PEA Job Description

1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>992273</th>
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<tbody>
<tr>
<td>Position Title:</td>
<td>Training and Assessment Specialist</td>
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<td>Department:</td>
<td>Residence Services</td>
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<td>Reports to:</td>
<td>Manager, Education and Training</td>
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<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct: 1 (Part-time Temporary) Indirect</td>
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<td>Classification Level</td>
<td>SG 9</td>
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<td>Last Updated</td>
<td>June 2017</td>
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2. Position Summary

The Division of Student Affairs helps to transform students’ lives by supporting and inspiring the highest standards of student learning and success, community engagement and staff development. The Division is comprised of over 30 reporting units in six departments: Athletics and Recreation, Campus Services, Indigenous Affairs, Office of the Registrar, Student Recruitment and Global Engagement, and Student Services.

The Student Services department includes a diverse range of services including Health, Counselling, Residence, the Resource Centre for Students with Disabilities, the Office of Student Life, Academic Advising, and International Student Services. Residence Services, a unit within the department, provides accommodation, programming and education to the on-campus student community, in addition to providing a summer conference operation for off-campus customers. Residence Life and Education, a sub-unit within Residence Services, aims to provide students with a safe and welcoming community where they are supported in their learning and personal development.

Reporting to the Manager, Education and Training, the Training and Assessment Specialist is responsible for the development, implementation and assessment of required training for para-professional staff in alignment with the strategic goals and values developed by Residence Services management. This position is responsible for needs assessment, curriculum development, planning, coordination and delivery of the annual August Training Program for approximately 90 para-professional staff positions in Residence Life and Education, as well as ongoing required training programs for para-professional staff during the academic year. The Specialist is responsible for the review, analysis and creation of the para-professional staff training program, ensuring the inclusion of differentiated streams of training for new and returning staff, the incorporation of relevant learning outcomes, formal assessment and a curriculum to guide continuous development for the Residence Life and Education team. The Specialist also trains other professional staff in curriculum development, creating learning outcomes, assessing learning outcomes, presentation and training and teaching techniques (train-the-trainer).

Using learning outcomes and assessment, the Specialist makes informed training recommendations to the Manager to support the multi-faceted role of para-professional staff in residence, including areas such as emergency response,
community building, educational and social programming skill development, conflict resolution, crisis intervention and judicial affairs. They will gain insight into training needs through formal assessment and analysis, input from supervisors and managers, and annual reviews of outcomes. The Specialist will liaise with other Residence Services and university staff in order to develop and implement a thorough and effective training plan that addresses current needs, future trends and changing norms within higher education. The Specialist is responsible for both the educational outcomes and logistics of para-professional training.

Under the direction of the Manager, Education and Training, the Specialist will also assess and evaluate annual hiring practices for the para-professional staff, and implement annual improvements to this complex process, linking hiring criteria and process to orienting, training and mentoring new staff. This includes gathering input on and addressing gaps identified by staff and management in order to ensure that new employees are capable of meeting the demands and priorities in their roles. This may include research, assessment, and analysis of outcomes in order to make informed recommendations on hiring criteria, systems and processes. The Specialist will develop recruitment, interviewing, testing and hiring tools to ensure an efficient and effective process that supports the culture and expectations of the organization.

The Specialist is expected to assist other members of the Residence Life and Education team in the development of learning outcomes for, and the evaluation and assessment of key Residence Life and Education programs in order to promote ongoing change and improvement, using frameworks and guidelines established by the Council for Advancement of Standards. The Specialist will also act in the role of consultant for other Residence Services professional standards in the processes and theory of learning outcomes and assessment.

| 3. Key Responsibilities and Expectations (identify 3 to 5 key responsibilities and expectations for each) |
|---|---|
| **Key Responsibilities.** | **Expectations:** |
| % of time |  |
| **Paraprofessional and Train-the Trainer Training 45%** | ▪ In consultation with the Manager, leads the development of an annual curriculum with measurable learning outcomes to guide para-professional staff training
▪ Develops and maintains knowledge of best practices in staff training and education through research and analysis, including conducting literature reviews, and conducting internal and external assessments of program effectiveness
▪ Utilizes resources and literature to inform and improve para-professional training, ensuring that staff members receive timely and relevant training in necessary skills and procedures, as well as in developing and maintaining healthy work practices
▪ Makes recommendation for future training based on assessment findings, current and future needs, and the strategic and cultural goals of Residence Services
▪ Plans, coordinates and implements annual training for para-professional staff (three week August Training and ongoing Training sessions throughout the academic
year), including the development of training schedules that meet operational and labour relations requirements
- Liaises and coordinates with internal and external presenters for paraprofessional training; assists in the facilitation and delivery of training sessions; may deliver some sessions as required
- Develops and implements a curriculum, tools and processes for training other trainers to ensure consistency and quality in all training sessions
- Hires, trains and supervises a temporary part-time training assistant
- In consultation with the Manager, Residence Services Leadership team and professional staff, develop a series of training modules for Residence Services professional staff regarding curriculum development that includes creating learning outcomes and practicing learning assessment, and presentation, teaching and training techniques for adult learners
- Present and facilitate training modules to Residence Services professional staff
- Ensure that training modules have measurable learning outcomes corresponding with trends in higher education, current research, and organizational goals

| Research, Assessment and Evaluation 30% | • In consultation with the Manager, leads the research and coordination of assessment for key Residence Life and Education programs, including: para-professional staff training and development, para-professional staff evaluations, Living Learning Communities, residence-wide programs and residence-wide needs assessment
• Align assessment practices and methods with the Council for the Advancement of Standards in Higher Education (CAS)
• Compiles and analyzes data to make recommendations for service and program improvements to Residence Services management, identifying gaps and opportunities for improvement
• Prepare reports or briefings for members of the Residence Services Leadership team on effectiveness of programs and recommendations for improvements
• Liaises with internal and external partners to promote interdepartmental collaboration and consistency |

| Paraprofessional Hiring 25 % | • Coordinates and plans the annual three-month recruitment, selection, hiring, re-hiring and orientation processes for approximately 90 para-professional staff
• Develops and maintains knowledge of best practices in hiring and recruitment through research and analysis, including literature reviews, and conducting internal and external assessments
• Recommends an annual recruitment strategy to be approved by Residence Services management; develops and maintains effective hiring processes, and |
facilitates processes for the effective dissemination and communication of information to recruits and new hires, including annual recruitment and orientation events

4. Classification Factors:

Problem-Solving:
The Specialist is expected to problem solve in regards to both long-term and short-term issues. In the long term, the Coordinator is expected to continually assess, analyze and revise processes and procedures for training and hiring. This requires research and analysis of staff hiring and training needs, and of varying problems such as the alignment of hiring procedures and training schedules with the necessary Collective agreement parameters, as well as judgment in the identification of solutions which are not always easily found. Solutions are generally guided by Student Development Theory, Adult Education pedagogy, and University procedures, policies and precedents. Evaluates and implements para-professional training programs/workshops based on trends and needs of the residence community as determined in accordance with residence management objectives.

Responsibility for Financial & Material resources:
Monitors the annual paraprofessional training and development budget (approximately $40,000), under the guidance of the Manager, Education and Training. Develops and monitors individual budgets for specific events and/or programs to ensure they are realized within budget.

Responsibility for Human Resources:
Supervises one part time-limited term Training Assistant, in the months of August-October each academic year. Provides input into selection and evaluation of staff.

Impact of Decisions and Actions:
This position is accountable for the planning, coordination and implementation of the paraprofessional training and development program/portfolio for 90 student-staff. Results are measured through assessment of the overall success of residence programs and staff effectiveness in response to individuals and incidents in residence, including paraprofessional staff response to crisis and emergency situations.

Independence:
Reports to the Manager, Education and Training. The Specialist performs work in accordance with practices, procedures and policies, but considerable latitude is exercised in selecting work methods. Objectives are set by the Coordinator on the basis of direction received from the Manager and an assessment of the needs of staff, in alignment with the strategic goals and values of Residence Services. Work is reviewed for effectiveness upon completion of projects or major phases of projects, and through the use of assessment tools to measure program effectiveness. Informed guidance is available if required.

5. Summary of qualifications: What is the minimum amount of education, training and experience required to perform the duties of the position?

This position requires a Master’s degree in Higher Education, Student Leadership or a related field plus 4 years of experience in related role in higher education or similar environment.

An equivalent combination of education and experience may be considered.

Experience to include:
- In depth knowledge of student leadership and student development theory, and experience with the application of theory to daily practice
• Ability to assess and measure training needs, quality and effectiveness; creating customized, relevant and effective training
• Thorough understanding and experience with assessment principles and practices including evaluative tools and data analysis
• Success in organizing large scale programs and events;
• Proven ability to develop and implement effective procedures and policies
• Handling confidential information
• Monitoring budgets effectively
• Developing and teaching training sessions and workshops
• Coaching/mentoring

Requires the abilities to:
• work under pressure, meet tight deadlines, effectively handle changing priorities
• translate strategic management objectives into training tools that support the needs of staff and the organization
• work independently and with a team
• ability to share information in a collaborative and effective manner

Requires skill in:
• Strong planning and organizational skills
• Exceptional attention to detail and problem solving ability
• Outstanding written and verbal communication
• Inspiring and encouraging others to meet goals
• Ability to work weekends and evenings as required for training programs and events

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<th>Employee’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Manager's/Supervisor's Signature</td>
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