#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Student Conduct and Conduct Education Coordinator

**Job Number:** A-418 | VIP: 1673

**Band:** OPSEU- 9

**NOC:** 4212

**Department:** Student Affairs

**Supervisor Title:** Associate Vice President, Students

**Last Reviewed:**  July 16, 2021

#### **Job Purpose:**

The approach to student conduct at Trent University is grounded in prevention, education, and restorative practices, incorporating an understanding of underlying causes and inequities that can lead to behaviour problems. The Student Conduct and Conduct Education Coordinator is responsible for supporting student behavioural development for undergraduate and graduate students at the Trent Peterborough campus, including co-ordinating conduct prevention educational initiatives, and responding to student behaviour issues. The position also provides advice and training from time to time for the Trent Durham campus. The Coordinator develops training and resources for members of the campus community to develop capacity to manage conduct, including students, student leaders, student staff, full-time staff, and faculty.

This position is the Adjudicator for the Student Charter of Rights and Responsibilities and the Sexual Violence Policy. Both Trent policies require a contextual, complainant-centred and restorative justice approach to conduct, with consideration of underlying issues and educational/reparative outcomes where appropriate. The Coordinator works closely with the AVP Students, Campus Security, Human Rights Office, Sexual Violence Response Co-ordinator, Residence Life staff, and campus partners in addressing allegations of policy violations.

#### Key Activities:

***Preventative Education***

* Use knowledge of postsecondary student conduct trends, restorative justice, bystander intervention, and transitional theory to develop educational initiatives designed to prevent incidents among students.
* Collaborate with campus partners to develop and deliver conduct prevention and awareness programming (e.g. conflict resolution, sexualized violence prevention, harassment prevention, etc.) to students and campus partners.
* Provide in-depth capacity-building training to full-time staff who are designated Staff Resource People under the Charter, including Charter implementation, mediation/conflict resolution, and resources and referrals.
* Provide capacity-building training to other campus partners (staff, student staff, and faculty) on facilitation, negotiation, and conflict mediation, including developing and delivering individualized training as appropriate (e.g. classroom conduct prevention and management to faculty and teaching assistants; navigating freedom of speech and inclusivity; organizational conflict management for student associations and student groups).
* Hire and supervise student staff educators/mediators as appropriate.
* Provide capacity-building training to student staff on facilitation, negotiation, and conflict mediation. Hire and supervise student staff mediators as appropriate.
* Develop and co-ordinate Charter and behaviour expectations education, including self-advocacy and raising concerns, for new student orientation and other student training programs.
* Develop and implement presentations to partners around residential student conduct process, trends in residence halls, and other areas of expertise related to the position
* Maintain current knowledge of legislation, policies and best practices with regard to conduct prevention programming, with a particular focus on restorative/reparative approaches.
* Identify, develop and lead preventative-based programming to address emerging trends in postsecondary student conduct.

***Student Conduct Management***

* Provide accurate and timely advice/direction to Charter Staff Resource People, as well as campus partners/staff/faculty/students, on student conduct matters.
* Provide mediation and conflict resolution support in cases of conflict involving students, including student staff or student organizations.
* Student conduct complaint management:
	+ Interview complainants and determine impact of conduct, their preferred approach to the situation, and their desired outcomes.
	+ Assess allegations of significant and high-level student conduct matters, and when appropriate refer cases to other University offices. This includes meeting with students to investigate and review behaviour, understand underlying issues, assess level of responsibility and develop outcomes, with a preference for developmental and/or restorative approaches.
	+ Take appropriate actions to ensure procedural fairness, due process, reparations, education, and natural justice in conduct investigations and follow up.
	+ Identify when conduct is conflict-based and use as appropriate techniques such as negotiations, shuttle negotiation/mediation, facilitated conversations or formal mediation, to develop mutual understanding and shared resolutions.
	+ Implement and track interim measures or conduct outcomes as appropriate.
	+ Refer students as appropriate to campus resources for any needed supports.
	+ Consult AVP Students on individual cases and provide updates/case notes.
* Meet weekly with student behaviour management partners, including Campus Security and Housing Services.
* Provides information as appropriate to inform Trent University response to internal and external entities, including media.
* Participate as needed on threat assessment consultations and other meetings related to campus and student safety.
* Provide consultation and conflict resolution coaching related to conduct prevention or conflict resolution, to students, staff, and faculty, on an as-needed basis.

***Student Conduct Records and Assessment***

* Evaluate the effectiveness of education and restorative sanctions/processes within the University. Develop protocols and procedures for responses to student incidents, student wellness, and conduct concerns.
* Update and maintain conduct documents, including materials, forms, online information, and training materials.
* Under the guidance of the Associate Vice President Students, update policies to ensure consistency and currency with the University’s policy framework. Analyze and evaluate policies to ensure compliance with operational requirements and legislation.
* Compile data and submit regular statistical reports regarding the conduct process.
* Prepare data for mandated internal and external reports, including to comply with legislation and governmental requests (e.g. free speech, sexual violence, harassment and discrimination).
* Ensures policies are compliant and up-to-date with any relevant legislation or regulatory requirements, and reflect best practices.
* Develop and maintain records (regarding investigations, outcomes and processes) for the Office of Student Affairs. Maintains confidential student conduct records in accordance with Freedom of Information and Protection of Privacy Act.
* Occasionally manage FIPPA requests for information, working closely with the University Privacy Officer

***Program Coordination***

* Coordinate the Peer Support program (hiring, training, participation in current pilot project with CMHA, facilitating monthly staff meetings, scheduling, payroll, and any other ongoing support for student staff and volunteers)
* Coordinate the Student Support Certificate (schedule trainings, facilitate registration, promote events, track participant progress, facilitate workshops as appropriate)

***Other***

* Maintain confidential conduct files in accordance with institutional policy.
* Participate in departmental meetings as required.
* Assist with prospective student recruitment events.
* Other duties as assigned.

#### Education Required:

* Honours University Degree (4 year); preference will be given to candidates with a graduate degree and/or with a focus in related fields such as Higher Education.
* Formal mediation/conflict resolution teacher training (certified to teach mediation).

#### Experience/Qualifications Required:

* Three years of related experience; experience related to postsecondary student conduct required.
* Experience teaching conflict prevention, resolution, and restorative justice in a postsecondary institution
* Demonstrated experience in developing partnerships and collaboration to increase consultation on Charter related issues
* Demonstrated understanding of, and deep commitment to, reparative and educational approaches to student conduct issues.
* Understanding of student conduct in an educational setting, and a comprehensive understanding of the concepts of due process, restorative justice, conduct procedures, experiences in para-counselling with respect to behaviour management and dispute resolution.
* Ability to mediate conflict, manage sensitive conversations, and address underlying causes of conflict or conduct issues.
* Knowledge of current provincial and federal laws, regulations, and trends in the field of higher education is preferred.
* Demonstrated understanding and preferably lived experience of equity-seeking demographics, and the potential impact of systemic discrimination with respect to both complainant and respondent experiences of conduct issues.
* Excellent communication and interpersonal skills, demonstrated empathy and ability to analyse behaviour context and underlying issues.
* Demonstrated ability to exercise judgement and use initiative in applying and interpreting a variety of procedures, policies, and practices.
* Demonstrated initiative and leadership skills required.
* Excellent writing and presentation skills.
* Must be proficient in the use of computer applications such as intermediate level word processing, spreadsheets and database applications.
* Ability to work independently and as a team player.
* Demonstrated skills in, and commitment to, customer service and continuous improvement.
* Criminal Records Check (dated within the last 6 months) will be required as a condition of employment.
* Occasional evening and weekend work required.

#### Supervision:

* Supervise and direct the activities of student employees

**Job Evaluation Factors:**

**Analytical Reasoning**

High Level Student Conduct:

* Occurs regularly throughout the year
* Interpret information received from various sources in order to determine an outcome that promotes student learning and safety.
* Interpret University and departmental policies, consulting regularly with Human Resources, Risk Management, Wellness, and the Office of Student Affairs.
* Assess and determine safety risks to students and the community and develop solutions to mitigate safety risks.
* Identify appropriate resources and supports for students in crisis.
* Determine resolutions or outcomes as outlined in the Student Charter and Sexual Violence Policy.

Conduct Assessment:

* Occurs monthly throughout the year.
* Collect and interpret student conduct data to identify trends in order to advise and coach campus partners to address concerns.
* Assess training needs for professional and student staff.

Development of Written Policies/Procedures:

* Occurs regularly throughout the year
* Define goals with AVP Students
* Source procedures as appropriate from other institutions
* Prepare drafts for approval
* Develop training and communication strategies and implement strategies with campus partners

**Decision Making**

* Assess safety concerns, decide upon and issue interim measures and outcomes to ensure the safety of the university community.
* Develop procedures based on legislation and university policy related to student conduct and safety. It is expected that the incumbent will from time to time draft documents for approval by the AVP Students and Charter Committee.
* Analyze and interpret student conduct data to report and make adjustments to campus education and conduct approaches to promote student safety and learning.
* Develop relationships and initiatives that further conduct promotion (e.g. working with campus partners, meeting with students and student staff)
* Independently interact with diplomacy and tact with students and staff regarding highly complex and confidential issues (e.g. following up with survivors/respondents of sexual violence)
* Make decisions related to complex student concerns that have a high impact on the university community.

**Impact**

* Failure to respond appropriately to student conduct issues can result in escalation, negative conduct outcomes, negative publicity/media attention, and exacerbate student safety concerns.
* Failure to identify conduct trends and develop appropriate strategies to address concerns could result in an increase of high-risk behaviours affecting student satisfaction and retention, and institutional reputation.
* Failure to assess training needs and effectively train staff could result in student safety concerns, retention and satisfaction.
* Failure to report on required conduct data may result in legal sanctions to the university.
* Failure to appropriately address and mitigate a safety risk could result in safety concerns for the campus community

**Responsibility for the Work of Others**

Direct Responsibility

* Student staff as appropriate (conduct educators/mediators)

Indirect Responsibility

Provide training, consultation and coaching to:

* Professional and student staff

**Communication**

Internal

Communicating for the purpose of exchanging information, educating, and collaborating on initiatives:

* Student services professional and student staff
* Students
* Campus Security
* Student Wellness Centre
* Designated Charter Staff Resource Persons
* Other university staff or faculty in the general course of daily interactions

External

Communicating for the purposes of exchanging information within privacy legislation requirements:

* Student support people (e.g. families)
* Other conduct officers in higher education institutions in Ontario

**Motor/ Sensory Skills**

* Required computer skills for residence software and basic administrative duties
* Ability to active listen and paraphrase student concerns/issues

**Effort**

Mental

* Ability to prioritize tasks

Physical

* Sitting (e.g. computer/in meetings)
* Some work on evenings/weekends

**Working Conditions**

Physical

* Must be able to work some evenings and weekends where required.

Psychological

* May follow up with and support students who have experienced trauma.