

Task Force on Live-In Roles

Final Report to the Executive Board



January, 2019

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Our Charge

- Establish **Baseline Knowledge** of these roles.
- Identify areas in which **further research** is needed.
- Provide recommendations for **next steps**/further action.

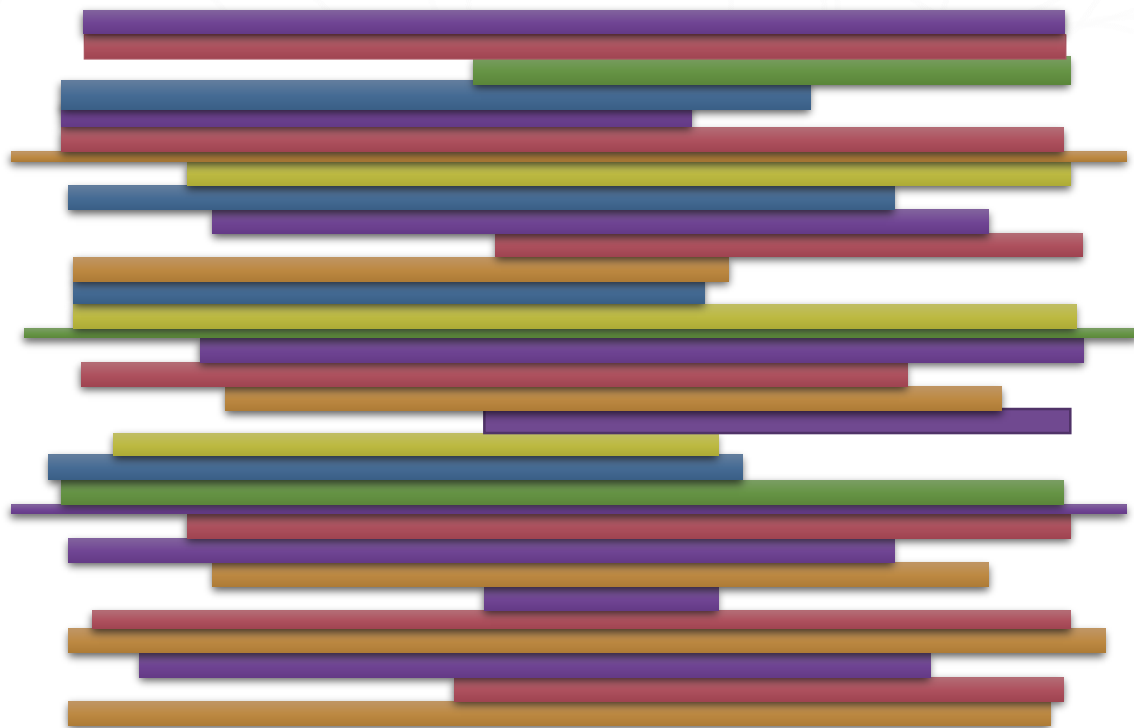
Task Force Members

- Dustin Abrego
- Nailah Brown
- Jill Engel-Hellman
- Dillon Kimmel
- Ty Krueger
- Julie Leos
- Lionel Maten
- Brittney McDaniel
- Shannon Staten
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Variations In What These Roles Do

- Task Force compared and contrasted functions of these roles from campus to campus.
- It's clear that there are some similarities, but some nuanced differences depending on a number of factors.
 - Campus Size
 - Graduate vs. Full-Time
 - Region/Country
 - Staff Ratios
 - Relationships with Other Campus Units
 - Level of Compensation



To help focus our conversations, we prioritized:

- **Undergraduate Positions (RAs, CAs).**
- **Entry-Level Live-In positions (RHDs, RDs, CDs).**



Breaking Apart the Live-In Role

Compensated

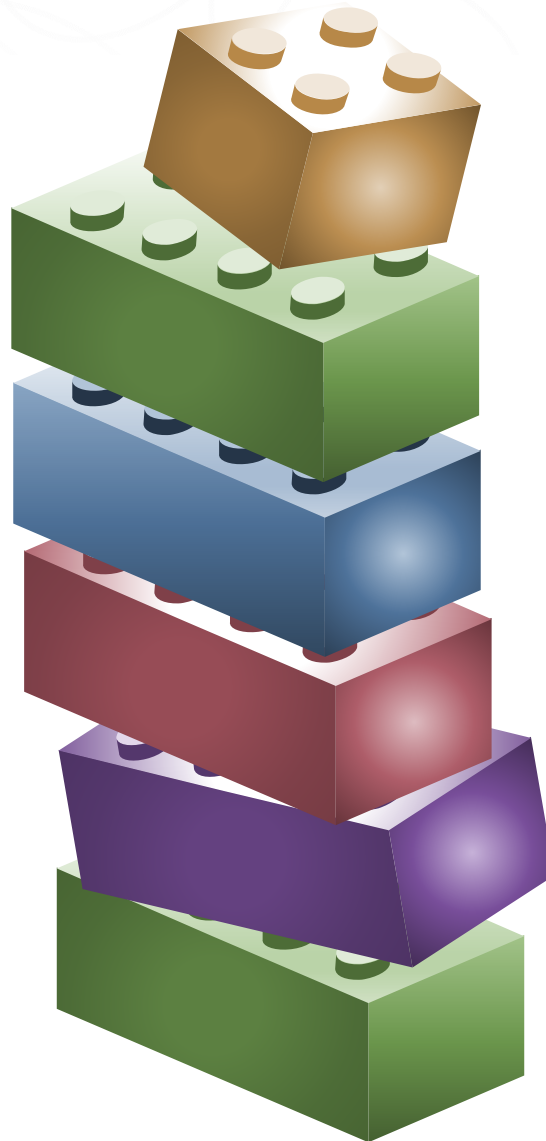
Community
Builders

Responders

Programmers

Know Our
Residents

Helpers



In addition to **differences between campuses**, the Task Force also discovered how we continue to **talk about and recruit** for these roles is often starkly differently from what these positions **are actually doing now**.

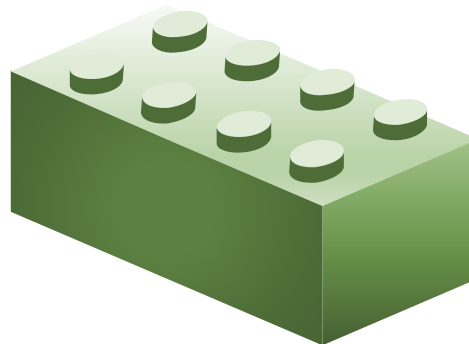
We spent some time breaking apart the Live-In Role, and looking at how the key building blocks of these roles have changed.



Breaking Apart the Live-In Role

Helpers

Applicants generally apply because they want to help people.



We talk about this meaning:

- Problems with significant others.
- Roommate conflicts.
- Grades.
- Home sickness.
- Making friends.

It has actually become:

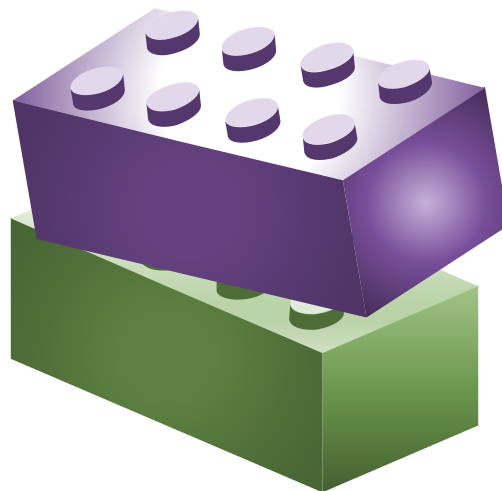
- Harassment.
- Support Animals.
- Ongoing Mental Health.
- Significant substance abuse.



Breaking Apart the Live-In Role

Know Our Residents

Live-In Staff know each resident, individually.



We talk about this meaning:

- Meeting parents at Move-In or maybe a game weekend.
- Knowing about their family, where they come from, and their aspirations and passions.

It has actually become:

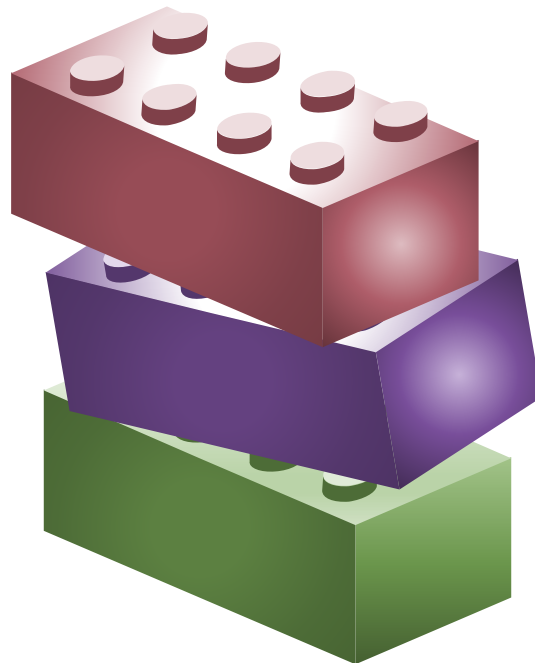
- Managing year-round parents.
- Limitations on sharing information because of privacy concerns.
- Predicting future problems.
- Mandatory reporting—know to much, and you cross a line and have to disclose.



Breaking Apart the Live-In Role

Programmers

Facilitating educational initiatives to help the growth and development of our residents.



We talk about this meaning:

- Sponsoring educational programs.
- Sharing resources and referrals.
- Being somewhat intentional.
- Focus on growth, development and academic skills.

It has actually become:

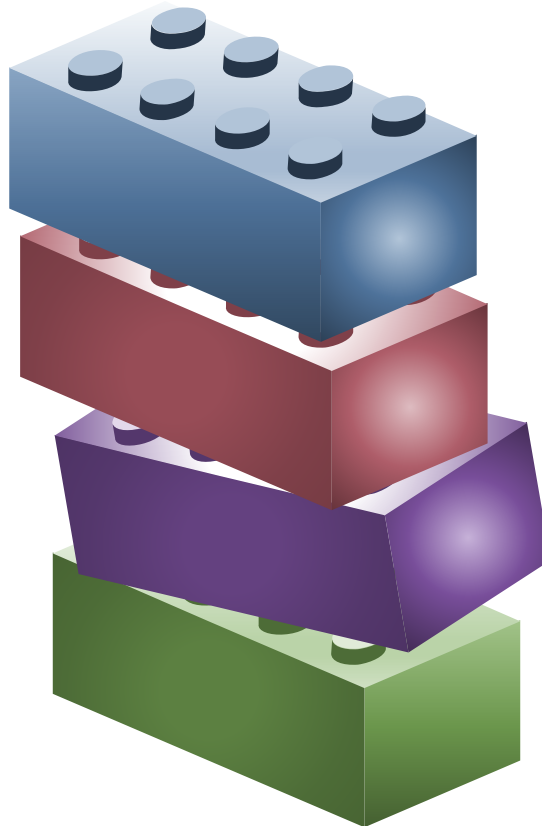
- More integrated and intentional approach to education.
- Collaborating with units that may have different objectives, but are now focusing at the hall and floor level.
 - Diversity Assistants
 - Health & Wellness
 - Satellite Offices for academic advising, financial aid.
- Coordinating competing stakeholders, and then figuring out where the gaps are.



Breaking Apart the Live-In Role

Responders

1st responder to situations and incidents.



We talk about this meaning:

- On-Call, duty, and rounds.
- Lock-outs.
- Managing facility problems overnight.
- Responding to critical situations with residents.

It has actually become:

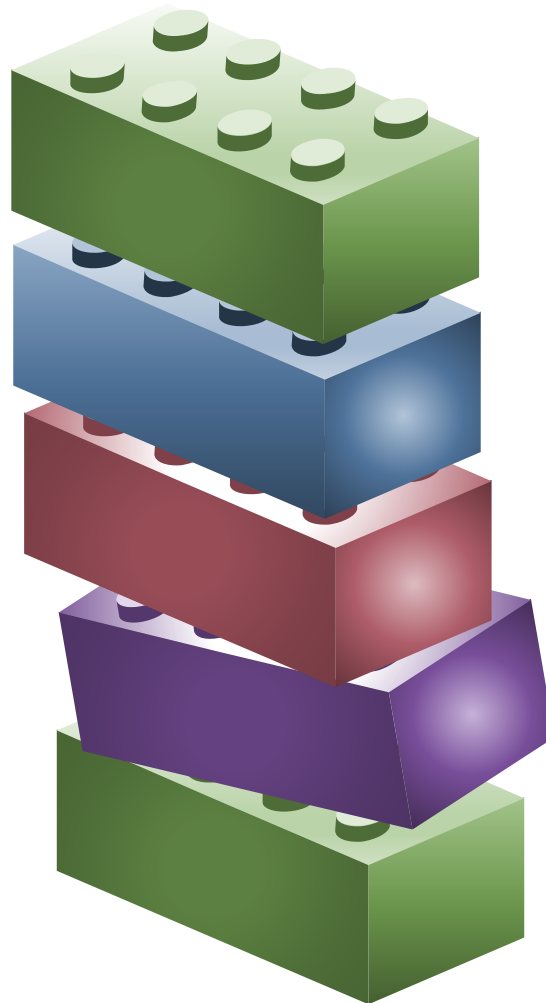
- Almost a campus security agent.
- First responders to sexual assault.
- Guns and violence.
- Racial and Sexual Harassment.
- Mandatory reporting.
- Longer-term follow-ups/support.
- Risk of a minor mistake becoming a viral social media flame-out.



Breaking Apart the Live-In Role

Community Builders

Developing a sense of community and belonging among our residents.



We talk about this meaning:

- Facilitating bonding among our residents.
- Maintaining community standards for respect and behavior.
- Working with residents who are looking for connectivity in the halls.

It has actually become:

- A significantly more diverse population that has less in common with each other.
- Residents focused on virtual connectivity with home, and less of a want for it on-campus.
- Fierce competition for time and attention with other priorities of our residents.

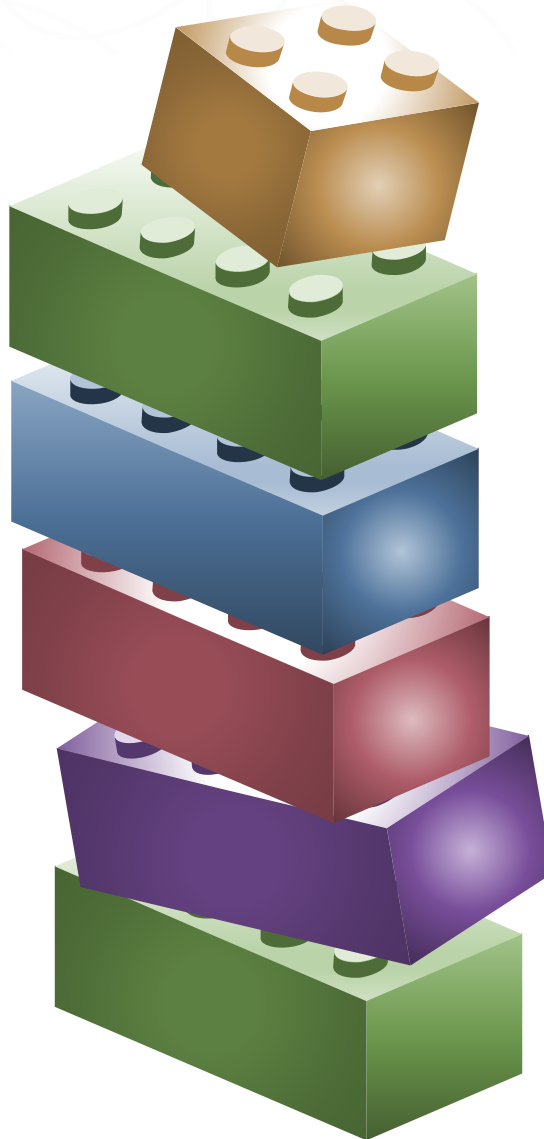


Breaking Apart the Live-In Role

Compensated

These roles have some form of benefits or compensation.

While this isn't a role, it has impact on the roles and functions of these positions.



We talk about this meaning:

- Some form of a stipend or wage.
- Meal plans.
- Singles, or larger rooms.
- Meaningful training.

It has actually become:

- A balance with a need for these singles to become doubles to meet capacity needs.
- Sometimes in conflict with financial aid policies and awards.
- Working over break because more halls are opened on a 365-day schedule.
- Out of pace with the rising costs of higher education.
- Out of pace with the significant increase in expectations of the role.



Breaking Apart the Live-In Role

Compensated

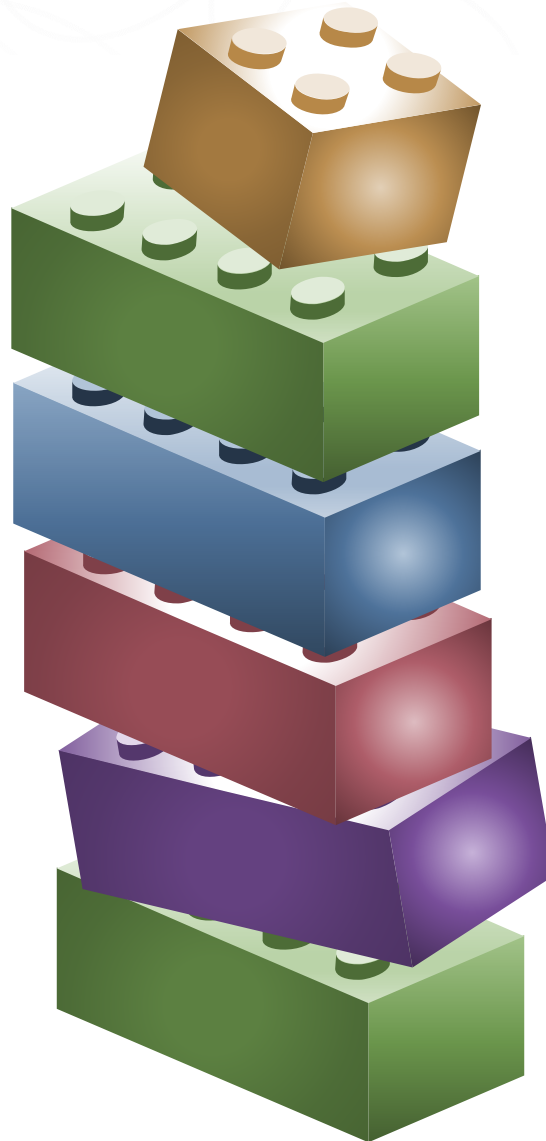
**Community
Builders**

Responders

Programmers

**Know Our
Residents**

Helpers



**As you think about
live-in roles on your
campus, do these
concepts resonate
with you?**

**Where did we miss
the mark?**



Breaking Apart the Live-In Role

Compensated

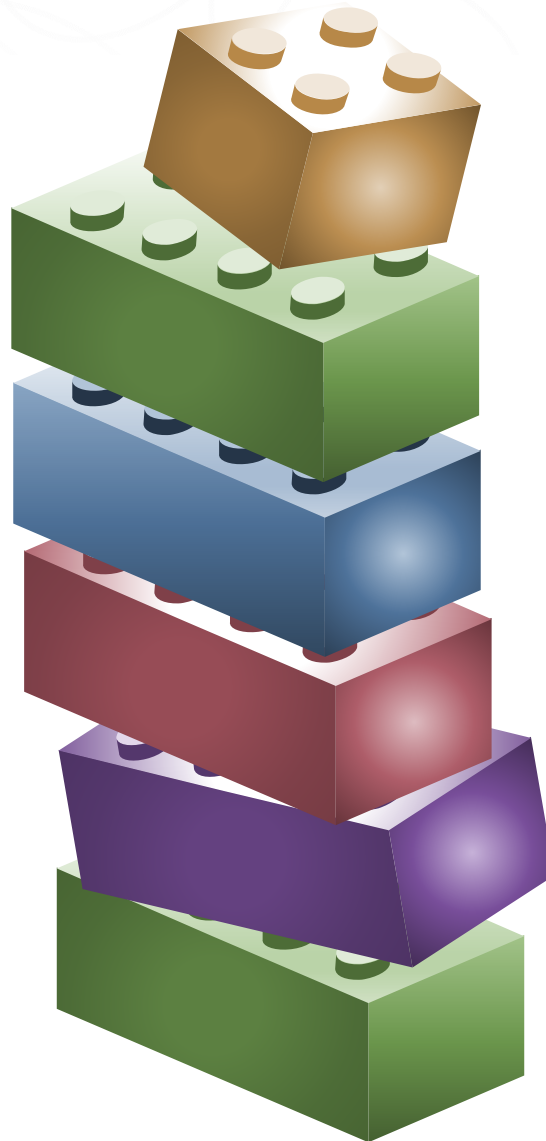
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There is **little research** and **no universal models** to identify these changes, and what to do about them.

The Task Force identified a **series of questions** to guide the next steps, which you can review in the full report.

Want to shift to highlight a few **themes of recommendations** and considerations for those next steps.



Themes in the Recommendations

- Strongly involve undergraduates and live-in staff in answering these questions.
 - Ask those that are doing the work to help us better understand their perceptions of what that work actually is.
- We lack good, generalizable information and data about.
 - Need to work on this in steps, and be conscious of mission creep and getting fixated on tangential issues.
- Explore and synthesize the existing research.
 - There is a limited amount of direct research on student live-in positions.
 - There is more research on students and higher education as a whole that can be re-framed to assist us in on-campus settings.
- Create repositories and develop new resources to help our campuses better understand models of practice.
 - Repositories for existing campus-resources.
 - New universal models of practice.

Next Steps: Initial Thoughts

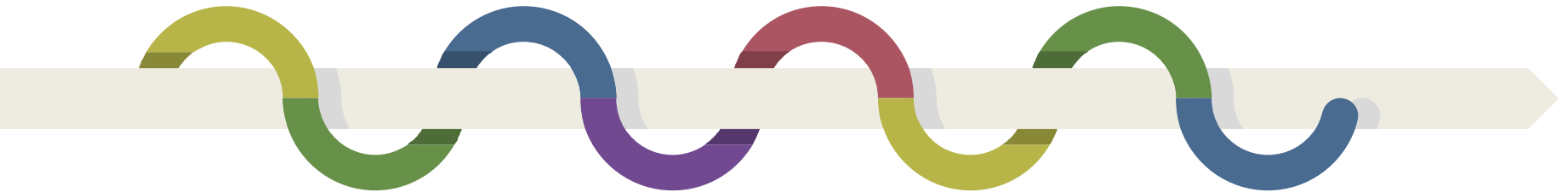
- Task Force just completed their work in December.
- Just beginning our thought process about next steps and how to operationalize these issues and recommendations.
- We'll start with some prioritization and sequencing of work.

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Next Steps: Iterative Process

- Prioritize concrete and answerable chunks of things we need to do and know.
- Sequence these chunks so that we are answering the right questions for the **next** question.



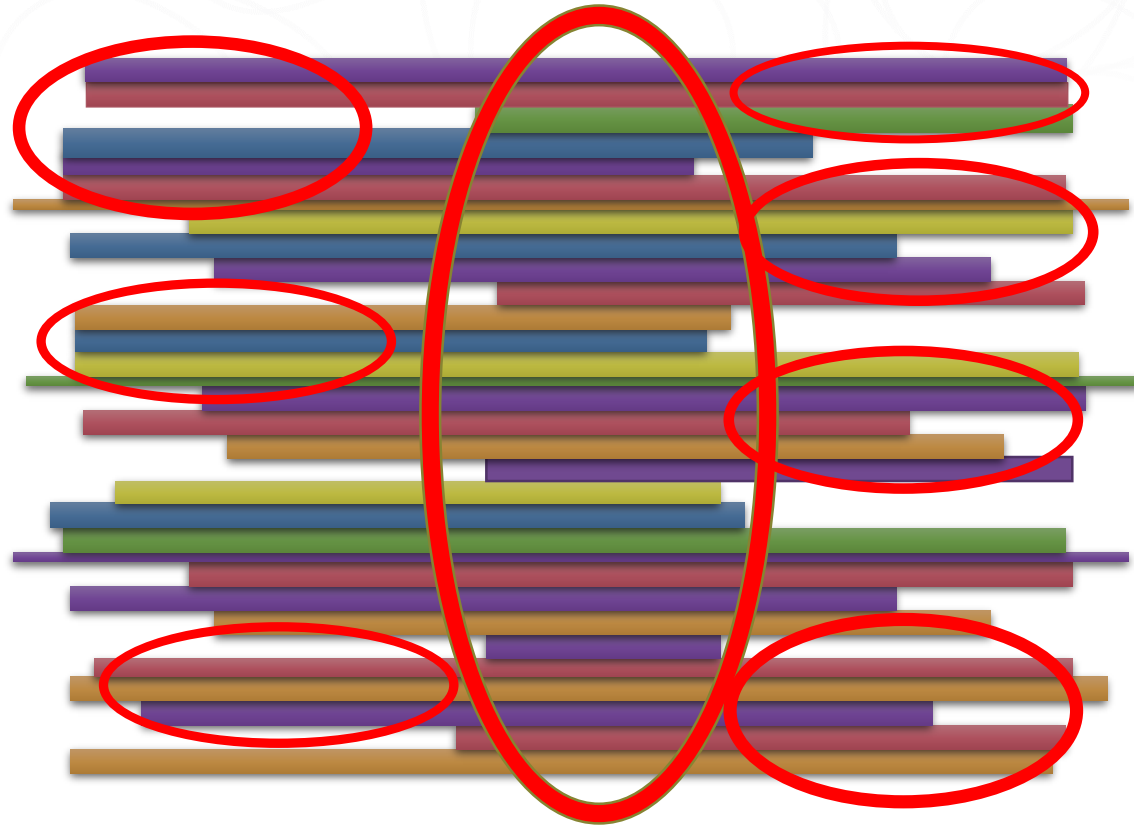
- Bring together the right group to do it.
- Bring together the next group to build on prior work.



Next Steps: Priority Outcome

Identify the essence of these positions.

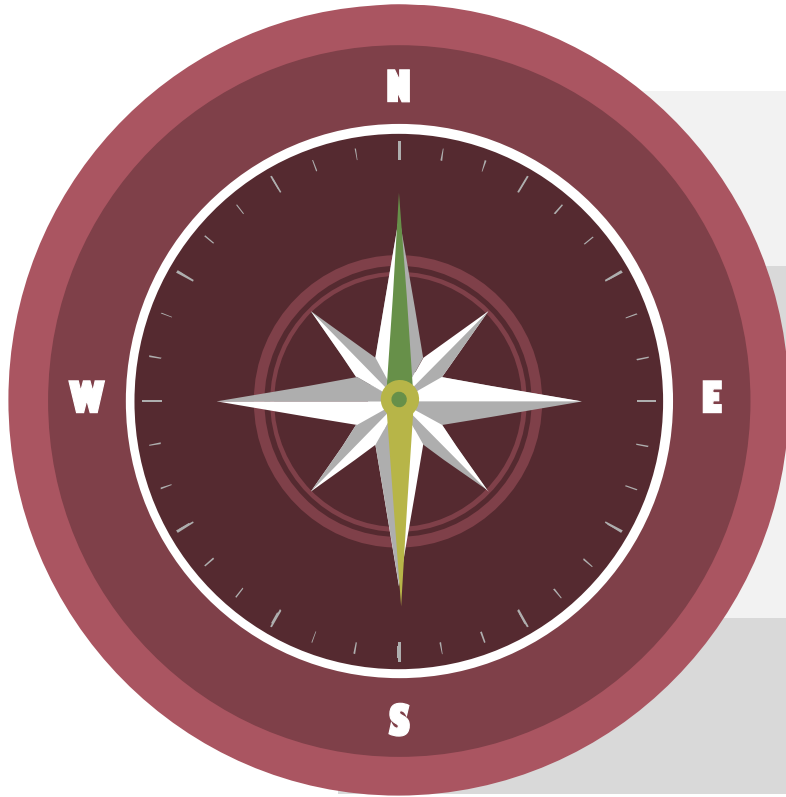
- What are those things that are more universal or generalized across the variations in our campuses?
- What are the most common nuances in these roles?



Develop a more universal model of what these positions should look like in 5-years (2025).



Next Steps



Hall Director
2025 Model

1



On-Duty
2025 Model

2



Referrals &
Recommendations

3

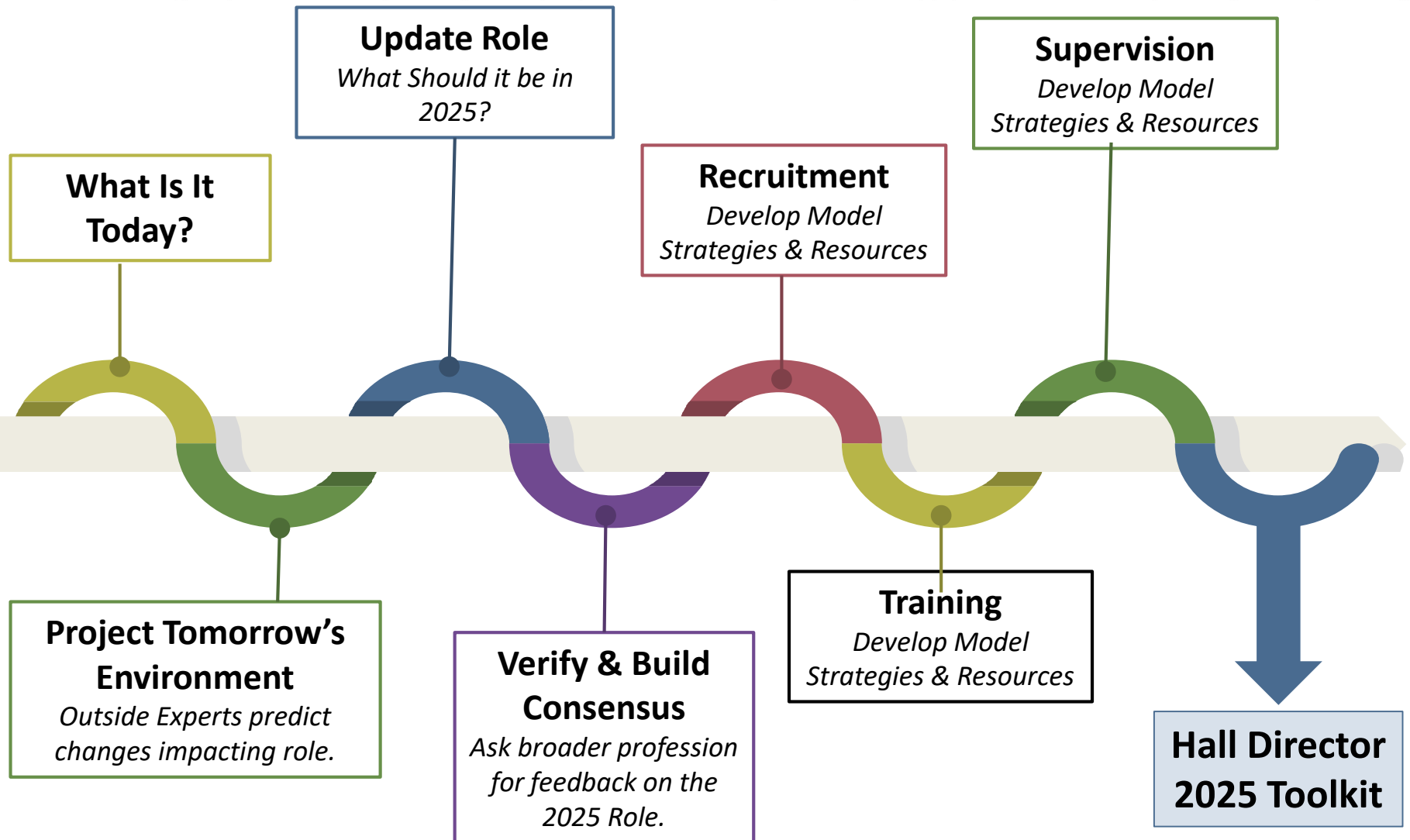


RA 2025
Model

4

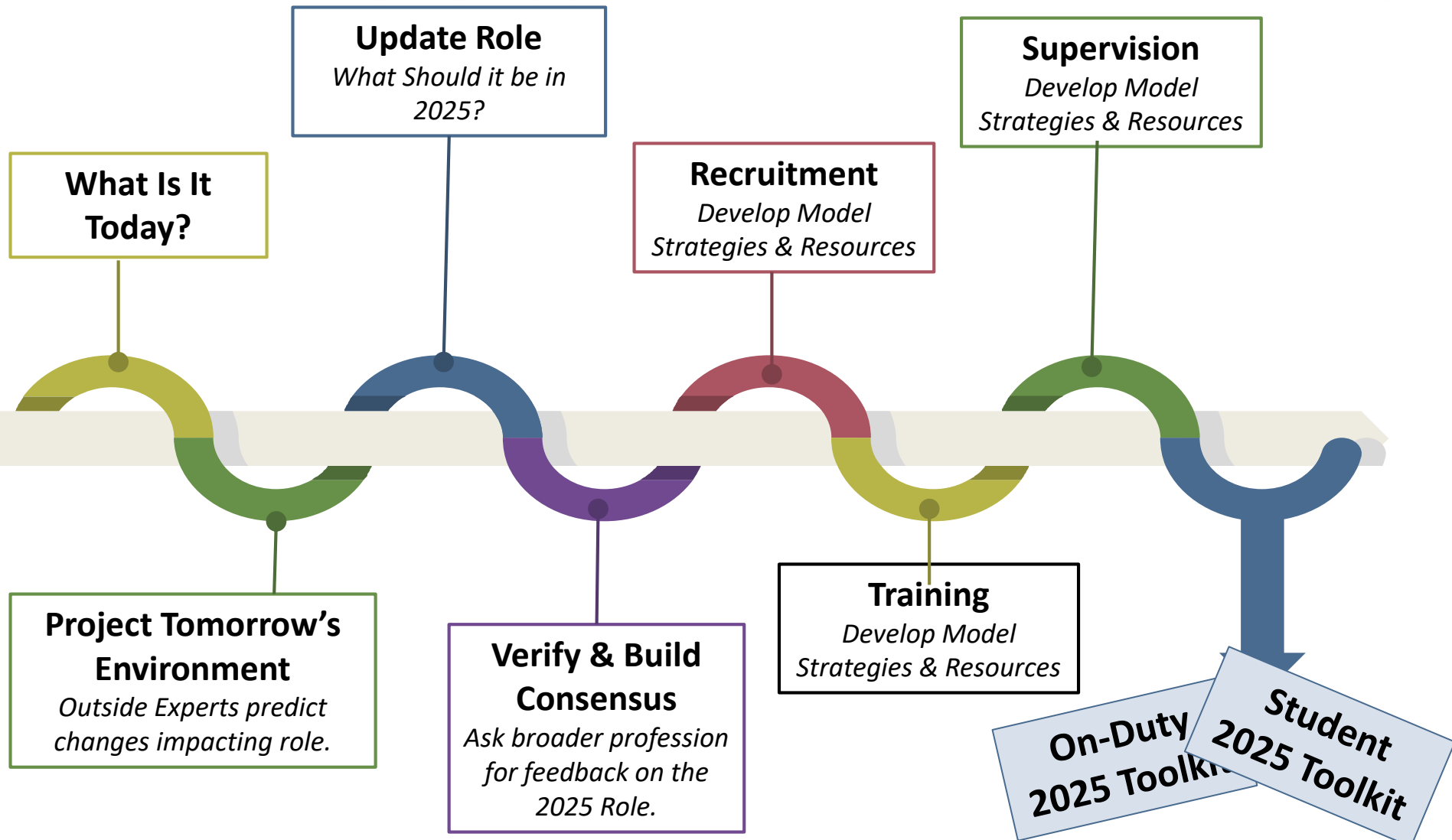


Hall Director 2025: Iterative Process





Hall Director 2025: Iterative Process





Referrals and Recommendations

- Ask others in a strong position to answer some of our key questions to work on them, and funnel back.
 - **Professional Standards Committee.** Should a standard be created about staff ratios?
 - **Skyfactor.** Can they focus their Student Staff Assessment reporting to answer some of our specific questions about the RA role?
 - **ACUHO-I Library.** Can you deploy a repository collection process for position descriptions and other existing resources?
 - **Research Committee.** Should staffing become a focused area of the Research Agenda and call for Research Grants?



As we build the
pieces through
our iterative
process...



We are creating
more universal
clarity around the
functions of these
roles.

