Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower Housing and Residential Life Programs (HRLP) leaders within the administrative structure to accomplish stated missions. HRLP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for HRLP leaders and fairly assess their performance.

HRLP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

HRLP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

HRLP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

HRLP leaders must promote campus environments that result in multiple opportunities for student learning and development.

HRLP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.
PART 3. LEADERSHIP  (Criterion Measures)

3.1 The host institution has selected, positioned, and empowered a program leader.

There is a concern about empowerment. Authority for decisions may be at levels higher than necessary or at levels inconsistent with peer institutions.

3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.

Yes

3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.

Work is continuing on learning outcomes and assessment of effectiveness
Renovation in process and set in a cycle
Processes are timely and purposeful (ie room selection, room change)
Work is being done to improve facility response time (this is a 2)

3.4 Clearly defined leader accountability expectations are in place.

Demonstrated by performance evaluations and weekly meetings.

3.5 Leader performance is fairly assessed on a regular basis.

The committee thought that a 360 performance evaluation for professional staff would be helpful every few years.

3.6 The leader exercises authority over program resources and uses them effectively.

This is demonstrated by revenue generation and contribution to other campus areas.
As a result of facilities/custodial challenges committee suggests that in-house management may be an area to explore.

3.7 The program leader:

3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served

Demonstrated in efforts around strategic goals and clear mission and vision statements.

3.7b prescribes and practices appropriate ethical behavior

The committee assumes that those reviewing performance evaluations are reviewing this as it is item in the evaluation.
3.7c recruits, selects, supervises, instructs, and coordinates staff members

Well demonstrated in documents provided.

3.7d manages fiscal, physical, and human resources effectively

Explore facilities/custodial processes and cost effectiveness. Review human resource management – particularly since a restructure was completed – risk for burn out. The level of administrative support of duty should also be reviewed.

3.7e applies effective practices to educational and administrative processes

The committee felt that there was not evidence to rate this and assessment should be done in this area.

3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.

Residential Life is involved in many collaborative relationships within the division, other divisions, with students, with parents and with the greater community. The committee was not sure if there was data to rate the “communicate effectively” portion of the statement.

3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.

Crisis management is a strength of the department. The committee feels that leadership expectations and levels at which crisis and daily management occur should be assessed.

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

There is significant documentation supporting this.

3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.

Demonstrated by regular use of data, review of and instituting best practices

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

All professional staff members have the degrees and experience required for their position.
B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The committee identified that there are challenges with empowerment including authority for decision making.

C. How are program leaders accountable for their performance?

The USD/SA Performance Evaluation process provides accountability. The committee recommends periodic use of a 360 evaluation process.

D. What leadership practices best describe program leaders?

The committee was not sure how to answer this question. A 360 evaluation may provide guidance to answer this question.