

## 2025/26 RESIDENT ASSISTANT JOB DESCRIPTION

### ACADIA UNIVERSITY

#### ACADIA RESIDENCE LIFE: PURPOSE VISION AND VALUES

**Purpose** - To provide an experiential campus housing program that fosters a fun and safe environment, empowering individualized success, safety and holistic growth for each member of our community.

**Vision** - To create a campus environment that fosters the growth and support of individuals in our shared communities to be leaders in social justice, passionate lifelong learners, and well-rounded individuals through fun and educational experiences.

**Values** – In Residence Life, we are grounded in our communities that foster and support efforts in diversity, individuality, inclusivity, personal growth, connection, safety, wellbeing, continual learning and fun.

#### ROLE OF THE RESIDENT ASSISTANT

Through the learning goals and outcomes created by Residence Life to enhance the out of classroom experience for students, RAs will serve their communities as effective leaders and community developers. RAs will take a holistic approach to supporting the wellbeing of their communities and the individuals who live within them. As part of the RA team, RA's will work together to provide experiences for their students to learn and grow as part of our campus community. RA's will serve as community managers, overseeing the community they operate within by completing rounds of the building, holding section-based meetings and activities, exercising personal judgement and decision-making skills, and will act as an effective referral to campus resources. All responsibilities of the RA position fit within our curricular approach, encouraging all RAs to explore educational and fun experiences within all aspects of the role.

#### GOALS FOR OUR RESIDENT ASSISTANT'S

As an RA, individuals will have the opportunity to experience holistic growth through the capacities of the role.

##### 1) Personal Growth

*As a result of being an RA, individuals will be able to honour their authentic self.*

Individuals within the RA role will be able to:

- i) Enhance their own unique leadership styles.
- ii) Create healthy relationships with others.
- iii) Utilize campus resources to achieve holistic wellness.
- iv) Exemplify positive social skills within their communities.
- v) Balance their commitments at Acadia.

##### 2) Community Enrichment



*As a result of being an RA, individuals will be uplifted as valued members of their communities.*

Individuals within the RA role will be able to:

- i) Serve their communities as effective role models.
- ii) Create a fun living and learning environment for others.
- iii) Positively contribute to the experiences of others within their communities.
- iv) Advocate for the needs of their communities.

### 3) Cultural Competencies

*As a result of being an RA, individuals will be empowered to continuously challenge their perspectives through an intersectional lens.*

Individuals within the RA role will be able to:

- i) Promote an inclusive living and learning environment.
- ii) Engage in continual learning around IDEAR.
- iii) Value individuals for their uniqueness within their communities.
- iv) Care for their communities with empathy.
- v) Share IDEAR resources and experiences on campus.

### 4) Professional Development

*As a result of being an RA, individuals will be able to describe the professional skills developed.*

Individuals within the RA role will be able to:

- i) Recognize the personal areas of growth experienced in the RA role.
- ii) Work effectively with others in a team setting.
- iii) Gain proficiency in a professional workplace setting.
- iv) Participate in the implementation of departmental goals.

## **SPECIFIC DUTIES & FUNCTIONS**

### **A. General Availability**

- a. It is necessary to be in residence and available to students with reasonable frequency. This allows residents to raise concerns when they arise and gives the RA an opportunity to understand the needs of students.
- b. RAs are required to receive permission for absences in excess of forty-eight hours from their Resident Life Coordinator. RAs are advised not to make any travel plans before receiving the appropriate permissions.
- c. It is expected that RAs are available to complete assigned duty and other related responsibilities until the last day of the Residence Session unless permission for an early departure is received from their respective Residence Life Coordinator. Once again, staff are encouraged not to make any travel arrangements until they have received the appropriate permissions.



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## **B. Duty Shift Responsibilities**

- a. Participate in a duty shift rotation with the rest of you assigned team. Number of shifts will vary depending on building, team size and during peak periods. Duty shifts may also be required during holidays or break periods, including but not limited to: Thanksgiving, Winter Break, and Reading Week.
  - i. Duty Shifts begin at 8:00pm and run through 8:00am the following morning. During a duty shift, as a RA you are responsible for completing rounds of the building. Rounds are an opportunity to engage with students and to check the 'temperature' of the building.
  - ii. Duty shifts take place from Sunday through Thursday between (but not limited to) 8:00pm and 10:00pm &, on Friday – Saturday between 8:00pm and 2:00am.
  - iii. The last round of the building should take place when quiet hours come into effect to ensure the building is shut down. Further rounds may be required depending on the atmosphere of the building.
- b. Address behaviour and manage and refer issues.
- c. Responsible for completing administrative tasks, including duty logs, and appropriate documentation through StarRez.
- d. Communicate with the Residence Life Coordinator On-Call for support, guidance, and assistance as needed.
- e. RAs are expected to take a minimum of 1 duty shift outside of their residence building to help with staffing needs and to ensure that all teams are able to take a night off.
- f. All RA's reporting for duty must be sober from any substance legal or illegal that have any impact on a person's judgment, alertness, perception, motor coordination or emotional state.

## **C. Community Development**

- a. Develop a sense of unity among residents through involvement and developing relationships among residents.
- b. Responsible for creating a friendly, respectful, and safe environment among residents on the floor/section.
- c. Resident Assistants are active advocates for building and fostering an inclusive and equitable building environment. This is done through understanding, enhancing, promoting, and celebrating the diversity of our student residents and department staff. Through a curricular lens, RAs are to emphasize these efforts through intentional and developed experiences that align with all goals and objectives of our Curricular Approach.
- d. Establish relationships with all residents of their section and demonstrates availability and approachability to residents.



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- e. Focus on meeting all residents on your floor and knowing their names by the end of the first three weeks of each term.
- f. Hold community meetings as required by your Residence Life Coordinator.
- g. Be aware of attitudes, possible adjustment problems, and behavioural patterns of residents.

#### **D. On-going Development**

- a. Attend and participate in weekly staff meetings and other meetings as required.
- b. Attend and participate in all training workshops or “in-services”.
- c. Establish effective working relationships and work collaboratively with fellow staff members, supervisor, and others within the department.
- d. Act as a team player by compromising for the good of the staff and developing positive working relationships.
- e. Assisting in the delivery of Open House and Experience Acadia Day as needed
- f. Give and receive constructive feedback regarding job performance.
- g. Takes steps to further one’s own personal and professional development through means of reading and applying the knowledge behind community resources such as the Truth and Reconciliation Commission Calls to Action, the Nova Scotia Association of Black Social Workers, the Canadian Council of Muslim Women, the Nova Scotia Accessibility Act, the Moving Beyond the Binary Guide. This list is not limited to the resources provided here.

#### **E. Student Support**

- a. Meet with residents who are experiencing concerns (roommate conflicts, personal issues, etc.) and refers them to the appropriate resource for assistance, as necessary.
- b. Have a strong knowledge of the resources on campus and in the community of Wolfville and refer students to the appropriate services as needed.
- c. Assist students with the planning and implementation of community, academic and personal development experiences.
- d. Maintain open communication with your Residence Life Coordinator regarding residents of concern, and ensure appropriate documentation is completed.

#### **F. Community Management**

- a. Identify, address, and bring to the attention of your Residence Life Coordinator any issue which impacts the safety and/or the wellbeing of your community.



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- b. Address inappropriate behavior in an objective, consistent and respectful manner, providing rationale for policies.
- c. Follow up with students who have violated policy and work to address behavioral issues, clarify and communicate expectations and university policies.
- d. When addressing incidents, approach with care and concern for preserving relationships and helping students navigate and negotiate decision making and behavior, with the goal of developing well-rounded students.
- e. Document incidents that arise through StarRez in a consistent manner. Incidents that are to be documented include but are not limited to:
  - i. Mental or physical health concerns
  - ii. Potential violations of university policy &/or relevant Public Health regulations.
  - iii. Incidents causing harm.
  - iv. Requested follow up conversations or debriefs.

#### **G. Implementing Experiences**

- a. Assess individual needs of residents on your floor. Develop, plan and implement programming activities and experiences in accordance with those needs.
  - i. Staff are expected to become familiar with the uploading process for all programming requirements through the MOODLE.
- b. Develop and facilitate all required programming fields throughout the term. These programming fields include:
  - i. Section Building Activities
  - ii. Community Passion Boards
  - iii. Section Meetings
  - iv. Community Experiences
- c. Responsible for making resources and opportunities in residence accessible to students. This includes allowing students to create and implement their own programming opportunities. These must correspond with the student code of conduct.
- d. RAs must debrief all implemented activities and experiences through the MOODLE platform.

#### **H. Personal and Professional Expectations**

- a. Being aware of their impact on the community as role models for students and staff members. As such, they will demonstrate the behavior of responsible members of the community upholding all Housing policies,



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regulations, community standards and expectations by the Residence Life Management Team.

- b. Due to the changing dynamics of each residence community, the deliverables through the curricular approach must reflect the specific learning outcomes and experiences needed for the students within the building.
- c. RAs are expected not to start or engage in a romantic or sexual relationship with any resident that resides in the same building.
- d. As a student leader in residence, you are expected to act in a manner that respects the needs of all residents, and refrain from behaviour that may undermine your position of leadership.

## I. Championing the Curricular Approach

- a. All aspects of the RA role are implemented with intentionality through the curricular approach. As an RA, you will have the opportunity to leave lasting impacts on the students you live and interact with. Through the curricular approach, you will have the opportunity to influence learning with your residents through all capacities of the RA role (see below).
  - i. Duty Rounds: A shared responsibility of the team, duty rounds are designed to connect with the community on a daily basis; providing opportunities to seek support, check in, and create a welcoming living environment.
  - ii. Duty Questions: Around specific times of the academic year, RAs participating in duty rounds will be given a question to ask their fellow community members in their residence. These questions are geared towards all aspects of the curricular approach, furthering ones understanding of the learning outcomes by means of assessment and 1:1 connection.
  - iii. Section Building Activities: Activities held by RAs with the ideas and needs of their direct community in mind, they focus on pro-social, community building fun, that engages residents around the building in activities focused on enriching their residence experience.
  - iv. Community Experiences: Through the learning outcomes outlined in the curricular approach, community experiences are designed to bring the learning and goals of the department through fun and engaging opportunities in building communities.
  - v. Educational Experiences: Education focused experiences through varying channels of media, designed to foster an environment of continual holistic growth.
  - vi. Section/House Meetings: Discussions held at times of the year where specific knowledge and learning needs to be passed along in an effort to create more successful outcomes.
  - vii. House Communications: Building wide communication methods designed to share applicable information and knowledge around one's time in residence.



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- viii. Learning Conversations: Intentional conversations held with one or more members of the community, facilitated in a way to foster personal reflection and personal growth.



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