1 Program Assistant, 2 Area Coordinators, 7 Residence Directors)
- 8 in-hall graduate intern positions (7 Assistant Residence Directors, 1 Intern for Residential Engagement)
- 244 undergraduate student positions (77 Resident Advisors, 160 Desk Staff, 11 Furniture Services Staff)
- 33 Seasonal Summer Positions (3 Facilities Team Leaders for guest housing, 25 Guests Hosts for guest housing, 1 Graduate Coordinator for summer session housing, 4 Residence Advisors for Summer Session).

The department presently operates 8 residential facilities including 6 traditional residence halls, an apartment complex, and a single family home converted for student housing.

SHaRE’s mission and values are directly aligned with the University of San Francisco’s Mission and strategic priorities. The three-part mission statement for SHaRE is articulated below:

- SHaRE embodies the University and Student Life missions by facilitating each students’ holistic development of skills, knowledge, and values required for engaged and socially responsible residential community living both on and off-campus.
- SHaRE provides safe and secure facilities, with management and operations that meet the needs of students through courteous and efficient service.
• SHaRE actively promotes timely academic progress and achievement, while partnering with students, staff and faculty to create diverse, equitable and inclusive communities where all members are valued and supported.

This mission is in alignment with the Mission of the University of San Francisco which states:

“The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.”

SHaRE directly works to support the advancement of the university Mission through:

• Intentional delivery of residential curriculum and programming with distinct learning goals in the areas of Individual Development, Community Involvement, Social Justice Values, and Educational Engagement. Specific learning outcomes for each area are defined with outcomes in the learning domains of knowledge, comprehension, and application.

• Collaboration with Facilities Management to maintain and improve facilities in an effort to create living-learning spaces that are safe, comfortable, and conducive to quality social interaction, and the achievement of academic goals. This includes SHaRE representation in Facilities department meetings and project planning efforts, sharing benchmarking data related to student satisfaction and needs pertaining to facilities, and funding annual maintenance of residence facilities during the summer months.

• Collaboration with intention on a daily basis with collaborative partners at the intersections of innovative opportunities and responsiveness to student needs with regards to health and well-being, educational engagement and support, leadership development, and cultivating a lived value for broad diversity, development of cultural competence, and sense of personal responsibility to work towards equity and understanding among people as members of an interconnected campus, local, and global community.
II. HISTORY

To provide a historical context for better understanding the evolution of SHaRE and the current status of the department the following are some of the significant points in recent department history:

**Fall 2011**

**Expanded Scope of Service and Revision of Mission**
- The department expanded its scope of service to support off campus students due to the reality of increasing numbers of students being forced to transition to off-campus living as a result of higher demand than inventory caused by increasing enrollment numbers. With this change a new position titled Assistant Director of Off Campus Housing and Community Relations was created, the mission statement was revised, and the department name was changed from the Office of Residence Life (ORL) to Student Housing and Residential Education (SHaRE).

**Significant Facility Renovation**
- Phelan Hall is reopened after the completion of the first part of a two-part renovation plan. In addition to needed infrastructure upgrades the renovations included a redesign of the building core to create common area alcoves, larger and more aesthetically pleasing floor lounges, and remodeled bathrooms.

**Implementation of Contract Cancellation Fee**
- A $500 Contract Cancellation fee was implemented in an effort to address occupancy management challenges related to students who were not required to live on campus cancelling their housing contracts after receiving a housing assignment.

- An informal review of the occupancy management processes was conducted with the goals of improving student satisfaction with process and strengthening the department’s ability to meet occupancy management goals given the higher demand for on-campus housing than inventory available. The focus of the review included:
  - Reviewing the all female demographics of Fromm Hall
  - Considering allowing students to select their housing in the order they apply
  - Modifying housing classifications to ensure occupancy primarily by Junior and Senior students
  - Shortening the application period
  - Reviewing the effectiveness of the Contract Cancellation fee implemented in this year

**Reinforcing Customer Service Value at Front Desks**
- The Operations team focused on improved customer service standards at front desks and changed the position titles of Desk Clerks to Community Assistants in an effort to better represent the customer service value desired in the front desk operations. The team also
implemented an employee reward program at all front desks to recognize the achievements of those Community Assistants who exceeded service expectations.

Audit of StarRez Housing System

- An internal audit of the StarRez housing system was initiated by Business and Finance and conducted by Ernst and Young. The scope of the audit included revenue process, transactional interfaces, IT general control, and data analytics. A summary of observations and remediation are listed below.

The summary conclusions stated that the department was not aware of the impact of advance charge setup configuration and requirements around rate table creation. Additionally it was concluded that system administration rights were managed by the department, creating segregation of duties conflicts and that periodic monitoring of these configurations by Accounting and Business Services and/or ITS should also be performed to detect unauthorized changes. Comprehensive management action recommendations were provided to the department in a final report later in the academic year.

<table>
<thead>
<tr>
<th>Key Observation</th>
<th>USF remediation plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>No application change management process</td>
<td>Change management process started in 2013 with the development of a perfect form to route all system changes through the appropriate channel of approvals. Perfect Form is still pending completion and in 2015, SHaRE engaged with ITS to complete project.</td>
</tr>
<tr>
<td>Informal and incomplete user access provisioning process</td>
<td>All StarRez access requests are routed to the data and occupancy manager and must have business reason. ITS developed a report that is sent out with current access. Improvements still need to be made around timely communication of terminated users for access removal and a more consistent review of user access.</td>
</tr>
<tr>
<td>Application administration segregation of duties conflicts</td>
<td>When the audit was completed, there were certain users who had access to both modify StarRez student accounts and issue debits and credits to students in Banner which completely violated the most basic level of internal controls. Since then, all access to modify Banner was shut off for all staff with access to modify StarRez and a daily review of StarRez transactions is conducted by a user who has neither access to modify StarRez or Banner.</td>
</tr>
<tr>
<td>Lack of monitoring of critical jobs</td>
<td>When the audit was completed, there was no regular review of transactions submitted in StarRez and pushed to Banner to ensure completeness and accuracy and errors were noted in room booking, meal plans, misc. charges, damage charges, and lockout charges that were not successfully prevented or detected by SHaRE staff. Since the audit was conducted, there were several key controls implemented to address the issues noted, including a daily review of all transactions entered into StarRez to ensure completeness and accuracy, regular analytics conducted on transactions pushed to Banner to ensure all transactions entered into StarRez were successfully pushed to Banner, review of damage, misc., and other charges to ensure consistency with charging policy, and regular reviews of rate table and pro-rate tool changes within StarRez to ensure all charges are appropriately captured.</td>
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</tbody>
</table>
Inconsistency of reconciliations | The audit noted several key reconciliations that were not being performed, including meal plan reconciliations to ensure all adjustments made to StarRez are appropriately reflected in CS Gold (meal plan system) and Banner, and the Banner vs. StarRez reconciliation to ensure all charges are appropriately pushed to Banner. Since the audit, there are monthly meal plan reconciliations and daily reviews of banner data to ensure all approved StarRez transactions are appropriately pushed to Banner.

Inappropriate access to StarRez and Banner systems | Refer to segregation of duties conflicts and access provisioning process above.

Inefficient assignment of rooms | SHaRE conducts an annual walkthrough of the residence halls to ensure that all rooms are appropriately reflected in StarRez. Since the audit there have been several large StarRez upgrades to more effectively utilize the technology in assigning rooms and using dashboards to monitor open rooms and status. There is more work to be done around assignments, but that also supports the need to acquire additional staff to more effectively manage the process.

Lack of internal policies and procedures | This issue is ongoing in the department and has prompted management to seek additional help from consultants to assist in the documentation of all policies and procedures. Currently, all processes have been defined and the goal is to document throughout this year with a completion date at the end of the Spring 2016 semester.

**Spring 2012**
**Improved Matching of Graduate Assistant Fit**

- A new Higher Education and Student Affairs program was implemented in the School of Education improving the department’s ability to recruit graduate assistants with greater congruence of graduate student career aspirations and student housing work.

**Initiative to Develop a Divisional Programming Model**

- In relationship to the revised mission statement of the department, SHaRE began working collaboratively with the department of Student Leadership and Engagement to develop a proposal for a new programming model more clearly connected to the evolving departmental and divisional goals and intended for integration into a divisional model for in the following academic year (2012-2013). This divisional model never came to fruition.

**Fall 2012**
**Responding to Increase in Enrollment and Triple Rooms as a New Normal**

- Due to the larger than expected incoming first year student class approximately 100 additional triple rooms were added to the inventory and increased efforts were made to support, welcome and ease concern of students assigned to triples. Efforts included:
  - Providing notification to students about triple assignments earlier than any previous academic year. Notification included information about furnishings, recommendations for storing belongings efficiently and negotiating shared space, encouragement to contact roommates early to develop relationship, information about staff to support their living...
situation, addressing issues that may cause conflict, completing roommate agreements, and the process for potential de-tripling.

○ Provision of pictures of a triple room to get an idea of space prior to arrival were posted on the department website and a link was included in communication to students.

○ During the last week in July, SHaRE sent a second communication to all students in triple rooms with tips on living successfully in a triple room. This e-mail underscored the fact that students who have lived in triple rooms at USF often decline the offer to de-triple when given the opportunity because of the connections they have made and the economic advantage of the less expensive triple rate. Suggestions were also made about what to do before arriving on campus, including contacting each other, deciding what to bring, deciding who will get each bed, who will bring shared items, items that save space and the dimensions of some of the spaces where containers might be used efficiently. It also encouraged students to spend time together when they arrive, some ideas about how to create privacy in a triple room, and suggestions for quiet places to study on campus.

○ A welcome note was given to each student assigned to a triple when they arrived, letting them know our awareness that triple rooms do not afford as much personal space or privacy as double rooms and the fact that students assigned to triple rooms quickly adapt to their unanticipated assignment. Movie tickets and a ‘Three Musketeers’ candy bar were also provided with each welcome note.

Spring 2013:

Key Leadership Departures

● During the Spring semester both the Assistant Vice Provost (the chief housing officer title at the time) and the Associate Director for Staff and Programs announced their resignation in the interest of personal need and pursuing other opportunities. The assistant vice provost position was reclassified to that of director of student housing and residential education. The Associate Director for Business Services was appointed to the position of Interim Director and the reporting structure was realigned to report to the Associate Vice Provost and Dean of Student Development rather than the Vice Provost for Student Life as had been the case.

Leadership Effort to Cultivate a Renewed Sense of Department Identity and Attributes

● In addition to coordinated efforts to create greater connection between levels of organization through dialogues about change and direction, a clear and consistent leadership vision messaging was strategically shared and discussed at all levels of the department. This messaging outlined desired organizational attributes and expectations as it relates to organizational climate, customer service, facilities, technology, and student development. Messaging was strategically reinforced in the following ways:

○ Messaging elements were built into the new SHaRE Community Development Model
Elements of the messaging were included as initial role expectations for the Associate Director for Staff and Community Development when hired

- A visioning document was distributed, discussed, and reaffirmed at departmental leadership team meetings at the beginning of the Fall and Spring semesters
- Elements of the messaging were incorporated into an attributes reference document for consideration in staff recruitment and hiring decisions
- Inclusion in strategic email messaging to the department

Elements of the attributes include:

- A strong sense of team and care for how team members interact with/impact each other
- A dominant tone of optimism
- A living commitment to high quality performance in personal roles and organizational functions
- A strong value for collaboration and relationship building with external partners in the interest of the work that we do
- Timely people centered service responsiveness and communication that lets people know they matter (students and families, team members, collaborative partners, each other).

- Additionally, team familiarity with the CAS Standards for Housing and Residence Life Programs was supported by including them in the development of the SHaRE Community Development Model, providing the leadership team with summarized standards references that are specific to their area, and by incorporating them in the preliminary work of the SHaRE Assessment Team that was established this Spring semester.

Creation of a Divisional Director of Financial Oversight to Support Housing

- In response to the recommendation to create a Director of Financial Oversight position outlined in the recommendations of the StarRez audit conducted in the Fall semester of the previous year (2011-2012) the position of Director of Financial Oversight for the division of Student Life was created and the department began working with that position to further the efforts to implement the comprehensive list of audit recommendations.

Managing Through Lower Than Projected Enrollment

- An adjusted projection of lower than expected student enrollment than originally forecasted for the upcoming year (2013-2014) resulted in a need for the department to implement significant strategies to increase occupancy. These strategies included:
  - Removing all returning students from the housing waitlist (approximately 400 students) in early May (opposed to early summer as traditional). These students were also offered the option to bring friends who did not originally apply for housing as roommates as an incentive.
○ Offering Phelan hall (the most recently renovated hall) to returning students as an incentive to move back on campus.
○ Offering students of the Law School single rooms in newly constructed rooms in Phelan hall scheduled to be completed in the summer of 2013.
○ Aggressively reaching out to transfers and inviting them to apply for on-campus housing.

From Programming to Community Development Model
● In the interest of reducing redundancy of programming across campus and the significant workload required of student leaders in the residence advisor (RA) role to produce programs, the Vice Provost for Student Life charged the department with eliminating the existing programming model and creating a new model in its place to be implemented for the 2013-2014 academic year. A Community Development Model aimed at supporting individual and community development and academic achievement through intentional individual interaction between RA’s and their residents, connecting students to each other in community, to existing social and educational programming, and to resources that support academic success. Requirements of RA’s included topic focused one-on-one conversation sequenced to typical and specific student experiences per time of semester, community development activities in which RA’s were required to take groups of students to existing social, educational, or service programs on campus or in the local community, and topic driven floor forums. RA’s were directed to plan conversations, activities, and forums with relationship to supporting student learning goals outlined by the Council for Advancement of Standards in Higher Education.

Increased Efforts in Off-Campus Support
● Efforts in the area of off-campus housing and neighborhood relations were significantly increased. The assistant director for off-campus housing and neighborhood relations provided individual consultations with students seeking support with securing off-campus housing and related concerns. Meetings with 187 students were recorded between the months of March and April. Off-campus housing related workshops and an off-campus housing fair were created and implemented. The assistant director also began supporting public relations efforts with neighborhood communities including the facilitation of an information and social gathering between student leaders and members of the University Terrace Neighborhood Association.

Fall 2013
Key Leadership Role Filled
● After a considerably long search process the position of Associate Director for Staff and Programs was filled in August of 2013.

Role Responsibility Revisions
● Position responsibilities for several professional and student staff positions were revised in response to an effort to refocus the programing model, increasing needs of commuter students
and community relations, an effort to create greater equity, efficiency and growth opportunity within the residence director role. Student employee roles also had to be need adjust role expectations and duties for student employees in response to the Affordable Care Act. These changes include the following:

- The former Associate Director for Staffing and Programs positions was refocused and re-titled to Associate Director for Staff and Community Development to reflect a change of area emphasis for the position from a student programming model to a community development model.
- In support of the growing needs associated with off-campus student conduct and community relations the position of assistant director of off campus housing and community relations was revised and relocated to report to the Office of Student Conduct, Rights, and Responsibilities.
- The RA position was revised for the 2014-2015 academic year to ensure conformity with hourly work limitations for student positions that the department is required to manage in compliance with the Affordable Care Act. There was significant challenge in getting clear and definitive direction on requirements from Human Resources in time to make these changes during the Fall semester when recruitment materials and job postings have to be finalized to meet the need of job posting in the months of November and December to support the hiring process in early Spring semester.
- Two residence director positions were revised to “senior residence director” positions for the 2014-2015 academic year. These two positions had a greater scope of responsibilities than other residence director positions, supporting the Associate Directors in specific areas of training and summer operations. They were designed with the intention of providing growth opportunities for residence directors with at least two to three years of experience in the position. In addition to the growth opportunity, staff members employed in the senior residence director positions received a larger two-bedroom apartment or townhome as compensation. The compensation package for the other residence director positions includes a one-bedroom apartment.

**NRAP Conference Recognitions of Student Leader Spirit and Programs**
- The department delegation of RA’s and ARD’s representing the university at the Western Association of College and University Housing Officers 2013 Northern Resident Assistant Programming conference received the annual Spirit Stick award for overall performance across several criteria including presentations, community service, positive social interaction, and school spirit. In addition, members of the delegation brought home awards for diversity and top five programs.
Title IX Training for Student Staff

- Community assistants (approximately 120) that staff the front desk operations in the residence halls were trained on title IX reporting in an effort to support the University’s commitment to create and sustain an environment free from gender based discrimination or harassment.

Facilities Renovations & Sustainability Projects

- During the summer months the department worked closely with Project Management in completing facilities projects to increase the number of beds and improve the living environment for students and staff living in on-campus housing. The primary facilities projects included:
  - 27 new student rooms created on the first and second floors of Phelan Hall.
  - The 5th floor lounge of Fromm Hall was renovated to create a more open and inviting space. The design of this newly remodel lounge mimics the design elements of the recently created Phelan Hall lounges including the installation of a glass wall, new lighting, and new furniture.
  - The residence director apartment in Pedro Arrupe Hall was completely remodeled to be a more welcoming accommodation with updated appliances, furnishings, and lighting.

- Two sustainability initiatives were implemented in the residence halls during the Fall semester:
  - A pilot composting program was established on the 3rd floor of Gillson Hall. Residents were allowed to opt-in for participation and nearly all did participate in the program.
  - A pilot program for residence advisor ecology representatives (Eco-Reps) was established to encourage sustainability in the residence halls. Eco-Reps were established for Gillson hall, Hayes-Healy hall, Phelan hall, Pedro Arrupe hall, and Loyola Village.

Spring 2014

Revisions to Graduate Intern Compensation

- The department collaborated with Student Leadership and Engagement, the Dean for Student Development, and the Director of Financial Oversight for Student Life in an effort to create greater equity across graduate intern compensation packages within the division of Student Life for the 2014-2015 school year. In this effort SHaRE reduced tuition remission, stipends, professional development funding, and eliminated health insurance coverage for the ARD positions in order to redistribute resources to create more equitable compensation packages for other graduate intern positions within the division that have historically received lesser compensation.

Establishment of Living Learning Community Oversight Council

- SHaRE supported increased communication and planning among the Living Learning Communities (LLC’s) by creating an oversight council including faculty, staff, and an associate dean of the college of Arts and Sciences associated with the communities. The inaugural focus was on strengthening support and communication among the LLC’s and coordinating student...
recruitment efforts for the 2014-2015 academic year. Meetings were coordinated and facilitated by the Interim Director of SHaRE and held at strategic times of the year.

Service and Assistance Animals in the Residence Halls

- In collaboration with the Dean for Student Development, the Office of Student Conduct Rights and Responsibilities, Student Disability Services, University Legal Counsel, and Risk Management Services, the Service Animal Policy was revised in accordance with the Americans with Disabilities Act and the Fair Housing Act. In the spring there were two assistance animals living in the residence halls.

New Residence Hall Design Efforts

- SHaRE was invited by Project Management to participate a preliminary meeting on the building design for the new residence hall that is being planned for construction in the future. To support this effort SHaRE held focus groups with students and created an initial design “wish list” based on input from SHaRE staff and research on current and future trends in residence hall construction. The wish list was submitted to the developer and architect selected for the project to consider for incorporation into a first set of design renderings.

Fall 2014

Occupancy Challenge

- In Fall, the University of San Francisco had the largest incoming class of new students in institutional history. As a result, at opening SHaRE housed the largest number of students in institutional history. In order to accommodate the number of students living on-campus the department was required to significantly increase the number of non-traditional spaces (double rooms converted to triple rooms and lounges converted to student rooms). As of November of this year there were 943 students assigned to converted triple rooms and lounges. There was a remaining waitlist of approximately 200 students.

Exploration of Off-Campus Housing Solutions

- In an effort to better meet the housing needs of our students in a reality of higher demand than supply, the department reached out to explore a partnership with a local capital investment firm that specializes in converting residential properties into dedicated residential housing for college students. Ultimately an agreement was reached to secure 40 beds in a residential building located approximately 2.5 miles from campus. These rooms were guaranteed to University of San Francisco students at the below market rate of $950 per month for a double accommodation, with no credit check and a minimal deposit of $300.

Responding to Resignation of Operations Leadership

- During the Fall semester the Associate Director for Operations and Technology resigned from the position in an anticipated but earlier than planned departure. A business continuity plan was
put in place which divided related responsibilities of the position between several staff members including the Assignments Coordinator, Service Manager, Assistant Director for Facilities and Summer Operations, and the Interim Director. This was to ensure effective coverage of the position responsibilities for the remainder of the Fall semester as consideration of operations needs and opportunity were considered before filling the position.

Facilities IT Upgrade

● The number of wireless network access points in the residence halls were significantly increased in late summer and early Fall semester in response to student dissatisfaction with strength of the wireless networks.

Assessment Collaboration with Higher Education and Student Affairs Program

● SHaRE formed a new collaborative education and assessment partnership with the Higher Education and Student Affairs (HESA) program in the School of Education. In this partnership a joint team of SHaRE Residence Directors and a faculty member from the HESA program were awarded a NASPA Region VI Research Division Research and Assessment Grant to fund develop and conduct an assessment of SHaRE’s Community Development Model and better understand the experiences and needs of first-year students.

Change to ARD assignments

● Prior to this fall, Phelan hall, as our largest, had always had two ARDs and Pedro Arrupe, our smallest, did not have one. The Pedro RD also had oversight of the front desk. This semester, ARDs were distributed evenly so that each hall had one. This allowed for consistency of experience for our grads and gave all RDs the opportunity to supervise graduate student staff. Because Pedro is a smaller hall, the responsibilities of advising the Residence Hall Association were assigned to this RD position.

Field Networking and Professional Development

● In Fall under the leadership of several residence directors, SHaRE successfully hosted the Bay Area Round Table (BART) conference, a one-day drive in conference for student housing and residence life professionals. Attendees represented a total of 17 institutions including: the UC Berkeley, California Maritime Academy, CSU Monterey Bay, Santa Clara University, Mills College, San Francisco State University, Holy Names University, University of the Pacific, San Francisco Art Institute, California College of the Arts, Academy of Art University, Dominican University of California, San Jose State University, the Berkeley Student Cooperative, Menlo College, and Notre Dame de Namur University. The Vice Provost for Student Life for the University of San Francisco served as the opening speaker and the Interim Director of SHaRE served as the keynote speaker.
Spring 2015

Enhanced Efforts in Off-Campus Support

- In response to the continued reality of higher demand than supply for on-campus housing, SHaRE significantly increased the level of support for students transitioning to off-campus housing. Support services provided included the following:
  - An Off-Campus Housing Coordinator to provide individual coaching and support to students and families.
  - Maintenance of an off-campus housing website including information and resources such as overviews of the housing market and neighborhoods, rental listings, roommate listings, and education avoiding scams and preparing rental packets.
  - Ongoing educational workshops and events offered in the residence halls and on-campus including “how to” programs, roommate networking socials, and resource fairs with representatives from local housing and real estate vendors and housing search engines.
- Additionally, an agreement was established with Hawkins Way Capital, a real estate equity firm specializing in converting residential properties into student housing units, to guarantee 40 beds for University of San Francisco students offered at below market rental rates.

Change Initiatives

There were several significant change initiatives implemented by SHaRE during the Spring semester. These included the following:

- **Residential Curriculum**: A comprehensive residential education curriculum model was developed for implementation in Fall 2015. All SHaRE staff members were invited to contribute to the development of the curriculum throughout the spring semester. The curriculum model includes distinct learning goals, learning outcomes, educational strategies, and assessment techniques for measurement and improvement. In this model student learning is focused in four distinct areas: individual growth, community development, academic engagement, and social justice values. The curriculum model was designed to support in these areas of growth in a sequence delivery to known stages of student need, development, and experiences over the course of the year. Professional staff were designated take on the direct responsibility for delivery of education as opposed to RA staff as had been the case in prior programming models. To support this new initiative, a team of professional staff were sent to attend the ACPA Residential Curriculum Institute. Additionally, two Area Coordinator positions, reporting to the AD for Staff and Community development, were created to oversee the implementation and ongoing management of the curriculum. Collaboration with other student life departments was invited and encouraged.

- **Occupancy Tours**: In preparation for implementation of the Residential Curriculum and to better streamline occupancy, the two Associate Directors and Assignments Coordinator did a walk through of all halls during the winter break. We assessed if rooms were appropriately indicated...
as singles, doubles, or triples. Permanent triples were determined and assigned. Some spaces were found that were not previously reflected in StarRez. Overall, approximately 50 new spaces were identified. This information was then used to redistribute occupancy, ensuring never more than 50% of our students would be in triples. Halls were designated as first year or upperclass to better support implementation of a residential curriculum. Additionally, floor lounges in Hayes and Gillson which had previously been removed due to over-occupancy were restored to allow for more study space.

- **Restructure of Operations Team:** The Associate Director for Operations and Technology remained vacant for the Spring semester. After evaluating department needs, performance and efficiencies gained in the business continuity plan implemented in the Fall following her resignation, the operations team was restructured to convert the interim structure to the permanent structure as it was believed there was good synergy in that model at that time. Three positions were revised and existing personnel were promoted to roles of greater responsibility. The area responsibilities associated with operations and technology, facilities, and service operations were combined to fall under a new Associate Director for Operations and Facilities position and the Assistant Director for Facilities and Summer Operations was promoted to that role. The responsibilities of the Service Manager for Student Life was expanded to include oversight of all desk operations in the residence halls and management of all aspects of the student employment portal. The position of Assignments Coordinator was enhanced and reconfigured to more accurately reflect the nature of the work as strategic occupancy and data systems management. The Assignments Coordinator was promoted to a newly created Manager of Occupancy and Data Systems position. Both of the Manager positions would report to the new Associate Director position.

- **Triple Rate revised:** The triple rate was reduced so that revenue associated with double rooms and triple rooms was equal by space rather than occupancy. In addition to the space value consideration it addressed perspective increasingly being shared by parents and families that the University was creating triples as a strategy to increase revenue at the expense of student comfort (not due to need), and it also was seen as a way of making the cost of education more affordable for students with higher financial need that may opt for a triple room as a significantly more affordable option.

- **Data System Normalization:** SHaRE began a process of overhauling and updating its data systems in order to transition to a centralized information environment. The goal of this effort is to transition the current decentralized system to a centralized system (See Appendix F). This effort drives all housing transactions through a single portal (StarRez) increasing transparency, increased accuracy of data, reduced risk, stronger controls and audit trails, and improved customer service experience for students by providing a self-service ability to manage and view
their own housing transactions through the USFRooms portal. The following related upgrades were made during Spring 2015:

**Spring 2015 Operations Technology Improvements**

<table>
<thead>
<tr>
<th>Technology Implementation</th>
<th>Performance Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDRC Module Installed</td>
<td>● Allows billing of single rooms and special accommodations correctly</td>
</tr>
<tr>
<td></td>
<td>● Allows for semester assignments &amp; billing to occur sooner</td>
</tr>
<tr>
<td></td>
<td>● Create mandatory room profiles to better manage Living Learning Communities</td>
</tr>
<tr>
<td>Photo Import Module Installed</td>
<td>● Improves desk security &amp; identity verification in the residential buildings</td>
</tr>
<tr>
<td>Waitlist Module Installed</td>
<td>● Management is mediated through housing portal</td>
</tr>
<tr>
<td></td>
<td>● Create self-service for students</td>
</tr>
<tr>
<td></td>
<td>● Allows for faster processing of waitlist</td>
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</table>

- **Gender Inclusive Housing Option**: SHaRE implemented a Gender Inclusive Housing option for Fall 2015. This option was defined as an option for two or more students to share the same room regardless of their sex, gender, or gender identity. This option is intended to support the department mission to create safe, affirming, and inclusive communities by providing options for students of varying identities and preferences (including those students that do not fit neatly on the traditional binary gender scale of “male” or “female” gender identity or expression). The decision to offer this option was supported by the research and work of a Gender Inclusive Task Force from 2012-2013, comprised of faculty, staff, and students, a resolution of support passed by the Associated Students of the University of San Francisco Senate at that time, and the approval of the President of the University. USF joins more than 75 other institutions offering this type of option, and it is the first Jesuit institution to do so.

In implementing this new option at the end of the Spring semester (with Fall 2015 being the inaugural year of offering) there were some significant challenges faced. One challenge was managing differences in student understanding and expectations for what Gender Inclusive housing was intended to be. While the department thought it had done a thorough job of articulating what Gender Inclusive Housing meant (defined above) in information provided to students for the housing application process, there were some students who disagreed with the broad range of students eligible for this option and voiced concern that it may further marginalize transgender students and offer an opportunity to students who were known to be discriminatory towards gender nonconforming students.
The Director and Associate Director for Staff and Residential Education met with a faculty co-chair of the University’s LGBTQ Caucus and student executive board members of the Queer Alliance to discuss concerns and intent. In this meeting students shared personal experiences and concerns and SHaRE leadership communicated commitment to supporting students and appropriate response should issues of bias or hate arise in community experience. Leadership further attempted to underscore that the gender inclusive housing community was created in part to alleviate the anxieties of relegating students to exclusive gender communities in honor of the wide range of gender identity, expression, and experience and the value of creating community options with less heteronormative dominate cultures given the diversity of identity and preference of USF students. It was also underscored that in honor of the core University value that “that no individual or group may rightfully prosper at the expense of others”, there is a discomfort with preferencing any one intersection of gender identity over others in managing who is eligible to live in the community. However, as has always been the case SHaRE does reserve spaces for students who communicate special accommodation needs associated with gender. This option to request special accommodations is included in the housing contract and was also articulated in the specific Gender Inclusive application.

- **Appointment of Director:** At the close of the Spring semester the Interim Director for SHaRE was appointed to the position of Director after two years in the interim position.

**Fall 2015**

**Staffing Transitions, Related Challenges, and Efforts to Adapt**

- **Resignation of the Service Manager:** In mid-July the Service Manager resigned from the position. There was considerable impact of this resignation as the position was essential to supporting the already leanly staffed operations area. This created an immediate need to fill the role responsibility gaps created by this departure in the areas of occupancy management and related processes and management of customer service desk operations for both the department and division. There was considerable negative impact on customer service and staff morale and loss of related position knowledge at a critical time of high volume need during the weeks leading up to opening and the beginning of the semester. In the immediate, the related duties of this position had to be disbursed among remaining staff members in the central office (most heavily the Manager of Occupancy and Data Systems and the Program Assistant).

In August the responsibilities associated with managing the customer service desk for the division were removed from SHaRE management as it had been for the past 5 years and relocated to report to the Director of Finance and Operation for Student Life and a new Service Manager was hired. SHaRE related responsibilities for the residence hall desks and occupancy management related functions of the position remain dispersed between the Manager of
Occupancy and Data Systems, Program Assistant, and Director (as the Associate Director for Operations and Service began a maternity leave in late August).

- **Temporary Staff Support for Operations:** In an effort to support immediate housing assignment needs and begin essential process documentation that does not exist, the Interim Vice Provost loaned the department a temporary staff position to manage these efforts.

- **Staffing Changes Associated with Divisional Leadership Change:** At the end of the 2014-2015 academic year the Vice Provost for Student Life (VP) announced his resignation from the position. The Associate Vice Provost and Dean of Student Development (AVP) was appointed as Interim VP. To support already existing staffing needs in the Dean of Student Development office anticipated to be compounded by the promotion of the AVP to Interim VP, SHaRE’s Associate Director for Staff and Community Development was appointed to the position of Assistant Dean of Students. It was initially planned that a search for a new Associate Director for Staff and Community Development for SHaRE would be conducted in September, however, that plan was postponed until after a department review process takes place. Currently the former Associate Director continues to lend leadership support for the Residential Education component of SHaRE. Also related to the appointment of the AVP to VP was the relocation of the Manager of Off-Campus Support Services to SHaRE. This position was originally intended to report to the Dean of Student Development office.

- **Creation of Graduate Intern for Residential Engagement:** With the additional requirements of the residential curriculum, a new graduate assistant position was created to help advise the Residence Hall Association and engage students in the curriculum through social media and regular newsletter communication. Unfortunately, an ARD departed just before training and the student hired for this position was transitioned to the open ARD position.

- **Impact of the Affordable Care Act:** The University continues to adapt part-time job descriptions in response to the ACA. Human Resources ultimately reclassified the RA position as a “volunteer” position serving at the convenience of the University. This allowed compensation (room and board) to remain the same and did not require tracking of hours, which is a challenge for an unpredictable live-in position like the RA position. Stipends for all graduate interns, including the ARDs in SHaRE, were eliminated and converted to hourly pay, maintaining the same overall compensation, but requiring the weekly tracking of hours. ARDs are required to remain under 25 hours/week. This has been a bit of a challenge as ARD work is also unpredictable. It has also been detrimental to the morale of the ARD team as it has caused them to feel as though their work is not as valued as it was previously.
Occupancy Shortfall and Revenue Impact

There was a highly detrimental occupancy shortfall at the opening of the Fall 2015 semester. The revenue model for Fall and Spring Semester housing was built on an average of 2402 students living on-campus over the course of the academic year. Due to a combination of complicated and unforeseen factors the occupancy target was not met. As a result SHaRE is anticipated to fall short of its expected gross revenue by approximately $2M (of planned $22M gross). Several variables have been identified as contributing factors to this reality:

- **Enrollment shortfall:** The University requires students entering the University with 40 or fewer credits to live on-campus. To accommodate this policy SHaRE’s occupancy planning must first create spaces for the projected enrollment numbers for required students and allocate all remaining spaces to non-required students. The enrollment target for required students was originally set at 1452 required students. At the end of the Spring semester 2015 it was announced that the enrollment numbers for freshman students was about 200 students below target. This adjusted enrollment projection happened after SHaRE completed the housing and room selection process for returning (non-required) students who had been allocated the remaining spaces left after the allocation for a projected 1450 required students. The department is still trying to assess how it could have better managed reallocation of continued melt of required student spaces that were apparent in August after the deposit deadline for potential students. There is also a relationship between the likelihood of salvaging these spaces by reallocating for the waitlist for non-required students and the impact of that is explained below under impact of the auto accept policy.

- **Auto Accept Policy for waitlist assignments:** The department is still trying to assess the impact of an Auto Accept policy that was implemented this year. This new policy automatically assigns waitlisted students to spaces as they become available and in order of their waitlist number. The housing contract and subsequent email notifications articulate to students they may be assigned a space at any time if on the waitlist and asks them to continue checking email for notifications or cancel their contract if they find housing or no longer want to be on the waitlist.

However, it is suspected that many students do not fully read or perhaps understand the contract or email notifications. Further, students often do not check University emails over the summer or until the late summer when they are preparing to return to school. Understandably, many students and families on the waitlist take immediate action to secure off campus housing well before late summer when waitlist assignments are happening. In some cases students check email in late summer after they have already secured off campus housing to learn they have been assigned a space and then they cancel. Because this happens late in the summer, offers from these new releases of space are challenging to fill as other students on the waitlist have also found housing.
There were over 200 contract cancellations in the month of August. A full examination of this potential impact is still in active consideration and the department has been asked to discontinue the auto accept process as had been practiced this year and will be developing a change plan for implementation in the housing process for academic year 2016-2017. Some related data from a recent analysis of reasons for cancelling housing contracts provided by students on the waitlist who were assigned rooms but later cancelled (96 total in Fall 2015) is presented in Appendix H.

- **Challenges with Gender Inclusive Housing option:** Another significant challenge faced in the implementation of the option is the discovery that a significant number of students who applied for the option did not fully read the contract or understand what the Gender Inclusive option meant, despite what was thought to be a clear definition of the option and intent. As a result, a significant number of students later opted out of the option as the semester approached. The ultimate result was a negative impact on occupancy and related revenue as there were more than 50 beds that were vacated and could not be filled due to parameters of eligibility and a diminished waitlist for the option. Management of this option and process for application is being reconsidered for next year.

**Operations Improvements Efforts**

- Significant progress was made in the effort to improve operations performance by transitioning operations processes and data to a centralized environment. In addition, this Fall the department has put significant effort into improving several operations related processes.

**Fall 2015 Operations Technology Improvements**

<table>
<thead>
<tr>
<th>Technology Implementation</th>
<th>Performance Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Swap Module Installed</td>
<td>● Create self-service for students&lt;br&gt;● Allows central to process faster&lt;br&gt;● Creates audit trail, where there was none before&lt;br&gt;● Saves estimated 15% related task time for Residence Directors</td>
</tr>
<tr>
<td>Room availability Module Installed</td>
<td>● Create self-service for students&lt;br&gt;● Allows central to process faster&lt;br&gt;● Creates audit trail, where there was none before&lt;br&gt;● Saves 15% staff time for RDs to focus on curriculum project</td>
</tr>
<tr>
<td>Room Agreement module installed</td>
<td>● Create self-service for students&lt;br&gt;● Allows central to process faster&lt;br&gt;● Creates audit trail, where there was none before&lt;br&gt;● Saves 15% staff time for RDs to focus on curriculum project</td>
</tr>
</tbody>
</table>
Resource Management Module Installed
- Lock out cards are tracked and auditable

StarRez Access granted to RAs for first time ever
- Ability to look up residential information is dispersed (prior it was centralized in positional silos)

Electronic Room Inventory is fully implemented
- Completes a three year project
- Resolves the problems of the hybrid system of electronic Room Inventory Forms for check-in and paper forms for check out

Security Access is audited and group security is defined for first time ever
- Ensures greater controls and monitoring of appropriate access to system

Email scheduler goes live
- Saves staff time on generating individualized email messages

Portal Upgrades
-Aligned with USF design & style standards
- Floor plans added to rooms
- Update details page with ability to modify gender
- Improved Logic

Other operations improvement efforts include the creation of process workgroups focused on optimizing current processes for damage charge and appeal processes, evictions process, and website upgrades.

Recovery housing
- USF and SHaRE partnered with The Haven at College to offer housing for students in recovery from substance abuse. Currently it is serving six students in our single family home (Fulton House) on campus.

Residential Curriculum
- SHaRE launched its first semester of the Residential Curriculum. After an incredibly collaborative process designing the curriculum throughout the spring, the new Area Coordinators in collaboration with the AD for Staff and Community Development, built new implementation requirements for all in-hall staff (professional and student) as well as tools to track and assess the implementation of the curriculum. The details of the curriculum as well as data collected thus far is shared later in this report. As with any new program, there have been successes and challenges. Some returning staff members have struggled with new expectations and changes to responsibilities. Additionally, short-staffing in the operations area and unexpected changes in the normalization project initially distracted in-hall staff from fully implementing the curriculum. The Area Coordinators and Associate Director plan to invite the in-hall staff to assess and refine the curriculum at the end of the semester to adapt for the spring.
III. RELATIONSHIPS AND COLLABORATION WITH OTHER UNITS

Living Learning Communities

USF has five living learning communities. The Director and Associate Director for Staff and Community Development meet with the Learning Community faculty as part of an advisory council three times per year. Residence Director staff liaison with faculty members but do not have specific requirements related to the communities. There are RAs associated with all LLCs with the exception of the Muscat Scholars Program. The LLCs are as follows:

- **Muscat Scholars Program (Location: Hayes Healy Hall):** The Muscat Scholars Program (MSP) is a transition program for incoming first year students that starts with an intensive, two-week structured program the summer before matriculation. The program provides both an academic and social preparation for the rigors of the First Year and beyond at the University of San Francisco. The program provides participants with two units towards graduation as well as an orientation to the University and the City of San Francisco.

- **Martín-Baró Scholars (MBS) (Location: Gillson Hall):** Martín-Baró Scholars explore social justice in contemporary urban life by participating in an integrated curriculum and community experiences that meet the academic needs of most first-year students. With a focus on diversity and service in the multicultural urban environment of San Francisco, MBS provides opportunities to build strong relationships during the first year of college. Students who successfully complete both semesters (fall and spring), earn the following credits: Writing and Public Speaking (Core A1 and A2), Literature (Core D), Service-Learning (SL) designation, Cultural Diversity (CD) designation, Elective credit (4 units)

- **Esther Madríz Diversity Scholars (Location: Phelan Hall):** Named after a beloved USF professor, the Esther Madriz Diversity Scholars (EMDS) explore issues of identity, community activism, and social change through the theme of “crossing borders, discovering home.” Students who successfully complete both semesters (fall and spring), earn the following credits: Social Science (Core E), Cultural Diversity (CD), Service-Learning (SL), and Elective credit (4 units)

- **Erasmus (Location: Phelan Hall):** Erasmus students delve deeper into their understanding of the intertextuality of ethics, service, and justice at local and global levels. Students engage themselves as a community in coursework, community living, and involvement at a number of organizations all related to a common theme. Students who successfully complete both semesters (fall and spring), earn the following credits: Ethics (Area D) Service-Learning (SL), and Elective credit (4 units).

- **St Ignatius Institute (Location: Lone Mountain Hall):** A community of 1st and 2nd year students who engage in an in-depth study of philosophy, theology, and the humanities in addition to their chosen majors. Supported by the Jesuits and St. Ignatius staff, the community regularly has Tuesday evening programs and special events.
Residence Hall Association
RHA is an active presence on campus that aims to serve as a voice for residents. The organization accomplishes this by providing leadership opportunities within residence halls, planning and executing programs that seek to provide a positive on-campus living experience, and serving as a liaison between students and other entities. There is an RHA executive board as well as individual hall councils. RHA is co-advised by the Graduate Intern for Residential Engagement and the Area Coordinator for Continuing Student Education.

Crisis Management and Behavioral Intervention Team
The purpose of Crisis Management and Behavioral Intervention Team (CMBIT) is to proactively identify, assess, and offer a coordinated institutional response to community members (and non-members) who pose a risk to themselves, others and/or the campus community. The CMBIT contributes to USF’s goal of keeping students on-track to graduate, as well as helping to promote a healthier and safer campus community. The team is composed of professional staff from the following departments:

- Counseling and Psychological Services
- SHaRE
- Office of Student Conduct, Rights and Responsibilities
- Student Disability Services
- University Ministry
- Department of Public Safety
- Athletics
- Risk Management
- Dean of Students' Office
- Center for Academic and Student Achievement
- Financial Aid

The team brings in other departments on an as-needed basis depending on the situation being discussed. The Associate Director for Staff and Community Development represents SHaRE at these weekly meetings and coordinates necessary follow-up and communication with in-hall staff as needed.

Office of Student Conduct, Rights, and Responsibilities
The Associate Director for Staff and Community Development meets weekly (and as needed) with the Director of OSCRR to review incidents and determine appropriate conduct follow-up. This includes assigning cases to in-hall professional and graduate staff.

In-hall Liaisons
All residence halls have assigned liaisons with the Center for Academic and Student Achievement, University Ministry, and Counseling and Psychological Services (CAPS). CASA assigns one to three coaches per building and these coaches regularly have office hours in the hall for students to access
them regarding academic and registration issues. University Ministry assigns one to three live-in resident ministers for each hall who lead Community of Reflection groups as well as host regular socials and tea nights. Finally, each hall has a doctoral intern from CAPS assigned as a liaison for staff and students issues related to mental health. RDs and ARDS meet monthly with their liaison group to discuss the happenings of the hall and trends in student behavior. They strategize appropriate response as a team.

Public Safety
Many of our emergency response protocols require joint response from Public Safety officers and SHaRE staff. More information about duty protocols can be found in the appendix of this report. SHaRE and Public Safety have a strong working relationship and regular debriefs of incidents occur between the Lieutenants and Associate Director of Staff and Community Development.

Health Promotion Services
During move-in, SHaRE works with HPS staff to ensure that all students have immunizations before they are allowed in the hall. Similarly, when serious health issues regarding residential students occur, SHaRE staff works with the HPS Director to coordinate appropriate response. Additionally, the HPS/Student Life “Think About It” program informs elements of the residential curriculum.

Operations Relationships and Collaborations
The operations team collaborates extensively with many units within the University as summarized below.

- **Housing assignment support for special groups and programs:** SHaRE works strategically to support the housing needs and related logistics for several special groups and programs including:
  - Muscat Scholars Program,
  - Martin Baro living learning community,
  - Esther Madriz living learning community,
  - Erasmus living learning community,
  - St. Ignatius Institute,
  - the Higher Education and Student Affairs Program,
  - the Law School,
  - the Emergency Medical Response program,
  - the ROTC program,
  - Student Disabilities,
  - the Athletics department, and
  - International Student Scholar Services

Specific strategic work collaborated on with these groups and programs include establishment of bed allocations, priority housing arrangements, coordinating submissions of housing application submission processes, coordination of early arrival and late stay planning, management of
special needs such as student disability accommodations and summer housing and meal plan adjustments for Athletes.

- **Essential ongoing Operations communication and collaboration with administrative units:** These include:
  - Strategic Enrollment Management regarding the coordination of enrollment and housing forecasting and support of Admissions activities such as preview day tour logistics and housing information student recruitment efforts.
  - Center for Institutional Planning and Effectiveness (CIPE) and the Budget office within CIPE regarding budget development and ad-hoc reporting.
  - Information and Technology Services regarding management of the Housing Cancellation Perfect Form, StarRez Application Administration including licensing compliance and server-side maintenance, and technology change management efforts.
  - Public Safety regarding move-in day logistics and student roster access each semester.
  - Dining Services regarding meal plan modifications.
  - One Stop office regarding daily financial resolution, semester test files, and control management.
  - Accounting and Business Services regarding occupancy reporting and meal plan reconciliation.
  - One Card office regarding semester meal plan file loads, building access audit reporting, and CSGold Software compliance and training.
  - Health Promotion Services regarding information, student notification, and process for ensuring immunizations.
  - General Counsel regarding development and approval of the housing contract.
  - Office of Student Conduct regarding coordination removal of students who have been sanctioned to be removed from on-campus housing.

**Off-Campus Student Support Services**

Off-Campus Student Support Services partners with a wide range of programs and departments seeking support for off campus housing opportunities specific to their student demographic. This work is primarily coordinated using a centralized housing presentation request system. The Manager of Off-Campus Student Services uses this intake information to develop and deliver housing information and resources tailored to specific programs and student needs. For example, the Manager of Off-Campus Student Services has been collaborating with the School of Nursing and Health Professions to developing a homeshare arrangement that provides low cost/no cost housing for nursing students who, in turn, provide part time assistance living with local senior citizens “aging in place”. Off-Campus Student Support Services also collaborates with Alumni Relations, Parent Relations, and Admissions to develop off-campus housing information and resources for students. Within the Student Life division,
Off-Campus Student Support works closely with the Office of Student Conduct to help adjudicate issues related to student behavior off campus.

**IV. OBSERVATIONS/RECOMMENDATIONS FROM MOST RECENT PROGRAM REVIEW**

The last program review completed by SHaRE (named The Office of Residence Life at the time) was in academic year 2000-2001. At this time no records of responsive actions to recommendations from that review have been located, however, below is a summary of noted observation from that review and related status updates and information that is known by current department staff.

<table>
<thead>
<tr>
<th>Observation/Recommendation</th>
<th>Related Status and Information</th>
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<tbody>
<tr>
<td><strong>Type and Adequacy of Housing</strong></td>
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<tr>
<td>● Freshman &amp; sophomores comprise the main on-campus undergraduate population, traditional “dorm style” Housing seems appropriate for this population, however if demand increased to build additional housing for upper-division and graduates, suite style or apartment style would be advised.</td>
<td>● As of November 5, 2015 freshman &amp; sophomores comprise about 81% of the on-campus undergraduate population (58.5% and 22.42% respectively). Juniors and seniors represent about 16% (10.10% and 5.73% respectively). Only about 3% of the population is comprised of graduate students.</td>
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<tr>
<td>● Phelan Hall was next to be renovated and it was recommended that Gillson hall was also in need of renovations due to hard wear tear from the all male population at that time.</td>
<td>● A more aggressive summer maintenance plan for all residence halls was implemented in the following years. This mainly consisted of cosmetic work such as carpet and painting to address regular wear and tear.</td>
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<tr>
<td>● Observed that more suite style or apartment style housing would be desirable to meet the preferences of international and other graduate students.</td>
<td>● There is still a need for more suite style or apartment style housing that would be more appealing to graduate students. We currently house less than 50 in Loyola Village, the only apartment style housing we have available. The majority of Loyola Village has needed to be used to meet the demand for junior and senior</td>
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SHaRE Self-Study
Golden Venters, November 2015
undergraduate students. There is also an age restriction agreement with the local neighborhood association prohibiting the housing of student who do not turn age 21 by within the academic year.

- The facilities did not include adequate facilities to further integrate academic programs into the residences. Space to support classroom activity would need to be created in order to increase this goal.

- No change in this reality.

<table>
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<tr>
<th>Condition and Maintenance of Residence Halls and Properties</th>
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<tbody>
<tr>
<td>- Off campus properties were reported to be in good condition as they had been acquired in recent years.</td>
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<tr>
<td>- Phelan, and Gillson halls were reported as being in desperate need of renovation. Hayes-Healy was reported as needing major fire safety retrofits that were planned to take place as a result of recent fires.</td>
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<td>- Most off campus properties have been sold or released from university ownership/possession after Loyola Village complex, originally planned for faculty and staff housing, was approved for upper class student housing in the 2001-2002 academic year.</td>
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<tr>
<td>- Fire safety retrofits were completed.</td>
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<tr>
<td>- Gillson Hall is still in need of major renovations.</td>
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- Advised the maintenance of a renovation cycle of at least one residence hall per year to ensure facilities to not fall into further deterioration due to a deferred renovation schedule. It was suggested that the department had sufficient financial capacity to fund debt service for major capital projects, rather than expense them as it was currently doing.

- A summer maintenance cycle has been maintained for many years since. The practice for the past several years has been to take approximately 4 building off-line during the summer for cosmetic maintenance and significant repairs.

<table>
<thead>
<tr>
<th>Cost to Value and Pricing Structures Given Location</th>
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<tbody>
<tr>
<td>- At that time room rents on campus ranged from $578 per month for a small shared double to $778 per month for the largest double. University operated off campus apartment rents ranged from $760 per month to $811 per month. Given the cost of housing in the city at that time, it was suggested that an annual review be conducted to have an up to date pricing structure informed by the private rental market.</td>
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<tr>
<td>- Current room rates on campus translated to monthly rent (rates are by semester) range from approximately $1006 per month person for a small shared double to $1120 per month for the largest double. Loyola Village apartment rates translate to approximately $1265 per month per person to $1410 per month. Anecdotally students are reportedly finding shared off-campus housing at comparable rates (Excluding utilities and transportation costs)</td>
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<thead>
<tr>
<th>Facilities Maintenance and Renovation Schedule</th>
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<tr>
<td>- In addition to that stated above under Type and Adequacy of Housing, a five to ten year facilities renovation plan and schedule was recommended.</td>
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<tr>
<td>- Recommended that a student housing staff member conduct a regular inspection of all common areas and</td>
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bathroom to ensure that cleaning standards were being met. Buildings are asked to report any observed concerns about cleanliness. Residents are also encouraged to own their responsibility for maintaining appropriate cleanliness as part of the community standards and ethic of care.

### Adequacy of Budget

- Determined that with the exception of sufficient funds to accelerate needed repairs, budgeted funds seemed adequate to meet operations costs. However, additional funds were needed if facilities needing improvement were to be improved.
- It was stated that amount of revenue returned to the university general fund (40% at the time) results in resident student shouldering a disproportionate burden of the financial needs of the University. It was suggested this loss of revenue to the general fund could be offset by an increased enrollment if more students could be accommodated in University operated housing.
- It is assessed that while the department has adequate budget to maintain its current program and operations model if managed tightly, staffing deficiencies in the operations area have significant negative implications for occupancy management and customer service that can only be addressed with additional budget to increase staff.
- It was stated that while the department has adequate budget to maintain its current program and operations model if managed tightly, staffing deficiencies in the operations area have significant negative implications for occupancy management and customer service that can only be addressed with additional budget to increase staff.
- Additional facilities related repairs that arise during the year are relatively unpredictable and these expenses use up a considerable amount of general operating budget and can heavily contribute to whether or not the general operating exceeds budget on the bottom line.
- In 2011-2012 the department received $500,000 of additional budget specifically earmarked for cosmetic maintenance work in residential buildings during the summer.
- The average percentage of net revenue returned to the general fund for the past three years (FY2013, FY2014, FY2015) is 57% (56%, 57%, 57% respectively).

### Effectiveness of Safety and Security Systems

- It was recommended that consideration physically remodeling the front desk areas to ensure students entering the buildings had to present identifications cards to the front desk staff to ensure they belong in the building. It was also recommended that the identification cards themselves could be improved as it was felt they were designed in a way that students could easily deface or modify building stickers in order have access to building they do not live in.
- In the years since this review there have been significant design and technology improvements to building access controls in the residential buildings. In most buildings the entrance is designed so students must walk in close proximity to the front desk when entering the building. Loyolla Village (LV) and Pacific Wing (PW) are areas with the greatest challenge in this regard. LV is a condominium complex with many buildings and points of entry and only one front desk. PW is a separate residential area of Lone Mountain that does not have a front desk. All buildings do require a card-swipe at the main entrances to the building as well as to the access area for the residential areas of the building. Individual student rooms and communal restrooms also require card-swipe access. Currently facial recognition software is been being implemented in the front desk operations in a beta testing phase through the One
Card department. This software is capable of recognizing facial features of students from many angles and alerts desk workers when someone is entering the building that is not registered as a resident of the building. Software has been implemented in all but three locations (Pacific Wing, Pedro Arrupe hall, and LV). LV and PW are not viable options for this software due to the desk and access situations. The system is scheduled for implementation at Pedro Arrupe next year.

### Living Learning Options

- It was recommended that additional and future LLCs be focused on the first year experience.
- The Martin-Baro Scholar program has been created for first year students.
- The residential curriculum is an initiative focused on creating a more consistent and focused first year experience.
- The reviewers recommended creating faculty apartments in residence halls as well as classroom space and other space to foster academic interactions.
- No faculty/academic space has been created.
- Some lounges have been upgraded to create better academic study space.
- It was suggested that LLCs be expanded in collaboration with academic units and to explore how LLCs are created and run at other institutions.
- For a time, the College of Arts and Sciences had a full-time staff member devoted to the creation of LLCs but that position has since been eliminated and little additional resource support has been given to further this initiative.

### Jesuit Characters and Values

- At the time, the programming model was structured around the five Jesuit values but while staff understood Jesuit values, students in the halls did not seem to be familiar with the tenets.
- The current Residential Curriculum is clearly grounded in Jesuit values and explicitly states this to the students in the halls.

### Assessment

- Reviewers recommended an annual assessment or quality of life survey, potentially the University Residence Environment Scales.
- SHaRE continues to participate in the EBI Resident Assessment every two years.
- There was a need for better tracking of statistics regarding judicial numbers and programming activities.
- With the OSCRR office’s use of Maxient as a conduct database, statistics are easily tracked and reported. Additionally, beginning in 2014, programs were tracked via a Google form for data analysis. With the Residential Curriculum in 2015, we are attempting to assess both programming numbers but also achievement of learning.
<table>
<thead>
<tr>
<th>Resident Advisor Roles and Responsibilities</th>
<th>Other Observations</th>
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<tbody>
<tr>
<td>• More clear and consistent duty procedures and protocols were needed between buildings.</td>
<td>• Much work was done immediately to increase training in this area and since coming on board in 2013, the Associate Director of Staff and Community Development has continued to find ways to consistently enforce policies across campus (see duty cheat sheets and emergency response protocols in appendix).</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Observations</strong></td>
<td></td>
</tr>
<tr>
<td>• Additional staffing was needed although it was not indicated in what specific areas that should be</td>
<td>• In the residential education area staffing numbers from 2002 to 2014 indicated a net increase in staffing of only one graduate assistant. While duties were differently distributed, the total amount of full and paraprofessional staff was the same. Planned staffing for 2015 included the addition of 2 full-time Area Coordinators, a Manager of Off-Campus support and one graduate student. Additionally, a full-time Associate Director was eliminated and duties assumed by other central staff.</td>
</tr>
<tr>
<td>• Set aside specific housing for Business and Law School recruitment</td>
<td>• In operations area recent staffing transitions, performance concerns, and a comparison of staffing models for operations units with other institutions suggests there is a need for increased staffing.</td>
</tr>
<tr>
<td>• Information about room changes need to be better shared with RAs so they are able to respond to community needs</td>
<td>• SHaRE designates a certain portion of housing for graduate students each year but has determined it is important to prioritize our limited housing inventory for the undergraduate student population.</td>
</tr>
<tr>
<td>• Resident Advisors requested a more comprehensive set of protocols for guidance in emergency response</td>
<td>• StarRez now automatically e-mails resident assistants when room changes are processed</td>
</tr>
<tr>
<td></td>
<td>• Increased training and documentation is now provided to RAs.</td>
</tr>
</tbody>
</table>
V. ADMINISTRATIVE/SERVICE UNIT GOALS
The following are the overarching department goals, initiatives for 2015-2016, and specific learning goals supporting the department’s ability to fulfill its mission:

Overarching Department Goals
- Provide safe, secure, comfortable living environment
- Provide opportunities for learning and leadership development
- Promote cultural sensitivity and understanding
- Provide a high level of support and service
- Promote clear communication and facilitate respectful dialogue

Primary SHaRE Initiatives for 2015-2016
- Establishing a Healthy Team and Organizational Climate
  - A strong sense of team and care for how we interact with and impact each other
  - A dominant tone of optimism
  - A living commitment to high quality performance in personal roles and organizational functions
  - A strong value for collaboration and relationship building with external partners

- Operations and Service
  - Technology and Service efficiency and Improvements via System Normalization project
  - Service efficiency and improvements via consistent practices and performance management at front desks
  - Integration of new technology capabilities associated with normalization project
  - "Responsible" occupancy management centered in assuring comfort, health, and safety (physical, mental, emotional) of our students

- Residential Education and Community Development
  - Successful implementation
    - Delivery of curriculum
    - Assessment of goals and outcomes
  - Successful implementation of the Gender Inclusive Housing option
    - Enhanced gender education for all staff levels (Senior & RA)
    - Community development in (and with) gender inclusive communities
    - Enhanced gender education in all communities as part of curriculum

- Off-Campus Student Support
  - Develop and advise an off-campus student group
    - Deepen sense of support from the university
Deepen sense of affiliation with the university
  ○ Increase volume and quality of off-campus housing inventory for USF students through:
    ■ Temporary lease opportunities and other large scale housing arrangements
    ■ Preferred housing relationships with property managers and apartment locator services

Residential Curriculum Learning Goals and Outcomes
SHaRE’s Residential Curriculum is grounded in the mission and values of the University, the Division of Student Life, and the SHaRE department. It embodies the values of the Jesuit Catholic tradition and seeks to foster learning centered in the Division’s Ethic of Care; teaching students to care for themselves, care for others, and care for this place. The curriculum is highly intentional and focused on learning that is outcome based and sequential.

- **Individual Development:** Individual development is a reflective and connected process of understanding who and how one is in the world. Through realistic self-appraisal, the Jesuit practice of discernment, and interaction with others, resident scholars will become more socially and emotionally aware. Foundational to holistic wellness is each person’s exploration, formation, and articulation of one’s identities and values.

- **Community Involvement:** Resident scholars engage in community and benefit from experiences that prepare them to be socially responsible citizens. Community members develop respectful interpersonal relationships and a sense of belonging through the modeling of integrity, honesty, fairness, and inclusivity. By living in community, resident scholars embody reflective, ethical practice and demonstrate the Jesuit value of acting as “people for and with others” in their current and future leadership.

- **Social Justice Values:** Awareness of social justice values demonstrates congruence with the mission, vision, and values of the University of San Francisco. Resident scholars demonstrate the ethic of care through the development of cultural competence, an exploration of personal identity, and a willingness to understand and respect others’ experiences. Through interactions with peers, community members gain greater awareness of both marginalized and dominant identities and how these play out in larger institutionalized systems at a local, national, and global level. By engaging in this reflection, resident scholars will learn how to better advocate for themselves, perform service as allies, and create a more socially just world.

- **Educational Engagement:** Educational engagement encompasses learning that occurs both in and out of the classroom. Resident scholars gain awareness, practice, and mentor others in critical thinking, developing mutually beneficial relationships, and social responsibility. Resident scholars embody Jesuit core values and critical thinking characteristics; effectively utilize
University resources, navigate academic pursuits through graduation; and practice social justice advocacy/civic engagement through the adoption of transformational practices.

Measurable learning outcomes for each learning goal area are presented below.

Measurable learning outcomes for Individual Development
As a result of living on campus, resident scholars will be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine their personal values and ethics</td>
<td>Define basic tenets of their values and ethics</td>
<td>Articulate how their families and social networks have influenced and continue to affect their worldview and values</td>
<td>Connect their values and ethics to their academic, personal and vocational aspirations</td>
</tr>
<tr>
<td>Explore their social identities and relationships</td>
<td>Name their identities</td>
<td>Articulate how their identities affect their relationships with others</td>
<td>Discuss traits and characteristics they seek in others when building future relationships</td>
</tr>
<tr>
<td>Learn how to cope with transition and change</td>
<td>Recall key transitional events in their past</td>
<td>Identify ways in which they dealt with past transition</td>
<td>Predict future transitions and apply learned coping strategies</td>
</tr>
<tr>
<td>Gain emotional awareness</td>
<td>Recognize emotions when they are present</td>
<td>Identify personal and environmental interactions that trigger emotional responses</td>
<td>Articulate personal emotions to others using “I” statements and develop other emotional management strategies</td>
</tr>
<tr>
<td>Identify and implement ways to maintain physical, mental, and spiritual wellness</td>
<td>Identify key items necessary for personal happiness and fulfillment</td>
<td>Explore wellness practices that related to personal needs and goals</td>
<td>Establish a wellness plan that allows for balance and success</td>
</tr>
<tr>
<td>Gain an understanding of money management and financial literacy</td>
<td>Identify current and future income and expense amounts</td>
<td>Explore financial aid and other resources (credit cards, etc.) as well as employment opportunities and cost-saving measures</td>
<td>Develop a fiscally responsible, adaptable budget and long term (4-year) plan for implementation</td>
</tr>
</tbody>
</table>

Measurable learning outcomes for Community Involvement:
As a result of living on campus, resident scholars will be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolve conflict in healthy ways</td>
<td>Name at least 3 strategies of effective conflict resolution</td>
<td>Describe 3 ways resolution skills can be incorporated into a shared living environment</td>
<td>Solve conflicts with roommates or other community members with the guidance and support of SHaRE leaders (RAs, RMs, ARDs or RDs)</td>
</tr>
<tr>
<td>Participate in and build community with others</td>
<td>Recall the names of at least ten other resident scholars on their particular floor</td>
<td>Paraphrase the background stories, values, and interests of 3 other resident scholars on their</td>
<td>Utilize knowledge of resident scholars to build interpersonal relationships and facilitate</td>
</tr>
</tbody>
</table>
**Establish and abide by community standards**
- Define a community standard agreement and its purpose
- Discuss with other residential scholars agreed upon standards for a healthy community
- Employ the community standard agreement in addressing floor issues that arise

**Identify and utilize hall community resources**
- Identify their RAs, CAs, RD, ARD, Academic Success Coaches and RMs of their community
- Summarize the roles of community leaders (RAs, CAs, RMs, ASCs, RD and ARD)
- Employ in-hall resources to support personal and peer needs

**Impact their community by becoming involved**
- Describe where information regarding hall activities can be found
- Identify 3 opportunities for involvement within the community
- Participate in activities with other resident scholars

---

**Measurable learning outcomes for Social Justice Values**

As a result of living on campus, resident scholars will be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore concepts of social justice and equity</strong></td>
<td>Identify basic concepts of social justice and equity</td>
<td>Recognize examples of inequity in society and in their day to day lives</td>
<td>Integrate social justice concepts into their lived experiences</td>
</tr>
<tr>
<td><strong>Identify and explore their personal identities</strong></td>
<td>Name their various social identities and define marginalized/subordinated and dominant identities</td>
<td>Give examples of dominant and subordinated or marginalized identities through personal and systemic experiences</td>
<td>Distinguish between marginalized/subordinated identities and dominant identities in different contexts</td>
</tr>
<tr>
<td><strong>Act in accordance with USF’s Ethic of Care</strong></td>
<td>Recite the USF Ethic of Care</td>
<td>Explain the intersections among the elements of USF’s Ethic of Care</td>
<td>Recognize and engage in behaviors that exemplify USF’s Ethic of Care</td>
</tr>
<tr>
<td><strong>Identify and respond to bias-related Incidents</strong></td>
<td>Recognize bias-related incidents and define microaggressions</td>
<td>Articulate the impact and long term effects of bias-related incidents and taking action or inaction to address them</td>
<td>Confront and/or report discrimination and bias-related behaviors</td>
</tr>
<tr>
<td><strong>Participate in service opportunities at USF and in the greater community</strong></td>
<td>Identify various university sponsored service initiatives</td>
<td>Articulate the philosophy of serving for and with others and how this relates to social responsibility</td>
<td>Participate in a service project or community engagement opportunity that aligns with their interests or values</td>
</tr>
<tr>
<td><strong>Define and explore Jesuit Values as a lens in which to view the world</strong></td>
<td>Identify five Jesuit values</td>
<td>Examine the Jesuit values in relationship to their own personal values and beliefs</td>
<td>Link Jesuit values to social justice themes and issues</td>
</tr>
</tbody>
</table>
Measurable learning outcomes for Educational Engagement

As a result of living on campus, resident scholars will be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and utilize campus academic resources</td>
<td>identify three academic support resources/systems</td>
<td>utilize the services and benefits of on-campus academic resources available to them</td>
<td>refer peers to academic support/resources</td>
</tr>
<tr>
<td>Explore learning styles and strategies for success</td>
<td>name effective learning strategies</td>
<td>explore their own personal learning styles</td>
<td>develop and employ learning strategies that are beneficial in and out of the classroom</td>
</tr>
<tr>
<td>Engage in critical thinking both in and out of the classroom</td>
<td>select a range of source materials when researching or contemplating a topic or issue</td>
<td>recognize assumptions and presuppositions in their own, peer, and professional opinions when analyzing issues</td>
<td>integrate gathered information and their own lived experience to make decisions, demonstrating Unity of Mind and Heart</td>
</tr>
<tr>
<td>Create an academic plan for their time at USF</td>
<td>articulate their academic and vocational goals</td>
<td>create a 4 year graduation and involvement plan in consultation with CASA</td>
<td>explore and engage in opportunities related to their vocational interests and graduation plan</td>
</tr>
<tr>
<td>Effectively manage their time and academic as well as personal commitments</td>
<td>know three time management strategies</td>
<td>apply time management strategies in ways that are personally beneficial for learning</td>
<td>foster an environment of self help and peer to peer resource sharing</td>
</tr>
<tr>
<td>Explore career options and define vocational goals</td>
<td>identify career and vocational interests</td>
<td>explore internships, opportunities, and professional orgs, related to identified vocations</td>
<td>engage in internships or practical experiences related to their career interests</td>
</tr>
</tbody>
</table>

VI. QUALITY ASSURANCE

Services Provided

On the most fundamental level SHaRE provides affordable student housing conveniently located on and near campus. Campus housing serves as a safe and convenient base for students to launch their daily educational pursuits.

On a more comprehensive level SHaRE supports the holistic development of students and their ability to thrive, and helps them find fulfillment and contribute to the wellbeing of others. Through organic and intentional experiences SHaRE helps students acclimate to college life, find and form relationships and engage in communities that help clarify their sense of identity, belonging, and affiliation to the University. SHaRE contributes to rich development of self-awareness and relationship skills that strengthen the likelihood of student retention, persistence, and achievement of academic goals.
Some specific education and services SHaRE provides that support the above include:

- Implementation of a residential curriculum with set learning outcomes in the areas of individual development, community involvement, social justice values, and educational engagement,
- A nurturing and support of wellbeing in times of difficulty and emergency response during crisis,
- Customer service for housing assignments, understanding student account information, and navigating university processes,
- Off-campus student support services for students transitioning or already living off campus, and
- Leadership and employment opportunities

Needs Assessment and Feedback
The following are intentionally planned activities and methods for assessment and feedback conducted by the department.

- **Resident Assessment**: The most comprehensive means of gaining feedback on the experiences and needs of our students is through participation in the Resident Assessment benchmarking study administered by ACUHO-I/EBI (now named Skyfactor). SHaRE currently participates in this assessment biannually and is scheduled to participate again in Spring 2016.
- **MapWorks**: Additionally, first-year SHaRE students participate in MapWorks surveys, an early alert retention survey conducted around the sixth week of the semester. This information is used in hall to respond to students who are struggling and/or contemplating leaving the University. In-hall trends are also assessed and responded to via the Residential Curriculum.
- **Assignments and Occupancy**: Information on housing assignments and occupancy management is also tracked and assessed for performance insights and informed decision making. In addition to general trends, specific interests such as reasons for contract cancellations and information on specific student demographics are also assessed as needed.
- **Internal Process Assessment**: SHaRE also regularly assesses its own internal processes. All training activities are assessed and feedback given informs future training opportunities. There are processes in place for most staff members to participate in 360 degree evaluations. The Residential Curriculum has added more assessment of direct learning outcomes of student experiences as well. This is the first semester we are collecting this information.

Information is also shared by collaborative units such as Center for Institutional Planning and Effectiveness and Parent Relations.

Planning and Structure to Support Delivery of Education and Service
Strategic planning generally occurs during a two day summer departmental retreat and a one day mid-year retreat. Additionally, in-hall staff have additional days of curricular planning in January and June.
Regular training consists of:

- Three weeks of senior staff (professional and grad) training in the summer
- Two weeks of RA training in the summer
- One week of front desk student staff training in the summer
- Monthly RA inservice meetings
- Four days of RA training in January

The departmental meeting structure is designed to maintain regular communication around key issues and planning. Standing meetings include:

- Monthly departmental meetings
- Weekly ARD desk supervision meetings
- Bi-weekly central meetings
- Bi-weekly Area Coordinator/RD/ARD meetings
- Bi-weekly operations meetings
- Monthly RD/AC only meetings

SHaRE also has a number of current/recent committees:

- Training and Development (currently co-chaired by both Area Coordinators)
- Student staff selection (chaired by an Area Coordinator)
- Senior staff selection (chaired by an Area Coordinator)
- Website Committee (chaired by the program assistant)
- Assessment committee (ended in 2015 because of the focus on regular assessment in the Residential Curriculum)

**Comparison of SHaRE Structure and Programs to Peer Institutions**

In a comparison of housing staff at Jesuit Universities conducted last year (academic year 2014-2015) SHaRE was found to have a significantly lower ratio of full-time operations staff to total residents served. The difference in ratio suggests SHaRE is at a disadvantage in terms of ability to provide a higher level of service with efficient and timely delivery. In-hall staff appeared to be on target with comparable institutions. Below is an overview of this comparison.

**TABLE I. Housing Operations Staff At Jesuit Universities**

<table>
<thead>
<tr>
<th>University</th>
<th>Residents</th>
<th>Assignments Staff</th>
<th>Assignments Service Ratio</th>
<th>Operations Staff</th>
<th>Operations Service Ratio</th>
<th>FIXED Ops./ Facilities Service Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>7,700</td>
<td>1 AD Occupancy</td>
<td>1 : 1,540</td>
<td>1 Operation Director.</td>
<td>1 : 427</td>
<td>1 : 427</td>
</tr>
<tr>
<td>University</td>
<td>Population</td>
<td>Housing Facilities Operations</td>
<td>Associate Director</td>
<td>Assistant Director</td>
<td>Assistant Manager</td>
<td>Facilities Director</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td>--------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Fordham (Lincoln)</td>
<td>1,100</td>
<td>1 AD Operations 1:1,100</td>
<td>1 Secretary</td>
<td>*</td>
<td>1 : 550</td>
<td>1 : 366</td>
</tr>
<tr>
<td>John Carroll</td>
<td>1,600</td>
<td>1 Housing Coord. 1:1,650</td>
<td>1 Operation Director 1 Admin Assistant</td>
<td>*</td>
<td>1 : 533</td>
<td>1 : 400</td>
</tr>
<tr>
<td>Loyola Chicago</td>
<td>4,200</td>
<td>2 A.C. 1 Assignment Dir. 1:1,400</td>
<td>2 Operation Director 1 Assoc. Dir. 1 Office Manager 2 Admin Assistant 1 Facilities Director</td>
<td></td>
<td>1 : 420</td>
<td>1 : 420</td>
</tr>
<tr>
<td>Loyola Marymount</td>
<td>2,300</td>
<td>1 A.C. 1:2,300</td>
<td>1 Operation Director 2 Operation Coordinator 1 Services Director 1 Facilities Director</td>
<td></td>
<td>1 : 383</td>
<td>1 : 383</td>
</tr>
<tr>
<td>Marquette</td>
<td>3,000</td>
<td>1 Ops.. Coord. 1 Office Assistant 1:1,500</td>
<td>1 Services Director 1 Office Assistant 1 Off-Campus O.A.</td>
<td>*</td>
<td>**</td>
<td>1 : 600</td>
</tr>
<tr>
<td>Seattle</td>
<td>2,100</td>
<td>1 Housing Coord. 1:2,100</td>
<td>1 Operation Director 1 Office Manager</td>
<td>*</td>
<td>**</td>
<td>1 : 700</td>
</tr>
<tr>
<td>St. Louis</td>
<td>3,600</td>
<td>1 A.C. 1 A.C. Assistant 1:1,800</td>
<td>1 Operation Director 1 Financial Coordinator 1 Admin Assistant 1 Facilities FTE</td>
<td>**</td>
<td></td>
<td>1 : 600</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td>3,230</td>
<td>1 : 1,674</td>
<td>1 : 401</td>
<td>1 : 401</td>
<td></td>
<td>1 : 401</td>
</tr>
<tr>
<td><strong>MEDIAN</strong></td>
<td>2,300</td>
<td>1 : 1,650</td>
<td>1 : 410</td>
<td>1 : 410</td>
<td></td>
<td>1 : 410</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>2,400</td>
<td>1 A.C. 1:2,400</td>
<td>1 Service Manager 1 Program Assistant 1 Facilities Director</td>
<td></td>
<td>1 : 600</td>
<td>1 : 600</td>
</tr>
</tbody>
</table>
TABLE 2. In-hall Staff Ratio At Comparable Jesuit Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Residents</th>
<th>In-hall Service Ratio</th>
<th>RA to Resident Ratio (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>7,700</td>
<td>1:570</td>
<td></td>
</tr>
<tr>
<td>Fordham (Lincoln)</td>
<td>1,100</td>
<td>1:365</td>
<td>1:28</td>
</tr>
<tr>
<td>John Carroll</td>
<td>1,600</td>
<td>1:500</td>
<td>1:32</td>
</tr>
<tr>
<td>Loyola Chicago</td>
<td>4,200</td>
<td>1:381</td>
<td></td>
</tr>
<tr>
<td>Loyola Marymount</td>
<td>2,300</td>
<td>1:600</td>
<td></td>
</tr>
<tr>
<td>Marquette</td>
<td>3,000</td>
<td>1:340</td>
<td></td>
</tr>
<tr>
<td>Seattle</td>
<td>2,100</td>
<td>1:525</td>
<td></td>
</tr>
<tr>
<td>St. Louis</td>
<td>3,600</td>
<td>1:400</td>
<td></td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>3,230</strong></td>
<td><strong>1:460</strong></td>
<td><strong>1:30</strong></td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>2,400</td>
<td>1:342</td>
<td>1:32</td>
</tr>
</tbody>
</table>

VII. BUDGET AND EXPENDITURES

Three-Year Budget Summary (Fiscal Years 2013-2015)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SV - Auxiliary Revenue</td>
<td>870,694</td>
<td>870,694</td>
<td>870,694</td>
<td>870,694</td>
<td>870,694</td>
<td>870,694</td>
</tr>
<tr>
<td>SW - Board Revenue</td>
<td>4,140</td>
<td>4,140</td>
<td>4,140</td>
<td>4,140</td>
<td>4,140</td>
<td>4,140</td>
</tr>
<tr>
<td>SJ - Other Revenue</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Subtotal Revenue</td>
<td>9,914,386</td>
<td>9,914,386</td>
<td>9,914,386</td>
<td>9,914,386</td>
<td>9,914,386</td>
<td>9,914,386</td>
</tr>
<tr>
<td>SF - Full Time Staff</td>
<td>3,250,842</td>
<td>3,250,842</td>
<td>3,250,842</td>
<td>3,250,842</td>
<td>3,250,842</td>
<td>3,250,842</td>
</tr>
<tr>
<td>SF - Benefits</td>
<td>1,100,111</td>
<td>1,100,111</td>
<td>1,100,111</td>
<td>1,100,111</td>
<td>1,100,111</td>
<td>1,100,111</td>
</tr>
<tr>
<td>74 - General Operating</td>
<td>2,261,810</td>
<td>2,261,810</td>
<td>2,261,810</td>
<td>2,261,810</td>
<td>2,261,810</td>
<td>2,261,810</td>
</tr>
<tr>
<td>73 - Scholarships</td>
<td>3,092,250</td>
<td>3,092,250</td>
<td>3,092,250</td>
<td>3,092,250</td>
<td>3,092,250</td>
<td>3,092,250</td>
</tr>
<tr>
<td>72 - Facilities Expenses</td>
<td>3,155,040</td>
<td>3,155,040</td>
<td>3,155,040</td>
<td>3,155,040</td>
<td>3,155,040</td>
<td>3,155,040</td>
</tr>
<tr>
<td>76 - Reserves</td>
<td>6,757,674</td>
<td>6,757,674</td>
<td>6,757,674</td>
<td>6,757,674</td>
<td>6,757,674</td>
<td>6,757,674</td>
</tr>
<tr>
<td>Percent of expected net revenue to be returned general fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation</td>
<td>54%</td>
<td>57%</td>
<td>56%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Actual</td>
<td>56%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
</tr>
</tbody>
</table>

While it is viewed that SHaRE does have an adequate allocation of budget to maintain the current level of operations and services with some small degree of flexibility to re-allocated resources when needed in most years, there is a strong and longstanding indication of need for additional and appropriate staffing in the housing operations area. Challenges with efficiency and customer service as a result of limited staffing in this area is a highly vocalized experience among personnel of the department, students and
families served, and campus partners alike. After comparison of staffing ratios for housing operations at other institutions it is apparent SHaRE is more leanly staffed in this area than other institutions and it is considered a significant weakness that prevents the department from fully meeting its administrative and service responsibilities and related goals. Currently there is an opportunity to reallocate some of the existing, unused salary to address staffing needs, however, the department will likely need to request additional resources to increase staffing to the degree that may be needed in order to be a scalable business. This is especially true with the pending construction of a new residence hall estimated to accommodate approximately 600 more students.

Another challenge related to fiscal resources is the relative unpredictability of facilities related repairs that arise during any given year. These expense can and do exhaust a considerable amount of general operating funds. Depending on the volume of unplanned and unanticipated maintenance and repair needs these expenses can heavily contribute to whether or not the general operating exceeds budget on the bottom line. The average percentage of net revenue returned to the general fund in recent years is 57%. It might be an appropriate consideration to reduce the level of this expected contribution slightly in order to redirect some revenue back to the department in the interest of these areas of concern.

VIII. ASSESSMENT
Demographics on Class Standing, Gender, Domestic, and International Student Status

<table>
<thead>
<tr>
<th>RESIDENT BY CLASS STANDING (As of November 5, 2015)</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>58.50%</td>
<td>1297</td>
</tr>
<tr>
<td>Sophomore</td>
<td>22.42%</td>
<td>497</td>
</tr>
<tr>
<td>Junior</td>
<td>10.10%</td>
<td>224</td>
</tr>
<tr>
<td>Senior</td>
<td>5.73%</td>
<td>127</td>
</tr>
<tr>
<td>Graduate (Masters)</td>
<td>2.21%</td>
<td>49</td>
</tr>
<tr>
<td>Credential Masters</td>
<td>0.09%</td>
<td>2</td>
</tr>
<tr>
<td>Graduate (Doctoral)</td>
<td>0.09%</td>
<td>2</td>
</tr>
<tr>
<td>Law 1st Yr. Full time</td>
<td>0.63%</td>
<td>14</td>
</tr>
<tr>
<td>Law 2nd Yr. Full Time</td>
<td>0.23%</td>
<td>5</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100.00%</td>
<td>2217</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESIDENT BY GENDER</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>65.45%</td>
<td>1451</td>
</tr>
<tr>
<td>M</td>
<td>34.55%</td>
<td>766</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100.00%</td>
<td>2217</td>
</tr>
</tbody>
</table>
RESIDENT BY VISA DETAILS

<table>
<thead>
<tr>
<th>VISA</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>14.43%</td>
<td>320</td>
</tr>
<tr>
<td>J1</td>
<td>1.22%</td>
<td>27</td>
</tr>
<tr>
<td>Domestic</td>
<td>84.35%</td>
<td>1870</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100.00%</td>
<td>2217</td>
</tr>
</tbody>
</table>

RESIDENT BY GENDER OF ROOM

<table>
<thead>
<tr>
<th>Room Gender</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29.05%</td>
<td>644</td>
</tr>
<tr>
<td>Female</td>
<td>56.11%</td>
<td>1244</td>
</tr>
<tr>
<td>CoEd*</td>
<td>6.99%</td>
<td>155</td>
</tr>
<tr>
<td>Neutral</td>
<td>0.14%</td>
<td>3</td>
</tr>
<tr>
<td>Dynamic Gender</td>
<td>7.71%</td>
<td>171</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100.00%</td>
<td>2217</td>
</tr>
</tbody>
</table>

* "Co-Ed" = Gender Inclusive Spaces

Measures of Performance
EBI - Spring 2014
In one summary view from the EBI/ACUHO-I Resident Assessment conducted in 2014, SHaRE appears to be doing moderately well at achieving department goals. As visualized below in the Priority Matrix Table providing overview of performance for factors with correlation to Overall Program Effectiveness, student responses appear to reflect some affirmation of accomplishment of goals and outcomes. This however, does not necessarily translate into a validation that SHaRE is performing as strongly as desired. Other views of the data presented point out significant room for performance improvement and certainly do not reflect the desired performance of the department when you contrast the performance descriptions (“Good” and “Fair”) against a different view from the reporting that states the goal for factor mean scores at 5.5 on a scale of 1-7 (with 7 being the highest performance). The comparative data with other participating institutions also underscores this perspective as the University of San Francisco ranks lower in order of performance based on mean scores when compared to other institutions on most factors.
### Priority Matrix Table (for impact on Overall Program Effectiveness)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Regression Variables</th>
<th>Impact on Overall Program Effectiveness</th>
<th>Performance of Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$R^2$</td>
<td>$\Delta R^2$</td>
<td>Value</td>
</tr>
<tr>
<td><strong>Top Priority</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 18. On-Campus Living Improved Integration to College</td>
<td>0.142</td>
<td>0.142</td>
<td>5.05</td>
</tr>
<tr>
<td>Factor 6. Satisfaction: Room Assignment or Change Process</td>
<td>0.248</td>
<td>0.107</td>
<td>4.77</td>
</tr>
<tr>
<td>Factor 10. Learning: Personal Interactions</td>
<td>0.336</td>
<td>0.085</td>
<td>4.56</td>
</tr>
<tr>
<td>Factor 14. Learning: Life Skills</td>
<td>0.416</td>
<td>0.080</td>
<td>4.48</td>
</tr>
<tr>
<td>Factor 4. Satisfaction: Facilities</td>
<td>0.476</td>
<td>0.060</td>
<td>4.19</td>
</tr>
<tr>
<td>Factor 3. Satisfaction: Room/Floor Environment</td>
<td>0.534</td>
<td>0.058</td>
<td>4.15</td>
</tr>
<tr>
<td>Factor 11. Learning: Faculty/Staff Interactions</td>
<td>0.588</td>
<td>0.054</td>
<td>4.09</td>
</tr>
<tr>
<td><strong>Maintain</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 7. Satisfaction: Safety and Security</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 9. Satisfaction: Dining Services</td>
<td>0.630</td>
<td>0.042</td>
<td>3.82</td>
</tr>
<tr>
<td>Factor 1. Satisfaction: Hall/Apt Student Staff</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td>Factor 2. Satisfaction: Hall/Apt Programming</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td>Factor 5. Satisfaction: Services Provided</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td>Factor 12. Learning: Diversity and Social Justice</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td>Factor 15. Learning: Risk Behaviors</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
</tr>
</tbody>
</table>
USF’s Factor Performance for Predictors of Overall Program Effectiveness

- Means scores based on a 7 point scale:

<table>
<thead>
<tr>
<th>Performance Description: Superior: Mean &gt;= 6.7; Excellent: Mean &gt;= 5.62; Good: Mean &gt;= 4.54; Fair: Mean &gt;= 3.46; Poor: Mean &gt;= 2.38; Very Poor: Mean &gt;= 1.3; Extremely Poor: Mean &lt; 1.3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Factors</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Effectiveness</td>
<td>726</td>
<td>4.43</td>
</tr>
<tr>
<td>Satisfaction: Safety and Security</td>
<td>758</td>
<td>6.02</td>
</tr>
<tr>
<td>Satisfaction: Hall/Apt Student Staff</td>
<td>757</td>
<td>5.37</td>
</tr>
<tr>
<td>On-Campus Living Improved Integration to College - 1st Predictor</td>
<td>723</td>
<td>5.15</td>
</tr>
<tr>
<td>Learning: Diversity and Social Justice</td>
<td>719</td>
<td>4.99</td>
</tr>
<tr>
<td>Satisfaction: Room/Floor Environment - 6th Predictor</td>
<td>760</td>
<td>4.91</td>
</tr>
<tr>
<td>Learning: Life Skills - 4th Predictor</td>
<td>732</td>
<td>4.79</td>
</tr>
<tr>
<td>Learning: Risk Behaviors</td>
<td>676</td>
<td>4.78</td>
</tr>
<tr>
<td>Learning: Personal Interactions - 3rd Predictor</td>
<td>734</td>
<td>4.75</td>
</tr>
<tr>
<td>Satisfaction: Facilities - 6th Predictor</td>
<td>750</td>
<td>4.71</td>
</tr>
<tr>
<td>Satisfaction: Room Assignment or Change Process - 2nd Predictor</td>
<td>753</td>
<td>4.60</td>
</tr>
<tr>
<td>Satisfaction: Hall/Apt Programming</td>
<td>710</td>
<td>4.62</td>
</tr>
<tr>
<td>Satisfaction: Services Provided</td>
<td>759</td>
<td>4.65</td>
</tr>
<tr>
<td>Learning: Faculty/Staff Interactions - 7th Predictor</td>
<td>724</td>
<td>4.09</td>
</tr>
<tr>
<td>Satisfaction: Dining Services - 8th Predictor</td>
<td>613</td>
<td>3.97</td>
</tr>
</tbody>
</table>

=Your institution has a higher mean than the goal (5.5).

=Your institution is within .25 of the goal (5.5).

=Your institution has a lower mean than the goal (5.5) by more than .25.

Instrument “Goal” score = 5.5
Question Performance for Overall Program Effectiveness (dependent variable)

<table>
<thead>
<tr>
<th>Questions</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q127. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Will you recommend living in on-campus housing to new students</td>
<td>717</td>
<td>5.10</td>
</tr>
<tr>
<td>Q126. Overall Evaluation - Regarding your on-campus housing experience, to what degree: Did your on-campus housing experience fulfill your expectations</td>
<td>715</td>
<td>4.41</td>
</tr>
<tr>
<td>Q128. Overall Evaluation - Overall Value: Comparing the cost to the quality of your on-campus living experience, how do you rate its overall value?</td>
<td>714</td>
<td>3.77</td>
</tr>
</tbody>
</table>

- Your institution has a higher mean than the goal (5.5).
- Your institution is within .25 of the goal (5.5).
- Your institution has a lower mean than the goal (5.5) by more than .25.

Question Performance for USF’s Top Priority Predictors

The most efficient and effective way to improve Overall Program Effectiveness is to increase efforts (e.g. personnel, fiscal, time, focus) in these areas:

- Integration to College (Factor 18): Impact = “High”
- Room Assignment or Change Process (Factor 6): Impact = “Moderate”
- Personal Interactions (Factor 10): Impact = “Moderate”
- Life Skills (Factor 14): Impact = “Moderate”
- Facilities (Factor 4): Impact = “Moderate”
- Room/Floor Environment (Factor 3): Impact = “Moderate”
- Faculty/Staff Interactions (Factor 11): Impact = “Moderate”

Integration to College (Factor 18): Impact = “High”
Room Assignment or Change Process (Factor 6): Impact = “Moderate”

![Graph showing satisfaction levels for room assignment and process]

Personal Interactions (Factor 10): Impact = “Moderate”

![Graph showing satisfaction levels for personal interactions]
**Life Skills (Factor 14): Impact = “Moderate”**

![Bar chart showing impact of Life Skills (Factor 14)](chart1.png)

**Facilities (Factor 4): Impact = “Moderate”**

![Bar chart showing impact of Facilities (Factor 4)](chart2.png)
Room/Floor Environment (Factor 3): Impact = “Moderate”

Faculty/Staff Interactions (Factor 11): Impact = “Moderate”

Application of Results from 2014 Resident Assessment
Results from the 2014 Resident Assessment were used as the basis for department and institutional planning and change efforts. Examples include:

- Use in development of the Community Development Model and Residential Curriculum.
- Use in development of targeted training topics for professional and student staff.
- Results related to satisfaction with personal and community space were used in decisions to re-instate floor lounges that had been converted to bedrooms and to reduce the percentage of first year students housed in triple rooms to no more that 50% (versus approximately 70% prior to change). Triple rooms were also spread out within the building floors more in order to reduce sense of crowding.
- Results were shared with other units for informed decision making and influence of change. This included sharing satisfaction results with Dining Services, Information Technology.
Services, and the Facilities department to support planned improvements. Results were shared with Project Management and consultants for planning of the new residence hall and a new dining commons. Additionally, each year of participation comprehensive results are shared with the University’s Office of Assessment.

2014-2015 Community Development Model Data
In the 2014-2015 school year, SHaRE operated under a community development model that focused on individual development, community engagements, and academic support. Staff began tracking the number and type of programs and outreach that were happenings in hall as part of the Community Development Model (see appendix). The impetus on production of the community development activities was on the student staff. In the academic year, RAs planned 276 events/activities, logged 6,914 individual conversations with their residents and held 181 floor meetings. Campus partners collaborated on 65 of the events.

Elements of the community development model were generally appropriately distributed across campus based on population sizes of the buildings. While conversation series topics equally spanned these three domains, the events or programs disproportionately focused on the individual and community development domains and did not adequately address the academic/career support aspects of the model.

2015-2016 Residential Curriculum Data
With the transition to a residential curriculum, educational deliverables became a responsibility of the in-hall staff (see appendix C). Student staff were refocused to work on building wide social programs, weekend programming, bulletin boards/passive programs and individual resident conversation series. We wanted to reduce the number of events but increase quality and focus on specific learning outcomes.

The implementation of our residential curriculum has gotten off to a slow start but as of 11/5/15, we have some preliminary data. Student staff have implemented the following:

- Thirty-four building wide programs
- Sixty bulletin boards
- Sixty floor meetings/Community builders
- Fourteen weekend programs

Professional and graduate student staff have implemented the following programs:

- Individual Development - 7 events
- Community Involvement - 3 events
- Social Justice Values - 5 events
- Educational Engagement - 3 events

Our conversation series is being tracked in StarRez under individual student notes. We did this to provide a more centralized and secure location for recording this information, it is harder to run reports
on this information, therefore exact numbers of individual conversations are unavailable at this time until a report process can be created.

Factors Facilitating or Impeding Ability to Meet Goals

Facilitating Factors
- Implementation of Residential Curriculum
- Technology Improvements and Centralization of Data and Processes
- Strong culture of collaboration and support within the division of Student Life

Impeding Factors
- Housing space and inventory (lack thereof)
- Unpredictable enrollment numbers
- Lack of well coordinated institutional collaboration on enrollment and housing planning
- Occupancy Management
- Staffing shortfall (operations area)
- Lack of process documentation

Measurement of Performance Moving Forward

In addition to continuing to track and assess performance of the residential curricula, SHaRE will be participating in the Skyfactor (formerly EBI/ACUHO-I) Resident Assessment in Spring 2016. Results from this assessment will be used to evaluate performance and the development of performance improvement goals and action plans. Factors to be assessed include:

1. Satisfaction: Hall/Apt Student Staff
2. Satisfaction: Hall/Apt Programming
3. Satisfaction: Room/Floor Environment
4. Satisfaction: Facilities
5. Satisfaction: Services Provided
6. Satisfaction: Room Assignment or Change Process
7. Satisfaction: Safety and Security
8. Satisfaction: Roommates
9. Satisfaction: Dining Services
10. Learning: Personal Interactions
11. Learning: Faculty/Staff Interactions
12. Learning: Diversity and Social Justice
13. Learning: Intrapersonal Development
14. Learning: Life Skills
15. Learning: Risk Behaviors
16. Learning: Stewardship
17. Learning: LLC Connections and Support
18. On-Campus Living Improved Integration to College
19. On-Campus Living Enhanced Retention and Graduation
20. Overall Satisfaction
21. Overall Learning
22. Overall Program Effectiveness (the Dependent Variable)

IX. GUIDE FOR THE FUTURE

Departmental Strengths
- First Jesuit institution to implement gender inclusive housing
- Foundation for a residential curriculum as a best practice
- Efforts to normalize technology and streamline administrative operations
- Collaborative student life department
- Masters level Residence Directors
- Commitment to professional development and professional involvement at national/regional level
- Low staff-to-student ratio
- RD-ARD cohort/team model
- Shift towards better staff accountability and tracking
- Hard working staff that often go above and beyond due to necessity and genuine care for the work and students served
- An overall culture of effort to improve processes and delivery of service
- A team tendency to pull together and collaborate during challenge
- Implementation of Area Coordinator positions in the central team has helped to bridge the information sharing needs between the central office and in-hall teams more regularly
- A residential education (in-hall) team passionate about student development
- Forward thinking and momentum in use of technology to improve efficiency, reduce risk, and improve customer service
- Highly knowledgeable and experienced expertise in navigating the San Francisco housing market embodied in the new Manager of Off-Campus support services.

Weaknesses
- Low on-campus housing inventory that does not meet demand
- Tight housing market in San Francisco; Lack of viable and affordable off-campus housing
- In a precarious position with fiscal obligation to maintain occupancy with an off-campus housing agreement (the Hub).
- Inconsistent enrollment and a need for better institutional strategic collaboration around enrollment and housing strategy
- Uncertainty regarding implementation and demonstrated need of Gender Inclusive housing
- Low staff morale due to a high volume and pace of transitions and change (personnel, processes, technology, change in role requirements for RD’s)
● Institutional leadership changes that are unknown
● Lack of documentation of critical operations processes and references/manuals
● Currently in a hybrid status of centralized and decentralized operations systems and processes (still considerable related risk and inefficiency)
● Need for improved communication between Operations and Residential Education
● High risk staffing model in operations; Need for more permanent staff and redundancy of knowledge

A more complete SWOT analysis was done with the Residential Education team in June and can be found in Appendix G.

Plans and Hopes for the Future
The following are clarified areas of hope and intent for the future of the department. All are clarified in the interest of strengthening performance and ability to fulfill SHaRE’s mission and function within the University:

● Appropriate staffing levels and structure for the operations area; filled by engaged, competent, professionals who are emotionally mature and committed to high touch customer service. Specific position and technical skill areas of need include operations leadership, data and information technology, budgeting and fiscal oversight, and strategic assessment.
● A strengthened culture of customer service recognized for prompt, courteous, and professional service to students, families, and campus partners as evidenced by improved ratings for service areas on the Residence Assessment and feedback trends from students, families and campus partners.
● Enhanced efficiency and adaptability aimed at managing and maintaining occupancy in a way that honors students and ensures revenue targets are consistently met. This can be achieved through a strengthened staffing model in operations as discussed above, the completion of technology improvements, and greater strategic collaboration at the institutional level with regards to the relationship between enrollment and housing.
● A healthy team and organizational climate conducive to sustained high performance and evidenced by the existence of a strong sense of team and care for how members interact with and impact each other, a dominant tone of optimism, a living commitment to high quality performance in personal roles and organizational functions, and strong value for collaboration and relationship building with external partners and within the department.

Additional distinct points of focus for the future include:
● Refinement and improvement of the Residential Curriculum
● Better curricular tracking tools via technology
● Increased housing inventory (on and off campus)
● Strengthened gender inclusive housing program
- Strengthened living learning communities
- Documentation of critical processes
APPENDIX
A. Organizational Chart.....Page 54
B. Position Descriptions.....Pages 55-83
  ○ Director
  ○ Associate Director, Staff and Community Development
  ○ Associate Director, Facilities and Operations
  ○ Manager, Occupancy and Data Systems
  ○ Manager, Service Operations
  ○ Manager, Off-Campus Student Support Services
  ○ Area Coordinator, First Year Residential Education
  ○ Area Coordinator, Continuing Student Residential Education
  ○ Residence Director
  ○ Assistant Residence Director
  ○ Graduate Intern for Residential Engagement
  ○ Resident Advisor
  ○ Community Office Manager
  ○ Community Assistant
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  ○ ARD staff requirements
  ○ Student staff requirements
  ○ Hall Budget information
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  ○ Cheat Sheets
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  ○ 2014-2015 Community Development Model
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  ○ Flow charts
  ○ Module Descriptions
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I. 2015-2016 Room Rates.....Page 114
Appendix A: Organizational Chart

Student Housing & Residential Education 2015-2016 (Fall 2015)

Director
Golden Venters

Associate Director for Operations & Service
Deidre Smith-Chin

Program Assistant
Jose Cuevas

Associate Director for Staff and Residential Education
Vacant

Manager of Off-Campus Student Support Services
Melanie Topjian

Manager of Occupancy & Data Systems
Abel Murillo

Manager of Service Operations
Vacant

Coordinator of First-Year Residential Ed.
Katy Bailey

Coordinator of Continuing Residential Ed.
Alvin Mangosing

Residence Directors (4)
(First-Year Bldgs)

Assistant Residence Directors (4)

Community Assistants (87)

Residence Advisors (50)

Community Assistants (63)

Residence Advisors (28)

Grad Intern Residential Engagement

Furniture Services Team Lead

Furniture Services Team (10)

Facilities Team Leaders (3)

Summer Guest Hosts (25)

Professional Staff
Graduate Interns
Student Staff
Admin Support
Shared Supervision

SHaRE Self-Study
Golden Venters, November 2015
Appendix B: Position Descriptions

POSITION TITLE: Director of Student Housing and Residential Education
SUPERVISOR: Associate Vice Provost & Dean of Student Development
FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:
Reporting to the Associate Vice Provost & Dean of Student Development, the Director of Student Housing and Residential Education is responsible for the leadership and management of a comprehensive student housing and residential education program serving approximately 2,400 students living in a variety of building types (traditional residence halls and apartments) located on and off campus. Major areas of responsibility include community development programs and residential education, student and guest service operations including summer conference housing, management of facilities furnishings and maintenance, occupancy management and data systems administration, and the fiscal management of a multi-million dollar budget.

As a member of the larger staff in Student Life, the Director collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community. All directors in the Division of Student Life are responsible for guiding their departments in the University’s retention and persistence goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
A. Leadership/Management/Administration/Supervision
1. Provide leadership and facilitate a shared departmental vision for the department staff of 15 full time, 7 graduate assistants and approximately 200 undergraduate student employees.
2. Accountable for sound fiscal management of approximately $22 million in annual revenue and a $9.2 million expense budget.
3. Facilitate annual department goal planning and assessment of related progress and outcomes.
4. Oversee recruitment hiring, training, supervision, staff development and performance evaluation of professional and student staff of the department.
5. Proved direct supervision, ongoing professional development and performance evaluation for the Associate Director for Staff and Residential Education and Associate Director for Operations and Facilities.
6. Provide departmental leadership for the University’s strategic enrollment management initiatives, including collaboration with personnel and departments within Strategic Enrollment Management and the Center for Institutional Planning and Effectiveness, and participating on related task forces and special committees.
7. Ensure ongoing assessment of residential student learning and satisfaction; disseminate related data to department staff and collaborative partners as a resource for informed decision making and continuous improvement.
8. Serve as a member of the Student Life Leadership Team.
9. Respond to critical inquiries from families, students, alumni, and other campus constituencies.
10. Serve as on-call coverage at the Dean of Student Development level of the division of Student Life emergency and crisis response duty cycle.
11. Ensure rotating staff on-call coverage for the in-hall and central staff level of the division of Student Life emergency and crisis response duty cycle.
12. Serve on divisional and campus committees and task forces as needed.
13. Ensure department compliance with all relevant policies, standards, and laws (e.g., ADA, OSHA, FERPA, Title IX).
14. Reduce exposure to legal liabilities through appropriate training and supervision of staff, professional development, oversight of documents, and control of records, etc.
15. Ensure appropriate emergency response training for staff at all levels of the organization.
16. Development of initiatives linked to the University’s strategic goals and identified student needs as appropriate.
17. Development and implementation of policies and procedures to support institutional values and strategic initiatives as needed.

B. Residential Education Program

1. Ensure a comprehensive community development and residential education program in the residence halls including the development and delivery of programming and residential curriculum that supports a positive sense of community and creates a residential experience that inspires academic achievement, personal growth and social responsibility.

2. Ensure a comprehensive process for recruitment, hiring, and training, for professional and student staff to execute and maintain community development and residential education programs in the residence halls.
3. Provide advising, support and direction for the Residence Hall Association (RHA) student government and their programs.
4. Collaborate with University faculty and staff to implement, manage, and support living learning communities in the residence halls.
5. Support collaboration with University Ministry to integrate Resident Minister Intern programs into community development and residential education programs in the residence halls.

C. Housing Operations and Facilities Management

1. Ensure an occupancy and data systems housing management operation grounded in best practices for room assignments, billing and controls, data systems administration, and customer service.
2. Ensure the efficient and effective delivery of customer service operations including 24-hour front desk operations in the residence halls, furniture services, and summer guest housing operations.
3. Ensure effective departmental collaborations between staff and campus partners to establish and maintain healthy, safe, clean, and secure physical environments in the residence halls.
4. Ensure department collaboration with Project Management in developing short-term and long-term strategic plans for renovation and refurbishment of residential facilities considering identified and projected needs and best practices.
5. Develop and maintain creative and helpful solutions and support for students transitioning to off-campus housing.

**QUALIFICATIONS:**
A master’s degree in higher education administration or a related field is required. 3-5 years of professional experience at the senior management level in housing/residence life including the design, coordination, and evaluation of educationally purposeful activities and leadership programs, as well as supervisory responsibility and budget oversight are critical. Significant experience in facilities management a plus. Proven ability to foster collaborative relationships across campus, mediate conflict, and provide broad vision to create a distinctive residential program. Must have strong organizational skills. The candidate must be able to multi-task in a complex, fast-paced environment and possess strong written and oral communication skills, and have a commitment to, and understanding of, a diverse, urban institution within the context of a private institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution is expected. Occasional weekend and evening hours are required.

**POSITION TITLE:** Associate Director of Staff and Community Development  
**SUPERVISOR:** Director, Student Housing and Residential Education  
**FTE:** 1.0 (12 month position)

**GENERAL SCOPE OF POSITION:**
The Associate Director of Staff and Community Development is responsible for the day-to-day oversight, management and coordination of hall staff and programs to create communities and provide an environment that inspires academic achievement, personal growth and social responsibility. The USF residence hall system currently accommodates over 2,300 students (mostly first-year undergraduate), living in a variety of buildings (traditional residence halls, apartment-style living) both on and near campus. The Associate Director of Staff and Community Development is a live-off, senior member of the Student Housing and Residential Education (SHaRE) central staff and reports directly to the Director of SHaRE. S/he will provide leadership for a quality residential experience at a premier Jesuit, Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

As a member of the larger staff in Student Life, the Associate Director of Staff and Community Development collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community.

**SPECIFIC DUTIES AND RESPONSIBILITIES:**
A. Supervision Training and Development of Residence Hall Staff
   1. Supervise two full time Area Coordinators for Residential Education providing training, coaching, mentoring, direction and evaluation as appropriate. Indirectly supervise seven full-time Residence Directors and seven Assistant Residence Director Interns.
2. Oversee and coordinate annual recruitment, selection and hiring processes for Residence Directors, Assistant Residence Directors, and Resident Advisors.
3. Design and implement comprehensive Area Coordinator, Residence Director and Assistant Residence Director orientation and training programs.
4. Conduct regular individual meetings with the Area Coordinators providing ongoing developmental feedback.
5. Plan for the development and facilitation of the RA Class every fall semester.
6. Guide Area Coordinators and Residence Directors in the design and implementation of all Resident Advisor training programs throughout the academic year.
7. Oversee and coordinate annual revision and distribution of manuals for the Area Coordinator, Residence Director, Assistant Residence Director, and Resident Advisor positions.
8. Indirectly oversee Resident Advisors.
9. Coordinate hall staff performance review, staff evaluation and employee discipline processes.
10. Update and revise Area Coordinator, Residence Director, Assistant Residence Director, and Resident Advisor job descriptions as necessary.
11. Develop, plan and coordinate Senior Staff meetings.
12. Promote professional development and recognition of staff.

B. Management of Residential Education
1. In congruence with the mission and vision of the University and the development of USF students as whole persons, oversee the implementation of the Divisional Programming Model with the Student Life Programming Committee and residential curriculum consistent with articulated divisional and departmental outcomes.
2. Plan and facilitate on-going curriculum meetings with the Area Coordinators.
4. Maintain oversight of all communications (both print and digital) to students and guardians regarding residential curriculum and SHaRE policies and processes.
5. Research, implement, and evaluate programs to increase academic achievement and retention of residence hall students, in strong partnership with the Center for Academic and Student Achievement (CASA) and develop positive affiliation and engagement of students in the residential environment and campus community.
6. Participate actively in the coordination and collection of information and documentation related to student success issues, student retention and satisfaction, student programs, and student discipline.
7. Oversee Residence Directors and Assistant Residence Directors in the use of USF Achieve, Powered by Map-Works software.
8. Assist with the annual departmental short and long-term goal planning process.
9. Develop and track budget for staff training, staff recruitment and selection, and residence hall programming and related campus activities.
10. Participate in the coordination of Fall and Spring Move-In Day processes for new students.
11. Liaison with the Coordinator of Orientation Programs for Move-In Day and Orientation Activities.
12. Maintain regular contact with students and student staff.
C. Student Conduct/On-Call/Critical Incident Response

1. Participate in rotating on-call responsibilities with designated Central Staff members to provide emergency/crisis response coverage to all on-campus residence life staff and on-campus students.
2. Serve in an on-call capacity to manage crisis/urgent situations. Serve as assigned by the AVP on a rotating basis as a member of the Crisis Management and Behavioral Intervention Team.
3. Respond to critical inquiries from families, students, staff, faculty, alumni, and other campus constituencies.
4. In collaboration with the Office of Student Conduct, Rights, and Responsibilities (OSCRR), ensure that Residence Hall staff work to effectively implement all student conduct principles, practices and procedures in the educational administration of the student conduct process for residential students. Meet weekly with the Director of OSCRR.
5. Serve as a university student conduct hearing and appellate officer, when appropriate or as designated.
6. Meet with students who are involved in behavioral incidents of a critical and complex nature, or an emergency nature.
7. Supervise residence hall staff in identifying students with special counseling or skill development needs and coordinate referrals to appropriate resources and agencies.

D. Additional Responsibilities

1. Develop and maintain effective collaborative relationships with faculty, staff, and administration at the University of San Francisco in order to utilize the full potential of the resources available on the university campus.
2. Serve as a member of on selected department and divisional committees.
3. Participate in regional and international housing officers/student affairs professional organizations to develop new skills and experience and keep abreast of current research in college student personnel administration.
4. Support and collaborate with the implementation of educational, outreach and service programs for resident students with OSCRR, Career Services, the Cultural Centers, University Ministry, International Student Services, Student Leadership and Engagement, Health Promotion Services, Koret Health and Recreation Center, Counseling and Psychological Services, Athletics, Public Safety, Campus Dining, and the Vice Provost of Student Life office as appropriate.
5. Other duties as assigned by the Director of SHaRE and/or Vice Provost of Student Life or designee.
6. Assume the duties of the Director of SHaRE when assigned.

QUALIFICATIONS:

A master’s degree in higher education administration or a related field is required. Significant professional experience in residence life (minimum of 5-7 years) preferably at a private institution, including:

- Supervisory responsibilities of residence hall staff
- Planning, coordination, and assessment of educationally purposeful activities and leadership programs consistent with organizational outcomes
- Student conduct process management
- Budget management
- Demonstrated commitment to fostering engagement of students and staff on issues of diversity
The candidate must possess strong written and oral communication skills and have a commitment to, and understanding of, a diverse, urban institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution are also preferred.

**POSITION TITLE:** Associate Director for Operations & Facilities  
**SUPERVISOR:** Director of Student Housing and Residential Education  
**FTE:** 1.0 (12 month position)

**GENERAL SCOPE OF POSITION:**
The Associate Director for Operations & Facilities is responsible for day-to-day housing facilities issues and improvement projects, as well as leadership and management of the operational and occupancy components for the Office of Student Housing and Residential Education (SHaRE) in the Division of Student Life.

As a member of the larger staff in Student Life, the Associate Director for Operations & Facilities collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**
A. Supervision of Administrative Staff  
1. Recruits, selects, trains, supervises, as well as conducts regular performance evaluation of the Manager of Operations & Service and the Manager of Occupancy & Data Systems. Indirectly oversee SHaRE Front Office staff and SHaRE Desk Supervisors.  
2. Conducts regular meetings with the Manager of Operations & Service and the Manager of Occupancy & Data Systems.  
3. Provides performance feedback on the Desk Supervisors for their annual evaluation.

B. Facilities  
1. Maintains departmental awareness of the physical concerns in the halls that may impact resident’s academic success, personal growth and safety.  
2. Oversees overall security of each of the residence halls.  
3. Develop, consult, and collaborate on the implementation of short-term residential facilities projects and long range goals including:  
   a. Small projects which modify buildings to make them more able to enhance the residential experience of students and/or to be more safe, effective, accessible, efficient and attractive.  
   b. Replacement of furnishing and facilities equipment for the halls and central offices and staff quarters.  
4. Manages Health and Safety checks and periodic inspections to identify and address issues of potential safety and security hazards to fire extinguisher, exit doors, door closes and exterior building lighting.  
5. Oversees Furniture Services Team operations.  
6. Establish and maintain standards of quality and equity in live-in staff housing accommodations.
C. Operations
1. Responsible for all aspects of Residence Hall Front Desk operations, including the Summer Guest Housing program and summer school housing; ensuring administration of SHaRE customer service training and standards.
2. Cultivate positive business relationships with guest client groups; including the identification of client needs coordination of service and related logistics.
3. Direct supervision of the Residence Director responsible for summer conference housing.
4. Budget development and management of Summer Guest Housing and summer operations in accordance with University rules and policies.
5. Responsible for all aspects of the occupancy management system including:
   a. Maintenance of a tracking system for incoming contracts.
   b. Coordinates room assignments, room selection, room change, and room inspection processes.
   c. Coordinates all associated data collection and reporting.
   d. Oversees management, maintenance and support of the online occupancy management software (StarRez/USFrooms). Works collaboratively with StarCare, ITS, Student Accounts and Business & Finance to ensure smooth interface of the system.
6. Develops short-term requests and long-range goals for replacement of central and hall staff computers.
7. Oversees updates and maintenance for the SHaRE website.
8. Evaluates, develops and maintains departmental needs and resources in relation to technology.
9. Responsible for exemption and contract cancellation processes and tracking of all related activity.
10. Participates in the coordination of check-in and checkout of residents throughout the year.
11. Acts as first responder to duty issues.
12. Coordinates emergency evacuation trainings.
13. Other duties as assigned by the Director of SHaRE.

D. Professional Relationships
1. Serves as Central Staff on Duty Rotation.
2. Work collaboratively with Facilities Management maintenance and custodial supervisors to provide clean and well-maintained faculties.
3. Serve as SHaRE liaison to Facilities Management.
4. Meets regularly with the Associate Director for Staff & Residential Education to ensure student needs are met and service issues are met and addressed.
5. Develops and maintains relationships with faculty, staff and administration at the University, with special attention paid to Business and Finance, ITS, Admission, ROTC, Learning Communities, Athletics, One Card, Disability Services, ISSS, Student Accounts and JEEP.
6. Serves on selected department and University committees as designated by the Director of SHaRE including but not limited to: Campus Security Committee, Disability Service Committee, and Orientation Committee.
7. Attends and as appropriate presents at student affairs related conferences, workshops and retreats in order to develop new skills and experience.
SUPERVISION RECEIVED:
The Associate Director for Operations & Facilities reports to and is directly supervised by the Director of Student Housing and Residential Education. Verbal contact is expected on a regular and frequent basis. Written reports may be necessary as a follow-up to specific situations within the supervised communities. Decisions involving policy, procedures, and personnel should be communicated to and made in consultation with the Director of SHaRE.

QUALIFICATIONS:
Master’s degree required, preferably in Student Affairs Administration; three to five years of relevant experience. Evidence of the ability to provide excellent service and problem-solving skills. Strong oral and written communication skills. Ability to act independently, use independent judgment and multi-task in a busy and high traffic environment. Experience using the StarRez system preferred. Evidence of ability to work within a cooperative and collaborative environment. Ability to work some weekend and evening hours.

TITLE: Manager of Occupancy and Data Systems
SUPERVISOR: Associate Director for Operations & Facilities
FTE: 1.0 (12 month position)

GENERAL SCOPE OF POSITION:
The Manager of Occupancy & Data Systems performs a diverse full range of duties for the Office of Student Housing and Residential Education. Specifically, the Manager of Occupancy & Data Systems is responsible for coordinating the room assignment process, and serving as the systems administrator for the housing management software system, StarRez.

As a member of the larger staff in Student Life, the Manager of Occupancy & Data Systems collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

A. Systems Administrator
1. Oversees management, maintenance and support of the online occupancy management software (StarRez/USFrooms). Works collaboratively with StarCare, ITS, Student Accounts and Business & Finance to ensure smooth interface of the system.
2. Create and maintain user accounts for staff.
3. Provide training, documentation and information for students and staff.
4. Serve as liaison between ITS and Starrez; manage regular maintenance and updates to the StarRez program with ITS.
5. Establish yearly room selection dates, working in conjunction with the Associate Director for Operations & Facilities.
6. Provide excellent educational customer service in person, over the phone, and via email regarding the usage of the program.

7. Develop and prepare reports and correspondence for the department (i.e., detailed residence hall rosters, occupancy reports, etc.).

8. Serve as the primary liaison using the Banner student information system; work closely with ITS and the Banner program.

9. Manages all aspects of the occupancy management system including:
   a. Maintenance of a tracking system for incoming contracts.
   b. Coordinates room assignments, room selection, room change, and room inspection processes.
   c. Coordinates all associated data collection and reporting.

10. Works collaboratively with Associate Director for Operations & Facilities, StarCare, ITS, Student Accounts and Business and Finance, and the Director of Financial Oversight for the Division of Student life to ensure the establishment and maintenance of general controls and the elimination of risks related to the StarRez housing software and Banner systems including:
   a. Review of Banner transactions for completeness and accuracy.
   b. Elimination of conflicts by ensuring segregation of duties.
   c. StarRez student account reconciliations.
   d. Student Meal Plan policy enforcement.
   e. Management of unallocated residence housing.
   f. Meal plan adjustments reconciliation.
   g. Defining governing policies and rules for governing activities between the StarRez and Banner systems.
   h. Ensure timeliness of rate tables creation for future terms.
   i. Maintenance of advanced charge configurations in alignment with billing timing requirements.
   j. Maintenance of application change management processes and documentation.
   k. Management and tracking of informal user access in StarRez system.
   l. Ongoing management of StarRez user access roles.
   m. Monitoring of job logs in StarRez system.

B. Operations

1. Performs all functions relating to the Room Assignment Process, Returning Student Room Selection, New Student Room Selection, Consolidations, etc.

2. Develop and administers a variety of systems to maintain office files and records for rapid reference.

3. Practices educational customer service by explaining policy and procedural issues to students or others.

4. Participates in the coordination of check-in and checkout of residents throughout the year.

5. Coordinates exemption and contract cancellation processes and tracking of all related activity with the Manager of Operations & Service.

6. Arranges regular building access audits with the Manager of Operations & Service.

7. Oversees summer session housing and occupancy management including:
   a. Development and management of summer session applications.
   b. Housing assignments and occupancy management.
   c. Management of contract cancellations.
d. Management of communication and correspondence with summer session students regarding on-campus housing.

8. Attends regular one-on-one meetings with the Associate Director for Operations & Facilities.

9. Attends monthly SHaRE department meetings and Central Office meetings.

10. Other duties as assigned by the Associate Director for Operations & Facilities.

C. Professional Relationships

1. Develops and maintains relationships with faculty, staff and administration at the University, with special attention paid to Business and Finance, ITS, Admission, ROTC, Learning Communities, Athletics, One Card, Disability Services, ISSS, Student Accounts and JEEP.

2. Serves on selected department and University committees.

3. Attends and as appropriate presents at student affairs related conferences, workshops and retreats in order to develop new skills and experience.

SUPERVISION RECEIVED:
The Manager of Occupancy & Data Systems reports to and is directly supervised by the Associate Director for Operations & Facilities in Student Housing and Residential Education. Verbal contact is expected on a regular and frequent basis. Written reports may be necessary as a follow-up to specific situations within the supervised communities. Decisions involving policy, procedures, and personnel should be communicated to and made in consultation with the Associate Director for Operations & Facilities and/or the Director of SHaRE.

QUALIFICATIONS:
Bachelor’s degree required; three to five years of relevant experience. Evidence of the ability to provide excellent service and problem-solving skills. Strong oral and written communication skills. Ability to act independently, use independent judgment and multi-task in a busy and high traffic environment. Experience using the StarRez system preferred. Evidence of ability to work within a cooperative and collaborative environment. Ability to work some weekend and evening hours.

TITLE: Manager of Operations & Service
SUPERVISOR: Associate Director for Operations & Facilities
FTE: 1.0 (12 month position)

GENERAL SCOPE OF POSITION:
The Manager of Operations & Service is responsible for ensuring quality customer service for the Office of Student Housing and Residential Education. More specifically, the Manager of Operations & Service oversees the Furniture Services Team, as well as day-to-day front desk operations and seasonal operation of Summer Guest Housing (SGH) for the Office of Student Housing and Residential Education.

As a member of the larger staff in Student Life, the Associate Director of Operations collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a
social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

**A. Supervision of Staff**

1. Recruits, selects, trains, supervises, and conducts regular performance evaluation of the SHaRE front office student employees, SHaRE residence hall front desk staff, Furniture Services Team and the Summer Guest Housing staff. Indirectly oversees the SHaRE Desk Supervisors.
2. Defines the residence hall front desk operational duties of the Residence Directors, Desk Supervisors and Community Office Managers. This includes all appropriate training, support and development. Works with hall staff to facilitate the integration of the Desk Staff into the operation of the residence halls.
3. Conducts regular meetings with the Desk Supervisors and Community Office Managers.
4. Provides performance feedback on the Desk Supervisors for their annual evaluation.

**B. Operations**

1. Manages all aspects of Residence Hall Front Desk operations and Furniture Services Team, ensuring administration of SHaRE customer service training and standards.
2. Coordinate the administrative aspects of office payroll and processes Electronic Personnel Action Forms (EPAFs) for all SHaRE student staff.
3. Arranges regular building access audits with the Manager of Occupancy & Data Systems.
4. Coordinates exemption and contract cancellation processes and tracking of all related activity with the Manager of Occupancy & Data Systems.
5. Participates in the coordination of check-in and checkout of residents throughout the year.
6. Update and maintain the Student Housing and Residential Education website.
7. Operation Systems
   a. Student Housing and Residential Education’s point-of-contact for CS Gold issues.
   b. Ensure staff are appropriately trained on technology and systems used to add and remove access.
   c. Management of the StarRez employment database, which includes:
      i. Creating student applications.
      ii. Generating reports and lists to facilitate the student staff selection process.
      iii. Ensuring timely database updates.
      iv. Troubleshooting employment portal errors.
8. Furniture Services Team
   a. Develop, implement and maintain a furnishing and equipment inventory.
   b. Oversee preventative maintenance and upkeep of residence hall furnishings.
9. Work collaboratively with Facilities Management to make the residence halls more sustainable.
10. Summer Guest Housing
    a. Manage the summer housing operation including procurement of guest business, and administrative processes.
b. Cultivate positive business relationships with guest client groups; including the identification of client needs coordination of service and related logistics.

c. Maintenance of business documents and records including contracts, waivers, requisitions, rooms reservations, work orders, expense reports, and other relevant business substantiation records.

d. Facilitation of collaborative relationships between Housekeeping, Facilities Management, Event Management and Guest Services, Dining Services, Linen Service provider, academic programs and other University departments.

e. Oversees the summer school housing front desk operations, including the Summer Residence Director. Works collaboratively with the Manager of Occupancy & Data Systems to ensure all student assignments and changes are being communicated to the Summer Guest Housing staff.

f. Work collaboratively with SHaRE’s Program Assistant to implement a smooth transition between academic year student housing and summer housing operations.

g. Develop and maintain conference linen inventory system.

11. Other duties as assigned by the Associate Director for Operations & Facilities.

C. Professional Relationships

1. Develops and maintains relationships with faculty, staff and administration at the University, with special attention paid to Business and Finance, ITS, Admission, ROTC, Learning Communities, Athletics, One Card, Disability Services, ISSS, Student Accounts and JEEP.

2. Serves on selected department and University committees.

3. Attends and as appropriate presents at student affairs related conferences, workshops and retreats in order to develop new skills and experience.

SUPERVISION RECEIVED:
The Manager of Operations & Service reports to and is directly supervised by the Associate Director for Operations & Facilities in Student Housing and Residential Education. Verbal contact is expected on a regular and frequent basis. Written reports may be necessary as a follow-up to specific situations within the supervised communities. Decisions involving policy, procedures, and personnel should be communicated to and made in consultation with the Associate Director for Operations & Facilities and/or the Director of SHaRE.

QUALIFICATIONS:
Bachelor’s degree required; three to five years of relevant experience. Evidence of the ability to provide excellent service and problem-solving skills. Strong oral and written communication skills. Ability to act independently, use independent judgment and multi-task in a busy and high traffic environment. Experience using the StarRez system preferred. Evidence of ability to work within a cooperative and collaborative environment. Ability to work some weekend and evening hours.

POSITION TITLE: Manager of Off Campus Student Support Services

SUPERVISOR: Associate Vice Provost and Dean of Student Development

FTE: 1.0 (12 month position)

GENERAL SCOPE OF POSITION:
The Manager of Off Campus Student Support Services oversees the development and ongoing support services for USF students who are living or are seeking off campus housing. The Manager will work closely with the students, community members, leasing and real estate agents, and parents to ensure the needs of students are met surrounding off campus housing issues.

As a member of the larger staff in Student Life, the Manager of Off Campus Student Support Services collaborates and cooperates to create leadership and intercultural competence opportunities to support student learning and development in the Jesuit Catholic tradition. The mission of Student Life is to fully support holistic student development within a social justice framework centered in preparing students to be caring, socially responsible citizens in our global and local community.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

1. Participate in the orientation of new students concerning housing and community issues in the residence halls and off campus housing
2. Provide leadership for the production and publication of all outreach and education materials for off-campus students
3. Develop and advise an off campus student group
4. Oversee off campus housing workshops held throughout the year to support students seeking off campus housing
5. Establish relationships with upper class students living off campus and create a comprehensive registry of off campus housing options around USF
6. Oversee temporary real estate/leasing agent staff during peak seasons (March – August) who will assist students by finding off campus housing options
7. Seek alternative housing options in San Francisco by exploring temporary lease opportunities and other large scale housing arrangements
8. Develop and maintain relationship with apartment locator services
9. Supervise (recruit, hire, train, and evaluate) one or more graduate assistant(s) and/or student assistant(s) to provide peer advisement for off-campus housing searches.
10. Collaborate with the Office of Communication and Marketing to design and coordinate communication and marketing material that will be provided to all parents
11. Be a resource to students dealing with landlord/tenant issues
12. Facilitate positive and productive public relations with the neighborhood communities, surrounding campus and off campus student housing
13. Design and implement educational programs for students that assist in their adoption of civic responsibilities and positive neighborhood relations
14. Respond to neighborhood complaints and develop relationships with neighborhood associations.
15. Work closely with Project Management.
16. Work closely with the Office of Student Conduct as off campus student conduct cases are adjudicated

17. Serve on Central Staff on Duty rotation
18. Other Duties as assigned
QUALIFICATIONS
Bachelors required, masters preferred. 3-5 years progressive experience with supervision and management, program development, and customer service.

Additional Skills, Knowledge and Abilities: Preferred experience in urban real estate. Ideal candidate would possess established relationships with real estate professionals in SF. The candidate must possess strong written and oral communication skills and have a commitment to, and understanding of, a diverse, urban institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution. Knowledge and skill with current technology is also preferred. Willing to participate in evening and weekend activities and programs.

POSITION TITLE: Area Coordinator for First Year Residential Education
SUPERVISOR: Associate Director for Staff and Community Development
FTE: 1.0 (12 month position)

General Scope of Position
The Area Coordinator for First Year Student Residential Education is a twelve-month, full-time, live-on professional staff position. Continued employment is contingent upon satisfactory performance evaluation, demonstration of an interest and commitment to new areas of professional development, and potential for additional contributions by the Area Coordinator to the work of the Division of Student Life.

The Area Coordinator is responsible for oversight of the Student Housing and Residential Education curriculum in First-Year Communities. This includes, but is not limited to guiding and directing the planning, implementation, and assessment of all programmatic efforts for our first year communities. The Area Coordinator directly supervises four Residence Directors.

The Area Coordinator assumes leadership responsibilities at the departmental and University levels. These include working with and chairing SHaRE committees, supervising special projects, and undertaking special assignments. Leadership responsibilities may include staff training; student leadership development; academic initiatives; alcohol and other drug (AOD) education; multicultural and social justice education; orientation; and health and wellness.

Job Responsibilities
A. Supervision, Training and Development of Residence Hall Staff
   1. Supervise four full time Residence Directors providing training, coaching, mentoring, direction and evaluation as appropriate.
   2. Assist in designing and implementing comprehensive Residence Director and Assistant Residence Director orientation and training programs.
   3. Conduct regular individual meetings with the Residence Director staff providing ongoing developmental feedback.
   4. Direct Residence Directors in the design and implementation of all Resident Advisor training programs throughout the academic year.
5. Indirectly oversee Assistant Residence Directors and Resident Advisors.
6. Assist in planning and participate in regular Residential Curriculum Meetings.
7. Promote professional development and recognition of staff and their efforts.

B. Management/Oversight of Residential Education Curriculum
8. In congruence with the mission and vision of the University and the development of USF students as whole persons, oversee the implementation of the Departmental Curriculum in first-year areas consistent with articulated divisional and departmental outcomes.
9. Provide direction to the curriculum ensuring it is designed to support the achievement of departmental and divisional learning and development outcomes for students.
10. Research, implement, and evaluate programs to increase academic achievement and retention of residence hall students, in strong partnership with the Center for Academic and Student Achievement (CASA) and develop positive affiliation and engagement of students in the residential environment and campus community.
11. Participate actively in the coordination and collection of assessment data related to departmental activities. Report out to the department and division.
12. Assist in the development of the SHaRE website, social media, monthly newsletters and other communications to residents and parents/guardians. Utilize these resources to market departmental programming efforts and curriculum as well as provide information on policies and processes.

C. Student Conduct/On-Call/Critical Incident Response
13. Participate in rotating on-call responsibilities with designated Central Staff members to provide emergency/crisis response coverage to all on-campus residence life staff and student incidents.
15. Serve as a university student conduct hearing and appellate officer, when appropriate or as designated.
16. Meet with students who are involved in behavioral incidents of a critical and complex nature, or an emergency nature.
17. Supervise residence hall staff in identifying students with special counseling or skill development needs and coordinate referrals to appropriate resources and agencies.

D. Additional Responsibilities
18. Develop and maintain effective collaborative relationships with faculty, staff, and administration at the University of San Francisco in order to utilize the full potential of the resources available on the university campus.
19. Serve as a member of selected department and divisional committees.
20. Pursue professional self-development, and involvement in professional organizations and other areas within the Division of Student Life.
21. Participate in regional and international housing officers/student affairs professional organizations to develop new skills and experience and keep abreast of current research in college student personnel administration.
22. Support and collaborate with the implementation of educational, outreach and service programs for resident students with OSCRR, Career Services, the Cultural Centers, University Ministry,
International Student Services, Student Leadership and Engagement, Health Promotion Services, Koret Health and Recreation Center, Counseling and Psychological Services, Athletics, Public Safety, Campus Dining, and the Vice Provost of Student Life office as appropriate.

23. Other duties as assigned by the Director of SHaRE, Associate Director for Staff and Community Development and/or Vice Provost of Student Life or designee.

24. Assume the duties of the Associate Director for Staff and Community Development when assigned.

QUALIFICATIONS
A master’s degree in higher education administration or a related field is required. Significant professional experience in residence life (minimum of 3-5 years) preferably at a private institution, including:

• Supervisory responsibilities of residence hall staff
• Planning, coordination, and assessment of educationally purposeful activities consistent with organizational outcomes
• Student conduct process management
• Demonstrated commitment to fostering engagement of students and staff on issues of diversity, academic success, and student leadership
• The candidate must possess strong written and oral communication skills and have a commitment to, and understanding of, a diverse, urban institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution are also preferred.

POSITION TITLE: Area Coordinator for Continuing Student Residential Education
SUPERVISOR: Associate Director for Staff and Community Development
FTE: 1.0 (12 month position)

General Scope of Position
The Area Coordinator for Continuing Student Residential Education is a twelve-month, full-time, live-on professional staff position. Continued employment is contingent upon satisfactory performance evaluation, demonstration of an interest and commitment to new areas of professional development, and potential for additional contributions by the Area Coordinator to the work of the Division of Student Life.

The Area Coordinator is responsible for oversight of the Student Housing and Residential Education curriculum in second year, transfer, and 21+ communities. This includes, but is not limited to guiding and directing the planning, implementation, and assessment of all programmatic efforts for our upperclass communities. The Area Coordinator directly supervises three Residence Directors and the Graduate Intern for Residential Engagement. The Area Coordinator and also advises the Residence Hall Association.

The Area Coordinator assumes leadership responsibilities at the departmental and University levels. These include working with and chairing SHaRE committees, supervising special projects, and undertaking special assignments. Leadership responsibilities may include staff training; student leadership development; academic initiatives; alcohol and other drug (AOD) education; multicultural and social justice education; orientation; and health and wellness.
Job Responsibilities

A. Supervision, Training and Development of Residence Hall Staff
   1. Supervise three full time Residence Directors providing training, coaching, mentoring, direction and evaluation as appropriate.
   2. Supervise the Graduate Intern for Residential Engagement, whose duties include co-advisement of the Residence Hall Association and management of SHaRE social media.
   3. Assist in designing and implementing comprehensive Residence Director and Assistant Residence Director orientation and training programs.
   4. Conduct regular individual meetings with the Residence Director staff providing ongoing developmental feedback.
   5. Direct Residence Directors in the design and implementation of all Resident Advisor training programs throughout the academic year.
   6. Indirectly oversee Assistant Residence Directors and Resident Advisors.
   7. Assist in planning and participate in regular Residential Curriculum Meetings.
   8. Promote professional development and recognition of staff and their efforts.

B. Management/Oversight of Residential Education Curriculum
   1. In congruence with the mission and vision of the University and the development of USF students as whole persons, oversee the implementation of the Departmental Curriculum in continuing student areas consistent with articulated divisional and departmental outcomes.
   2. Provide direction to the curriculum ensuring it is designed to support the achievement of departmental and divisional learning and development outcomes for students.
   3. Research, implement, and evaluate programs to increase academic achievement and retention of residence hall students, in strong partnership with the Center for Academic and Student Achievement (CASA) and develop positive affiliation and engagement of students in the residential environment and campus community.
   4. Research and implement programs intended to support the retention and success of transfer students.
   5. Participate actively in the coordination and collection of assessment data related to departmental activities. Report out to the department and division.
   6. Assist in the development of the SHaRE website, social media, monthly newsletters and other communications to residents and parents/guardians. Utilize these resources to market departmental programming efforts and curriculum as well as provide information on policies and processes.
   7. Advise the Residence Hall Association Executive Board in conjunction with the Graduate Intern for Residential Engagement and support Residence Directors and Assistant Residence Directors in recruitment and advising of Residence Hall Councils.
   8. Collaborate with the Assistant Director for Off-Campus students to create programs and resources that support residential students transitioning out of the residence halls.

C. Student Conduct/On-Call/Critical Incident Response
   1. Participate in rotating on-call responsibilities with designated Central Staff members to provide emergency/crisis response coverage to all on-campus residence life staff and student incidents.
   2. Serve in an on-call capacity to manage residence life crisis/urgent situations.
3. Serve as a university student conduct hearing and appellate officer, when appropriate or as designated.
4. Meet with students who are involved in behavioral incidents of a critical and complex nature, or an emergency nature.
5. Supervise residence hall staff in identifying students with special counseling or skill development needs and coordinate referrals to appropriate resources and agencies.

D. Additional Responsibilities
1. Develop and maintain effective collaborative relationships with faculty, staff, and administration at the University of San Francisco in order to utilize the full potential of the resources available on the university campus.
2. Serve as a member of selected department and divisional committees.
3. Pursue professional self-development, and involvement in professional organizations and other areas within the Division of Student Life.
4. Participate in regional and international housing officers/student affairs professional organizations to develop new skills and experience and keep abreast of current research in college student personnel administration.
5. Support and collaborate with the implementation of educational, outreach and service programs for resident students with OSCRR, Career Services, the Cultural Centers, University Ministry, International Student Services, Student Leadership and Engagement, Health Promotion Services, Koret Health and Recreation Center, Counseling and Psychological Services, Athletics, Public Safety, Campus Dining, and the Vice Provost of Student Life office as appropriate.
6. Other duties as assigned by the Director of SHaRE, Associate Director for Staff and Community Development and/or Vice Provost of Student Life or designee
7. Assume the duties of the Associate Director for Staff and Community Development when assigned.

QUALIFICATIONS
A master’s degree in higher education administration or a related field is required. Significant professional experience in residence life (minimum of 3-5 years) preferably at a private institution, including:
• Supervisory responsibilities of residence hall staff
• Planning, coordination, and assessment of educationally purposeful activities consistent with organizational outcomes
• Student conduct process management
• Demonstrated commitment to fostering engagement of students and staff on issues of diversity, academic success, and student leadership
• The candidate must possess strong written and oral communication skills and have a commitment to, and understanding of, a diverse, urban institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution are also preferred.
RESIDENCE DIRECTOR POSITION DESCRIPTION

General Scope of Position
The Residence Director (RD) is a twelve-month, full-time, live-in professional staff position. The employment contract is reviewed annually for renewal based upon satisfactory performance evaluation, demonstration of an interest and commitment to new areas of professional development, and potential for additional contributions by the Residence Director to the work of the Division of Student Life.

The Residence Director is responsible for the planning, implementation, operation, and evaluation of a comprehensive community and student development program for a residence hall or condominium-style community housing 100-500 students. The Residence Director directly supervises one graduate student Assistant Residence Director(s) (ARD), between 4 and 16 Resident Advisors (RAs), and 1 Front Desk Manager (who is directly supervised by the ARD of the building).

The Residence Director assumes leadership responsibilities at the departmental and University levels. These include working with and chairing residence life committees, supervising special projects, and undertaking special assignments. Leadership responsibilities include staff training; advising student groups such as the Residence Hall Council (RHC); student leadership development; academic initiatives; alcohol and other drug (AOD) education; multicultural and social justice education; orientation; health and wellness; and partnership with living learning communities.

Job Responsibilities

A. Student Interaction, Growth, and Development
1. Collaborate with the Assistant Residence Director(s), Resident Ministers, and other Student Life staff to implement principles of community and student development that actively foster a sense of community within the residence hall or condominium-style community. Assume a leadership role in teaching those principles to Resident Advisors, front desk staff, Residence Hall Council, Residence Hall Association, and other residents.
2. Partner with staff in the Center for Academic and Student Achievement (CASA) to support the retention and academic success of residential students.
3. Provide direction to programs designed to support the achievement of departmental and divisional learning and development outcomes for students.
4. Initiate and support faculty, student, and staff interaction. Work with student staff members to facilitate resident attendance at University programs on campus. Assist with faculty involvement efforts in the residential community.
5. In consultation with the Associate Director for Staff and Community Development, provide direction to the staff in communicating, interpreting, and administering Student Housing and Residential Education (SHaRE) and University policies and procedures.
7. Coordinate the on-going development of RHA and RHC within the residential community. Direct staff efforts in seeking out and cultivating student leaders, and in supporting student government.
8. Work with staff and students to provide opportunities, training experiences, and one-to-one contacts that identify and help to resolve individual problems and conflicts. Assist students in developing skills to address conflicts arising from interaction and confrontations with others.
9. Maintain visibility and availability within the hall, and initiate informal contacts with students. Role model this behavior for staff members.
10. Develop and monitor a fiscally responsible budget for residence hall community development efforts.

B. Staff Training, Development, and Personnel Administration
1. Assume primary responsibility for the recruitment, selection, supervision, training, development, and evaluation of the Resident Advisors for the residential community.
2. Assume primary responsibility for the supervision, training, development, and evaluation of the Assistant Residence Director(s).
3. Provide direction to staff efforts in the residential community, and work with individual staff members to help them establish and reach objectives. Provide organization and communication to promote effective staff relations, a support system for individual staff members, and a format for the information exchange necessary for the staff to function effectively as a team (e.g., weekly staff meetings).
4. Serve as a resource person to Resident Advisors and be aware of programs, problems, and individual concerns unique to the floors.
5. Pursue professional self-development, and involvement in professional organizations and other areas within the Division of Student Life.
6. Develop and maintain a liaison relationship with Resident Ministers and encourage hall staff to develop this relationship as well.
7. Approve timesheets for student employees of the residence hall or condominium-style community.

Additional Knowledge, Skills, and Abilities
A. Physical Facilities, Environment, Safety and Security
1. Establish appropriate safety precautions and provide emergency training for staff.
2. Communicate facilities problems to facilities management and the Assistant Director for Facilities and Summer Operations.
3. Coordinate the opening and closing of the residence hall or condominium-style community.
4. Coordinate staff duty coverage and participate in campus-wide duty coverage among the Residence Directors.
5. Establish appropriate expectations for the Resident Advisor staff with regard to cooperating, supporting and fully communicating with the ABLE (janitorial contractor) staff, Facilities Management, Food Service, and Public Safety to ensure smooth operation of the residence area.
6. Facilitate the orderly transfer of hall operations at the beginning and end of Summer Guest Housing.

Other Duties
1. Develop and maintain positive and effective working relationships with faculty, staff, and administration at the University of San Francisco.
2. Research critical issues surrounding student affairs administration and residence life to keep abreast of current trends.
3. Serve on selected department and University committees.
4. Other duties as assigned (by the Associate Director for Staff and Community Development, Director for Student Housing and Residential Education, and/or Vice Provost for Student Development or designee).

QUALIFICATIONS
A Master’s Degree in Student Personnel or related field is required in addition to at least one year of residence life experience, with preference given to experience at the graduate level and above

ASSISTANT RESIDENCE DIRECTOR POSITION DESCRIPTION

GENERAL SCOPE OF POSITION
The Assistant Residence Director (ARD) is a ten-month live-in graduate assistantship position. When classes are not in session, the ARD position is 35 hours per week; when classes are in session, the position is part-time (25 hours per week). The ARD supervises the overall residence hall front desk operation for a residential community of between 200-500 students. The ARD works with the supervising Residence Director (RD) on the planning, implementation, and evaluation of a comprehensive community and student development program and assists in the supervision of between 4 and 16 Resident Advisors (RAs). The ARD also is a member of the student life campus on-call duty rotation.

The Assistant Residence Director is expected to be involved at the Departmental, Divisional, and University levels. Such involvement may include serving on committees, working on special projects, and undertaking special assignments. Possible areas of involvement include but are not limited to staff training; student leadership development; academic initiatives; alcohol and other drug (AOD) education; multicultural and social justice education; orientation; and health and wellness.

In weeks when class is in session, it is estimated that the ARD will have 12 hours of work related to managing and operating the front desk, 5 hours of departmental or building administrative work and meetings, 5 hours of interaction and support of the residence hall student government, and 3 hours of duty and incident response. The ARD may work up to 4 additional hours/week during peak times of the year for a total of 29 hours/week.

ACCOUNTABILITY TO UNIVERSITY MISSION, VISION, AND VALUES
As part of the larger staff in Student Life, the ARD collaborates and cooperates across divisions and departments to create a supportive University community that encourages student learning and development in the Jesuit Catholic tradition and commits to:

• Promoting a common good that includes the needs of all students
• Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
• Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
• Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
Creating an environment that supports a socially responsible way of being together in community
Recognizing and celebrating the achievements and contributions of all students

SPECIFIC DUTIES AND RESPONSIBILITIES

Physical Facilities, Environment, Safety and Security
1. Coordinate residence hall front desk operations. This includes supervising, hiring and training 1 Community Office Manager and approximately 25 Community Assistants.
2. Assist in the opening and closing of the residence hall.
3. Assist with residence hall security through appropriate safety precautions and emergency training for staff.
4. Communicate facilities problems to facilities management and the Assistant Director for Summer Guest Housing and Facilities.
5. Participate in campus-wide duty coverage among the Assistant Residence Directors.

Individual Student Development and Contact
1. Collaborate with the Residence Director(s), Resident Ministers, and other Student Life staff to implement principles of community and student development that actively foster a sense of community within the residence hall or apartment-style community. Assume a leadership role in teaching those principles to Resident Advisors, front desk staff, Residence Hall Council, and other residents.
2. Initiate and support faculty, student, and staff interaction. Work with student staff members to facilitate resident attendance at University programs on campus. Assist with faculty involvement efforts in the residential community.
3. Educate students about rights and responsibilities through student conduct meetings.
4. Confront students regarding inappropriate behavior.
5. Assist students with personal concerns and make appropriate referrals.
6. Maintain office hours to facilitate student contact.

Student Group Development and Advising
1. Assist in recruitment of student government members for Residence Hall Council (RHC), Residence Hall Association (RHA), and other student leadership opportunities.
2. Advise a Residence Hall Council. Advisory responsibilities include attending weekly meetings, facilitating the growth of members through training, meeting with executive council, etc.
3. Develop rapport and maintain contact with student leaders.

Staff Development and Contact
1. Assist in the recruitment, selection, supervision and training of paraprofessional Resident Advisors and Community Desk Staff.
2. Assist Resident Advisors and Community Desk Staff with personal and professional concerns.
3. Assist in the recruitment and selection of professional staff.
4. Develop rapport and maintain contacts with members of the Student Housing and Residential Education staff (including Resident Advisors, Community Desk Staff, other graduate assistant staff, and full-time professional staff).
5. Maintain office hours to facilitate staff contact.

Other Duties
1. Maintain liaison relationship with other University departments.
2. Participate in departmental/divisional training and development activities as appropriate.
3. Serve on selected department and University committees.
4. Other duties as assigned (by the Residence Director, Associate Director for Staff and Community Development, Director of Student Housing and Residential Education and/or Vice Provost of Student Life or designee).

SUPERVISION RECEIVED
The Assistant Residence Director reports to and is supervised by a professional full-time staff Residence Director. Verbal contact is expected on a regular and frequent basis. Written reports may be expected concerning specific situations. Decisions involving delegated areas should be communicated to and/or made in consultation with the Residence Director.

QUALIFICATIONS
Bachelor's degree required, must be concurrently enrolled in a graduate degree program at the University of San Francisco; 1 year of residence life and/or transferable student affairs experience preferred.

GRADUATE INTERN FOR RESIDENTIAL ENGAGEMENT POSITIONS DESCRIPTION
Reporting to the Area Coordinator for Continuing Student Residential Education, the SHaRE Graduate Intern will co-advice the USF Residence Hall Association (RHA), manage SHaRE departmental social media, create and distribute departmental newsletters, and serve as a crisis responder and conduct resolution officer. Working in a variety of areas, the Intern will use his/her knowledge and experience to help facilitate the growth and development of USF Residence Hall Association, including Residence Hall Councils, to meet the organizational, departmental, PACURH and NACURH outcomes of providing programs and services that support students' development through leadership opportunities, residential co-curricular programs and advocacy related to residential concerns. In addition, the Graduate Intern will leverage other communication avenues to engage student in the building of a strong residential community.

RHA Advising Responsibilities (with Area Coordinator)
- Meet regularly with the RHA Executive and Legislative Boards as a group and individuals members with a focus on leadership development.
- Motivate and encourage members for RHA and Residence Hall Council.
- Serve as an information resource for RHA and RHC members.
- Provide training and support for Residence Hall Council Advisors.
- Interpret University and NACURH policy to RHA members.
Utilize student development and group development theory and knowledge to best support and facilitate the growth of RHA student leaders.

Develop training and resources, particularly in the areas of goal development and program needs assessment and planning for USF’s Residence Hall Association and Residence Hall Councils organizations.

Orient new officers to their roles and responsibilities.

Work with RHA to understand their relationship to the University Mission, Values and Goals.

Provide support for RHA recruitment and appointments and work to ensure a smooth transition of new officers.

Attend RHA activities and PACURH and No Frills conferences.

Monitor RHA officers in their work with budget and finances.

Work with SLE to align RHA leadership and budget practices with funded account model.

Crisis Management and Conduct responsibilities

Serve as a member of the on-campus duty rotation.

Serve as a conduct resolution officer as directed by the Associate Director of SHaRE and the Director of OSCRR.

SHaRE Departmental/Student Life Divisional responsibilities

Manage SHaRE social media and engage students in elements of the Residential Curriculum via social media and web based content.

Participate in the creation and distribution of monthly newsletters to the residential community regarding educational opportunities, RHA activities, policies and processes.

Keep SHaRE, Student Life and University staff and faculty appropriately informed regarding the activities and development of RHA. Serve as a resource for staff, and students who seek information about RHA.

Attend and participate in SHaRE Departmental meetings and professional development opportunities as needed and appropriate.

Other duties and additional responsibilities as assigned

Supervision Received

The Graduate Intern reports to and is supervised by the Area Coordinator for Continuing Student Residential Education. Verbal contact is expected on a regular and frequent basis. Written reports may be expected concerning specific situations. Decisions involving delegated areas should be communicated to and/or made in consultation with the Area Coordinator.

Qualifications

Bachelor's degree required, must be concurrently enrolled in a graduate degree program at the University of San Francisco; 1 year of residence life and/or transferable student affairs experience preferred.
Resident Advisor Position Description 2015-2016

BASIC FUNCTION
The Resident Advisor (RA) is a part-time student employee of Student Housing and Residential Education. The RA is generally responsible for assisting resident students individually and in groups. In working with a floor, the RA is the primary facilitator of the development of a community and the growth of its individual members through staff and administrative duties. Each week, it is estimated that the RA will have five (5) hours of administrative work and meetings, three (3) hours of duty and incident response, and eight (8) hours of time spent being present on the floor and building community. The RA may work up to four (4) additional hours/week during peak times of the year for a total of 20 hours/week.

COMMUNITY RESPONSIBILITIES
A. Individual Student Contact
1. Know names and pertinent information about floor residents; maintain contact with residents through daily and weekly outreach.
2. Be present during opening weekend each semester to introduce new members of the community.
   Continue to initiate contact and facilitate the building of relationships among members.
3. Maintain a high profile in the assigned residential community, especially during evening hours.
4. Be approachable and receptive.
5. Conduct resident meetings with all floor residents as needed or determined.
6. Encourage students to seek additional help from campus and community resources when appropriate.
   Know resources and make appropriate referrals.
7. Function as a positive role model on your floor and in the larger University community.
8. Confront and document individual behavior that is disruptive to the community.
9. Utilize mediation resources and the skills gained through training to mediate conflicts on your floor.
10. Respond to student behavior that may be indicative of personal, social, or academic problems.
11. Advocate for underrepresented groups while demonstrating sensitivity to the diversity of individual students’ lifestyles and cultures.
12. Facilitate Roommate and/or Apartment Agreement Conversations with residents once per semester or as new residents join the community.
13. Work to establish community standards that allow all residents to hold each other accountable for a respectful, safe and secure community.

B. Student Group Activities
1. Provide community development activities for residents, and involve residents in program planning and implementation of activities.
2. Assist in the support, recruitment, and development of student leaders, including officers of Residence Hall Councils and the Residence Hall Association.
3. Communicate regularly with residents through bulletin boards, floor meetings, and regular informal contact.
4. Inform residents of federal, state, local, university, and residence hall laws and policies. Foster and encourage participation in various hall and university events.
5. Encourage interaction among all students on the floor and in the hall.

STAFF RESPONSIBILITIES

A. Training
   1. Attend pre-employment training activities on the campus and hall level. These training activities include, but are not limited to: RA Class, Fall Training (August 2015) and Spring Training (January 2016). Specific dates will be included in the employment agreement.
   2. Participate in weekly staff meetings that will take place every Wednesday evening from 6:45-8:45 p.m. throughout the year.
   3. Participate in in-hall staff development activities.

B. Team Member
   1. Participate in hall duty coverage.
   2. Know procedures and how to respond to floor/hall emergencies.
   3. Actively support other members of the residence hall staff and Student Housing and Residential Education.
   4. Abide by all University and Student Housing and Residential Education policies, regulations, and procedures.
   5. Assist in the selection and training of new Resident Advisors.
   6. Attend and take an active role in weekly staff meetings.
   7. Attend and take an active role in regular individual meetings with the Residence Director (RD) and Assistant Residence Director (ARD).

ADMINISTRATIVE RESPONSIBILITIES

A. Housing and Operations
   1. Arrive early and remain in the community after all students have left for break to complete room inventories and all hall responsibilities.
   2. Accurately complete all necessary work orders, occupancy reports, surveys, etc. and submit to appropriate professional staff in a timely manner.
   3. Report all safety and maintenance concerns to the RD or ARD.
   4. Know, understand, and communicate room change procedures.
   5. Complete other administrative assignments as directed by the RD or ARD.

B. Residential Education
   1. Consistently enforce policies and communicate incidents to appropriate professional staff.
   2. Document all behavioral incidents and concerns and submit incident reports via Maxient.
   3. Complete community development activity evaluations and other written reports as directed by the RD, ARD(s), or other Division of Student Life staff members.
   4. Post educational bulletin boards at least once each month.
SUPERVISION RECEIVED
The Resident Advisor reports to and is supervised by a Residence Director and one Assistant Residence Director. RAs are expected to formally meet with the RA Staff on a weekly basis and regularly on a one-on-one basis with their supervisor(s). RAs are expected to keep their supervisor informed of floor and resident issues. Regular and frequent verbal contact is expected. Resident Advisors will be evaluated throughout the employment period.

CONDITIONS FOR EMPLOYMENT
1. The RA position period of employment is for one academic year. Reappointment for succeeding years is made only after a review of job performance.
2. First semester RAs may NOT student teach or hold internships. RAs are permitted to hold other employment positions on campus up to 5 hours/week. RAs must obtain RD approval for outside employment and other time commitments. Off-campus employment outside of the RA job may not exceed 10 hours per week.
3. The significant time demands of student teaching and school counseling internships are incompatible with the responsibilities of the RA position. As such, students enrolled in academic programs with these or similarly time-intensive internship requirements are ineligible for consideration for the RA position.
4. Candidates for the RA position must have completed one semester as full-time students at the University of San Francisco at the time of application and, if hired, maintain full-time enrollment throughout the employment period. RAs wishing to carry fewer than twelve academic credits in any semester must first receive written permission from the supervising Residence Director, in consultation with the Associate Director for Staff and Community Development.
5. Candidates for the RA position must have a cumulative GPA of at least 2.5 at the time of application and, if hired, maintain this minimum cumulative GPA throughout the employment period. RAs must maintain a term GPA of at least 2.0.
Community Office Manager/ Formerly Desk Manager (COM)

Function: Community Office Manager (COM) in each building assists the Desk Supervisor in the overall operation and management and leadership of the Residence Hall Front Desk.

Time Commitment: The Community Office Manager (COM) is required to work 20 hours per week, 10 of which are dedicated to working at the Front Desk and 10 hours dedicated to working with the Desk Supervisor to perform the following responsibilities.

Responsibilities & Duties
- Complete five hours per pay period of apprentice training with the current desk manager the semester prior to Manager employment.
- Assist with and prepare the desk for the opening and closing of the residence hall in August, December, January and May.
- Participate and assist in the development, selection and training of approximately 15-25 Community Assistants.
- Schedule work shifts for Front Desk in conjunction with the Desk Supervisor.
- Ensure desk coverage when school is in session and during missed shifts.
- Oversee completion of procedures for resident check-in and checkout, mail, mailbox updates, equipment inventories and checkout.
- Oversee package check-in and check-out including responding to lost packages.
- Supervise a weekly key inventory of all lockout and special keys.
- Compile timesheet verification information.
- Meet with Desk Supervisor on a weekly basis.
- Participate in regular evaluation of the Community Assistants minimally once a year.
- Become familiar with emergency procedures as they pertain to the role of the desk as a center for emergency communications.
- Keep desk supplied with forms and equipment (review on a weekly basis).
- Oversee the maintenance of the condition of all equipment and supplies (review on a weekly basis).
- Participate in all training related to the Front Desk.
- Enforce and uphold all University and Residence Life policies, including the completion of incidents reports when needed.
- Become familiar with the different offices and services available to students at the University in order to make appropriate referrals.
- Schedule monthly meetings with all Community Assistants.
- Participate in monthly meetings with all Community Office Managers.
- Conduct regular maintenance and organization of the RIFs and RARs.
- Conduct a monthly inventory of key cards.
- Conduct a regular update of rosters.
- Review and respond the Front Talk Log in a timely manner.
- Regularly review, address, and update desk site.
- Respond to all desk related phone calls and emails within 24 hours.
- Other duties as assigned.
Community Assistant/formerly Desk Clerk- CA

Function: Community Assistants (CAs) provide first-line response and desk receptionist services for the residence hall community, for a residence hall front desk that operates 24 hours per day (while school is in session). They play a key role as part of the residence hall staff by providing customer service and building security. It is essential that they respond quickly and effectively in emergency situations in addition to presenting a positive attitude in his/her interactions at the Front Desk. Community assistants are jointly supervised by the Community Office Manager and the Desk Supervisor.

Time Commitment and Responsibilities:

- CAs must be available to work a minimum of eight hours a week, including Night and weekend shifts (All day shifts are in two-hour blocks. Night shifts are in 3-hour blocks)
- CAs must attend Summer and Winter training sessions in August and January and all CA meetings;
- CAs must be available to return prior to the opening of the residence halls each semester and work until the closing of the halls each semester;
- CAs are responsible for covering three holidays or other University breaks per year (e.g., Thanksgiving, Intersession, and Spring Break)
- CAs should available to cover missed desk shifts when required
- The CA coordinates initial responses to emergency situations
- Mail clerks sort and re-direct mail and packages
- CAs act as receptionist, i.e., answer phones, give information, take messages, forward calls; Check out and check in equipment and keys
- All staff must enforce individual hall identification/guest visitation policies including verification of entry stickers
- Staff must be alert to any situation or condition, which requires attention: inform SHaRE, Residence Hall Staff or Public Safety as appropriate
- CAs are responsible for reporting Maintenance problems in a timely manner
- All staff must keep informed regarding SHaRE and University policies, procedures, and activities
Appendix C: Residential Curriculum Info

Curricular Requirements for Residence Directors

In keeping with SHaRE’s implementation of the Residential Curriculum, the onus for student education within the residence halls will shift to the professional (RD/ARD) staff. RA programming will now focus primarily on social/relationship building aspects, and together, an intentional, comprehensive learning and growth environment for residents will be fostered within each residence hall community.

RD Requirements- Fall 2015 Semester

Community Engagement – Residence Hall Community
RDs will be responsible for the planning, implementation, and assessment of 5 educational programs per semester.

- Programmatic efforts should reflect SHaRE curricular learning outcomes, and specific outcomes should be crafted for each program.
- Assessment measures should include basic data (how many attended) and learning-specific data (what learning/growth was demonstrated?)
- Programs and assessment methods will be tracked with your supervisor.

Please note that RDs do not need to be the primary deliverer of programs or information. Collaboration with campus partners including Health Promotion Services, the Intercultural Centers, Career Services, and others is accepted and encouraged. Collaboration with ARDs, RMs, RAs on programmatic efforts is also encouraged. A community list of sample programs and assessments will be offered.

Community Engagement – Campus Community
RDs shall integrate into the campus community by attending 5 campus events per semester. Sample initiatives include: lectures, sporting events, plays/musicals, club/organization events, etc. Attendance will be tracked in 1/1 meetings with supervisors. Attempts should be made to tailor your attendance to events related to the needs of your students. Some large events are:

<table>
<thead>
<tr>
<th>CAB Halloween</th>
<th>Major/Minor Fair</th>
<th>Involvement Fair</th>
<th>Parent/Family Weekend</th>
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</thead>
<tbody>
<tr>
<td>Integrity Week Events</td>
<td>NRAP</td>
<td>CultureScape</td>
<td>Midnight Breakfast</td>
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Planning and Implementation
During the Senior Staff training period, RDs and ARDs will generate learning maps for each hall, including the planning and calendaring of intended programmatic efforts for that semester. This plan will be shared with the respective supervisor and revisited/revised as necessary throughout the semester. The residential curriculum requirements will be revisited at the end of the Fall 2015 semester.
**Shift in Job Responsibilities**

<table>
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<tr>
<th>LESS</th>
<th>MORE</th>
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</table>
| Conduct Load  
(ACs will cover busy/vacation times) | Programming Requirements |
| Corollary (none) and Committee (limited) work | Front-line duty response |
| Central Communication via newsletters | Campus Event Attendance/Engagement |

**Administrative Requirements**

Departmental Meetings (Tuesdays 2-4 PM)
- First Tuesday: departmental meeting
- Second Tuesday: Senior Staff Meeting
- Third Tuesday: AC/RD only meeting
- Fourth Tuesday: Senior Staff Meeting
- If Fifth Tuesday: Senior Staff Meeting

**Supervisory Meetings/Tasks**
- Weekly staff meetings Wednesday from 7:30 – 9:30 PM
  - Mega-Meeting is monthly (first Wednesday)
- Weekly reports submitted by RAs and reviewed
- Bi-weekly One on Ones w/RAs
- Weekly One on Ones w/ARD
- One on Ones w/AC (weekly until mid-semester; then bi-weekly)
- Evaluation meetings – twice a year

**Building Presence**
- Eight hours drop in office hours (4 blocks of 2 hours) between 10 AM – 8 PM reserved for students to drop in (no meetings scheduled during this time).

**Campus Collaboration**
- Monthly Campus Partner/Hall staff meeting (RD, ARD, RM, CAPS Liaison, ASCs)
- First year area only – weekly meetings with ASCs for month of October after Mapworks closes

**2015-2016 SHaRE Committees**
- Student Staff Selection
- Senior Staff Selection
- Training and Development
Position Overview/Curricular Requirements for Assistant Residence Directors

ARDs major areas of responsibility are desk management and supervision, RHC advisement, community duty response and conduct follow-up, as well as curricular support. Below is a snapshot of a typical week in the life of an ARD. Note: Continued employment as a student intern in SHaRE is contingent upon successful completion of duties, continual academic registration, satisfactory academic progress and maintenance of good academic standing.

Hourly Breakdown for ARD position during school year:

- Meetings (see below): 8 hours
- Drop-in hours: 6 hours
- Program planning, RHC prep, conduct and other administrative work: 6 - 8 hours
- Duty response (variable based on duty schedule)
- Total: Should not exceed 25 hours/week

*Please note that work outside of what is detailed here (committee or project work) is on a voluntary basis or can be done for practicum credit.

Administrative Requirements:

Departmental Meetings (Tuesdays 2-4 PM)

- First Tuesday: departmental meeting
- Second Tuesday: Senior Staff Meeting
- Third Tuesday: No Meeting
- Fourth Tuesday: Senior Staff Meeting
- If Fifth Tuesday: Senior Staff Meeting

Supervisory Meetings/Tasks

- Weekly staff meetings Wednesday from 7:30 – 9:30; Mega-Meeting is first Wednesday
- Weekly One on Ones w/RD
- Weekly One on One w/COM
- Weekly Desk Supervisor meeting (Tuesdays from 12:30 - 1:30)
- Monthly meeting with entire desk staff
- Monthly all COM/ARD meeting
- Evaluation meetings for CAs – twice a year
- Sociogram review meetings once in the fall semester w/ individual RAs or co-RA groups.

RHC Advisory Meetings: Weekly RHC meeting and weekly RHC exec board meeting

Building Presence

- Six hours drop in office hours (3 blocks of 2 hours) between 10 AM – 8 PM reserved for students to drop in (no meetings scheduled during this time)

Campus Collaboration

- Monthly Campus Partner/Hall staff meeting (RD, ARD, RM, CAPS Liaison, ASCs)
In keeping with SHaRE’s implementation of the Residential Curriculum, the onus for student education within the residence halls will shift to the professional (RD/ARD) staff. RA programming will now focus primarily on social/relationship building aspects, and together, an intentional, comprehensive learning and growth environment for residents will be fostered within each residence hall community.

**ARD Curricular Requirements- Fall 2015 Semester**

**Community Engagement – Residence Hall Community**

ARDs will be responsible for the planning, implementation, and assessment of 2 educational programs per semester.

- Programmatic efforts should reflect SHaRE curricular learning outcomes, and specific outcomes should be crafted for each program.
- Assessment measures should include basic data (how many attended) and learning-specific data (what learning/growth was demonstrated?)
- Programs and assessment methods will be with the supervisor.

Please note that ARDs do not need to be the primary deliverer of programs or information. Collaboration with campus partners including Health Promotion Services, the Intercultural Centers, Career Services, and others is accepted and encouraged. Collaboration with RDs, RMs, RAs on programmatic efforts is also encouraged. A list of sample programs and assessments will be offered.

**Community Engagement – Campus Community**

ARDs shall integrate into the campus community by attending 3 campus events per semester.

Sample initiatives include: lectures, sporting events, plays/musicals, club/organization events, etc. Attendance will be tracked in 1/1 meetings with supervisors. Example fall events include:

<table>
<thead>
<tr>
<th>CAB Halloween</th>
<th>Major/Minor Fair</th>
<th>Involvement Fair</th>
<th>Family Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity Week Events</td>
<td>NRAP</td>
<td>CultureScape</td>
<td>Midnight Breakfast</td>
</tr>
</tbody>
</table>

**Planning and Implementation**

During the Senior Staff training period, RDs and ARDs will generate learning maps for each hall, including the planning and calendaring of intended programmatic efforts for that semester. This plan will be shared with the respective Area Coordinator and revisited/revised as necessary throughout the semester. The requirements will be revisited at the end of the Fall 2015 semester.

**Shift in Job Responsibilities:**

<table>
<thead>
<tr>
<th>LESS</th>
<th>MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty (now second responder)</td>
<td>Programming Requirements</td>
</tr>
<tr>
<td>Corollary (none) and Committee (voluntary) work</td>
<td>Campus Event Attendance/Engagement</td>
</tr>
<tr>
<td>More even conduct distribution</td>
<td>Budget management</td>
</tr>
</tbody>
</table>
**SHARE Residential Curriculum: RA Programming Requirements - Fall 2015**

**Building-wide Requirements**
- Five educational programs planned by Residence Director
- Two educational programs planned by Assistant Residence Director
  - RAs are expected to help support and advertise the above programs
- Eight social programs planned by RAs (one per week for first five weeks, then one each in October, November, and December). Each RA is responsible for planning and leading at least two of these programs. RAs can form teams of up to four when appropriate to do so.

**Floor Requirements (per RA or co-RA pair)**
- Floor Meetings
  - First week (August) - community standards conversation and a social aspect
  - September - community building
  - October/November - community building
  - December - closing info and community builder

*Note: Each meeting should incorporate an informational component as well as a social/community building component. Other floor meetings may be called as needed to address community issues.*

**Weekend requirement:** Each RA must host one weekend evening program on Friday or Saturday night when on duty (can be done in pairs for buildings that double staff duty)

**Individual Connections** - every effort should be made to get to know your residents on a 1/1 basis. In doing so, we are better able to guide and support residents. RAs will be asked to document and log information learned about their residents and should update their tracking forms on an ongoing basis but at least one update should be shared each month (September, October, November). RAs will also work with their RD/ARD to create a sociogram or floor map of their community to better understand how community is being built and how it can be improved.

**Bulletin Boards:** One bulletin board per month that should be related to area’s learning map/priorities. If an RA does not have an “official” bulletin board, they should designate wall space on their floor/wing to use. Due dates for bulletin boards:
- Opening
- September 15th
- October 15th
- November 15th

**Roommate Agreements:** Due for residents by 8/31. Ensure that all agreements are completed by 9/12 or all roommate pairs or groups.

**Weekly Reports:** Every week, complete a form sharing what’s going on in your community. Due Sunday nights by 11:59 PM.
## Residence Director Budget Allocation

<table>
<thead>
<tr>
<th>Community</th>
<th>In-Hall Staff Development</th>
<th>Hall Programs</th>
<th>Building Supplies</th>
<th>RHC</th>
<th>Desk Staff Development</th>
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<td>$8,780.00</td>
</tr>
</tbody>
</table>
Appendix D: Duty Processes

DUTY REPORTING PROCEDURES SUMMARY

Business Hours (8:30am-5:00pm)
- During weekday business hours, emergency situations occurring in the residence halls, Loyola Village, main campus or off campus (which involve our students) should be reported to Public Safety at 415-422-2911.
- Public Safety will contact the Dean of Students Office at 415-422-5330 who will locate a staff member to assist with the incident and provide support. This may be staff from the Dean of Students Office or SHaRE central/senior staff team members. The Dean of Students Office will coordinate the response and communicate information to the appropriate departments.

Non-Business Hours (5:00pm-8:30am)
- Non-business hour emergencies concerning both residential students and non-residential students, occurring on campus and off-campus, should be reported to Public Safety at 415-422-2911.
- A designated SHaRE staff member (SSOC) is on-call during non-business hours to coordinate the response to emergency situations involving our students. The SSOC gathers information regarding the incident and coordinates the communication flow with other on call members, Central Staff on Call (CSOC). This person also works with the Dean of Students Office to provide necessary follow-up.

Duty Roles of Specific Staff

The roles of university staff members involved in responding to student emergencies are outlined below. Because each crisis situation is unique, and because the first order of concern is for the safety and wellbeing of any student(s) who may be significantly impacted by the crisis, the responsibilities may shift as necessary.

<table>
<thead>
<tr>
<th>Reporting Party (RP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This person is the first to hear about the situation. This person can be on-scene (Ex: RA, faculty or staff member), witness a situation, be Public Safety staff, or receive information about the incident from someone.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Safety Dispatch</th>
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</thead>
<tbody>
<tr>
<td>The Public Safety Dispatcher is responsible for communicating information from the RP to the responding Public Safety Officers. The Dispatcher is also responsible for contacting emergency response services when necessary and directing them to the location of the situation on campus. Dispatch can be reached at 415-422-4201 (non-emergency) or 415-422-2911 (emergency).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Safety Officer</th>
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</thead>
<tbody>
<tr>
<td>Public Safety Officers are responsible for assessing the situation and maintaining the safety and security of the students involved. PSOs will also notify the SSOC via the duty phone for after-hours violations that involve residential students. When a PSO responds and the SSOC is present, decisions are made in collaboration.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Resident Advisors (RA)</th>
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</thead>
</table>

SHaRE Self-Study
Golden Venters, November 2015
Each building has designated RAs on call Monday- Friday from 5pm-8:30am and 24 hours on weekends and holidays. While on call, RAs are required to complete building rounds (two sets of rounds on weeknights and three on weekends) and respond to/report on incidents of concern regarding policy violations and safety issues.

### Senior Staff on Call (SSOC)

A Residence Director (RD) and an Assistant Residence Director (ARD) are the on-call staff members for the Office of Student Housing and Residential Education (SHaRE) Monday- Friday from 5pm-8:30am and 24 hours on weekends and holidays. The SSOC serves as a conduit for information regarding the incident and provides guidance and support for the RP. In certain situations the SSOC will report to the scene to provide support and guidance, and to gather information directly. Some situations will require immediate communication with the Central Staff on Call (CSOC), but for minor incidents not involving emergencies or transports, the SSOC will provide information via email to the following people so they can coordinate appropriate follow-up:

- Director of Student Housing & Residential Education: Golden Venters
- Associate Director for Staff and Residential Community Development: vacant
- Assistant Dean of Students: Lee Swain (and copy program assistant, Lia Farb)
- Area Coordinator and RD who oversee the hall in which the incident occurred

The SSOC can be reached via the duty phone: 415-850-1349 (ARD on call) and 415-850-1364 (RD on call).

### Resident Ministers

Resident Ministers may go to the hospital if and when a student is transported Thursday through Sunday between the hours of 5pm-8:30am to offer pastoral counseling to the student and their friends.

### Central Staff on call (CSOC)

The following positions rotate as the CSOC: Associate Directors of SHaRE, Area Coordinators of SHaRE, and the Assistant Directors of Student Conduct Rights & Responsibilities. The CSOC is notified by the SSOC when a situation requires consultation with another staff member, may warrant the involvement of individuals outside of SHaRE, or families of students may need to be contacted. The CSOC can be reached via the CSOC duty phone: 415-850-1127.

### Vice Provost Staff on call (VPSOC)

The following positions rotate as the VPSOC: the Associate Vice Provost, the Assistant Vice Provosts, the Assistant Dean of Students, the Comprehensive Case Manager, and the Director of Student Conduct, Rights & Responsibilities. The VPSOC is usually not involved in the initial stage of crisis management. The VPSOC is available for consultation by phone, but should only be consulted in situations that warrant such consideration. The VPSOC will determine if other members of the campus community need to be involved, such as the Vice Provost of Student Life or the University President, as well as any of the members of the CMBIT, and will contact those individuals. The VPSOC will be the central person to coordinate support and follow-up as well as to contact any family members or emergency contacts, if and when it is necessary.

### Program Assistant for Office of the Dean of Students

The Program Assistant for the Office of the Dean of Students serves as the Crisis Management Team Program Assistant and he/she (or designee) will be responsible for documentation of the event by coordinating and updating the Dean’s Log entries in Maxient. The Program Assistant/designee should be copied on all communications, internal and public, related to an event. The Dean’s Log consists of the following materials.
as they are applicable:
- Incident Report(s) and Public Safety Report(s)
- Email Chain - Public and Internal Communication related to incident
- Timeline of Actions taken
- Student/Family Information
- Follow up materials
- Any other official and/or unofficial documentation as necessary.

### On Call Clinician
A CAPS staff member is available for 24-hour emergency consultation. This consultation can include helping with assessment and referral in a mental health crisis situation. The on-call staff member can be reached on their cell phone which is in OnCall Calendar entry related to CAPS staff members. This number is to be used by professional staff for consultation. The number is not to be given to students.

### Protocall
Additionally, ProtoCall is a 24-hour Intake and Assessment, Crisis Response and Triage Service whose mission is to provide immediate access in times of crisis. ProtoCall’s counselors provide customized, seamless service with individual call handling procedures for each program. ProtoCall can be reached by calling the CAPS number after hours and hitting “2”. The model of telephonic brief interventions is specifically designed to help our students get what they need in the moment – warmth, respect and empathy, coupled with accurate information gathering and excellent safety assessment and stabilization to help our day staff follow up smoothly.
DUTY RECAP: Who to Call & When

1st level: RA on call
- At least one in each building each night (some buildings will have two RAs on call on weekends).
- Completes 2 building rounds on weeknights and 3 rounds on weekends.
- Will call RD on call to check in by 5:15 pm.
- Will call RD on call for major facilities issues.
- Will call RD on call to consult about a student situation for which they are unsure how to respond.
- Will call RD on call in emergency situations or for issues involving drugs or drug paraphernalia, student transports, police custody, sexual assault, physical assault, weapons, suicide attempts, suicide, death of a student, and other events outlined in the SHaRE emergency protocols.

2nd level: ARD on call
- One for campus each night.
- Will oversee appropriate desk staffing is maintained.
- Will call RD on call in emergency situations or when uncertain of how to handle a situation or for issues involving drugs or drug paraphernalia, student transports, police custody, sexual assault, physical assault, weapons, suicide attempts, suicide, death of a student, and other events outlined in the SHaRE emergency protocols.
- When an after hours call for facilities or custodial response has been made, this information should also be added to the duty log.
- Will complete one campus wide round during weekend duty with RD and RA(s) on call in each building.
- Each morning after being on call will submit a duty report for any incidents or contacts no later than 9am.

3rd level: RD on call
- One for campus each week.
- Will call Central Staff on call for major facilities issues (e.g., fire, flood, earthquake, major damage).
- Will call Central Staff on call for issues involving student transports, administrative search warrants, police custody, sexual assault, physical assault, weapons, suicide attempts, suicide, death of a student, and other events outlined in the SHaRE emergency protocols.
- Will complete one campus wide round during weekend duty with ARD and RA(s) on call in each building.
- Each morning after on call, the RD will complete a duty report as necessary, no later than 9am.
- Will send an email to the RD of the building, Area Coordinator for the building, and Dean of Students Office with any details for follow-up that were not pertinent or appropriate to the duty report.

4th level: Central Staff on Call
- One for campus each week.

5th level: Vice Provost Staff
One for campus each week.

Duty Cheat Sheet: RAs

RA Duties When On-Call:

- Pick up duty phone and call RD on duty after 4:45 but no later than 5:15 PM. Keep the phone with you at all times and be sure when sleeping that the ringer is loud enough to wake you up.
- Remain within your residence hall. You may take one hour between 5 and 7 to get dinner in a campus eatery. On weekends, you can take an additional hour for lunch/brunch. In those buildings that have two RAs on call, one should remain in the building while the other takes a break and vice versa.
- Complete two rounds on weeknights (after 7 PM and after 10 PM) and three rounds on weekends (an additional round after midnight).
- Rounds should be used to build community with residents, check for facility issues, monitor for policy violations, and address safety concerns. Rounds should be done slowly and thoroughly.
- Complete any duty reports required by your supervisor.
- Complete incident reports within 24 hours for any incidents confronted or encountered when on duty.

Please note: **Holding the phone is not permitted.** The only time someone should hold the phone for another RA is in the event of an unexpected emergency or illness that prohibits the on-duty RA from completing their tasks. In that case, a full day switch should occur.

When should RAs call Public Safety? (x4201 – non-emergency; x2911 – emergency)

- Immediately for all drug or suspected drug incidents. Do NOT confront these situations. Call Public Safety to confront. Contact RD on call after calling Public Safety. You must alert the RD when Public Safety is called but they will only respond if and when a specific room is identified.
- Immediately for all medical emergencies (x2911). Do not call 911 unless you are unable to get a response at the x2911 number. Contact RD on call after calling Public Safety.
- When uncomfortable confronting a situation (the RD is also a resource and is likely a more appropriate first call).

When should RAs call up to the RD? **Note: Call to the ARD if unable to get in touch with the RD.**

- for major facilities issues (floods, fires, evacuations, long term major power outages, etc.).
- to consult about a student situation or when unsure how to respond to an urgent situation
- in any emergency situations or for issues involving drugs or drug paraphernalia, student transports, police custody, sexual assault, physical assault, weapons, suicide attempts, suicide, or death of a student
- For any bias-related incident (defacement of posters or signs, intimidating comments or messages, vandalism to personal or university property, or similar acts, if there is evidence that the target or victim was chosen based on their real or perceived disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/ or sexual orientation)

When should RAs call up to the ARD?

- for issues related to desk coverage or other desk issues
- when unable to get in touch with the RD on call.

What follow-up is necessary for the RAs to complete?

- Building duty reports should be completed as required by your direct supervisor.
- Complete incident reports within 24 hours for response to any situation involving a policy violation. Multiple reporting parties (RAs, ARD, RD) can submit reports about the same incident or alternatively, can be written as a group, or the group can determine amongst themselves who will submit the report.
- Talk to your supervisor about support needed for difficult situations/incidents to which you responded.
Duty Cheat Sheet: ARDs

ARD Duties When On-Call:
- Have phone on and be available at 4:45 PM.
- Remain within a ten minute radius of campus.
- Complete a campus wide round during weekend duty night with RD and RA(s) on call in each building.
- Complete a duty report by 9 AM the next business day for all calls received (incidents, custodial requests, facility requests, desk issues). When both the ARD and RD are called, only one should submit the duty report.

In most cases, the RD will receive all calls related to behavioral concerns and the ARD will receive calls related to the desk operations and desk staffing. If either the RD or ARD are called and there is no response, staff will then call the other senior staff member on duty.

If ARDs respond to these incidents first, they must immediately notify the RD on call. Note: Call when notified of incident, not after incident response is complete.
- drugs or drug paraphernalia
- student transports (medical or intoxication)
- sexual or physical assault
- weapons
- suicidal ideation, suicide attempts or suicide
- death of a student
- students taken into police custody
- bias-related incident or hate crime
- mental health emergency
- facilities related emergencies (floods, fire, extended loss of power)
- other emergency situations or when uncertain of how to handle a situation

When should ARDs go to the scene of an incident?
- all situations listed above that warrant a call up and require additional staff presence
- when requested by the RA or RD on scene
- when requested by Public Safety

*ARDs and RDs should determine between them who will report to the hospital for any emergency transport involving substance use or where the condition of the student is uncertain/unstable. It is usually not necessary for simple medical injuries (stomach ache, bad flu, sprained ankle, etc.). All decisions about hospital visits should be made in consultation with the CSOC.

What follow-up is necessary for the ARDs to complete?
- Duty reports should be completed by 9 AM for all calls received (incidents, custodial requests, facility requests, desk issues) and weekend rounds. In instances when the RD and ARD both are involved in incident response, they should determine between themselves who will complete the duty report. Only one duty report is necessary per incident.
- Complete incident reports within 24 hours for response to any situation involving a policy violation. Multiple reporting parties (RAs, ARD, RD) can submit reports about the same incident or can write one report as a group, or the group can determine amongst themselves who will submit the report.
- For issues involving students of concern that may require more immediate follow-up or where additional information not appropriate for the duty report is available, an e-mail should be drafted with the additional information. If multiple senior staff members responded, the responding party with the most info should draft an e-mail. It should be sent to:
  - Dean of Student Development (Julie Orio,orioj@usfca.edu)
  - Assistant Dean of Students (Lee Swain, hswain@usfca.edu)
  - Program Assistant for Student Development (Lia Farb, lfarb@usfca.edu)
  - Area Coordinator(s) of involved student(s)
○ Residence Director(s) of involved student(s)
○ Other Senior Staff who responded to the incident

**Duty Cheat Sheet: RDs**

**RD Duties When On-Call:**
- Have phone on and be available at 4:45 PM.
- Ensure all staffs call in by 5:15 PM. Follow-up with hall duty phones that do not call in. Complete staffing duty report and include information on late calls and missed duty.
- Remain within a ten minute radius of campus.
- Complete a campus wide round during weekend duty night with ARD and RA(s) on call in each building.
- Complete a duty report by 9 AM the next business day for all calls received (incidents, custodial requests, facility requests, desk issues). Duty rounds must also be logged. When both the ARD and RD are called about an incident, only one should submit the duty report.

**When should RDs call up? Note: Call up when notified of incident, not after incident response is complete.**
- drugs or drug paraphernalia
- student transports (medical or intoxication)
- sexual assault
- physical assault
- weapons
- suicidal ideation, suicide attempts or suicide
- death of a student
- students taken into police custody
- bias-related incident or hate crime
- mental health emergency
- facilities related emergencies (floods, fire, extended loss of power)
- other emergency situations or when uncertain of how to handle a situation

**When should RDs go to the scene of an incident?**
- for all drug/drug paraphernalia cases when an alleged room has been identified
- for all situations listed above when additional professional support is deemed necessary
- when asked to respond by the Central Staff on Duty
- when requested by the RA or ARD on scene
- when requested by Public Safety

*ARDs and RDs should determine between them who will report to the hospital for any emergency transport involving substance use or where the condition of the student is unstable. More often than not, this should be the RD. It is usually not necessary to go to the hospital for simple medical injuries (stomach ache, bad flu, sprained ankle, etc.). All decisions about hospital visits should be made in consultation with the Central Staff on Call.*

**What follow-up is necessary for the RDs to complete?**
- Duty reports should be completed for all calls received by 9 AM (incidents, custodial requests, facility requests, desk issues). In instances when the RD and ARD both are involved in incident response, they should determine between themselves who will complete the duty report. **Only one Duty Report is necessary.**
- Complete incident reports within 24 hours for response to any situation involving a policy violation. Multiple reporting parties (RAs, ARD, RD) can submit reports about the same incident or alternatively, can be written as a group, or the group can determine amongst themselves who will submit the report.
- For issues involving students of concern that may require more immediate follow-up or where additional information not appropriate for the duty report is available, an e-mail should be drafted with the additional information. If multiple senior staff members responded, the responding party with the most info should draft the e-mail. It should be sent to:
  ○ Dean of Student Development (Julie Orio, orioj@usfca.edu)
  ○ Assistant Dean of Students (Lee Swain, hswain@usfca.edu)
  ○ Program Assistant for Student Development (Lia Farb, lfarb@usfca.edu)
○ Area Coordinator(s) and Residence Director(s) of involved student(s)
○ Other Senior Staff who responded to the incident

Duty Cheat Sheet: Central Staff

Central Staff Duties When On-Call:
● Have phone on and be available at 4:45 PM. Be able to return calls within 5 minutes of receiving them.
● Remain within a one-hour radius of campus in case campus presence is needed.

When will I be called by Senior Staff?
● For administrative search warrants
● For courtesy room requests and approval
● Incidents involving:
  ○ drugs or drug paraphernalia
  ○ student transports (medical or intoxication)
  ○ sexual or physical assaults
  ○ weapons
  ○ mental health emergency including suicidal ideation, suicide attempts or suicide
  ○ death of a student
  ○ students taken into police custody
  ○ bias-related incident or hate crime
  ○ facilities related emergencies (floods, fire, extended loss of power)
  ○ other emergency situations or when the RD is uncertain of how to handle a situation

When do I contact the AVP on call?
● Death or attempted suicide of a student
● When there is an extreme medical emergency such as:
  ● Life-threatening accident or condition or when the condition of the student is unstable
  ● Sexual assault
  ● Mental health issue involving transport/psychiatric hold
  ● When parents or family members need to be contacted
  ● When additional staff are needed to respond to incidents/events
  ● When not sure of how to respond or when consultation is needed

When do I approve a courtesy room request?
Courtesy Room(s) should not be used as a temporary solution to minor roommate issues and conflicts. Use your best judgment. Rooms are generally reserved for on-campus students, but can be used in emergency situations for non-residential students if the situation warrants. You can always consult with the AVP if unsure. Courtesy Room(s) should be limited to use during moments of significant crisis which can include but are not limited to:
● death in family
● alleged sexual or physical assaults
● significant roommate crisis where student safety is at risk
● documented medical issue that requires rest or privacy
● bed bugs
● serious facilities issues in room/apartment that render their unit uninhabitable
● a Haven student temporarily removed from community for loss of sobriety
● The courtesy room protocol and assignment process is detailed in the Emergency Response Protocol document.
**For what types of transports should I instruct Senior Staff to go to the hospital?**
Senior Staff should always go to the hospital if a student is unconscious, is intoxicated or has potential alcohol poisoning, and for incidents involving physical and sexual assaults, suicide attempts, major injury or any situation where we are unsure of the outcome or the stability of the student’s medical condition.

For minor medical transports like sports injuries, food poisoning, minor allergic reactions, or abdominal pain, you can use your best judgment. If it is early evening (before 8 PM) or during the day on a weekend, it is not necessary to have someone visit the hospital but it is good support and service to our students. ARDs and Resident Ministers can also be tapped to do hospital visits for these smaller issues if the RD is unavailable or has had a particularly busy duty week. If a hospital visit is not done, please be sure to instruct the staff member to have them arrange for a wellness check when the student has returned to campus.

**How and when do I issue an Administrative Search Warrant?**
Administrative search warrants are issued when Public Safety Officers on scene have probable cause to believe that illegal items are present in a room or on a person. ASWs can be issued for entire room/apartment searches, partial room/apartment searches, or person/property searches (property being defined as bags, backpacks, etc.)

Probable cause is defined as "less than certainty and more than mere suspicion that the search of a room, person or property will disclose specific evidence". When called by the RD regarding an administrative search you should:

- Be briefed by the RD or ARD on site about what is happening
- Have the phone passed to the responding Public Safety Officer to hear an account of their probable cause
- Use your best judgment to determine if a warrant should be granted and if so, what extent the warrant should be (full, partial, etc.)
- Let the Public Safety Officer and the RD/ARD know of your decision

The onsite staff will complete a paper administrative search warrant, listing you as the Acting Vice Provost (via phone). They should leave a copy of the search warrant with the student(s), and turn one into OSCRR the next morning. They should fill our duty and incident reports as necessary.
Duty Cheat Sheet: Public Safety Dispatch

If an RA has not already contacted an RD and no senior staff are on site, call the RD for the following:

- drugs or drug paraphernalia
- student transports (medical or intoxication)
- sexual assault
- physical assault
- weapons
- suicidal ideation, suicide attempts or suicide
- death of a student
- students taken into police custody
- bias-related incident or hate crime
- mental health emergency
- facilities related emergencies (floods, fire, extended loss of power)
- other emergency situations

If an RD cannot be reached on the duty phone, then the ARD duty phone should be called.

For the following issues, the RA on duty can be contacted for response:

- Quiet hours complaints
- Large groups/parties
- Neighborhood noise complaints
- Minor alcohol cases
- Candles/smoking/fire code violations
- Minor policy violations with compliant students

Contact the building front desk and ask that they call the RA on duty.
Appendix E: Previous Programming Model

SHaRE 2014-2015 Community Development Model

Supporting the holistic health, happiness, and success of our students through

- **Inclusive individual and community development**
  - Creating and sustaining diverse and inclusive communities rooted in an ethic of care where;
    - All individuals feel valued in the community and positively affiliated with the University of San Francisco.
    - Healthy and meaningful peer to peer relationships are fostered.
    - Community members engage (individually and collectively) in efforts to maintain and improve the quality of physical spaces and the campus climate.

- **Collaborative academic support**
  - Creating and sustaining strong communicative partnerships between individual students, in-hall staff, academic success coaches, and faculty;
    - Aimed at proactively identifying potential and existing factors that can compromise student retention and ability to thrive academically.
    - Connecting students to appropriate support and resources that strengthen their ability to persist in college and thrive academically. Includes the use of MAP-Works technology, as well as elements of individual and community development.

**SHaRE Student Learning Outcome Areas**

*based off of the Council for the Advancement of Standards in Higher Education (CAS)*

<table>
<thead>
<tr>
<th>Individual Development</th>
<th>Community Engagement</th>
<th>Academic/Career Support</th>
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<tbody>
<tr>
<td>Intellectual Growth</td>
<td>Leadership Development</td>
<td>Personal and Educational Goals</td>
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<tr>
<td>Enhanced Self-Esteem</td>
<td>Appreciating Diversity</td>
<td>Satisfying and Productive Lifestyles</td>
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<td>Realistic Self-Appraisal</td>
<td>Collaboration</td>
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<tr>
<td>Clarified Values</td>
<td>Social Responsibility</td>
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<td>Meaningful Interpersonal Relationships</td>
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<tr>
<td>Spiritual Awareness</td>
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</table>

RAs should aim, when ever possible, to connect their outreach and community development activities to these Student Learning Outcome Areas.

**RA Requirements For Fall 2014**

1) **Conversation Series** (3 One on One Meetings with residents a semester)

*Conversation series are one on one conversations that RA’s have with each of their residents. Out of these meetings, RA’s will obtain information which helps them accurately know and support residents. The following are tips to assist in this process:*

1. Study the photo roster of your residents and learn their names. Greet your residents as they arrive!
2. Before move-in day, send an email to each student on your floor welcoming them to the hall and introducing yourself. Encourage them to reciprocate.
3. **By Sept. 19**: Have a one-on-one conversation with each of your residents. Log your interactions individually via the Community Development tracking tool (CDTT).

4. **By 2nd Week in October**: Complete a sociogram (a map of your floor with resident information) to share with your RD.

5. **By end of October**: RAs with first-year/new transfer students will meet individually with each student and ask to review Mapworks student report with them. These meetings should again be logged in the Community Development Tracking Tool.

   RAs with upperclass populations will also meet with students individually for a second check-in and log contacts in the Community Development Tracking Tool. RA’s in buildings with predominantly upper-class students should utilize topics in the SHaRE gold, green, and silver student learning outcomes to guide the one on one conversations with residents.

6. **By the last week of classes**: One more check in meeting with every student on the floor to talk about registration, how they are feeling about their performance in fall semester, goals for Spring semester, and if they are returning in the Spring. RAs should again log any contacts/discussions in the CDTT.

   It is not always possible to contact every resident. RAs are expected to make their best effort to do so. If you are struggling to track down a resident, please keep a log of your attempted contacts with date, time, and form of attempted check in to share with your RD. We know this will happen- there are always people who are less involved in hall. All we ask is that you keep trying.

   Also, you are welcome to track additional conversations beyond your required three using the tracking tool and you’re encouraged to do so. **Also, please note**: the tracking tool should not be used to input serious or time sensitive information that may require immediate contact or support for your resident.

2) **Community Development Activities** (4 a semester)

CDAs are ways to connect your residents to one another or to resources on campus- to form a community within and outside of the halls. Most CDAs should have a learning component to them around the green, gold, and silver student learning outcome areas.

- Required CDA’s should be publicized to the floor community (email, poster on your floor, facebook group etc.) in advance.
- Impromptu or spontaneous programs (particularly those of a social nature) are encouraged based on the changing needs of your community or necessary response to the development of your students.
- CDAs should always be intentional and connected to specific learning outcomes related above.
- Each RA should plan at least one CDA in each of the student learning outcome areas (Individual Development, Community Engagement, Academic/Career Support) per semester.
- At least one CDA should be a building wide activity planned in conjunction with other RAs. Your RD will provide additional expectations regarding number of RAs per activity and timing of these events.
- At least one activity should involve taking your residents to a program sponsored by or co-planned with RHA/RHC or your Academic Success Coach, CAPS Liaison or Resident Ministers.
- CDAs may be passive (rather than attendance based) if they involve some resident interaction or engagement. Passive CDAs should be planned for in conjunction with and approved by your supervisory team.
- Examples of CDAs include:
  - Tagalongs to on-campus activities (especially the student success series)
  - Off-campus events or activities
○ Use of an on campus resource or connection to an on campus staff person (going to the IC to a student org meeting, heading to CASA for registration advice, a library study session, a tour of CAPS, group class at KORET, etc.)
○ A program in-hall for a living learning community, dinner together, a floor-based activity to build community-decorating the floor, etc.
○ Attending an RHC meeting
○ Working on a collaborative art installation in the hall

● RAs should assess and log all CDAs (those planned in advance as well as spontaneous programs) utilizing the SHaRE Community Development tracking tool as instructed by your RD.

3) Bulletin Boards (specific requirements determined by hall/RD)
● Bulletin boards are great ways to connect with students who may not be attending in person CDAs. Try to make them as engaging as possible. They can even be interactive!
● Bulletin boards should also be intentional and linked to the SHaRE learning outcome areas described above.
● RAs are encouraged, but not required, to consider doing bulletin boards linked to the monthly Think About It initiative topic.

4) Floor Forums (3 total for fall semester)
A floor forum is a facilitated conversation involving a floor or community, held in a circle, where all members have a chance to speak and share their feelings and opinions, to set standards for what they need in a community, and to set norms for one another and to discuss how to hold one another accountable. RAs will come up with 3-4 guiding questions for each meeting to start the conversation, and each student is given the chance to participate. These dialogues can be topical. These topics are for you to determine with your RD/ARD based on the needs of your community. Floor forums are different than floor meetings where information is simply shared but no discussion or dialogue occurs (i.e. a closing info floor meeting).

Floor forum requirements for RAs include:
● Proactive Forum: These should be planned in advance and involve specific learning outcomes for your floor community.
  ○ August: Community Standards meeting must happen within the first two weeks of classes. At this meeting, the floor discusses and reaches a consensus about expectations of their community. Roommate agreements should also be completed at this meeting.
  ○ September/October: Pick a topic; November/December: Pick a topic
● In addition to these proactive floor forums, you may also want to hold responsive floor forums to address floor damages, quiet hours or other policy violations, a bias incident, or a student emergency. NOTE: If a floor forum needs to happen in reaction to an incident or an issue, discussions between RD, ARD, and RAs will take place to determine appropriate steps on how to move forward.

Here are some suggested topics for Floor Forums, along with suggested discussion questions:
● Academics & Stress: How are you feeling about classes? What is stressful right now? Where are you seeking support? How are you finding balance? What are healthy/unhealthy ways of managing stress? How can we support community members who are struggling with homesickness, sadness, or anxiety? How can we create a community that encourages studying, learning, and academic support?
● Bias and Hate: What do you need to feel like you belong and feel safe in this community? How do you feel when someone makes a derogatory or offensive gesture or comment? What steps will you personally take to make this an inclusive and affirming community for all of your neighbors? How will we respond and support our community members who might be targeted by an incident or bias or hate?
● Alcohol/Other Drugs: What have your observations been about the impact of alcohol and other drugs on campus
and among your friends? What knowledge do you have to share about alcohol and other drugs? What is one commitment you can make to insure alcohol and other drugs do not negatively affect our community?

- **Sex & Intimate Relationships:** Share a few words that you associate with “intimate relationship”? What does a safe and healthy relationship look like? What does consent mean? What can you do if you find out that your roommate or friend is in an unsafe or unhealthy relationship?

- **Cleanliness & Hygiene:** What issues of cleanliness or hygiene do you see on our floor/in our community? What is your role in keeping community space clean? What is the custodial staff’s role in keeping the floor/community clean? As a community, how are we going to address issues of cleanliness? What is one thing you plan to do from today forward to make sure our community is clean?

- **Health (Physical, Emotional, Mental, Spiritual) and Wellness:** What are your current goals for your personal health and wellness? What are you doing well? What could you improve? How do you define a healthy balance in your life? What do you need to feel supported when you are stressed, frustrated, or struggling to find balance? What is one thing you will do to support other members of the community in their physical, emotional, mental, and spiritual wellness? What resources can you think of that are available?
Appendix F: Operations Normalization Project

StarRez System Normalization

DIAGRAM I. Current Housing Operations (Denormalized)
Module Descriptions

1. Room Shop & Swap
Decentralizes the room change process and empowers residents to choose their own rooms and roommates resulting in decreased wait-times for a move, increased room options, creation of a more equitable process of first-come first served, and a decrease in miscommunication because less staff are involved in the process. Residents will log-in to USF Rooms and see an option to shop for an available room or swap rooms with someone else making USF Rooms “social.” A resident places an advertisement and profile signaling what type of room they have and what type of room they are requesting. All information related to room change process is viewable within StarRez.

2. Room Availability
Creates greater transparency of room availability. The module is a companion to the “Room Shop/Swap” module. Residents will see availability and pricing information for rooms they qualify for and are interested in.

3. Cancellation (Application / Booking)
Decentralizes the cancellation process and becomes self-initiated (for non-required students) resulting in democratized information shareable to in-hall staff and One Stop partners, holds students financially accountable in a fairer and open process, improves auditing capabilities, wait time for contractual releases decreases, form submission is easier and reliable, and decreases errors due to reconciliation from external sources. Residents will log-in to USF Rooms to cancel their application and/or room assignment. Non-required students will no longer have to wait for central staff to approve. Required students will be able to indicate cancellation intentions and track the status of their request. Residents will have ability to upload supporting documentation for cancellation waivers or contractual release bypassing paper submission or scanned attachments in siloed email communication. Supporting documentation will be available for staff to view within StarRez.

4. Waitlist
Decentralizes the waitlist process and empowers students to choose their own room and roommates resulting in transparency of room availability, “live” waitlist numbers are automatically updated, decreases wait-times for a move, increases room options, creates a more equitable process of first-come first served, decreases roommate conflicts because residents can “Shop” for compatible roommates. Another benefit is the ability to create partitioned waitlists based on changing demands and demographics (i.e. a waitlist for a single room, waitlist to get into the SII community, waitlist for a double room in a certain building). Students will log-in to USF Rooms and self-select rooms as they become available. All information related to waitlist process is viewable within StarRez.

5. Front Desk Resource Tracking
Removes the need to have paper records at the front desk, decreases the amount of in-hall paperwork most specifically RARs (room access records), as well increases the auditing power of temporary key cards thereby increasing room access security for faster billing updates. Front desks will use this module to check out/in temporary key cards, keep track of mailbox assignments, as well any other equipment that the front desks loan out like blue carts. A companion USF Rooms page can be configured where residents can see equipment that is available (like blue carts) and reserve the items for a selected time period.

6. Roommate Agreements
Decentralizes the roommate agreement process and empowers students to self-initiate agreements among themselves resulting in a new tool for the conduct process, resolves roommate conflict by making students more accountable, and decreases in-hall paperwork. Residents will log-in to USF rooms, together or separately, and come to mutual agreements based on pre-designated topics and/or create their own. Resident Advisors will
instead check-in only if agreements are incongruent or have not been completed. Agreements will be available to view by all staff.

7. **Photo Import**
The photo import tool allows StarRez to connect to servers hosting student One Card pictures so that they can be viewed within StarRez resulting in the ability for in-hall staff to get to know residents, allow all staff (particularly front desks) to verify identities, and creates a platform to export picture rosters for RAs and central staff at the start of terms.

8. **Room Maintenance Requests**
Migrates FST and facilities related projects and tasks to StarRez environment, and gives residents an opportunity to make FST or facilities requests through USF Rooms and not a separate Google Form. When paired with barcoded inventory, it will also allow students to view the status and progress of their request. For FST staff, a request log can be automatically populated reducing administrative work, increases efficiency in coordination between facilities and other staff, improves the auditing capability of FST’s work by making status information trackable within StarRez.

9. **iPad/iPhone Room Inventory or Modified Check Out Page**
Gives residents assurance that their room damages are agreed to before checking out so that billed damages are not a surprise when accounts update making the entire process transparent and reducing errors. The inventory/check out provides an immediate electronic indicator to signal that a students has physically moved out of room thereby decreasing the wait time for an account to update as well removing the need to coordinate paperwork with hall staff and its subsequent submission back to central staff. Applying damage charges would shorten from a week-long review process to a ten-minute process at the end of terms.

10. **Meal Plan Modification Request**
Un-complicates the meal plan modification process by making it digitally effortless and transparent. Residents will log in to USF Rooms and make a request for a modification as well as upload any supporting documentation. Bon Appetit will be notified of requests and have the capability to approve or decline the requests using StarRez Web. This ensures that process is auditable and transparent to all SHaRE staff including front desks and financial oversight partners. Information related to the status of the request will be viewable to residents cutting down on unnecessary communications for status updates.

11. **Conference & Events Management**
Allows customers to sign up and register for summer guest housing (and possible on-campus conferences) in flexible ways that allow them to make selections decentralizing the entire summer guest housing process. It incorporates great communications tools to cut down on questions received by phone and email inquiries. An additional feature can incorporate online payment processing that can automate departmental transfers, as well automate billing statements. Itineraries, room selection, rates, guest tracking, linen and cleaning reports are automatically loaded too.

12. **Incidents**
Used to track incidents (disciplinary or otherwise) and associated information in the form of violations, sanctions, and actions taken. Incident tracking would be an internal module for staff to document and refer to special incidents related to a student. This module is not meant to replace Maxient, but it could create the necessary repository tables required to import Maxient data into StarRez. The ability to import Maxient data, as mapped into the incidents module, can be a benefit for staff as they can relate housing data with conduct data more effortlessly for day-to-day operations and for data discovery. An additional feature could track non-student conduct related
incidents like situations that escalate or other events of concern that may require sanctions.

13. Campus Life Module (Web Version Only)
The campus life module can be modified to take the place of the CDTT (Community Development Tracking Tool) because it is an integrated student life programming module with the ability to create measurable metrics for assessment. The module can also create a programming approval process for RAs or other staff to submit program and funding requests, streamlining the approval processes. There is fast swipe integration that can track residents who attended events, or they can be entered manually. Persons of concern or residents that have made positive contributions, and this can be modified for conversation-series programming done by Resident Advisors. All of this creates knowledgeable discovery to track occupancy trends against residential education outcomes.

14. Survey Tool
Provides SHaRE staff the ability to create ad-hoc surveys to collect information from residents or in-hall staff creating opportunities for knowledgeable discovery and streamlining a mechanism for feedback.

15. Visitor / Guest Tracking
Though the module is its own self-contained visitor tracking tool (similar to the new CSGold guest tracking functionality), installation can create the mapped tables to import CSGold visitor tracking data so that staff only have to refer to one database rather than two (StarRez and CSGold).

16. Parcel Tracking
Creates the ability to scan packages to check-in or check-out, automatically tying packages to a student’s record that can automate notices to pick up packages saving staff hours in mailroom clerks.

17. Contact Module
Keep track of non-resident contacts. This can be modified to create bookings that should not be billed, like staff assignments. This modules can also be used to keep track of staff details in a centralized location.

18. Alumni
Maintains records of past students. By migrating past students into a separate table, this module’s benefit is mostly for the data manager who will be able to pare down the Entry table into a few basic functions and make reporting easier and record keeping more dynamically viable.

19. Date-Dependent Room Configuration (DDRC)
Allows one room to have different configurations based on date to maintain accurate historical data and allow for simultaneous operations, particularly billing. This will allow for more robust occupancy planning and finally allow the department to accurately bill SDS accommodated rooms, and make the transition between terms (especially into or out of summer term) a more accurate billing process that is no longer encumbered by waiting for the terms to end thereby creating huge workloads during critical periods. The ability to create mandatory room profiles can help streamline the process for LLCs to select rooms and allow for the ability for specialized themed floors that can integrate smoothly into our application process.

20. SMS Module
Allows for large-scale SMS messages for important notices or to advertise events to targeted floors, buildings, or predefined groups of residents.

Email Scheduler
All of the modules listed above create immeasurable customer service returns by making processes transparent and empowering residents to self-initiate their requests and concerns. The email scheduler brings all of these processes together because it becomes the automated message delivery and notification system (to residents, and internally to staff). When paired with smarter SQL queries that are date dependent (i.e. using a `getdate` operation on event dependent fields) emails can be scheduled for a variety of events (defined as any measurable change in data). The number of templated emails will change depending on operational needs and reviewed as a regular business practice. There will no longer be a need for the Assignment’s Coordinator to send out emails to residents because they will be automated.

**Examples as Communication System**
1. Confirmation/receipt of application(s) (employment, cancellation, new room)
2. Confirmation/receipt of successful request (room change, agreements, service)
3. Instructions (move in, move out, room change procedure)
4. Updates (waitlist position, room availability, temp card overdue)

**Examples as Notification System**
1. Erroneous or large charges to students accounts (sent to Financial Oversight)
2. Incorrect balances (sent to Financial Oversight)
3. Booking Events: roommate arrival/departure, deadline passed, room availability
4. Action Required: incomplete applications/agreements, return resource, etc.
5. Hall Movement
   A. Sent to RAs (arriving/departing residents, incomplete agreements)
   B. Sent to A/RDs (arriving/departing residents, hall movement summary)
APPENDIX G

June 2015 Residential Education SWOT analysis

Strengths (Internal)
- Upcoming transition - could allow for growth and continued improvement
- RD Team is not entry level - all bring passion and skills that surpass the basic job description
- Duty communication - helpful to have EOW and duty reports. Staff feel “in the know”
- The team has a lot of energy and investment in the betterment of the department
- There has been more social interaction and gatherings to build community in the team
- Our approach to crisis response is solid
- RDs feel supported in their own professional development through funding and time off
- Campus partners are excited about the curriculum
- Campus partners know the RDs and often ask them for assistance with programs/projects
- Departmental retreats have been effective
- Overall positive attitude of staff

Weaknesses (Internal)
- Transition - there are elements of the unknown that create anxiety and concern
- A need to create a clear culture of support - expectations for how we treat and support each other
- A need for more consistency across buildings - particularly in expectations/opportunities for ARDs
- A perceived shift away from social justice focus as a department - how can we get it back?
- A need for more clarity around budget (line items, what’s appropriate for use, etc.)
- More communication around job responsibilities (between central and in-hall). More knowledge about workflow, busy periods, etc.
- Student staff selection needs to be revamped
- Eval process needs to be reworked
- More work with Public Safety on how they respond to incidents, how student staff work with them, etc.
- Divisional folks don’t always know about our good work - how can we share up and out?
- Website can be more clear about staff and their roles

Opportunities (External)
- Some of our staff speak multiple languages. We should publicize these skills during move-in day or other periods so that our international students and/or family members who do not speak English can make better connections.
- Gender Inclusive Housing - an opportunity to do more training around gender identity and consider the way we talk about gender within the department (introducing self w/gender pronouns, etc.)
- Vocal student body - leverage this more when considering/implementing organizational change
- Campus partners - how can we better cross train between our student staff and other student leaders?
- Skills Inventory - we should conduct one to see what are those “hidden” skills present in our community that we can utilize
- Social Media - we can utilize more as it’s popular with our students
**Threats (External)**

- Gender Inclusive Housing - potential backlash from media, parents, alum
- New VPSA - what will that bring to the culture of the department?
- SF Economy - affect on retention
- Uncertainty of enrollment - how that affects resourcing, occupancy, etc.
- Cost of attendance - how this affects our students (no food, homeless outside of class periods, etc.)
- Facilities - long wait time for repairs (elevators, pest control, etc.) and lack of communication from Facilities about work order status breeds dissatisfaction for students of overall housing experience
- Natural Disaster - need for additional training
- Social Media - Yik Yak, etc.
APPENDIX H: Housing Cancellations

Analysis of reasons for cancelling housing contracts provided by students on the waitlist who were assigned rooms but later cancelled (96 total in Fall 2015).

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*(blank) responses are non-'other' responses

POSSIBLE MISUNDERSTANDING

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</tr>
<tr>
<td>Grand Total</td>
<td>59</td>
</tr>
</tbody>
</table>

* 11 are confirmed to have not understood process.
### APPENDIX I: 2015-2016 Room Rates

#### Room Rates - Traditional Style Halls

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Semester Rate</th>
<th>Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Double Room:</td>
<td>$4,380</td>
<td>$8,760</td>
</tr>
<tr>
<td>Double Room:</td>
<td>$4,585</td>
<td>$9,170</td>
</tr>
<tr>
<td>Large Double Room</td>
<td>$4,875</td>
<td>$9,750</td>
</tr>
<tr>
<td>Triple Room</td>
<td>$3,055</td>
<td>$6,110</td>
</tr>
<tr>
<td>Small Single Room</td>
<td>$5,700</td>
<td>$11,400</td>
</tr>
<tr>
<td>Large Single room</td>
<td>$6,135</td>
<td>$12,270</td>
</tr>
</tbody>
</table>

#### Room Rates - Pedro Arrupe Hall

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Semester Rate</th>
<th>Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Double Room</td>
<td>$4,290</td>
<td>$8,580</td>
</tr>
<tr>
<td>Large Double Room</td>
<td>$4,785</td>
<td>$9,570</td>
</tr>
<tr>
<td>Small Single Room</td>
<td>$5,700</td>
<td>$11,400</td>
</tr>
</tbody>
</table>

#### Room Rates - Apartment Style Living - Loyola Village

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Semester Rate</th>
<th>Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment Type I Double</td>
<td>$5,505</td>
<td>$11,010</td>
</tr>
<tr>
<td>Apartment Type II Double</td>
<td>$5,670</td>
<td>$11,340</td>
</tr>
<tr>
<td>Apartment Type III Double</td>
<td>$5,870</td>
<td>$11,740</td>
</tr>
<tr>
<td>Apartment Large Single</td>
<td>$6,135</td>
<td>$12,270</td>
</tr>
</tbody>
</table>

#### Room Rates – Single Family Home - Fulton Street
<table>
<thead>
<tr>
<th>Room Type</th>
<th>Semester Rate</th>
<th>Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment Type I Double</td>
<td>$5,505</td>
<td>$11,010</td>
</tr>
<tr>
<td>Apartment Type II Double</td>
<td>$5,670</td>
<td>$11,340</td>
</tr>
<tr>
<td>Apartment Type III Double</td>
<td>$5,870</td>
<td>$11,740</td>
</tr>
<tr>
<td>Apartment Small Single</td>
<td>$5,700</td>
<td>$11,400</td>
</tr>
<tr>
<td>Apartment Large Single</td>
<td>$6,135</td>
<td>$12,270</td>
</tr>
</tbody>
</table>