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Future of the Profession

PHASE II

Discovery Report

Sponsored by:

GREYSTAR Perkins&Will HURON acuho-i Foundation

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Making Campus Home

Association of College & University Housing Officers – International
1445 Summit St.
Columbus, Ohio 43201
acuho-i.org

FEBRUARY 2023

Table of Contents

Eleanor Roosevelt once noted that “The future belongs to those who believe in the beauty of their dreams.” I have considered that quote several times as the dedicated team of volunteers has embarked on the ACUHO-I Future of the Profession project.

We all spend some time thinking about our futures. What is going to happen next? What does tomorrow hold? But what makes Mrs. Roosevelt’s quote resonate with me is that she was reminding all of us not to simply be content to think about the future or to react to whatever may occur. Instead, she commands us to expand our imaginations and then set about creating the ideal future we most desire. A better future. A stronger future. That is what we hope to create for the campus housing profession.

Admittedly, this look to the future was spurred, in part, by the events of the past. As the societal disruptions of the early 2020s left significant marks on everyone, including college and university housing departments and professionals, we recognized that the models that previously served the field well might not do so moving forward. ACUHO-I, spurred by its Executive Board, supported by the ACUHO-I Foundation, and energized by input from dozens of volunteers, embarked on a journey of insight and design. The goal was to align ACUHO-I's focus and resources to empower campus housing to thrive for generations.

The process began with an inquiry phase where a diverse group of voices gathered to identify key areas that would need to be explored for future campus and university housing design. Eight areas were identified and defined before leaders crafted key questions requiring further research. Next, teams of volunteers were assigned to one of the eight areas as part of an overall task force that researched what resources, data, and insights could provide guidance. These groups crafted answers to these questions as well as a selection of recommendations to design resources that would lead to additional solutions. As 2023 begins, the work of this second phase has concluded. This report is the fruit of their labor.

While the process of inquiry and discovery continues, it will shift to more of a maintenance mode and the Design Phase will begin. In this upcoming phase, which will continue through most of the coming year, this report will inform the creation of new key products, frameworks, templates, knowledge pieces, and more. These outcomes will be the building blocks for the future of the profession.

My deepest thanks and admiration go out to all who have supported this initiative. Particular thanks are due to Greystar, Perkins&Will Architects, and Huron Consulting Group, who signed on as our industry partners for this project. Their support, along with that of the ACUHO-I Foundation, allows this valuable work to progress, for the campus housing profession to believe in the beauty of its dreams, and for all of us to create the future that tomorrow’s student residents and housing professionals deserve.

Sincerely,

Mary DeNiro, ACUHO-I CEO

When people think about campus housing professionals, what do they usually think of? The go-to list usually is filled with visions of hall programs and pizza boxes, move-ins and move-out, duty phones and noise complaints, room assignments and roommate contracts, or construction projects and custodial crews. Are these all accurate? Yes. Do they tell the entire story? Not even close.

The campus housing profession is evolving faster than ever before. Some of us recognized the early signs of this new way of doing business. Perhaps it was chalked up to generational differences. Some pointed to politics and economics. Others noted the rising expectations and the declining support. A change was already in the air before we were called upon to manage everything that came with a global COVID-19 pandemic, widespread social protest and outrage, the economic fallout from reduced occupancy, and the so-called Great Resignation. It became apparent that something needed to be done.

The ACUHO-I Future of the Profession project is our opportunity to take these lessons and create a roadmap to a stronger, healthier, and more sustainable future for campus housing. What you will find in the following pages is not a step-by-step guide. But thanks to the work of some of the brightest campus housing minds I have had the pleasure to encounter, it does provide a sketch of what that future can be and what questions will have to be answered along the journey.

Approaching a task as daunting as the future of our profession required a process that not only addressed the complexity of the topic but included many voices, perspectives, and skill sets. I am proud of the transparency, diversity of thought, and different perspectives and voices that are represented in this work. Throughout the process, great care was made to keep the thinking broad and innovative so that solutions would be available to various campuses regardless of their size, affiliation, budget, location, organizational structure, student demographics, or any other number of identifying features. Just as different students require different services, so do solutions need to be tailored for institutions.

What I also appreciate about this project is its breadth of subject matter. Obviously, there is no single area that, if fixed, would address all the challenges. The project teams explored business models, building maintenance, strategic partnerships, operational learning, workforce stressors, mental health, inclusive practices, and communication strategies. Seeing all these pieces together in one report demonstrated how interconnected the field is. It is a reminder that when one says they are a “campus housing professional,” their responsibilities go so far beyond what might appear on the surface. It is also a testament to the knowledge, enthusiasm, dedication, and creativity possessed by those who make it their career.

Working on this project has made me incredibly hopeful for the future. It also has made me proud of those who will be leading the way. I thank you all for your contributions and wish the best to everyone who uses this report to envision a brighter future.

Sincerely,

Steve Herndon, Future of the Profession Project Director

How to Use this Report

The Future of the Profession initiative is a multiphase design process. It began with Phase 1: Inquiry, where critical areas for designing the future of the profession were determined alongside questions that need to be addressed in each of those areas. During Phase 2: Discovery, dozens of volunteer subject matter experts and staff partners researched insights and resources to provide answers to those questions. This report contains the results of that work and, as a result, provides a thorough examination of concerns campus housing professionals and campus housing departments must address. To remain effective and relevant, campus housing programs need support, information, and resources.

This report will serve as a foundation for Phase 3: Design to create solution-focused outcomes. Readers will find eight sections that correspond to the eight most prevalent themes. Within each section is an executive summary of the topic along with additional information presented as responses to multiple questions. The volunteers also spotlighted valuable resources and, ultimately, their initial recommendations on translating the knowledge gained into practical, implementable tools and templates such as case studies, rubrics, guidelines, sample surveys, and more.

When reviewing this report, keep an eye on the horizon. Rather than a cover-to-cover read (though feel free to do that as well), it is suggested to approach it with intentionality such as looking for insights into a particular topic, considering where challenges in a topic area may lead to new models, and searching for references to help conduct research. One's starting place will guide how best to approach the vast amount of content within this report.

Additional Notes for Context

* The report often refers to *senior housing officers* or *SHOs*. The individual who holds this title can differ from institution to institution. Generally, it applies to vice presidents, assistant vice presidents, or executive directors of housing at larger institutions and deans or directors at smaller campuses.

** The report often utilizes the catch-all term *housing and residence life* or *HRL*. This term is applicable whether the department reports through the campus' student affairs office or the business office. Readers can assume the term encompasses housing-related responsibilities such as dining, housing facilities maintenance and management, assignments and occupancy, academic initiatives, conference services, and administrative services such as marketing, budgeting, and information technology.

*** The resources listed within each section are far from an exhaustive inventory. It would be impractical to list all the articles, podcasts, whitepapers, and other resources that informed the volunteer's work. Rather, those listed were chosen to inform more broadly the work that will occur during Phase 3 of this project as well as work that may be done on individual campuses.

Guiding Resources

As volunteers identified established resources to support their research, it became evident that there are resources that apply to multiple portions of the report and should serve as the foundation of a housing professional's knowledge. The following identifies some of these overarching resources and organizations representing different disciplines within student affairs and higher education.

- **ACUHO-I Standards and Ethical Principles:** A compendium of best practices all campus housing operations are strongly encouraged to use. Written and revised by the ACUHO-I Professional Standards Committee, the standards are used to improve the quality of the post-secondary student experience and the professional management of campus housing programs.

- **CAS Standards:** The Council for the Advancement of Standards in Higher Education promotes standards for virtually every aspect of student affairs, including housing and residence life. The CAS Standards are designed to foster student learning, development, and achievement, as well as to promote professional practice.

- **ACUHO-I Core Competencies:** The body of knowledge for campus housing professionals identifies the knowledge, skills, and understandings that every housing and residence life professional should have about the total operation (e.g., a generalist knowledge), in addition to expertise in their individual role/area of work. It assists individuals in identifying specific knowledge, skills, and understandings they should have or need to improve in personal development plans. It also is progressive, identifying knowledge and skills needed at different points in a career trajectory.

- **ACUHO-I Campus Housing Index:** Provides benchmarking data to help campuses evaluate practices, make decisions, and articulate resource needs.

Publications and Reports

- ***Campus Housing Management*** **Book Series (Norbert W. Dunkel and James A. Baumann):** Six volumes that break campus housing management into foundations, residence life and education, facilities management, information technology, auxiliary services, and staffing and leadership.

- ***The Case for Campus Housing*** **(ACUHO-I/NSSE):** A three-year study to evaluate how undergraduate students' residential options – both on- and off-campus – influenced engagement and persistence. Combined data from NSSE, the ACUHO-I Campus Housing Index, and the National Student Clearinghouse to create a comprehensive picture of how students' living arrangements influence their participation in effective educational practices and likelihood to persist in college.

- ***Creating Sustainable Careers in Student Affairs: What Ideal Worker Norms Get Wrong and How to Make it Right*** **(Margaret Sallee):** Argues that the current structure of student affairs work is not sustainable, as it depends on the notion that employees are available to work non-stop without any outside responsibilities, that is, the Ideal Worker Norm.

- ***The Curricular Approach to Student Affairs: A Revolutionary Shift for Learning Beyond the Classroom*** **(Kathleen G. Kerr, Keith E. Edwards, James F. Tweedy, Hilary Lichterman and Amanda R. Knerr):** The curricular approach aligns the mission, goals, outcomes, and practices of a student affairs division, unit, or other units that work to educate students beyond the classroom with those of the institution and organizes intentional and developmentally sequenced strategies to facilitate student learning.

- ***The Impact of a Sense of Belonging in College - Implications for Student Persistence, Retention, and Success*** **(Erin M. Bentrim and Gavin W. Henning):** A compendium of research, applications, and approaches to a sense of belonging; the extent a student feels included, accepted, valued, and supported on their campus.

- ***Making A Difference - Improving Residence Life Assessment Practices*** **(Kirsten Kennedy):** Guidance to improve assessment practices and make them a useful part of strategic planning and management. Introduces the double-loop assessment model.

- ***Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development*** **(Marcia Baxter Magolda):** Proposes a new framework for higher education to better foster students' crucial journeys of transformation.

- ***Student Learning in College Residence Halls: What Works, What Doesn't, And Why*** **(Gregory S. Blimling):** Shows how to structure the peer environment in residence halls to advance student learning

- ***What Matters in College?*** **(Alexander Astin):** The definitive study of how students change and develop in college and how colleges can enhance that development.

Select Higher Education and Related Organizations

- American Council on Education (ACE)
- American College Counseling Association (ACCA)
- American College Health Association (ACHA)
- Association of College Unions International (ACUI)
- APPA -Leadership in Educational Facilities
- College and University Professional Association for Human Resources (CUPA-HR)
- College Educators International (ACPA)
- Council for Advancement and Support of Education (CASE)
- Educational Advisory Board (EAB)
- EDUCAUSE
- The Jed Foundation
- International Association of Campus Law Enforcement (IACLEA)
- National Alliance on Mental Illness
- National Association for Diversity Officers in Higher Education (NADOHE)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Auxiliary Services (NACAS)
- National Collegiate Athletic Association (NCAA)
- National Intramural and Recreational Sports Association (NIRSA)
- The National Survey of Engagement (NSSE)
- Skyfactor Benchworks
- Society for College and University Planners (SCUP)
- Society for Human Resource Management (SHRM)
- Student Affairs Administrators in Higher Education (NASPA)

Learning as an Organization

An effective housing professional recognizes that change is an inherent reality of the work and commits to removing outdated policies, procedures, and practices that prevent students from accessing the support and resources needed for their learning. Housing organizations must be centered as learning organizations that accept the consistency of change, learn from past mistakes, and embrace future considerations.

To center the work of campus housing departments within operational learning, housing professionals must understand their university's mission, learning goals, and strategic priorities as well as be able to articulate how their department's work aligns with these characteristics and contributes to students' overall learning and development. An effective housing professional recognizes that change is an inherent reality of the work and commits to removing policies, procedures, and practices that are antiquated and preventing students from accessing the support and resources needed for their learning. Housing organizations must be centered as learning organizations that accept the consistency of change, learn from past mistakes, and embrace future considerations. Additionally, a successful housing professional must collaborate with staff, faculty, and other stakeholders to build and maintain structures that foster the integration of learning across disciplines and departments.

Using this definition as a framework, and thoroughly exploring the topic, themes began to emerge. Centering housing in operational learning is vital because not only does it allow HRL departments to meet current challenges, but it also prepares individual staff and the organization as a whole to meet future challenges as they emerge; potentially even proactively averting them before they occur. To achieve this benchmark, departments must begin their work from a solid foundation, be aware of external factors that can affect their work, find assistance from available resources, and instill a culture of trust, flexibility, and a willingness to accept change.

Question 1: What institutional standards and practices related to student learning are tested and proven across institutional types?

While campus housing and higher education may not have standards and practices in the same way industries like banking or food production do, they do have their own sets of standards and assessment tools to measure effectiveness. The key is identifying what ones are the most applicable, ensuring staff with a variety of experience levels can know how to best utilize the tools, and regularly assessing practices in other fields that are applicable to housing.

The most accessible and widely used standards for the campus housing profession are the Council on the Advancement of Standards (CAS) Standards, the ACUHO-I Standards and Ethical Principles, and NASPA's Charting the Future of Student Affairs. While some areas of learning are constant, there are (and will be) demographic and societal changes that occur and force these bodies to examine the practices and make amendments as necessary. Additional questions to consider when looking to the future of supporting operational learning:

- Do all professionals have the same level of access to the identified standards?
- Is there an understanding of how to utilize the resources and standards across all institution types to move toward effective change?
- Is there a priority given to individual skills development and training to understand how to utilize these resources?
- Is there a system in place within each HRL department to gather information and assist in the meaning-making process?

Question 2: How can HRL pursue student learning despite external pressures and complex social problems?

Student learning sits at the core of what campus housing departments do. Colleges and universities can be the real-life laboratories for young adults to learn content and life skills. HRL can create intentionality in these real-life learning laboratories, so learning is not left to chance. The world around them is changing exponentially, and all housing professionals need to be prepared to help support them as they make meaning. It is important to recognize existing institutions' frameworks and resources that support student learning and work within those.

While change has been a constant, the rate of change has exponentially increased in the past several years. COVID-19 challenged the very aspect of how education is delivered. The murder of George Floyd continued (and in many ways elevated) the conversation about how we view race as a society. The #MeToo movement additionally shaped the conversation about diversity, equity, and inclusion. Gun violence and the mental health crisis have caused colleges and universities to develop crisis plans and recruit staff that must go beyond teaching and learning in caring for students. As tuition and inflation increase, there are continued calls for higher education to prove its literal and metaphorical worth. These rapid societal changes have influenced every aspect of life, including (and particularly) higher education and student learning. Additional questions to consider when looking to the future of operational learning:

- Are students aware of major/career choices in new and emerging fields?
- Are there models of teaching/learning centers that can be models in how HRL and student affairs staff can truly partner with faculty to facilitate holistic learning?

- Are there opportunities for HRL staff to explore the latest techniques in instructional design to develop effective and intentional learning experience in the residence halls?
- Do HRL staff know best how to facilitate discussions about societal issues that both challenge and support student learning?

Question 3: How can faculty and staff from outside disciplines be used to enhance learning within HRL units?

College and university faculty members are not only experts in their particular areas of study, but they are also experts in undergraduate educational practices and theory. HRL and other areas within student affairs should leverage this expertise, form partnerships, and develop community as a foundation of learning. It is critical that housing staff learn from the faculty experience and engage them as partners in holistic learning for students.

Faculty members are experts in their discipline, research, and teaching, which includes instructional design and the use of technology. While the threats to higher education are very real, there is also a huge opportunity to tap into their expertise to highlight how students best learn and why the college experience is critical to developing the leaders, scholars, and employees of the future. Co-curricular and out-of-classroom learning can utilize the elements and foundations of classroom learning within an approach to better recognize that students learn and develop across the entire collegiate experience. Learning happens across experiences and campuses in a variety of spaces. Housing units can build and utilize strategic partnerships with faculty and campus partners to provide a more learning-centered experience for students. Additional questions to consider when looking to the future of operational learning:

- Are there opportunities for ACUHO-I member institutions to utilize membership benefits to engage interested faculty in learning more about HRL and student affairs? Particularly those involved in study circles or living-learning communities?
- Is there emerging research post-COVID-19 in how students learn best in an online or hybrid learning environment that is important to understand?

Question 4: How does HRL engage students and student staff in the development and enhancement of their learning experiences?

The on-campus living experience provides an unmatched opportunity to supplement and enhance the in-class learning experience. The Learning Partnerships Model includes three assumptions for educational practice that supports the development of self-authorship: validating students as knowers, situating learning in the learners' experience, and defining learning as mutually constructing meaning.

ACUHO-I is uniquely positioned to interact with students in a learning and employment environment. Most campuses (and many divisions of student affairs) have an office dedicated to assessing student learning. As a profession, there is a thriving system of regional conferences that involve students and provide an opportunity to examine their learning experiences. STARS College is an established, successful program that allows undergraduate students to learn more about the field of student affairs and develop mentor relationships with seasoned professionals. The regional conference model allows for a holistic exploration of leadership and learning. Housing departments contribute to and collect data through the Campus Housing Index that can be used to establish trends or benchmarks in programming.

Additional questions to consider when looking to the future of operational learning:

- Do we thoroughly assess the impact of STARS College on student learning?
- Are there untold stories from regional conferences that highlight the important learning and development of leadership skills occurring?
- Are HRL professionals privy to and aware of data produced on their campus about student learning trends and best practices? Could NSSE or data be leveraged to improve student learning based on campus results? Can information from CHI be used to prioritize programs that are offered through HRL?

Question 5: How can study circles or communities of practice be leveraged by practitioners to educate students about their contribution to the learning enterprise?

According to Etienne Wenger and Beverly Wenger-Trayner, "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." Study circles are voluntary groups of 8-15 people who meet three to six times to explore a subject or issue, generally in a democratic fashion. The residential experience provides a natural environment for study circles and communities of practice. Communities of practice can be leveraged at the practitioner level by re-imagining staff meetings, ongoing training functions, and supervision practices.

Both communities of practice and study circles bring small groups together for intimate, concentrated discussion. The desire to resume on-campus classes and engagement underscores the desire for students to be together with their peers, faculty, and staff. By nature, residence halls provide a physical setting for people to gather. Inviting faculty members or other interested staff to participate in communities of practice or study circles in a residence hall can utilize the practices, as well as build relationships across campus.

Question 6: How can housing and residence life departments leverage learning opportunities to align with institutional priorities and educational purpose and demonstrate the contribution of the residential experience?

Having the ability to leverage learning opportunities to align with institutional priorities begins with having a thorough understanding of what those priorities are. These priorities are set internally by campus leaders even if those priorities are influenced by factors (whether they be fiscal, social, cultural, or otherwise) from outside the campus. All members of the campus community must pay attention to local and national trends in higher education.

Each campus needs to consider the focus of its mission, the key populations it serves, the classifications it represents, and the goals and strategies of institutional leadership to design a campus experience that best meets those needs. A residential experience should be custom to the campus as it serves as an extension of the institutional priorities and stated educational purpose of its parent institution.

Fortunately, it should be clear what an institution's priority and purpose are. College and university leaders frequently describe the institutional priorities, whether it is in convocation addresses, public board meetings, or messages sent to the campus and broader community. Funding priorities also illustrate what the campus leaders consider to be important. Successful departments figure out a way to match their work with the stated priorities of the institution. HRL professionals are uniquely positioned to have the

pulse of a primary student population – first and (often) second year students. The ability to measure learning that takes place in the living environment and match that to stated institutional priorities will help gain credibility and build a coalition of support. HRL professionals can learn from industry experts from companies like Amazon and Microsoft, as well as individual authors/scholars such as Simon Sinek and Jim Collins in how to align purpose and priorities as a part of a professional development plan.

HRL professionals (and their colleagues in student affairs) have a great story to tell about supporting the educational purpose of their institution. By understanding what is considered important, it becomes easier to create intentional learning opportunities for students that align with institutional goals and provide data and information that validates the work with students and the value-add to the institution.

Design Recommendations

1. For HRL departments without assessment support, create a how-to document to utilize the CAS standards, ACUHO-I's Standards and Ethical Principles, and NASPA's Charting the Future of Student Affairs for internal assessment and planning. Start a discussion circle for these schools to share experiences and ask questions. Encourage the sharing of assessment data that led to intentional change or enhancement of programs or practice.

2. Develop a roster of student affairs assessment experts to do quarterly programs utilizing NSSE, Skyfactor or similar data sets. These professionals would also serve as an on-call team to answer questions for professionals or departments that do not have easy access to research and assessment professionals on their campus.

3. Identify and highlight successful communities of practice or study circles on a member campus. There should be diversity in campus size, public/private and geography.

4. Develop a list of ways that HRL staff can become meaningfully engaged with faculty to learn new and emerging practices. This can include volunteering for campus-wide learning initiatives, attending open meetings or presentations that focus on teaching and learning, utilizing training and development opportunities for faculty and creating a list of experts on learning practices.

Supporting Resources

Communities of Practice: Learning, Meaning, and Identity
This book presents a framework on how to foster learning in innovative ways, with a social theory of learning that is ground-breaking yet accessible, with profound implications not only for research but also for all those who must foster learning as part of their responsibilities at work, at home, at school.
https://www.cambridge.org/highereducation/books/communities-of-practice/724C22A03B12D11DFC345EEF0AD3F22A#overview

Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults
This book fills a critical gap in understanding of a long-neglected facet of the critical thinking process: reflective judgment.
https://www.wiley.com/en-us/Developing+Reflective+Judgment-p-9781555426293

The Fifth Discipline: The Art and Practice of The Learning Organization
This revised edition of the bestselling classic is based on fifteen years of experience in putting Peter Senge's ideas into practice.
https://www.penguinrandomhouse.com/books/163984/the-fifth-discipline-by-peter-m-senge/

How Humans Learn: The Science and Stories behind Effective College Teaching
Surveys research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning.
https://wvupressonline.com/node/758

Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship
Introduces the LPM (Learning Partnerships Model) and practical examples.
https://www.researchgate.net/publication/236794131_Learning_Partnerships_Theory_and_Models_of_Practice_to_Educate_for_Self-Authorship_review

Learning Reconsidered: A Campus-Wide Focus on the Student Experience
Re-examines ideas about conventional teaching and learning and questions whether current organizational patterns in higher education support student learning and development in today's environment.
https://www.naspa.org/images/uploads/main/Learning_Reconsidered_Report.pdf

Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development
A new framework for higher education to better foster students' crucial journeys of transformation--through the shaping of curriculum and co-curriculum, advising, leadership opportunities, campus work settings, collaboration, diversity, and community building.
https://styluspub.presswarehouse.com/browse/book/9781579220914/Making-Their-Own-Way

"A Matter of Perspective: The Benefits to Students, Faculty, and Future Employers of Positioning Students as Consultants on Learning and Teaching"
Perspective is a central tenet of seemingly disparate theories and practices: situated learning; communities of practice and legitimate peripheral participation; metacognition developed through reflective practice; standpoint theory; student voice; and pedagogical partnership. The authors integrate key insights from these into a single interpretive framework.
https://www.tandfonline.com/doi/full/10.1080/87567555.2020.1793715

"A Residential Paradox?: Residence Hall Attributes and College Student Outcomes"
An exploration of a potential paradox in which the suite- and apartment-style buildings that college students often desire might reduce their sense of community, college satisfaction, academic achievement, and intent to persist.
https://muse.jhu.edu/pub/1/article/663312/pdf

"Strategies for Enhancing Student Learning in Residence Halls"
Research related to the impact of residence hall programs on student learning is discussed. Nineteen existing programs focusing on student learning are presented for review.
https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.37119967508

"The Study Circle -- for Learning and Democracy"
The study circle is described as a democratic and emancipatory method for learning that can be summarized in three words: learning by sharing. This method offers opportunities and possibilities for all participants to contribute their previous knowledge and experiences through open and democratic dialogue.
https://www.researchgate.net/publication/275544092_Changing_Communities_The_Study_Circle_-_For_Learning_and_democracy

Thinking in Systems: A Primer
Offers insight for problem solving on scales ranging from the personal to the global.
https://www.chelseagreen.com/product/thinking-in-systems/

"The Time Has Come to Make Meaning-Making Centers on College Campuses"
Students have a great need to find a 'meaning to live for' a la Victor Frankl and make a case for creating a space for students and educators to contextualize learning experiences dealing with the universal, existential questions of life.
https://journals.sagepub.com/doi/10.1002/abc.21124

Learning Reconsidered: A Campus-Wide Focus on the Student Experience
Re-examines widely accepted ideas about conventional teaching and learning and questions whether current organizational patterns in higher education support student learning and development in today's environment.
https://www.naspa.org/images/uploads/main/Learning_Reconsidered_Report.pdf

"Strategies for Enhancing Student Learning in Residence Halls"
Research related to the impact of residence hall programs on student learning is discussed. Nineteen existing programs focusing on student learning are presented for review.
https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.37119967508

Enabling Workforce Sustainability

A successful college and university housing department is one that prioritizes the wellness of its staff, values the contributions of its members, is aware of emerging and changing trends within the industry, and has the flexibility and fluidity within its infrastructure to respond to unexpected circumstances that could impede students' and staff's learning and development.

The work environment of student affairs, particularly campus housing and residence life, is physically, mentally, and emotionally intense. Professionals in the field work long days, nights, and weekends in offices that are expected to respond 24 hours a day, 365 days a year. They are responsible for business administration, marketing and communications, housing assignments, facilities, and infrastructure. In addition, they address student learning, development, conduct, and crisis response. The intense environment of housing and residence life can negatively impact the workforce, which manifests itself through burnout, compassion fatigue, health-related issues, stress, and more. There can be little perceived value or incentive for new workers to enter the field as well as for the existing workforce to remain. Over the past several years, the HRL workforce has experienced high turnover rates, student-staff resignations *en masse*, and a decrease in incoming entry-level professionals. The complexity of the student staff role and the live-in full-time role; the generational approaches toward leadership, values and decision-making; the lack of investment in mid-level manager development; and the absence of clear pathways to advancement have left many feeling unvalued. Rather than a true investment in professional development, many organizations rely on service to the profession — with employees presenting at conferences and holding leadership roles in state, regional, and national associations — to meet this need.

Even while acknowledging the inherent challenges of the profession and nebulous factors and concepts that would define workforce sustainability, it is clear that change is needed. To achieve workforce sustainability, housing professionals must have a clear understanding of their department's mission, purpose, and overall contribution to students' learning and living experiences. This understanding will guide

how the roles at each level are defined and actualized. A successful college and university housing department is one that prioritizes the wellness of its staff, values the contributions of its members, is aware of emerging and changing trends within the industry, and has the flexibility and fluidity within its infrastructure to respond to unexpected circumstances that could impede students' and staff's learning and development. An effective housing professional actively embraces pedagogy, practices, and approaches that enhance the learning development of their staff, thereby leading to greater opportunities for staff promotion and investment in the work.

Question 1: Do campus residence halls need live-in staff?

It has been an assumption that residence halls and apartments owned or operated by a college or university provide a staff member to oversee the community on a direct level. While there are some exceptions to this approach, most residential operations include a supervisor or peer leader who live in the facility. But is it truly necessary? This question has arisen because of changes including definitions and designations of employee status within the U.S. Fair Labor and Standards Act as well as shifts in the expected work of part-time and full-time entry-level employees due in large part to increased mental health needs of students. Various dynamics impact this work and pose the question if the cost is too high for the benefit received.

One consideration for this question is an understanding of how students (and, in turn, student-supporting staff) spend their time. Even beyond scheduled programs and unscheduled crisis responses it is important to consider items such as participating in a disciplinary hearing, responding to students' mental health crises, and navigating interpersonal conflicts.

Question 2: How do generational differences impact the workforce?

The modern workplace includes members of four different generations: Baby Boomers, Generation X, Millennials, and Generation Z. Each has its own unique view of the world and of work. Generational differences can potentially cause frustration, disagreement, and disillusionment with the purpose of and connection to work. Individual campuses and the profession as a whole will need to come to terms with how these differences impact what work looks like in contemporary housing and residence life operations.

When recognizing human diversity within the workplace, people within different groups can unintentionally be marginalized and stereotyped. It is important for us to be cognizant of the uniqueness that exists between and within each generational cohort. Rebecca Hastings, in her article "Generational Differences Exists, but Beware of Stereotypes," cautions employers to "think twice before making stereotypical assumptions about individual employees based on age."

The conversation around generational differences and how the workforce needs to evolve tends to be focused on the new-professional portion of the population. It is important to acknowledge the needs of all generations represented in the workforce and not just focus on the youngest staff. A siloed focus might lead to an exodus of more experienced employees.

Question 3: What role will professional organizations play in retaining professionals?

The education and experience offered to housing professionals is relevant and important to the sustainability of the workforce. It also is true that a vast majority of these professionals spend time connected to informal educational experiences and connections provided by professional organizations. Given that

professional organizations serve as an advocate, knowledge base, and connection point for many professionals, it is important to think about how their presence can be leveraged to serve the profession.

Associations are often viewed as a unifying source for guidance, competency, learning and development. Latham and McMahon recommend a need for a unified voice that proposes and potentially defines a pathway for entering professionals, invests in recruiting systems expertise and improving technology, and champions engaging in strategic partnerships. This recommendation impacts factors that influence workforce sustainability as well as strategic partnership, communication, operational learning, and the overall business model within higher education. Unification across these areas and disciplines requires association-level input and effort. Since associations are seen as the hub for knowledge and learning, connection, and advocacy it is reasonable that they should a leading source for assessing and responding to factors impacting employee retention including frameworks, methodology, learning and policy.

Question 4: How can the professional pipeline be expanded for entry-level professionals?

As frontline employees, entry-level staff are expected to respond to students of concern, facilities complications, and community-building events and activities. The combination of the workload and lack of upward mobility within institutions, contributes to an exodus of entry-level staff. Moreover, recent declines in graduate program enrollment have resulted in the need to attract talent from outside the traditional pipeline. Without an intentional plan and some much-needed foresight, the ability to continue to provide a workforce that is suited for the residential work on today's college campuses is in jeopardy.

In *Debunking the Myth of Job Fit in Higher Education and Student Affairs*, the authors encourage practitioners to take a realistic look at what to consider when hiring someone in the moment rather than what they could bring to the team. As the number of graduates from higher education and student affairs programs continues to shrink, information in this text can help student affairs professionals improve hiring strategies to recruit different types of professional backgrounds.

Question 5: How do campuses prepare supervisors and managers to be good stewards of human capital?

Supervisors are essential in the structure of housing and residence life departments. They serve as the link between university and division leadership and the teams of employees who serve students. They also are responsible for recruiting, onboarding, and training staff in addition to overseeing employees' performance, provide guidance, support, and identify professional development needs and opportunities all while managing the reciprocal relationship between staff and the organization so that each is successful. In recent years the role and work of supervisors and managers has become increasingly demanding with opportunities for training and development remaining limited. Coupled with the need for supervisors to serve in entry-roles as interims or gap fill for peers due to continued staff departures, the need for leadership models and planning to cultivate and develop supervisors who are competent in practices, beyond education and training, that will sustain good stewardship of professionals toward retention and advancement is paramount.

Before addressing the role of supervisors in this task, HRL must make a significant shift in its view of the value of its professionals. The trend of departing professionals indicates a need to recenter appreciating the value of investing in people, even seeing people to be the greatest asset, and arguably the largest differentiator between organizations. All the resources in this section hold this viewpoint as the foundation for their recommendations.

Lenihan, McGuirk, and Murphy found that employee-managers in organizations with proactive work practices and that consult with their employee-managers increase the predicted probability of reporting that they are satisfied with their job, willing to change, and are committed to the organization. Nevertheless, there is a need to consider the role of policy interventions to support the motivationally-relevant elements of human capital.

Levine proposes a "Leader as teacher" model where leaders at all levels must continuously focus on recruiting, identifying, and developing future leaders. Leaders make sure their team members gain relevant experience by providing challenging stretch assignments designed to help them grow and gain the competencies necessary for success in their current and future roles within the organization. Through introspection and emotional intelligence, leaders examine their own behaviors and belief system to assure that their mindsets are not inhibiting the growth of their direct reports.

Question 6: What job functions are integral to housing and residence life roles?

Since its inception, higher education has expanded its purpose and reach. During the expansion of colleges and universities, the role of campus housing has also expanded. As such, many responsibilities have been assigned to housing and residence life operations. Some of these assignments are very appropriate for the work that units are charged with accomplishing on their own campuses. At the same time, however, some responsibilities have been conveniently shifted to housing and residence life, not because of mission alignment, or because of necessity, but because of a willingness to take on more work and/or be viewed as indispensable within the institution.

In response, it is important for HRL to (re)situate themselves as being integral to student success beyond triaging crises and gap-filling. (Re)organizing departments based on the functional areas and responsibilities outlined in the ACUHO-I Professional Standards and Competencies with attention to the shift in student need, resident assistant capacity, and pipeline of entering professionals and advancing professionals.

In contrast to a student services approach that seeks to run housing offices as businesses with students as customers, Pernotto recommends "recentering HRL practitioners as educators, as active partners in the learning process, utilizing theory to actively engage students in learning that contributes to the institution's overall mission (Blimling, 2015)". His outline of the experience of live-in staff implementing a curricular model showcases the value-add that the model brings to situating the student affairs professionals (HRL specifically) as educators and value of the residential experience as learning and not just crisis response and support.

Question 7: What is the employer or institution's role in staff well-being?

Student affairs professionals provide numerous student support services. Moreover, professionals in residence life are often first responders to crisis-related incidents such as suicide, domestic violence, and substance abuse. They must also manage their aftermath and trauma. Much of this work to address highly complex issues is done with minimal advance training or personal support for the tolls these encounters take on the personal lives of staff. This impacts job dissatisfaction, attrition, and overall well-being. Because student affairs professionals address serious student issues, support learning environments, and facilitate college student well-being, administration must be concerned about their well-being and take a more active role in the cultivation of improved employee well-being.

De-la-Calle-Durán and Rodríguez-Sánchez introduce a model with the main factors that firms should address to reinforce their employees' commitment and engagement: conciliation, cultivation, confidence, compensation, and communication.

Chessman found that while an emphasis on work-life balance may indeed make people more satisfied with their work environment, this study indicates it does not significantly impact well-being for these respondents. The findings further support that the quality of one's work environment is an essential part of well-being. This means that while demographic variables like salary, relationship status, and gender have a significant relationship to well-being, what further predicts well-being is the respondent's ability to set and talk about goals, engage in professional development and training, and develop a relationship with their supervisor. According to the Society for Human Resource Management (SHRM), more than 75% of high-performing companies regularly measure health status as a viable component of their overall risk management strategy.

Question 8: How do HRL departments create organizational structures and roles to be adaptable to evolving conditions?

Change can be challenging in any organization, and because of the nature of higher education, the shared-governance approach, the complexity of partnerships, funding, and responsibility, moving quickly to do something new is especially hard. The COVID-19 pandemic forced colleges and universities to change rapidly. While the COVID-19 pandemic impacted all components of higher education, housing and residence life operations had to pivot with enormous speed and for the most part, did so successfully. Conditions change and organizations must adapt to those conditions quickly and smoothly. For housing and residence life operations and the institutions in which they exist to continue to thrive, structures and roles must be assigned to be adaptable.

Design Thinking is an iterative process in which professionals understand the user, challenge assumptions, and redefine problems to identify alternative strategies and solutions that might not be instantly apparent at the initial level of understanding. A *Chronicle of Higher Education* article describes utilizing this technique to redesign components of higher education. While barriers may mute some of the effectiveness of the approach, the focus on the end-user is attractive.

It is always important to remember and note that housing and residence life organizations exist in institutional contexts on college campuses. As much as HRL departments may want to change practices and expectations, these changes must have the supportive buy-in of institutional leaders.

Question 9: How should the compensation model in HRL evolve to align with the responsibilities and requirements of roles?

It is a more common narrative that individuals who work in housing and residence life do so because of a positive experience they had as a student. Since people tend to come to this work from a place of awe, low pay and inadequate compensation have been sufficient. As the conversation about higher education has shifted from a public good to a private benefit, so too has the expectation of a return on investment of education and experience in housing and residence life. There are limits to how much leeway units have surrounding their ability to increase compensation financially. However, there may be other ways in which staff can be compensated for their work.

Most conversations involving compensation tend to focus on increasing financial pay when discussing compensation. It is also important to recognize that all types of institutions are restricted for a variety of reasons from just simply increasing pay. The focus on compensation should include benefits beyond monetary compensation. The article "Pay Raises, Massages, and Free Food: Can Colleges Lift Employees' Morale?," proposes ideas in addition to financial compensation that schools might consider trying in order to evolve the compensation model and retain staff.

Sensitivity should be exercised when discussing the evolution of the compensation model particularly because resources are not unlimited. At the same time, employers have a responsibility to provide a living wage for their employees. Utilizing information from CUPA-HR or the ACUHO-I Campus Housing Index will provide accurate data about compensation and how it compares across the industry.

The discussion on this question should work both ways; it might be that compensation is aligned with responsibilities resulting in an increase in compensation. It might also be true that responsibilities are reduced to be aligned with compensation. There is likely overlap between this question and other concerns about the functions integral to HRL. The University of Iowa has a resource about the future of work on a residential campus that can provide a good template for other schools.

Question 10: What credentials, knowledge, skills, and dispositions are needed for campus housing professionals? What preparation will best help professionals achieve them?

Student affairs and higher education preparatory programs have been shrinking for the last several years. The reduction in graduates pursuing careers in housing and residence life means employers have had to seek employees from non-traditional sources. As the pipeline continues to shrink, critical conversations are necessary to promote ways in which a viable workforce pool can be obtained and utilized. It is also important to determine what dispositions are necessary to have a successful career in housing and residence life. Regardless of credentials, skills, and knowledge, if people have the incorrect disposition for the work, hiring them will not be beneficial for the future of the profession.

The reality is that the hiring pipeline is shrinking all throughout the profession. This means that beyond extending the pipeline, there must be a plan for enhancing learning and development for professionals once they are employed. Specific to campus housing, ACUHO-I offers several institutes to develop skills, knowledge, and disposition. These institutes, though, do not have a credential element, nor do they focus on entry-level staff.

The lack of a solid pipeline has schools considering alternative ways to determine which non-traditional candidates are a good match for the work that needs to be performed. Schools are also finding that they can no longer rely on a robust masters' cohort and have thus lowered educational requirements. The consequences are an increased job pool, but there remain questions on how it impacts the quality of work. This SHRM article provides different perspectives on hiring practices when considering degrees versus skills and how to assess for each.

Question 11: How do campuses create organizations that are responsive to workforce needs?

Organizations and individuals are naturally resistant to change. The resistance to change comes from a lack of evidence surrounding why adjusting the status quo is better. Humans are always changing and thus, the organizations where they work must be able to be responsive to their needs. To create

organizations that are responsive to workforce needs, leaders must be tuned into what needs currently exist among the workforce.

When leaders are reminded that culture is imperative, they are more likely to consider it when making decisions that impact the company as a whole. This *Harvard Business Review* article provides insight into how company culture is fluid and more information on how culture begins at the top and is strongly considered by candidates throughout their job interviews. This article also challenges leaders to consider ways to include opportunities that build morale and positive culture, which will, in turn, lead to a more successful company.

Design Recommendations

1. Establish a working definition of workforce sustainability and related keywords as well identify attributes that characterize critical qualities and characteristics of a workforce. Assign a weighting to each attribute that reveals the level of influence that each attribute should have on workforce sustainability. Use this information to develop a formal workforce sustainability model and an assessment process.

2. Research, design, and create frameworks, tools, and templates that can be used to help campus human resource departments better understand the nature of HRL work and then partner with them to make decisions and implement change to improve workforce sustainability.

3. Conduct an intentional review of current ACUHO-I resources that align with the topic of workforce sustainability.

4. Review data collected by ACUHO-I's Campus Housing Index and identify ways to access the relevant information better and directly share it with campus senior leaders.

5. Create conference presentations, videos, infographics, and other resources that can be shared with institutions to promote workforce sustainability. In creating these, consider the following categories:

    a. Knowledge and frameworks: Predesigned guidance or supporting structure that professionals can use as an outline to create plans and build structure or systems for implementation with their teams (e.g., U.S. Surgeon General’s priorities for workplace well-being).
    b. Data-Driven resources: Reports, assessment data, and other insights that enable professionals to form resource plans and ensure competent allocation of time, energy, and capital (e.g., the Campus Housing Index, CUPA-HR 2022 Higher Education Employee Retention Survey, etc.).
    c. Tools and templates: Forms, documents, or other items that professionals can use immediately such as an agenda template, professional development plan template, and others.

6. Identify, create, and distribute resources that focus on buy-in, partnership, and collaboration with campus partners related to HRL.

7. Investigate James C. Grimm National Housing Training Institute, the Senior Housing Officer Institute, and the Mid-Level Leadership Institute as potential options to offer credentials. A credentialing experience for entry-level staff should also be considered.

Supporting Resources

"16 Unique Ideas for Employee Well-Being Initiatives In 2022"
From the Forbes Coaches Council, identifies practical ways managers can support employee well-being.
https://www.forbes.com/sites/forbescoachescouncil/2022/06/15/16-unique-ideas-for-employee-well-being-initiatives-in-2022/?sh=6fa52cd046db

"Can Design Thinking Redesign Higher Ed?"
The author of this *The Chronicle of Higher Education* article describes the experience of design thinking as it relates to redesigning components of higher education. While barriers exist that may mute some of the effectiveness of the approach, the focus on the end-user is attractive.
http://universityinnovationfellows.org/wp-content/uploads/2015/08/Can-Design-Thinking-Redesign-Higher-Ed_-The-Chronicle-of-Higher-Education.pdf

"Coming to Terms with Demographic Change in the Workplace"
Perspective on the aging professionals that work longer into "retirement age."
https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/older-demographic-change-workplace.aspx

"A Comprehensive Review Analyzing Evolving Foundations of the Institutional Role of the Resident Assistant"
In his dissertation, Kevin Conn explores the increase of RA responsibilities and how campuses will need to initiative more deliberate recruitment and training practices in response.
https://www.proquest.com/openview/4369b4235234283924797930 48cb1034/1?pq-origsite=gscholar&cbl=18750&diss=y

"How To Develop a Growth Path for Employees"
This resource provides ideas and guidelines to help create opportunities for entry-level employees to grow and achieve milestones during their time in an entry-level position.
https://www.uschamber.com/co/run/human-resources/how-to-develop-employee-growth-paths

"The Human Capital Stewardship Model"
Overview of human capital and a diagram explaining how stewarding human capital benefits business and keeps a company in motion
https://medium.com/@heartofhumancapital/the-human-capital-stewardship-model-6c188a6c72f6

The Impact of FLSA Overtime Rule on Higher Education
A workbook produced by CUPA-HR articulates the impact of FLSA on higher education. The document explains the history of FLSA over the years.
https://www.cupahr.org/surveys/research-briefs/2019-impact-of-flsa-overtime-rule-on-higher-education/

"The Key to Retaining Entry-level Employees?"
This article outlines the key factors of retention for entry-level employees.
https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/viewpoint-the-key-to-retaining-entry-level-employees.aspx

"Less Than Ideal"
Interview with Margaret Sallee, editor of *Sustainable Careers in Student Affairs: What Ideal Worker Norms Get Wrong and How to Make it Right.*
https://ts.acuho-i.org/september_2020/ideal.html

"Leaders As Stewards of Human Capital"
This is an article about leaders of the future and about how developing leaders and providing opportunities of growth at work is not only HR's responsibility.
https://www.cuinsight.com/leaders-as-stewards-of-human-capital/

"Millennials Expect Raises, Promotions More Often than Older Generations"
Consideration for what employees are looking for in order to stay within the field.
https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/millennials-raises-promotions-generations.aspx

"The Path to A Healthy Workplace: A Critical Review Linking Healthy Workplace Practices, Employee Well-being, And Organizational Improvements"
Identifies five general categories of healthy workplace practices: work-life balance, employee growth and development, health and safety, recognition, and employee involvement.
https://www.researchgate.net/publication/232593040_The_path_to_a_healthy_workplace_A_critical_review_linking_healthy_workplace_practices_employee_well-being_and_organizational_improvements

"The Puzzle Pieces of Executive Leadership"
Research into the competencies and body of knowledge needed to be a senior housing officer.
https://ts.acuho-i.org/july_2022/puzzle_pieces.html

"Reimagining Residential Professional Staffing: A Template for Evolving Practice"
This article provides an overview of the RA position and how it has changed over the years.
https://www.leadershipexchange-digital.com/lexmail/2022winter/MobilePagedArticle.action?articleId=1750951#articleId1750951

"Residence Life and Housing Services: Why Mid-Level Managers are Integral to a Department's Success"
This book chapter examines how mid-level housing and residence life staff manage the demanding expectations and competing priorities of their responsibilities. From New Directions for Higher Education
https://onlinelibrary.wiley.com/doi/abs/10.1002/he.20355

"Using Skills Assessments Over Education, Experience Requirements"
Different perspectives on hiring practices when considering degrees versus skills and how to assess each.
https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/using-skills-assessments-over-education-experience-requirements.aspx

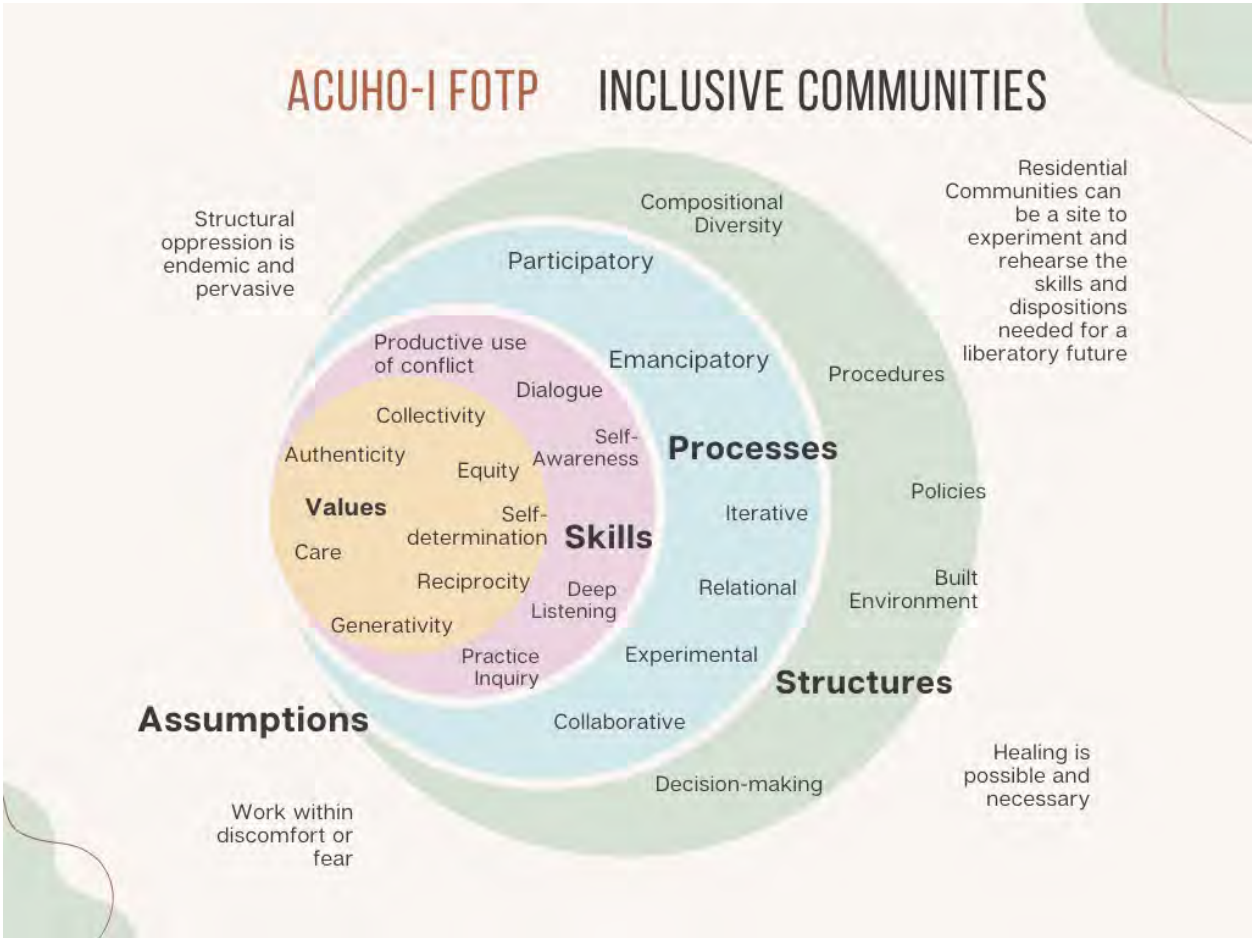
Creating Inclusive Communities

Creating inclusive communities will be an ongoing process of data collection, analysis of needs, and then a commitment to change. This iterative process requires energy, leadership, resources, and a willingness to look anew at the experiences of students and staff.

Housing and residence life organizations and environments play a unique role in the call to create inclusive communities. Creating communities where students feel a sense of belonging, where they are fully included and are treated equitably, requires that organizations engage in regular assessment. Organizations and leaders may find themselves entering this process in a variety of ways. Creating inclusive communities will be an ongoing process of data collection, analysis of needs, and then a commitment to change. This iterative process requires energy, leadership, resources, and a willingness to look anew at the experiences of students and staff.

In what follows, the decision was made to not provide data or evidence of the need for this work. Rather, this work begins with a set of working assumptions including that structural oppression is pervasive and endemic. It is our belief that campuses should do the same.

Numerous models exist to aid in the work of developing inclusive communities. Those models and resources are integrated below into a model that includes stated assumptions, guiding values, necessary skills, processes, and structures for action. Stated assumptions refers to the theoretical insights and ideas upon which a perspective of inclusive communities rests. Guiding values refer to the principles and expectations of behaviors that direct inclusive community work. Necessary skills include those qualities, abilities, and dispositions necessary to realize inclusive communities. Processes named in the model describe how the work of inclusive communities must be done and the types of approaches that characterize organizations committed to inclusive communities. Finally, structures illuminate elements of organizations that might be leveraged in pursuit of inclusive communities. The model provides a robust tool to direct efforts that weave inclusion throughout residential communities.



Question 1: What diversity, equity, and inclusion resources already exist? How do campuses identify new resources in the future?

The number and types of resources that exist related to diversity, equity, and inclusion (DEI) as well as belonging has ballooned in recent years. While numerous resources exist, leaders are encouraged to seek the newest insights, in combination with those that are well researched, in the design of any approaches that attempt to create more inclusive communities.

Housing and residence life departments are unlike most other higher education systems because of the complexity of the environment and the potential for impact on students outside of the classroom and on professional and student staff. The shared model incorporates many of the key processes translated to a housing environment. Some key models that may be used as examples include:

Universal Design and Universal Design for Learning

The concept of universal design has become important in the design of the physical environment, but it is also important in the consideration of the learning environment. Universal design principles include designing for equitable use, flexibility in use, simple and intuitive use, where information is most perceptible for user's sensory abilities and where users do not face hazards or adverse consequences in use, where

the size and space attends to diverse users' abilities and reduces the need for physical effort (Burgstahler, 2021).

In addition to adhering to universal design principles, we encourage the use of universal design for learning principles. These principles may be important in the design of the learning experiences for students, student staff, and professionals working within residential environments. These include, first, designing for multiple means of engagement, where the curriculum includes options for perception, including language, expression, symbolism, and comprehension (Burgstahler, 2021). Second, designing for multiple means of representation where information is presented in multiple ways so that all members of the community may access the information. And third, multiple means of action and expression, where community members can express what they know in multiple ways.

Design Thinking for Liberatory Mindset

A liberatory mindset is an approach that addresses the equity challenges that exist within complex systems. Proponents argue that its application will help individuals and organizations identify inequities as well as create new designs and approaches that increase opportunities for those most impacted by oppression. Focused on a liberatory mindset, Culver, Harper, and Kezar (2021) have developed an eight-stage process for design or redesign of approaches within higher education. Key within this process is the awareness that empathy building to understand a wide range of experiences and perceptions of the campus experience is a key early step. In this process, designs are selected after an ideation process and then awareness of the feasibility of potential (re)designs.

The Culver et al. process reminds us that campus leaders must design for the specific context of their environment, engaging a broad set of constituents, and then creating approaches that will attend to the needs of a specific community.

Additional Resources

As work continues around DEI, campuses and organizations will continue to create new and valuable resources that can inform others' work. Individuals should work to stay informed of these developments. In addition, organizations such as ACUHO-I should strive to identify these resources and regularly communicate them to the profession at large. These resources should include approaches and practices that include various community, structural/architectural, and institutional types.

Question 2: How do housing departments incorporate existing and emerging scholarship around DEI?

To incorporate existing and emerging scholarship around diversity, equity, and inclusion into housing's work, the profession must begin by making sense of certain underlying assumptions.

- First is that structural oppression is pervasive and endemic. Rather than squander valuable time and energy gathering evidence as to its presence, residential communities can begin by stipulating that systemic oppression across a range of categories (race, class, sexuality, etc.) is always already present within our institutions. Thus, action can be directed towards rooting out the way oppression lurks in policies, practices, and procedures that constitute housing work.
- Second, healing is possible and necessary when thinking about creating an inclusive community. Communities need space to grapple with pernicious inequities and co-create remedies. For example, after the extrajudicial murder of George Floyd, institutions of higher education were

compelled to reckon with longstanding racism and find ways to eradicate anti-blackness within their organizations.

- Third, discomfort is an essential part of this work. Expanding one's perspective is not always comfortable but necessary for learning. Organizations can anticipate discomfort and offer individuals and communities needed support to confront their discomfort and/or fear in order to engender more inclusive spaces.
- Fourth, residential communities have the potential to serve as sites where members experiment and rehearse the skills and dispositions needed for a liberatory future. Learning communities, leadership training, professional development, behavioral interventions, and community activities can be leveraged to encourage the development of habits and practices that account for every community member's flourishing.

After exploring these assumptions, individuals and organizations can incorporate existing and emerging scholarship into modifying and improving their values, skills, processes, practices, and structures.

Values

Inclusive communities of the future will center values that enhance the dignity and thriving of all members of the community and provide a foundation for a collectively derived vision. Core values can provide organizations, leaders, and individual community members with a collaborative path toward the realization of inclusive communities. Values of care, authenticity, collectivity, reciprocity, equity, and self-determination may be particularly important in this work.

Skills

This work will also require organizations to support community members and leaders in the development of skills necessary for living in, building, and leading inclusive communities. Intrapersonal skills of self-awareness and deep listening are required as well as interpersonal and group skills such as practicing inquiry, dialogic and non-violent conversational practices, and productive engagement of conflict. As stated in the assumptions, this is difficult work, so organizations and individuals must develop and support skills to engage in this deep work over time. Individual ability and willingness to engage in action is a requirement of this work.

Processes

Processes deployed in the creation of inclusive communities must align with organizational visions and values, utilizing collaborative, participatory and relational processes. An emancipatory process should allow for members of the community to experience freedom and safety in the redesign of processes and approaches. Processes will need to be iterative, building upon previous work in previous semesters or years, allowing for growth, change, and experimentation as needed.

Practices

An essential process is assessing campuses for gaps within DEI practices. This may involve more than residence life programs making these assessments; instead partnering with campus offices and departments making the commitment to identify gaps. The approach could mirror New York University's current restorative practices approach, which was enacted to engage and support communities but also to provide the ability to address impactful and challenging issues. All of which contribute to building and sustaining inclusive communities. As institutions aspire to inclusive communities, the processes employed must be as inclusive as the goals identified.

Structures

Campuses should explore the key structures that impact community members and those that undermine inclusivity. These include compositional diversity (Hurtado et al., 1999), procedures, policies, the built environment, and decision-making processes. Efforts to build inclusive communities will need to connect inclusion efforts to institutional mission, vision, values, and strategic plans. Organizations will need to align resources, including ongoing training for all community participants as the process unfolds and allocations are often tied to strategic priorities.

Question 3: What partnerships are necessary to bring to bear the expertise needed to develop inclusive communities?

A lesson that higher education has learned in the past 20 years is the need for partnerships and collaborations that promote student success. To create inclusive communities, partnerships between campus entities, external organizations, and other experts in diversity, equity, inclusion, and belonging are vital.

Campus climate or that of surrounding communities may not be supportive of the move towards more stated and intentional inclusive communities. Campuses need to examine the landscape around their location to determine if coalition-building needs to extend beyond their own walls into surrounding communities. Questions to ask are:

- What are the implications to the surrounding community if we look to accomplish _____?
- What communities of people should be brought to the table to discuss _____?
- How can we utilize the students' voices to explore and push such an agenda?

Internally to the institution, systems of racism and privilege prevail, making a change such as this difficult to accomplish, particularly if there is deep-rooted resistance to progress. Organizations can ask questions such as "What are the core relationships needed to be cultivated to progress an agenda around inclusive communities?" and "Who are key players and what is their agenda to be examined?" (e.g., fundraising, alumni relations, athletics, financial aid, identity-based centers, etc.).

Leaders should consider working with institutional research and/or institutional diversity officers to understand specific challenges, climate challenges, or historical oppression on individual campuses.

Values

Diversity, equity, inclusion, and belonging work begins with the individual. There is a plethora of resources available for an individual to explore their own values, identity, bias, and privilege. For housing and residence life professionals, it is important to interrogate our own biases as well as an understanding of these topics and build training opportunities for staff to build their capacity for understanding and acceptance. ACUHO-I's Standards speak to this specific need and requirement for housing professionals.

For example, preparing staff to explore their values and to understand the posture required to build inclusive communities will require support in the development of these values. The National Conference on Race and Ethnicity (NCORE) is one example of such an experience.

Skills

Campus partners identified as the necessary change agents to bring about inclusive communities need to develop their own team capacity through intentional interactions and development sessions around these topics. It is one thing for a campus or individual to say they are all on-board and supportive of these types of initiatives, but it is another thing to do the work necessary to bring about change.

Examples of coalition building include intentional dialogue series with trusted campus partners, the development of a standing committee in the organization, and the development of faculty/staff affinity groups. There have been such successes when these types of coalitions are recognized at the faculty and staff senate levels as well but getting to that point can take quite a bit of time and leverage of political gains.

These coalitions need to spend considerable time understanding their political landscapes, delve deep into the systems of oppression at-play in their institution, identify hurdles and strategies for overcoming hurdles, and plant seeds with students for their grassroots efforts in accomplishing these tasks.

Processes

Approaching the process of coalition building takes time and takes an acute attention to relationship construction that can seem daunting. An individual or single unit can begin at the local level by identifying close campus partners to approach and to engage in dialogue. Bringing a sense of camaraderie around the topic, particularly if the institution or unit has inclusion as a core value, is a sound starting point. From there, it is important to determine one's sphere of influence around inclusion and how the next steps can be approached.

A Lumina Foundation document *Coalition Building Efforts and a Race-Conscious Postsecondary Agenda* includes suggestions for coalition building and some lessons learned from two post-secondary experiences. In the document, the authors purport that coalition building requires the buy-in from directly impacted parties (e.g., Black/Latinx affinity groups), equity champions (those "co-conspirators" and white/privileged allies), and a steering committee that consists of internal and external players. These are valuable lessons in determining the folks who should be included or invited to the table as planning begins.

A key starting place is examining the context and surrounding communities and making careful selections for active involvement. If located in an urban setting or a more diverse area of the country, this could mean leaders reaching out to local non-profit organizations doing this type of work in the community or building relationships with the likes of the local NAACP or YWCA chapters, as examples. If located in communities that are more rural or homogenous, then the task of building the coalition internally first, is critical. This takes an examination of one's own understanding of the topic and determined biases, an analysis of the local pedigree for change, and identifying those at the institution that may be called upon to do the heavy work necessary to enact change.

Structures

Institutions of higher education reflect our greater society and come with the same barriers and oppression perpetuated elsewhere. Recognizing this and working towards more inclusive communities means building coalitions, collaborating, and holding each other accountable. Kezar, Holcombe, and Vigil in *Shared Responsibility Means Shared Accountability* provide a framework for shared equity work that intertwines accountability. Diversity, equity, inclusion, and belonging work should not be done in a silo, it is imperative that it permeate the entire campus community. Valuable departments or offices to partner with include:

- housing services (within bifurcated systems);
- chief diversity officer units (and other DEI functional areas);
- community engagement offices or local community partners as needed;
- student leadership programs (i.e., student governments, residence hall associations, hall councils, NRHH, etc.);
- identity-based offices/units (Multicultural centers, LGBTQ+ centers, Women's centers, Gender Equity/T9 offices);
- enrollment management;
- student accessibility services;
- food services;
- police and campus safety;
- appropriate academic units (i.e., African Studies, Urban Studies/Planning, Women's Studies, History, College Student Personnel/Higher Education masters programs, Sociology, Religious Studies, etc.);
- specific faculty members studying or researching topics that may not fall into a specified academic unit (e.g., a psychology professor who has been researching the effects on the community around public school vouchers and charter schools);
- institutional research offices to ensure campus climate surveys are conducted and results shared and use those results for action items; and
- marketing and communication professionals.

Question 4: How might campus housing departments create spaces where everybody feels welcome?

One of the ways to create an environment where everyone feels welcome is to have representation of identities across all levels of the institution, from entry-level position to senior leadership. This can only happen by understanding the current demographics of students and staff members and creating a plan to recruit, select, hire, and retain professionals from all identities, including historically marginalized ones (professionals of color, queer spectrum professionals, international professionals, etc.).

While there is scant empirical research on the recruitment and retention of minoritized housing staff, robust literature has emerged regarding faculty diversity that offers insight. In particular, current scholarship points to the promise of creating internal pipelines of diverse personnel, working to retain and promote from within. Such work can be extrapolated to housing environments. Additionally, the literature on faculty retention demonstrates the importance of generating welcoming environments, facilitating positive interactions and relationships, and fostering humanizing and culturally validating environments (Wright-Mair, 2017). Such work is consistent with college student research on sense of belonging (Hurtado & Carter, 1997) and culturally engaging campus environments. The Culturally Engaging Campus Environments (CECE) Model argues that campuses that promote both cultural relevance, or opportunities to see one's culture reflected in academic and co-curricular elements of campus life, and cultural responsiveness, or the extent to which campus units and programming effectively respond to the needs of minoritized students, are more likely to foster belonging and, as a result, support student success.

Much of the work to create welcoming environments for students is facilitated by paraprofessional staff members (community assistants, resident assistants, and desk assistants) graduate students, and

early-career professionals. In recent years, outstanding professionals have left the field for a variety of reasons. Of particular concern are those who leave because of a lack of empathy and support within the organization. To create a safe and welcoming environment, assistant directors, directors, executive directors, and assistant vice presidents, have to care and promote well-being for student, entry-level, and mid-level professional staff. Attending to belonging through the extension of culturally engaging campus environments throughout the enterprise is one significant step.

Questions colleges and universities may consider in this regard include:

- How do organizations demonstrate care to existing staff, particularly those who are more vulnerable due to systemic oppression?
- How does the organization encourage the development of intercultural competence and facility with culturally specific funds of knowledge?
- What do humanizing and holistic recruitment, orientation, onboarding, and retention processes look like within the organization?
- What is in place to monitor compositional diversity throughout the organization? What mechanisms are available to collaboratively interpret relevant data and engage in collective decision-making about actions taken as a result?

Question 5: How are other countries represented in these questions? How do we reflect the global perspectives of DEI?

The approach and perspectives around DEI are not universal and are experienced differently around the world. It is necessary to understand that history, culture, and language play an important role in this work.

There are differing philosophical positions related to issues of diversity, equity, and inclusion taken by educational leaders outside of the United States. Many of these countries, like South Africa, reference the inclusion of the majority of its citizens into the mainstream when they speak about diversity, equity, and inclusion, which is the opposite of the US context which identifies and attempts to serve specific underrepresented or minoritized groups. This particular nuance in how these concepts and terms are deployed is important in how other countries are represented in this work.

A global perspective of DEI and the particular environments for creating inclusive communities will require the work of non-US-based institutions and the need to become even more informed within ACUHO-I, throughout the profession (worldwide), and in work with students to understand the differing approaches, needs, and challenges organizational leaders may face in creating inclusive communities.

Biases and discrimination exist everywhere, but the ways in which they are experienced are influenced by culture and history. At the same time, what diverse representation looks like is also contextual. This model works best when all levels of leaders have an opportunity to explore the local context of the work behind creating inclusive communities. Some example questions to ask include:

- What is the current state or context of DEI in your region/ country?
- What current insights exist or should be explored for your organization to create more inclusive communities for all?
- What are relevant DEI-related historical and cultural influences on the current society?

Housing professionals must ensure that DEI is broader than race and ethnicity and must continue to evolve and develop different ways to distinguish one another from each other. To explore this broad approach, one must remember the very concept of a student and a housing professional (educator) is culturally bound. For example, in some cultures, students question their teachers and are encouraged to learn by questioning everything presented to them, while in other cultures, students are expected to listen and learn. This has implications for cultural boundaries that affect how students are taught and how they learn.

International Students

Some international students might not know what racism is until they arrive in the United States, and they may not have experienced the specific US kind of racism previously. This would be especially true if racism is reduced to black-and-white discrimination only. This fact can become complicated when the ethnicity/nationality of a group is also tied to their religion, as is often the case in some parts of the world.

Creating inclusive communities must consider the experiences of international students. The transition process is often complex and challenging for these students and an inclusive community would design to best support this transition into community.

We recognize the important of specific initiatives to support inclusion of international members and their organizations in this work. We particularly applaud the Global Initiatives Network (GIN) supports ACUHO-I's strategic objectives by providing an international lens to ACUHO-I products and services and the ACUHO-I Ambassadors are champions in their regions/countries who connect, enthuse, and activate local professionals in their context.

International Campuses

There is concern about the barriers to full inclusion of ACUHO-I's international members as it relates specifically to creating inclusive communities on campuses around the world. Related to this are other questions:

- How can ACUHO-I reduce barriers to international member participation in volunteer leadership?
- How can ACUHO-I create more accessible opportunities for international member involvement, such as asynchronous or offline input for task forces and committees or micro-involvement options for targeted contributions?
- How can ACUHO-I create synergies with sister organizations, such as committees that include members from both organizations?
- Traveling distance and cost to attend face-to-face events. This also goes for the opposite where they feel left out if they are not able to attend.
- What US-centric language/terminology/unfamiliar abbreviations confuse them, leading to the assumption that ACUHO-I's offering is not for them.
- Resources need to be provided in multiple languages as the next phase moves forward.

Question 6: How can the residential communities of tomorrow contribute to a just world?

Residential communities can serve as more than a laboratory of learning. They can function as an experimental site to explore the possibilities and potentials of communities characterized by values of reciprocity, equity, self-determination, care, and generativity. They can be rehearsal spaces where individuals cultivate self-awareness and deep listening, practice dialogue and non-violent communication, work collaboratively to resolve conflict productively, and engage in relationship-building that foregrounds compassion and curiosity.

Leadership in residential communities can deploy every structural element within their work to promote the values and skill development described above. Demographic trends in the compositional diversity of residents, graduates, staff, and leadership can be monitored and inform goal-setting and investigation of concerning patterns. Review or creation of policy, procedures, and built environments can be undertaken with inclusive communities in mind, asking who is inadvertently marginalized or left behind by the decisions enacted? Whose freedom is curtailed in the pursuit of efficiency, status, or profit? Residential staff can grapple with robust questions like what policies, decision-making structures, procedures, demographic diversity, and built environments are necessary to support residential communities characterized by collaboration, experimentation, continuous learning, and full participation? In short, residential communities of tomorrow can be a site to experiment and rehearse the skills and dispositions necessary for a liberatory future.

Design Recommendations

Decisions made to enable inclusive communities must be steeped in established and emerging research that allows for the concepts of diversity, equity, and inclusion. They will require strategic partnerships, incorporate a broad worldview, and contribute to a just world. The following tools should be created to further discussion on this topic, along with equipping institutions to facilitate these conversations. In creating these resources, some guiding considerations could include:

- *How the product or tool might allow for different configurations of users with respective spheres of influence (i.e., at the hall or community, area, unit, and department levels).*
- *How the tool accounts for various contexts such as town/gown relations; institution type; residential percentage; geographical context; political landscape; and the unit within the larger institution.*
- *How the tool accounts for the student voice, particularly those from minoritized groups that tend to be underrepresented.*
- *How the tool can prompt a comprehensive approach to populating the planning space. For instance, can the tool encourage a "coalition building" approach to identify who needs to be in the planning space? Can it be mindful of how the planning space defaults to who is available to be in the room? How might asynchronous and micro-engagements ensure full participation past temporal/geographic barriers?*
- *What additional tools (such as rubrics, assessment tools, or planning tools) can supplement the planning tool.*
- *Specific attention should be paid to institutions from differing nations.*

1. Utilize the graphic organizer as a tool to illustrate the abundant existing resources and the possibilities inherent to HRL creating inclusive communities. Values, Skills, Process, and Structures offer capacious categories from which templates, examples, reflection tools, and whitepapers may be generated.

2. Utilize the graphic organizer to create a tool for organizational and strategic planning or an equity audit tool for organizations to examine where strengths and gaps may exist. For the latter, designers might consider using the Cultural Proficiency Model (Lindsey et al., 2021) to assess organizational barriers to cultural proficiency in designing equity action plans.

3. Develop a reflection tool that prompts an organization to excavate historical evidence of barriers to this type of work on campuses as a part of the development process.

4. Profile institutions and programs that have had success in creating inclusive communities. Some examples may be the Realizing Inclusion, Diversity, and Equity (R.I.D.E) program at Wake Forest University, the University of Cincinnati's Center for Truth, Racial Healing & Transformation Race and Racism in Cincinnati toolkit, and the University of Kansas' tool box for assessing community needs and resources.

Supporting Resources

Cultural Proficiency Model
This theory provides a visual diagram of the framework for cultural proficiency practices.
https://ccpep.org/home/what-is-cultural-proficiency/the-framework/

Designing for Equity in Higher Education (DEHE) Model
Published by the Pullias Center for Higher Education, the report provides a toolkit for higher education professionals and teams to create a libratory mindset to guide equity practices.
https://files.eric.ed.gov/fulltext/ED615816.pdf

"Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging"
This seminal article explores students' sense of belonging and its connection to campus racial climate.
https://doi.org/10.2307/2673270

Everyday Utopias: The Conceptual Life of Promising Spaces
This book provides a blueprint for liberatory projects that seek alternatives to oppressive social systems and marketplace ideologies.
https://www.dukeupress.edu/everyday-utopias

"Formalizing a DEI Strategy"
Ingraining DEI principles into a housing department's policies and practices.
https://ts.acuho-i.org/may_2021/dei_strategy.html

Identity-Conscious Supervision in Student Affairs: Building Relationships and Transforming Systems
This book provides practical approaches to identity-conscious supervision. Addressing action from individual, supervision, and organizational levels it provides tools for practitioners to effect change.
https://www.routledge.com/Identity-Conscious-Supervision-in-Student-Affairs-Building-Relationships/Brown-Desai-Elliott/p/book/9781138365599

"Justice League"
Explores how to infuse social justice practices into staff training.
https://ts.acuho-i.org/november_2021/justice_league.html

Leading for Equity from Where You Are: How Leaders in Different Roles Engage in Shared Equity Leadership
From the American Council on Education and the Pullais Center for Higher Education, this publication outlines functional and positional roles in addressing issue of diversity, equity, and inclusion.
https://www.acenet.edu/Documents/Shared-Equity-Leadership-Roles.pdf

Mutual Aid: Building Solidarity During This Crisis (and the Next)
Explores the historical and contemporary investments in mutual aid as a strategy of organizing for justice and survival within community collaboratives and social movements.
https://www.versobooks.com/books/3713-mutual-aid

Social Justice in action. A Model for Critical Praxis
Drawing on critical and liberatory theories, this book offers examples of how educators engage in change-work to realize democratic and inclusive ideals in post-secondary education.
https://styluspub.presswarehouse.com/browse/book/9781642672732/Critical-Praxis-in-Student-Affairs#contents

"Say It Loud"
Interview with Micere Keels, author of the book *Campus Counterspaces: Black and Latinx Students' Search for Community at Historically White Universities*.
https://ts.acuho-i.org/july2020/loud.html

"The Five Stages of DEI Maturity"
This *Harvard Business Review* article outlines how DEI work in organizations should be aware, compliant, tactical, integrated, and sustainable. Each stage includes critical questions for leaders and includes examples from various organizations on how they navigated the stages.
https://hbr.org/2022/11/the-five-stages-of-dei-maturity

Universal Design for Learning
This website provides a variety of resources and examples to address inclusion in learning environments.
http://udloncampus.cast.org/home

Why Aren't We There Yet?: Taking Personal Responsibility for Creating an Inclusive Campus
Insights to improve inclusivity within student affairs.
https://styluspub.presswarehouse.com/browse/book/9781579224660/Why-Aren-t-We-There-Yet

Strengthening Community Mental Health

If the campus housing profession is to support the mental health of all its community members, it will require establishing reasonable work responsibilities and expectations and creating environments that produce the desired outcomes while offering workforce support for personal decision-making about well-being as individuals and as teams.

Mental health is a pervasive and ever-intensifying issue for college campuses. This is true regarding students' mental health issues as well as that of staff members. Support for these concerns is expected to come from institutions and student affairs departments and housing departments in particular have a significant role to play in it. Still, they cannot carry the sole burden of crisis management and recovery. Fortunately, while stigma is still present, current, and upcoming generations continue to see increased acceptance of mental health support.

If the campus housing profession is to support the mental health of all its community members, it will require establishing reasonable work responsibilities and expectations and creating environments that produce the desired outcomes while offering workforce support for personal decision-making about well-being as individuals and as teams. These are critical elements for ensuring that burnout results from something other than HRL's work in support of students. Because mental health is unique to each individual working on campus, housing should allow for a range of options and opportunities for staff to meet their needs. The infrastructure for providing care needs to be more expansive and embedded in staff training and professional development. Several considerations emerged while exploring the unique campus housing populations:

Community and belonging are drivers of students' poor mental health.

As social media and digital cultures have proliferated over the past two decades, and the state education systems have shifted away from social-emotional needs of students, students come to college lacking

many necessary skills to find community and belonging. This, coupled with institutional practices that often lead to exclusion and isolation, particularly of marginalized populations, often lay the groundwork for mental health crises. Of all areas of the campus community, HRL departments are best positioned to help students build community and find belonging.

Peer interventions make a difference.

Emerging research has shown the power of peer interventions in bolstering student's ability to manage emotions and proactively attend to their mental health. While not a substitute for professional counseling, increasing opportunities for peer training and intervention may be a way to address the lack of staffing for lower-level mental health issues.

Students of oppressed and marginalized identities are put at risk.

Across several mental health measures (depression, anxiety, suicidality, secondary trauma, burnout, etc.), BIPOC and LGBTQ students and staff are disproportionately affected. Feelings of isolation, experiences of bias and discrimination, the impact of national and localized events, and persistent hypervigilance are often foundational issues leading to increased strain on mental health for these populations.

Proactive versus reactive interventions for students are needed.

Most of the conversation around the campus mental health crisis has centered on responses to students experiencing crisis versus helping to prevent mental health issues from becoming a crisis. HRL departments are well-positioned to provide programming and other structural interventions to help students learn to manage their mental health and seek help before reaching crisis levels.

The mental health of today's youth should guide the future of collegiate mental health.

Research on the impact of COVID-19 on the social development and mental health of today's youth paints a bleak picture of the future. Given the focus on learning loss over social and emotional development loss is significantly increasing rates of several mental health and suicidality for youth.

The mental health crisis has a ripple effect on staff mental health.

Lack of effective training and support leaves paraprofessional and professional staff lacking the knowledge, skills, and competencies to effectively support the mental health of residential students. Research has suggested that among student affairs professionals, one of the biggest predictors of the development of secondary trauma and burnout is working in college residential life. Unfortunately, research suggests that many housing departments lack robust training mechanisms for paraprofessionals and professional staff regarding mental health. Additionally, traditional higher education preparation programs often lack meaningful training or competency building that addresses student mental health concerns.

Housing should focus on systemic interventions and the need for external support for crisis intervention.

Current resources, particularly those focused on residential populations, overly focus on immediate crisis response, as well as supporting residential student mental health in isolation. Few resources have outlined systemic issues related to mental health and support within housing, as well as best practices for proactive collaborations with campus (and external) partners to support student mental health outside of behavioral intervention teams.

There is a lack of understanding about hourly staff's (administrative, custodial, etc.) mental health.

Despite being an economically vulnerable population, hourly staff are often left out of conversations regarding mental health and well-being. Given the poor pay and lack of institutional support, these individuals may find themselves working multiple jobs, working excessive overtime, and putting themselves at occupational risk, which may all contribute to mental illnesses such as depression or anxiety. These staff are often under-recognized for their contribution to building community within the halls, as many often form close positive relationships with residential students.

Question 1: How do campuses pursue communities characterized by care, interdependence, vulnerability, and mutual aid at professional, student leader, and residential levels?

The concept of *querencia* is believed to have originated in the writings of the Argentine poet Jorge Luis Borges, who used the term to describe a sense of connection to one's home or place of origin. However, the concept of querencia has since been adopted and adapted by various scholars and practitioners in fields such as psychology, education, and social work. In psychology, querencia has been used to describe a sense of belonging and connection to one's community or environment. It has also been linked to homeostasis, or the balance and stability individuals seek in their lives. In social work, querencia has been used to describe the importance of building strong, supportive relationships to promote healing and well-being. In education, querencia has been used to describe the importance of creating a sense of belonging and connection for students in the classroom and on campus. There are several strategies to develop a sense of querencia (care, interdependence, vulnerability, and mutual aid) on campuses:

Encourage open and honest communication.

Encourage students, student leaders, and professionals to be open and honest about their needs, challenges, and vulnerabilities. This can create a sense of trust and interdependence within the community. Training on Restorative Practices and Non-Violent Communication can assist with this. Nonviolent Communication (NVC), also known as Compassionate Communication, is a communication approach developed by Marshall Rosenberg. NVC is based on the idea that all humans have the capacity for compassion and that conflict arises when people cannot express their needs and feelings effectively.

Foster a culture of inclusivity.

Promote a culture that values equity and justice and work to create an environment where all members feel seen, welcome, and supported. There are several ways that equity and justice can be centered when thinking about mental health, self, and communal care.

Promote social justice and recognize/address the impact of systemic injustices.

It is essential to recognize how systemic injustices, such as racism, ableism, and discrimination based on gender or sexual orientation, can affect mental health and well-being. Developing our ability, as Sonia Renee Taylor puts it, to call out, call in, and call on, is essential in developing individuals and communities committed to this endeavor.

Provide culturally-responsive care.

It is vital to ensure that mental health care and self-care practices are culturally responsive and consider marginalized communities' unique needs and experiences. Cultural humility is an essential aspect of

cultural competency, effectively interacting with people from different cultural backgrounds. Culturally humble individuals can approach interactions with others with an open and curious mindset rather than making assumptions or imposing their own cultural beliefs and practices on others. This can help to create more inclusive and respectful relationships and can be especially important in situations with significant cultural differences between individuals.

Emphasize self-determination and empowerment.

Encourage individuals to take an active role in their self-care and prioritize their well-being while acknowledging the role that external factors, such as systemic injustices, can play in their mental health. Paolo Freire's work on self-determination is closely related to his broader philosophy of critical pedagogy, which emphasizes the importance of empowering individuals to think critically and take control of their learning and development. Freire does not explicitly address self-care in his writings. Still, his general pedagogy certainly encompasses the importance of self-care, as it allows individuals to take care of their physical, emotional, and mental well-being to engage in learning and personal growth fully.

Support student and professional leadership development.

Offer opportunities for student leaders and young professionals to develop their leadership skills and knowledge and encourage them to model care, vulnerability, and mutual aid in their leadership practices. Research has shown that vulnerability, strength, and resilience are related concepts that can influence each other. It is important to note that vulnerability is the quality of being open to potential harm or attack, either physically or emotionally. Research has found that more vulnerable individuals (i.e., marginalized groups) may be at an increased risk of experiencing adverse outcomes such as poor mental health, physical health problems, and social isolation. At the same time, research has also shown that vulnerability can be a source of strength and resilience. For example, being vulnerable and expressing one's feelings and needs can facilitate deeper connections and relationships and foster personal growth and self-awareness.

Resilience refers to the ability to recover from adversity or bounce back from difficult experiences. Research has found that more resilient individuals are better able to cope with stress and adversity and are less likely to experience adverse outcomes such as depression and anxiety. Factors contributing to resilience include social support, positive coping strategies, and a sense of purpose and meaning.

Encourage teamwork and collaboration.

Encourage students and departments to collaborate and support one another rather than operate in silos. This can foster a sense of interdependence and community. This is particularly important during- and post-crisis and trauma. Supervisors, particularly senior leadership, should establish a capacity to debrief effectively and not simply move on to the next thing.

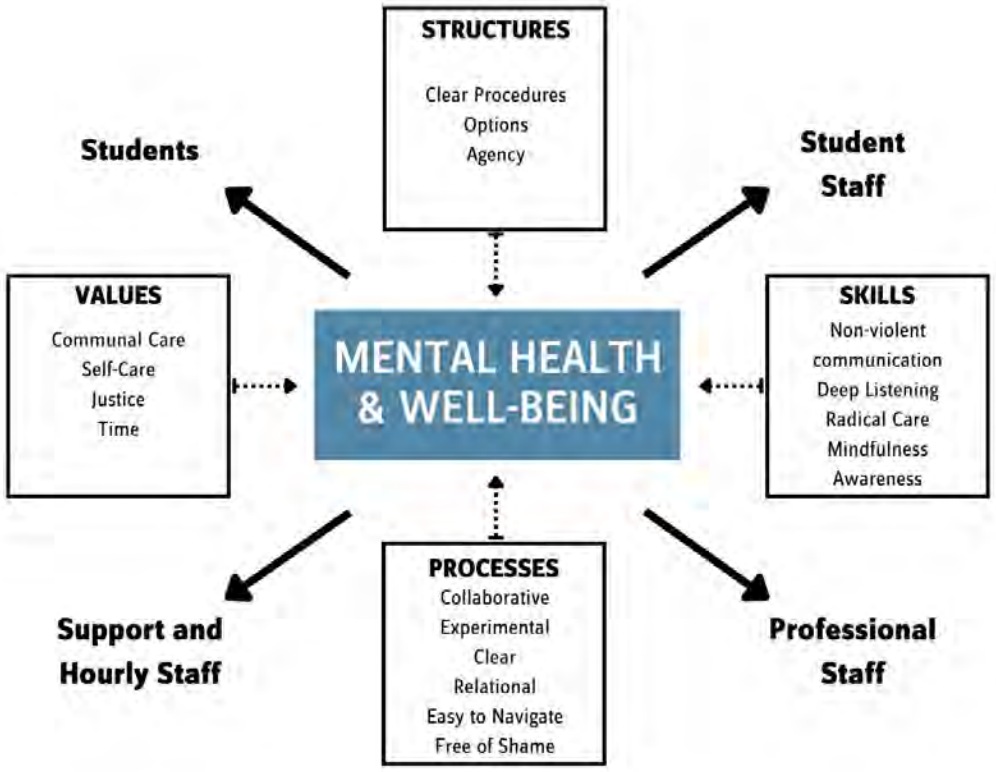
De-shame interdependence.

When campuses can de-shame interdependence and promote a culture of mutual support and care, the benefits are valuable. This can be done by educating staff about the benefits of interdependence and then shifting the focus from the perceived weakness of needing support to the strength and resilience that comes from building supportive relationships. Such work will normalize the need for support and create an environment where it is acceptable to ask for and receive help. In addition, promoting self-compassion can also help to de-shame interdependence by reminding individuals that taking care of themselves is

okay and seeking support when needed. This can involve encouraging individuals to practice self-compassion and be kind and understanding when they struggle or need help.

Provide resources and support.

Make resources and support available to students, such as mental health services, academic support, and other forms of assistance (I.e., addressing food, home, and monetary insecurity).



Question 2: How could the next generation of mental health support differ?

In many ways, today's campus housing workforce is playing catch-up to meet its demands for mental health support. If given the opportunity to start from scratch, the tools, resources, and strategies would likely be quite different. Among the new approaches would be:

Integrate mental health support into the residential experience.

The National Alliance on Mental Illness (NAMI) recommends training residential life staff in mental health first aid, which involves teaching them how to recognize the signs and symptoms of mental health concerns and how to provide initial support and resources to someone in need. Additionally, the Jed Foundation suggests offering regular opportunities for students to engage in self-care and stress management activities as part of the residential experience (meditation, telehealth, and workout spaces).

Focus on prevention and early intervention.

NAMI advises prioritizing prevention and early intervention efforts to help students manage stress and other mental health concerns before they become more serious. This could involve offering regular mental health screenings and providing resources and support to help students maintain their mental well-being.

Self-evaluation mental health screenings also are a valuable tool for individuals to assess their mental health. These screenings are often available online and allow individuals to answer questions anonymously. Benefits to self-evaluation mental health screenings include their ability to be completed most anytime and anywhere; that they are often free or at a low cost; they can be done anonymously, which can be important for those concerned about stigma or privacy; and they can identify potential mental health concerns early on, allowing individuals to seek support before their symptoms become more severe. Despite these benefits, it is important to note that these screenings are not a substitute for professional evaluation and treatment. Individuals concerned about their mental health should seek help from a qualified mental health professional.

Foster a culture of openness and stigma reduction.

The Jed Foundation recommends working to create a culture that accepts and encourages students to seek help for mental health concerns. This could involve educating students about mental health and reducing stigma through events, campaigns, and other initiatives. The Be There Initiative and Certificate through Jack.org and the Born This Way Foundation provide training that encourages peer-to-peer support.

Peer-to-peer support can be an essential source of support for individuals struggling with mental health issues. Research has shown that peer support can be an effective way to help individuals feel more connected, less isolated, and more able to cope with their mental health concerns. Benefits to peer-to-peer support for mental health include:

- Feeling a sense of belonging and connection to others experiencing similar challenges.
- Sharing experiences and receiving understanding and empathy from others who have gone through similar experiences.
- Learning coping skills and strategies from others who have successfully managed their mental health concerns.
- Reducing the stigma associated with mental health issues by providing a safe and supportive environment for individuals to share their experiences.

Drawbacks to peer-to-peer support for mental health include:

- Not being a substitute for professional treatment. Individuals with severe or complex mental health issues may require more specialized support.
- Only being available in some areas and not always able to provide support.
- Sharing misinformation or unproven techniques, which may not be helpful or even harmful.

Collaborate with other campus resources.

NAMI advises partnering with other campus resources, such as affinity centers, counseling centers, student health services, health promotion/education, and advocacy and violence prevention, to provide a

holistic and coordinated approach to mental health support. There are several ways collaboration between residential life and affinity groups and centers within residence halls can support the mental health of marginalized communities:

- Provide a sense of belonging and community to individuals who feel isolated or marginalized within the residential setting.
- Provide support and resources to help individuals navigate the challenges and stressors unique to their identities and experiences, which can help improve mental health and well-being.
- Model inclusivity within the residential setting, which can help to create a more welcoming and supportive environment for marginalized communities.

Involve students in the design process.

NAMI and the Jed Foundation recommend involving students in the planning and design of mental health support services, as they are often the best source of insight and ideas for what would be most helpful and practical.

Utilize gamification to promote mental health wellness.

Gamification, or the use of game-like elements, such as points, rewards, and challenges, to engage and motivate people to participate in activities or interventions, has been applied in various contexts, including education, health, and wellness. Gamification effectively increases engagement, motivation, and retention and can be a valuable and engaging tool in supporting college students' mental health and well-being. Vassar College provides an excellent example of using a game structure (Dungeons and Dragons) in a group therapy model.

Overall, while gamification has the potential to be a valuable and engaging tool in supporting college students' mental health and well-being, it is crucial to consider its limitations and to use it in conjunction with other evidence-based approaches to ensure that students are receiving the most effective and comprehensive care possible.

Consider how artificial intelligence, or AI, will support an individual's mental health.

The future of AI in supporting college student mental health is an area that is receiving increasing attention from researchers, educators, and policymakers. There is a growing recognition of the potential for AI to help meet the rising demand for mental health services on college campuses and to help address the challenges and barriers that many students face in accessing the care they need.

Overall, the future of AI in supporting college students' mental health is likely to be shaped by a combination of technological developments, regulatory considerations, and the evolving needs and preferences of students and other stakeholders. As such, it is difficult to predict with certainty what the future will hold in this area, but it is clear that AI has the potential to play a significant role in helping to address the mental health needs of college students in the years ahead.

Consider the mental health of all staff members.

Beyond the students, campuses must also pay attention to employees and recognize that there may be differences in the concerns of salaried and hourly-paid employees concerning their mental health and well-being. It is essential to note that all individuals, regardless of their employment status, can experience mental health challenges and may benefit from support and resources to promote well-being.

Research has suggested that there may be differences in the mental health and well-being concerns of salaried employees and hourly paid employees. For example, hourly paid employees may be more likely to experience financial stress and insecurity due to their variable pay and lack of job security. This can contribute to mental health challenges such as anxiety and depression. Meanwhile, salaried employees may be more likely to experience stress due to high job responsibilities and expectations. They may also be more likely to work long hours and have less control over their work schedules, which can contribute to burnout and other mental health challenges. And, finally, hourly paid employees may have less access to benefits such as health insurance and paid time off, which can affect their ability to access mental health services and take time off to care for their mental health. United Educators (UE) is a risk management and insurance company that serves the education community. UE has published several resources on how to support employee mental health.

Question 3: What must campus partners know about mental health issues to create more significant investment and cooperation?

It is valuable for campus partners to understand the factors related to working in HRL that can be detrimental to mental health, including:

Mental health is a critical aspect of student success.

Mental health is tied to academic success and overall well-being, so addressing mental health concerns is integral to promoting student success.

Residential life professionals are often on the front lines of mental health support.

Residential life professionals are often the first point of contact for students seeking help for mental health concerns. As such, they can play a crucial role in identifying and addressing these concerns. Seeking out input and insight from residential life professionals as part of planning programs and evolving policies and practices is essential.

Collaboration is critical.

To effectively support students' mental health, residential life professionals must collaborate with other campus partners, such as counseling centers, student health services, and academic advisors. Having various levels of the Residential Life team (especially the on-call personnel) participate in institutional behavioral intervention teams is crucial.

There is a need for ongoing support and resources.

Mental health support is not a one-time intervention but requires ongoing resources and support to be effective. Campus partners can help by providing funding and other resources to support mental health initiatives within the residential community.

Colleagues need to understand that residential life counterparts are part of a complex and multi-layered organization within the larger institutional organization that includes the students, student leaders, hourly employees (sometimes in unions), and entry, mid, and senior-level professionals.

It is common for individuals working in residential life to experience high levels of stress and burnout, especially given the job's demands and the challenging nature of the work. Some research has suggested that the field of student affairs, especially in residential life, may be particularly susceptible to the

phenomenon of "the great resignation," in which individuals become disillusioned with their work and lose their sense of purpose and commitment to the field.

To address the issue of the great resignation in student affairs, it is crucial for individuals working in the field to prioritize self-care and to seek out support and resources when needed. It is also vital for institutions to provide support and resources to student affairs professionals, including opportunities for professional development and growth, and to create a culture that values and supports the well-being of all employees.

The upstream approach is based on the idea that many health problems can be traced back to social, economic, and environmental factors that influence the health of individuals and communities. By addressing these root causes, public health practitioners can work to prevent health problems from occurring rather than just treating them after they have already developed.

Question 4: How do residential and office spaces evolve to reflect and accommodate the mental health needs of students and employees?

Architects consider the impact of design on mental health by promoting access to nature and incorporating biophilic design. Architects design college campus buildings and outdoor spaces that incorporate natural elements such as green roofs, outdoor classrooms, and nature trails to promote access to nature and improve mental health. For example, the University of Illinois has incorporated green roofs into various facilities across campus. The University of Utah has incorporated biophilic design elements into its new Lassonde Studios, a student housing and innovation center that features natural light, views of nature, and outdoor spaces to promote well-being.

Additional ways in which residential and office spaces can be designed to reflect and accommodate mental health needs include incorporating nature and natural light, creating a sense of control and autonomy, providing privacy and quiet spaces, promoting social connections, and utilizing University Design principles to accommodate individuals with disabilities.

Question 5: What can we learn from others, research, social movements, high-stress professions, and communities that model healing practices?

There are many practices that residential life professionals can learn from research, social movements, high-stress professions, and communities that model healing practices:

The Self-Healing Communities Model

The Self-Healing Communities model is a framework for addressing individuals' and communities' social and emotional needs to promote resilience and well-being. The model is based on the idea that communities have the inherent capacity to heal and support one another. By fostering a sense of connectedness and belonging, communities can become more resilient and better able to cope with stress and adversity. The self-healing communities model typically involves a range of interventions and strategies, including building social connections, fostering a sense of belonging, providing support, and promoting self-care.

Transformative Justice

Adrienne Marie Brown is an educator and organizer who suggests that transformative justice has several implications for building healing communities. Transformative justice approaches focus on preventing

harm from occurring rather than just reacting to harm after it has happened. It prioritizes the recovery and restoration of individuals and communities rather than just seeking punishment for those who have caused harm. Transformative justice approaches aim to develop resilient communities by promoting dialogue, understanding, and collaboration. And transformative justice approaches offer an opportunity to address the root causes of harm and injustice rather than just focusing on individual incidents.

Problem Management Plus

Problem Management Plus (PM+) is a problem-solving and mental health promotion program developed by the World Health Organization. PM+ is designed to improve individuals' and communities' mental health and well-being and reduce mental health problems' impact. PM+ is based on a problem-solving approach that involves identifying and systematically addressing issues and empowering individuals and communities to find solutions to their problems.

Social Movements

Social movements, specifically the Black Lives Matter movement, demonstrated the power of collective action and solidarity in promoting healing and social change. Residential life professionals can learn from these movements by fostering a sense of community and working together to promote social justice and well-being. Solutions found when centering the most vulnerable will generally help and support the many.

High-Stress Professions

Professions that involve high levels of stress, such as first responders and mental health professionals, often rely on self-care, peer support, and debriefing strategies to promote healing and resilience. Residential life professionals can learn from these approaches and incorporate them into their practices. Social work, in particular, is a field that student affairs professionals can model themselves after.

Brief Interventions

Brief intervention is a practice used by social workers and other mental health professionals to help individuals address and resolve problems quickly. Brief interventions are typically focused on specific issues or behaviors and are designed to be brief, targeted, and solution-focused. Overall, brief intervention practices in social work are designed to be efficient and effective in helping individuals address and resolve problems quickly. They are often used in various settings, including schools, hospitals, community mental health centers, and private practice.

Advocacy and Strength-Based Support

Advocacy-based support can be an essential component of social work and other helping professions, as it can help to empower individuals and communities and address the root causes of issues that impact well-being. Advocacy-based support can involve a range of activities, such as advocating for individuals or groups to receive necessary services or support, advocating for policy or system changes to address issues that impact the well-being, providing information and resources to individuals or groups to help them advocate for themselves, and supporting individuals or groups to identify their strengths and to advocate for their own needs or rights.

Question 6: How can recovery be infused into the campus housing culture, be more fluent in that work, and create opportunities for reflection and debriefing?

Research on organizational trauma and healing has focused on understanding the impact of traumatic events on organizations and individuals and developing strategies for promoting recovery and resilience. One form of trauma likely to be experienced within HRL is secondary trauma. Secondary trauma refers to the impact that exposure to the traumatic experiences of others can have on an individual. Research on secondary trauma and support has found that individuals who work in helping professions, such as social workers, counselors, and first responders, are at risk of experiencing secondary trauma.

Additional research has found that new professionals in student affairs, particularly those working in residential life, may be at risk of experiencing secondary trauma due to the high exposure to trauma and crisis that can occur in these roles. The research identified several factors contributing to the risk of secondary trauma in student affairs professionals. These include a lack of training and support, high workloads, and a lack of institutional resources. Overall, the research suggests that it is essential for higher education institutions to recognize the risk of secondary trauma among student affairs professionals and to provide the necessary support and resources to help these professionals cope with and recover from the effects of secondary trauma.

There are several ways that residential life professionals and leaders can infuse recovery into the culture of their organization and create opportunities for reflection and debriefing:

Foster a culture of self-care.

Encourage residential staff to prioritize self-care and provide resources and support to help them manage stress and maintain their well-being. Engaging in deep and meaningful conversations about what self and communal care will tangibly look like and how to hold the collective accountable is essential.

Provide opportunities for debriefing.

Create structured opportunities for staff to debrief and process their experiences, such as regular check-ins or debriefing sessions after particularly challenging events. Senior leaders must be trained and well-versed in debriefing and have the resources to access external consultants when needed.

Critical incident stress debriefing (CISD) is a type of intervention designed to help individuals who have experienced a traumatic event, such as a natural disaster, mass shooting, or other crisis, to cope with the emotional and psychological effects of the event. CISD typically involves a structured group process led by trained professionals designed to provide support, education, and coping strategies to individuals who have experienced a traumatic event.

CISD aims to help individuals process their reactions to the event and identify and address any emotional or psychological distress they may be experiencing. It is typically provided as a one-time intervention within a few days of the traumatic event. Overall, critical incident stress debriefing is designed to provide immediate support and coping strategies to individuals who have experienced a traumatic event and to help them begin the process of healing and recovery.

Additionally, critical incident stress management (CISM) is a type of intervention designed to help individuals who have experienced a traumatic event, such as a natural disaster, mass shooting, or other crisis, to cope with the emotional and psychological effects of the event. CISM typically involves various techniques and interventions designed to provide support, education, and coping strategies to individuals who have experienced trauma.

Promote open communication.

Encourage open and honest communication about the challenges and stresses of the work and create a safe and supportive environment where staff can share their experiences and receive support from colleagues.

Incorporate reflective practices into the work.

Encourage staff to engage in reflective practices, such as journaling, supervision, or coaching, to process their experiences and learn from them.

Design Recommendations

Decisions made to strengthen community mental health must account for the role that HRL departments are tasked to meet regarding student health while also acknowledging the effect that work can have on staff members. While there has been an increase in attention regarding these issues, there remains a large gap in understanding about the impact of student mental health in residence hall settings, as well as evidence-based interventions catered to on-campus populations. The following tools should be created to further discussion on this topic, along with equipping institutions to facilitate these conversations.

1. Promote mental health and related issues within ACUHO-I's research priorities.

2. Create a faculty fellowship program to recruit faculty interested in campus mental health issues to research these topics within housing contexts and provide ongoing recommendations for policy and practice.

3. Identify under-researched areas within the context of campus housing and mental health. Examples include:

    a. how housing space (architecture, rooming policies, community spaces) affects students' mental health;
    b. housing-based interventions that are effective in improving residential student mental health;
    c. training and support interventions that are effective in preventing burnout and secondary trauma in professional and paraprofessional staff;
    d. the mental health experiences and needs of hourly staff such as custodians and administrative staff; and how housing structures, policies, and programming can be used to improve on-campus BIPOC student mental health?

4. Explore formalizing partnerships with national organizations focused on mental health such as The Jed Foundation, American College Counseling Association, Active Minds, American College Health Association, etc. Such partnerships may take the form of co-sponsored institutes on topics of residential mental health, co-sponsored grant funding, or sharing information to stay abreast of current trends.

5. Consider how Mental Health First Aid training may be offered or replicated in-mass for campus RAs and live-on/in professional staff.

6. Provide recommendations for best practices regarding structures for campus-based partnerships. For example, community-based mental health advocates have decried the police as first responders during mental health crisis events.

7. Create strategies to advocate on behalf of housing professionals regarding staff mental health and well-being to campus leaders that do not have a foundation in student affairs.

8. Create an ongoing mechanism (or reassess current mechanisms) to receive feedback from association membership and provide regular updates about student and staff mental health.

9. Explore a training institute focused on residential community mental health and well-being.

10. Develop facilitation guides for programs and training related to mental health.

11. Develop best practices around mental health crisis intervention within residence halls and post-crisis support for staff and best practices regarding policies that deal with students with mental illness.

12. Create a public statement of ethics that speaks to the boundaries of the housing staff's role in supporting students' mental health needs, as well as explicitly stating the importance of staff well-being in supporting student needs.

Supporting Resources

College Student Mental Health Action Toolkit
The JED Healthy Minds Network toolkit features key data points and resources and tips to fully equip students to advocate for policies, systems, and environmental changes that will improve mental health and support advocacy efforts.
https://jedfoundation.org/wp-content/uploads/2021/07/CollegeStudentMentalHealthActionToolkit.pdf

"How a Trauma-Informed Organization Would Change the Face of Higher Education (and Why We Need It Now More Than Ever)"
Using equity-centered trauma-informed practice can benefit campus communities, not just those who have experienced trauma. By using a trauma-informed lens that focuses on relationships and humanity, a more wellness-centric landscape of higher education can be established to combat burnout and exhaustion. From *Change: The Magazine of Higher Learning.*
https://www.tandfonline.com/doi/full/10.1080/00091383.2022.2078148

Making the Link Between Housing and Student Well-Being
A report in the ICEF Monitor based on a roundtable discussion among higher education and design and wellness experts raises important questions about how best to create accommodation that helps students feel safe, comfortable, and able to succeed.
https://monitor.icef.com/2020/03/making-the-link-between-housing-and-student-well-being/

"Promoting Students' Strengths to Cultivate Mental Well-Being: Relationships Between College Students' Character Strengths, Well-Being, & Social Group Participation"
A *Journal of College & University Student Housing* article examines the relationship between promoting student strengths, well-being, and group participation. The research indicates a correlation between character strengths and increased well-being, and social group participation.
https://www.nxtbook.com/acuho-i/acuho/journal_vol47no1/index.php#/p/16

"Rethinking Campus Mental Health"
Rethinking campus mental health as a community effort, highlighting the importance of cultural shifts on college campuses and the role of community efficacy (i.e., the role every individual can play in creating a community that is supportive, affirming, and welcoming towards mental health).
https://www.insidehighered.com/views/2019/05/29/colleges-should-focus-more-community-and-connections-address-student-mental-health

Student Mental Health and Well-being Framework: A Step-Change for LSE
The London School of Economics and Political Science resource provides a framework for campus professionals utilizing three themes: A - Academic culture and practice in support of Student Mental Health and Wellbeing (SMHW); B - Welcome and a sense of belonging in support of SMHW; C - Promotion, prevention, and provision in directly supporting SHMW
https://info.lse.ac.uk/current-students/student-well-being/student-mental-health-and-well-being-framework

"The Secondary Traumatic Stress-Informed Organization Assessment (STSI-OA) Tool"
An instrument designed to evaluate the degree to which an organization is secondary traumatic stress (STS)-informed and able to respond to the impact of secondary traumatic stress in the workplace. From the *Journal of Traumatology*.
https://www.researchgate.net/publication/289372953_The_Secondary_Traumatic_Stress-Informed_Organization_Assessment_STSI-OA_tool

Talking Stick
Includes several articles looking at mental health concerns and campus housing.

"Say Something" https://ts.acuho-i.org/january_2023/say_something.html

"Safe Houses" https://ts.acuho-i.org/january_2023/safe_houses.html

"Teaming Up for Mental Health" https://ts.acuho-i.org/september_2021/teaming_up.html

"Mental Health in Residence Life" https://www.nxtbook.com/nxtbooks/acuho/talkingstick_20170910/index.php#/p/52

"Healing in Housing" https://www.nxtbook.com/nxtbooks/acuho/talkingstick_20130506/index.php#/p/32

Fostering Strategic Collaborations and Partnerships

Campus housing departments must strive to identify partners to help develop business operations, enhance the community, provide efficiencies, and improve service. These partners may be found on campus, in the community, or within the larger campus housing industry and vendor community.

As the saying goes, "If you want to walk fast, walk alone. But if you want to walk far, walk together." To that end, higher education institutions and their respective HRL departments will often create meaningful relationships between two or more entities (i.e., campus partners, vendors, associations, or others) to undertake a mutually beneficial project while each keeps its independence. Similarly, HRL may enter a strategic alliance to create forward-thinking programs and services for residents and employees, improve effectiveness and efficiency, mitigate risks, and develop a competitive edge. In all these cases, the arrangements allow parties to work toward common goals.

Using this understanding as a framework, campus housing departments must strive to identify partners that will help develop business operations, enhance community, and provide efficiencies and improve service. These partners may be found on campus, in the community, or within the larger campus housing industry and vendor community. While posing challenges, tremendous opportunities exist and there is both risk and reward to external partnerships, including the question of solvency. The keys for success include research and preparation, developing an agreement that is fiscally sound and clear in scope, and developing contingency plans.

Strategic partnerships will help campuses meet and take advantage of changes in several areas. For example, evolutions in technology will continue to pose challenges and opportunities. Campus housing can, and should, examine the hospitality and entertainment industries to explore the latest in smart

technology. When assessing the higher cost of technology, institutions should weigh the benefits (such as quickly assessing a water leak or system malfunction) that can ultimately lead to cost savings.

Campus housing departments need to continually focus on being a vital part of institutions of higher education that provide students with the skills and knowledge they need to be future leaders, community members and productive employees. Housing and residence life must support and be in alignment with the mission of their institutions. Following the COVID-19 pandemic, changes in technology, as well as societal changes, have been exponential. HRL needs to move beyond traditional partnerships and critically examine who to study, emulate and partner with to solve problems and be innovative.

Housing departments recognize that students reflect the local community and are assets to the community. Students mirror many of the needs of the local communities. Students also enjoy local communities and can volunteer and participate in mutually beneficial ways.

Housing must also recognize the importance of working with academic affairs, particularly the faculty in graduate preparation programs. In many student affairs graduate programs, the campus department of student affairs and the academic department of higher education work together to balance theory and practice. To improve the preparedness and longevity of student affairs practitioners, HRL must continue to have conversations and help evolve the content in these programs, who should be included as faculty, and how to ensure the next generation of professionals understand the field and enter their first role ready to do the work.

Question 1: What strategic partnerships should campus housing departments form to be able to focus on their core competencies?

In a 1943 paper, Abraham Maslow introduced a hierarchy of human needs. The foundation includes physiological, safety and belonging and love. Residence hall facilities establish part of the base of Maslow's Hierarchy when it comes to students' needs in campus housing and more broadly, campus life. Housing's core competencies of providing shelter, food, an emotionally safe place to reside, and a community of people to provide support and a sense of belonging can and should be supported by key partners and constituency groups. In essence, housing departments must:

- provide lodging and food that is safe and appealing,
- develop an opportunity to create community,
- teach students the skills to promote self-actualization,
- understand how to meet core competencies in a fiscal responsible way,
- provide continual professional development for staff to meet the needs outlined above, and
- support the institutional mission of the campus.

Fortunately, Maslow's needs generally coincide with existing campus departments and, on a broader scale, professional associations that represent those professionals. While ACUHO-I member institutions represent a range of organizational structures for HRL and facilities, whether facilities fall under the umbrella of the residence life office or is a separate office, a strong partnership between housing/residence life and facilities is vital for a seamless student living experience. Frequently, dining and conference services are also a part of the HRL operation and are included in the broader conversation even if not specifically named. The Association of Physical Plant Administrators (now known as APPA) "seeks to create positive impact in educational facilities on three important levels: 1) transform[ing] individual facilities

professionals into higher performing managers and leaders, 2) transform[ing] member institutions into more inviting and supportive learning environments, [and] 3) elevates the recognition and value of educational facilities and their direct impact on the recruitment and retention of students, faculty, and staff."

Another part of Maslow's foundation is served through campus dining. Though outsourcing of bookstores, dining, custodial services, and housing has become more of a practice over the decades, universities are exploring additional ways to save money, monetize resources and outsource additional areas of the institution. The COVID-19 pandemic created a rise in vendors that develop and manage online courses as well as admission. Outsourcing can often free up funding that would have been devoted to repair, renovation and payroll and realign toward enhancing other student services and programs. Although there are benefits, universities should carefully consider the impacts that outsourcing may have on realistic cost savings, the potential for revenue generation and the impact on institutional brand. Where concerns have been voiced that increased for-profit outsourcing contradicts higher education's not-for-profit business model, campuses can still consider a partner's commitment to student success and determine how partnerships can be mutually beneficial in terms of efficiencies and student benefits. For example, Sodexo provides a 2022-23 Student Lifestyle Report on their website.

Almost every institution has a student center, student union, or another type of central gathering place. The Association of College Unions International (now known as ACUI) is a resource for "progressive education, training, and research in college unions and student activities" designed to "excel in meeting member needs, impacting student learning, and enhancing campus communities." Like the residence halls, student unions represent a place of intersection between living and learning. Relationships between HRL staff and student union staff can enhance the experience of students living on campus, as both offices represent spaces where students gather beyond the classroom.

Recreation centers on campus represent another space where student bodies spend a significant amount of time outside class. Aimed at fostering "lifelong habits of well-being" through "leadership, teamwork, dedication, and respect," the National Intramural and Recreational Sports Association (NIRSA) is an organization that can help housing create strong partnerships with another campus organizations with similar goals, including but not limited to the importance of communal gathering, creating meaningful events, and developing leadership skills. Of course, offices of student activities and offices of sorority and fraternity life also interact often with students, so organizations like ACUI, the National Association for Campus Activities (NACA) and the Association for Fraternity/Sorority Advisors (AFA) can provide insights and direct impact to residential students and their on-campus housing.

Ascending to the top of Maslow's Hierarchy of needs is the goal of self-actualization. One intersection is with HRL and the classroom experience through faculty relationships. These may be an underutilized resource, and the Residential College Society can help understand the benefits of these relationships and how to develop, enhance and sustain them. The Residential College Society provides "a learning network for faculty and student affairs educators to share knowledge, build community, and advance scholarship about the residential college experience."

Transitioning from the student experience side of college and university housing to the more business-oriented side, the National Association of College Auxiliary Services (NACAS) is "a professional trade association that supports the non-academic segment of higher education responsible for generating business through a diverse array of campus services that students need and value – such as food services, bookstores, housing, and transportation." Auxiliary services directly affect the work done in HRL, with many departments of housing/residence life having their own auxiliary unit (and if not, collaborating closely and regularly with a separate unit). NACAS works toward supporting auxiliary units through

"[advancing] campus environments to improve the quality of life for students." As "the leading source of information for campus business and finance professionals." the National Association of College and University Business Officers (NACUBO) helps make the importance of relationships between HRL and the business office abundantly clear, as it can provide aid in developing master plans, preparing for organizational changes, and understanding what challenges universities are bound to face.

For the enrichment of the professional team members that work with students, a partnership with the Higher Education Consortium for Student Affairs Certification may be valuable in allowing professionals to signal skill mastery in general student affairs as well as specific disciplines. Also, partnering with the consortium will be important to ensure the certification aligns with the profession's evolution. The consortium's use can help ensure that the field continues to prioritize recruiting a highly qualified and diverse workforce. In terms of developing a deeper understanding of what students and their future employers need, campuses can tap into resources including the National Association of Colleges and Employers and the Consortium for Student Retention Data Exchange, which is "an association of higher education institutions with the common goal of achieving the highest possible levels of student success through collaboratively sharing data, knowledge and innovation."

In exploring partnership opportunities, campuses should consider:

- where gaps exist in the communities that HRL strives to develop as well as the current ones;
- what barriers within student affairs prohibit campuses from maximizing partnerships and learning from their success; and
- how HRL departments can better understand and leverage the resources offered by organizations such as NACUBO and NACAS.

Question 2: What can campus housing departments learn from collaboration within other industries?

When exploring successful collaborations in other industries, one sees examples of how each organization benefits from the partnership. Some of the benefits for both organizations include increased efficiency and sustainability, enhanced image and visibility, increased attention to priorities and initiatives, increased donations, and higher-quality service to and experience for customers. Examples of these wide-ranging collaborations include those between Victorinox and Nespresso, KFC and NASA, Levi's and Goodwill, and Aloft Hotel and Charlie's Angels Animal Rescue.

Together, collaborators, even from different industries, can solve difficult problems and create excellent opportunities. A 2015 article written by Darrah Brustein covering an experience with Breakout (a company designed to "bring inspirational people to inspirational cities") illustrated the company's engagement with small businesses and non-profits in Detroit. Brustein shares important lessons learned:

- Leadership should be bold in their decision-making;
- leaders must bring pride to their organizations, and it will trickle down to stakeholders;
- collaborators must create a shared vision and time must be intentionally set aside to plan strategically and set goals;
- organizations should complete a SWOT analysis; and
- leaders focus on the future, not the past, and think creatively and innovatively.

Similarly, in exploring partnership opportunities, campuses should consider:

- structural barriers in HRL (and higher education) that are not conducive to making changes in the way and/or speed of other industries;
- in what ways campus housing has augmented approaches to decision-making around topics in the wake of the COVID-19 pandemic;
- in what ways departments are deliberate yet expediting the decision-making process; and
- how HRL can collaborate without sacrificing its core mission and values?

Question 3: What future technology can campus housing anticipate enhancing effectiveness, efficiency, and innovation for housing operations and the residential experience?

Technology has profoundly disrupted higher education over the last several decades and is forecasted to continue. While the COVID-19 pandemic has influenced how technology can support or sometimes hinder efforts at supporting students outside of the classroom, many experts had been speaking and writing about the influence technology was likely to have on campuses even prior to the pandemic.

Smart campus technology can increase efficiency with safety and security, outside of the classroom learning, administrative tasks, and responsible spending. Transitioning to smart campuses can allow for "improved services, decision making, [and] campus sustainability." Campuses have experienced innovations over the years through "smart microgrid[s], smart classrooms, control [of] visual and thermal properties of the buildings, taking students' attendance through face recognition/smart cards and so forth" (Nasro Min-Allah & Saleh Alrashed, 2020). Perhaps the future of residence hall access is not cards or fobs, but face recognition or a smartphone app. More importantly, such technology may not come from within the housing field or the typical vendors, but from related fields such as hospitality or entertainment. Maybe campuses will see rooms that students can control the temperature of, the lights, and the Keurig all from bed with a simple phrase like "Hey Alexa..." Campuses can expect the continued evolution of technologies that will identify facilities issues like poor air quality or mold, and that can perform auto shut-offs for things like significant leaks. "Arizona State University's football stadium has installed sensors […] [that assess] noise levels to determine the loudest fans in cheering contests" (Norma Lehman, 2019). This could be an extremely helpful tool in addressing continued noise complaints. Some campuses have even developed or adopted technology that allows for "smart parking" which can help the university manage and monitor parking for large events and helping students and visitors identify parking spots that are open and available to them based upon their parking plan.

The profession should engage in a more balanced approach of long-term cost-benefit analysis, which includes the financial impact of implementing these enhancements. There are plenty of examples of these upgrades saving universities significant long-term costs; especially important in considering the subsequent impact on revenue. One example is New York University's microgrid. "Evaluated savings on total energy costs to be $5 to $8 million per year and 23% decrease in greenhouse gas emissions" (New York University (NYU) microgrid, 2019). With universities being self-contained and having round-the-clock energy needs, and plenty of available space, they make great choices for microgrid placement (Talei, Essaaidi, & Benhaddou, 2017). Many companies, such as GE, Intel, Microsoft, Amazon, IBM, Google, and Cisco have developed and continue to evolve new technologies that can contribute to a "smart city" that, likely, would be applicable to college and university campuses as well.

In exploring opportunities to leverage future technology, campuses should consider:

- relationships between housing leaders and campus chief information officers;
- how campuses can examine what students of three to five years out will expect in terms of technology;
- questions that need to be asked or assumptions that need to be challenged to ensure students feel an individualized touch;
- how housing departments become more efficient while maintaining relationships; and
- examples in other fields or industries that have equipped their workforce to engage in complex cost-benefit analysis as it relates to technology upgrades or adoptions.

Question 4: What tools are available to manage partnership agreements that mutually manage risk and rewards?

The Association of Governing Boards of Universities and Colleges provides leadership and counsel to member boards, chief executives, organizational staff, policymakers, and other key industry leaders. They offer many resources, educational events, and consulting services for needs from memorandums of understanding to mergers, affiliations, and strategic partnerships. Requests for Information and Requests for Purchase are necessary when shopping for the best risk-reward balance. For more HRL specific pieces, the P3.EDU-100 company has created a guide to help navigate opportunities for private-sector partnerships. It provides guidance in improving student success; expanding reach and access; increasing physical capacity; and leveraging current assets.

Many analyses explore the risk and reward of different types of partnerships. Specifically, numerous professionals comment on higher education partnerships with for-profit companies. Some of these analyses are written by Jeff Pooley (professor of media and communication at Muhlenberg College), Dhawal Shah (founder and CEO of Class Central), Steven Mintz (professor of history at the University of Texas at Austin), Phil Hill (partner at MindWires, LLC, former independent consultant with Western Governors University, UCLA, and Bournemouth University), Michael Feldstein (Co-founder and Chief Learning Officer of Argos Education, and Chief Accountability Officer at e-Literate), and Bryan Alexander (senior scholar at Georgetown University).

Several of the same themes repeatedly emerge from literature and sources including NerdWallet, NOLO, and *Business News Daily* that address mutually beneficial relationships, including but not limited to, defining what a business partnership is as well as the importance of agreements that spell out the rights and responsibilities of each partner involved. These are, essentially, memorandums of understanding and the resources explain why they are needed, what should be included in them, templates, and mistakes to avoid. In addition, they discuss how disagreements will be settled and state-wide partnership statutes.

Questions campuses should consider when examining the risks and rewards of partnerships include:

- how campuses can examine the solvency of partners to ensure they are solid and fiscally sound;
- how campuses develop and prioritize partnerships with entities that have products and services in practice and not just in theory;
- how campuses identify contingency partnerships to manage risks if a current partnership dissolves or ends abruptly; and
- what campuses have learned most from recent years about assessing and managing risk.

Question 5: What are the most important criteria for partnerships beyond fiscal sharing?

The United Nations Educational, Scientific and Cultural Organization (UNESCO) articulates why higher education matters. It states that "higher education is a rich cultural and scientific asset which enables personal development and promotes economic, technological, and social change. It promotes the exchange of knowledge, research, and innovation and equips students with the skills needed to meet ever-changing labour markets. For students in vulnerable circumstances, it is a passport to economic security and a stable future." In addition, Gallup and Bates College published a report entitled "Forging Pathways to Purposeful Work: The Role of Higher Education" in 2019. In the report, hiring managers encouraged institutions of higher education to focus on developing critical thinking, effective communication, collaboration, and developing students' curiosity and interest in work that is meaningful to them.

When evaluating the purpose of higher education and the skills needed to be successful in the workforce, it is clear that partnerships are key between content experts (faculty and academic affairs) and experts on skills outside of the classroom (HRL and student affairs professionals). As mentioned throughout this document, there is also a backdrop of increasing change and uncertainty in higher education.

When considering partnerships, it is important to ask fundamental questions:

- What metrics will define student success? Is it retention? Graduation? Job placement? Satisfaction with the institution? All the above or other factors not mentioned?
- When does campus leadership encourage and expect partnerships across the institution? If so, then what are the levels of partnership?
- What does each partner add to the overall success of students?
- How does each partnership specifically contribute to student persistence and graduation and other markers defined as mission critical to the institution?
- What economic challenges impact one or both partners? How does the campus business office help alleviate or assist in managing economic challenges that can affect student success?

Question 6: How and when should campus housing departments create mutually beneficial partnerships with local municipalities?

Whether it is an urban, suburban, or rural environment, the relationship between a campus and the surrounding community can supply both opportunities and challenges. The number of students can substantially fluctuate between the academic year and summer periods, but the institution is a permanent part of the landscape. Many neighborhoods that once housed single-family homes are now filled with rental homes for students. Faculty and staff that work remotely or are willing to commute may not live in the same community where they work. Colleges and universities are not immune from workforce trends that show people do not stay in the same position for a long length of time, which can further affect the changing demographics of those who live in the town where the campus is located.

The needs of students can mirror the needs of community residents. Universities are increasingly dealing with homelessness and food insecurity. Students from populations that are marginalized or often discriminated against in the community can face the same concerns on campus. Conversely, individuals from historically marginalized communities may be discriminated against by members of a university, including the impact a growing university can have on the surrounding community. Ironically, campuses can provide both clients for services and a trove of student volunteers eager to assist in their community.

Regarding opportunities, campuses are a vibrant part of the landscape. Arts and entertainment events, sports, and lecture series are typically open to the public at little to no cost. To entice students and their business, shopping and restaurant areas near campus are full of various shops, restaurants, and bars. Religious entities (churches, mosques, and synagogues) can be a refuge for students and are used to the transient nature of the student population. Universities also tend to provide civic service via a significant number of students the value community service that want to give back to the local community.

When considering these partnerships between campuses and cities, these questions are fundamental:

- What metrics are most effective at assessing the health of the town/gown relationship?
- What is the right balance of community members interacting with in and being welcomed on campuses? How is that balance determined and achieved?
- What mechanisms exist to notify students about important updates or incidents in the surrounding community?
- What are opportunities for events or initiatives that can be mutually beneficial for both the school and the community?
- What parameters outline responsibility or memorandums of understanding with local law enforcement, fire departments, and emergency medical services?
- Where are additional opportunities for community members to utilize physical space that is not being maximized? Could there be co-workspace? Conference space for local events?

Question 7: How do campus housing departments redefine strategic partnerships?

Across college and university campuses (as well as beyond) there are departments and organizations that provide services, practices, and resources that overlap at least somewhat with campus housing departments. When exploring strategic partnerships, it is important that HRL departments learn from these other entities and leverage their respective strengths. As one example, HRL should reexamine partnerships and how to best utilize public safety officers, mental health professionals, and colleagues at both similar and aspirational institutions. They can explore the parameters or expectations regarding staff responsibilities versus those better suited to respond, including public safety officers or mental health/counseling professionals.

Similarly, the campus community and its surrounding community will overlap in a myriad of ways that affect each ecosystem. Campuses must consider if they are good neighbors and partners with neighboring communities. This can be done by assessing the status of the town/gown relationship and identifying the best practices for urban, suburban, and rural areas. While HRL focuses on residential students, they also become members of the local community. How can students be taught to be good stewards and mindful of those around them?

Finally, HRL must form relationships with vendors and business partners that go beyond basic transactions. These entities should reach mutually beneficial agreements that can evolve with changes. Campuses will consider if there are business partners that can provide a service more efficiently and cost-effective that keeps the same quality of service. Also, they will have to explore how vendor opportunities to reach students are balanced with the need to protect their privacy. The following are some important questions to consider:

- Does the partnership support the institution's strategic plan and top priorities?
- What is the political landscape among the university leadership? Who is respected and has credibility among the decision-makers?
- Do faculty fully understand and respect the role HRL professionals play in the lives of students?
- What local, regional, national, and international trends will affect the institution?
- Are current and future trends in communication (particularly social media) understood and how may they open opportunities but also potential risks?

Question 8: How does campus housing influence the content and proficiency in skills, knowledge, and abilities for enhanced competency addressed in graduate preparation programs?

Student affairs graduate preparation programs are unique in higher education in that, while the idea of paying a graduate student is common, student affairs departments often rely on these students as paraprofessionals and a cornerstone of their workforce. This is particularly true in housing and residence life, as hall staff serve many of the functions of full-time staff. Students that graduate from programs that include an assistantship will graduate career-ready with practical experience.

To increase longevity in the profession, it is critical that students in graduate preparation programs study the field (and not just the practice) of higher education. This includes history, differences in institution type, the role of governing boards and university leadership, how decisions are made, and trends for the future. In practice, graduate students work in real-time to handle crises, support students' basic needs, help students develop critical thinking and leadership skills, and run the mechanics of a residence hall. It should not surprise anyone that prioritizing what students should study, learn, and demonstrate proficiency is sometimes in conflict. An added layer of complexity is deciding the best curricular path for students that want to concentrate on the professoriate or developing research agendas.

While there are professional associations that set standards for how members should approach their job, there is no similar association for higher education graduate programs. Some faculty belong to student affairs associations, but there is not a centralized entity to develop criteria for what should be included in academic programs. For large programs, there is often symmetry and agreement between the graduate program and student affairs on selection and striking a balance between a higher education curriculum and preparing practitioners for the workforce. While there has always been a robust conversation about striking this balance, the skills that HRL professionals must have to do their job in the current environment have intensified the need to engage in conversations regarding graduate preparation programs. The profession must also reassess other pipelines into the profession and determine what training is needed for these professionals.

Questions for consideration include:

- Given the cost of higher education, should tuition remission and a minimum stipend be a requirement for graduate preparation programs?
- How can a mutually beneficial relationship be developed between the academic program and the division of student affairs?
- Are there opportunities to educate faculty members on the updated skill set graduates need to be successful in their first position?

- How can faculty and staff work together to paint a realistic picture of full-time positions as an opportunity to increase longevity and retention in the profession?

Question 9: What contributes to seamless and collaborative partnerships with academic affairs and other university departments, as well as between institutions, that impact the residential experience?

Historically, there have been challenges in academic affairs departments and staff recognizing the value that student affairs departments and staff can provide. Student affairs professionals are sometimes seen as having the *fun* jobs in working with students outside of the classroom. Yet, as crises on campus became more prevalent (mass shootings, increased mental health concerns, campus unrest, and culminating in COVID), there has been more of an appreciation of those that work in student services.

With schools having an emphasis on first- and second-year student retention, there have been opportunities for HRL professionals to be a part of the conversation about what aids in student success. When HRL staff can get a seat at the table with faculty, they can bring a critical perspective of a student's life outside of the classroom. HRL staff can help develop the full picture of the student experience. What do they talk about informally? What are their concerns about campus? What are they most excited about? When they need help, where do they go? All of these can assist in understanding how to help students persist and succeed. HRL often assesses this information both formally and informally. The key is presenting the information in a way that is seen as knowledgeable and credible.

Partnerships and collaborations between HRL staff at different institutions are developed in many ways. A primary way this occurs is through ACUHO-I, which serves as the professional association for campus housing professionals. ACUHO-I offers the most comprehensive way to connect with institutions across the country (and internationally) through its online community, educational programs, and conferences. There are other powerful ways people connect and can develop partnerships. As graduate students begin their professional careers, they stay connected with their cohort, leading to strong relationships that can translate into working together across institutions. The same holds true for professionals as they move to different institutions and keep strong professional and personal relationships. Some states or regions hold regular meetings to share ideas and build professional networks. The regional housing conferences are an easy (from a travel and cost perspective) way to discuss what works and doesn't. This can be particularly powerful if the in-state or regional student population is the same, meaning they are serving students with similar profiles. Athletic conferences also facilitate partnerships between institutions, such as the Big 10, SEC, or PAC 12. These institutions often share a similar student profile and are likely similar in size and scope.

When evaluating partnerships with academic affairs and other campus departments, HRL should consider:

- How do HRL departments ensure they serve on key committees with faculty and other staff in academic affairs?
- When meeting with peers, how can HRL focus on concrete ways to learn from each other and/or truly collaborate?
- What data sources, such as the Campus Housing Index, are available to provide benchmarking opportunities?

Design Recommendations

Decisions made regarding strategic partnerships must address the primary goals and mission of campus housing departments but also be flexible enough to consider partnerships across higher education as well as from similar fields beyond the campus boundaries. The following tools should be created to further discussion on this topic, along with equipping institutions to facilitate these conversations.

1. Develop a toolkit of resources for professionals to consult as they explore potential partnerships. Among the possible items for inclusion would be sample requests-for-proposals (RFPs), memorandums-of-understanding (MOUs), and other documents useful in formalizing internal and external partnerships.

2. Assess how a program, service, or practice affects students' basic needs of security, community, and a path to self-actualization. Use these results to explore if HRL can find partnerships that would be more fiscally responsible, mindful of what is needed, and able to meet the challenges of working in residence life?

3. Develop a template for housing and residence life professionals to use when making presentations to campus administrators. Use ACUHO-I's Campus Housing Index as a foundation to show how data can be used to show value and benchmark when making decisions.

4. Develop a list for staff self-assessment to identify the best people to serve on various teams and committees at the college or university. This could include initiatives such as strategic planning, DEI, first-year experience, students at risk, crisis teams, behavioral intervention teams, governance, and others.

5. Establish a sample agenda for regular meetings with public safety and mental health professionals to ensure HRL staff have the most current trends and information. Create sample memorandums of understanding or checklists for HRL teams to use with public safety (on- and off-campus entities) and mental health professionals and counseling centers regarding who will respond and when to the most common incidents in the halls. Evaluate the campus crisis management team and behavioral intervention teams each year to ensure HRL is appropriately represented by the most appropriate staff.

6. Develop assessment tool(s) to give to graduates of higher education/student affairs master's program when they are one, three, and five and 10 years out from graduating. Assess what was the most beneficial and what was missing from the academic and practical experience. Facilitate ongoing conversations between student affairs divisional leaders and graduate program faculty and use the results of the assessment as a foundation for conversation.

Supporting Resources

The Fostering Strategic Collaborations working group developed a comprehensive list of resources that participants in Phase 3 can use. As resources for partnerships and collaboration are connected to all areas of this report, these resources are included in the broad list presented in the introduction of this document.

Shifting the Higher Education Business Model

Housing departments must re-evaluate their business models, including their value propositions, staffing, profit formulas, resources, new offerings, and key process improvements through technology. The future business model will identify alternate revenue streams while increasing funds for mission-driven initiatives such as student housing and food insecurity, mental health support, and others.

Campus housing departments are complex organizations that must navigate vital responsibilities as well as sizeable budgets. To withstand disruption and predict the effects of the ever-changing landscape -- while still driving change -- shifts in the campus housing business model are needed. These key shifts include value propositions, staffing, profit formulas, resources, new offerings, and key process improvement through technology. The business model of the future will identify alternate revenue streams while increasing funds for mission-driven initiatives such as student housing and food insecurity, mental health support, and others.

The change in the higher education landscape was accelerated by the COVID-19 pandemic that not only cost lives but it also harmed many industries. Higher education was among those differentially affected by the COVID-19 pandemic. As universities pivoted to remote learning and campuses sent students home to learn, many residence hall operations suffered significant financial losses. These losses were due to the loss of room and board rentals, summer conference revenue and spend down of operational reserves. Much of this loss has yet to return to pre-pandemic levels. In addition, many organizations had to furlough staff and enforcing COVID-19 protocols led some staff to leave the profession for other careers.

These impacts are also overlayed by a change in the higher education landscape that has been decades in the making. The demographic cliff has arrived. For example, in the U.S. over the past four years, the number of students graduating across the country has been declining and since the great recession of 2008, the number of births has either declined or remained flat except for three states – Florida, Texas, and California. Smaller liberal arts colleges with high tuition and low endowments along with regional publics in the Northeast, and Midwest have been the first to experience the downturn. This has been compounded further by continuously growing deferred maintenance challenges on aging facilities. Projects were paused and reserves were spent down. In the post-pandemic world, the cost of capital and projects due to supply chain challenges has increased significantly. During the recession and subsequent years, state governments have not invested in public higher education at the same levels as before 2008, which has contributed to the total cost of education increasing and student debt. Thus, there are many questioning the value of a college education.

Finally, alongside that, there remain questions about current staffing structures and compensation models that align with staff job descriptions and expectations. This is true for professional as well as paraprofessional staff. For example, housing and dining services do not seem to attract as many student employee applicants as they once did, raising questions of whether expectations of staff positions are still relevant. What services should housing departments stop doing or outsource to others? What tasks can be automated or made more efficient, such as package delivery and managing the dining dish room? Has staff training evolved to match what staff — particularly service and support staff — are needed to do? While many of those questions are addressed in other portions of this report, their impact on housing finances cannot be overlooked.

So, what are housing professionals to do? In examining business models for future sustainability and considering new revenue sources and potential partnerships, institutional context matters. Locale can be significant. Population bases are growing in urban areas and the south and west. Rural colleges and universities face particular challenges, as do community colleges. There certainly is not a one-size-fits-all solution, but there are baseline questions that all campuses must consider.

Question 1: How do we develop systems that highlight opportunities for alternative revenue partnerships without negatively affecting core systems?

The value of higher education continues to be under scrutiny, particularly given the cost. Data consistently indicate the value of residential living, including increased retention, higher graduation rates, and a stronger affinity to the institution. While housing costs support all aspects of running campus housing, they can also be seen as a revenue stream. How can campuses seek opportunities to increase revenue without asking students and their families to pay more and maintain an elevated level of quality? If campuses do find cost savings, how can they ensure the funds stay in housing and dining and are not distributed more broadly on campus?

Some current examples of innovative programs include robot meal delivery services (The Ohio State University and others); corporate sponsorship of major campus programs (Welcome Week at Michigan State University, naming rights and scholarships by Alaska Airlines at the University of Washington, expanding sponsorship campus-wide by Under Armour at the University of California, Berkeley); and expanded public-private partnerships between cities, institutions, and developers (Arizona State University, Drexel University, the University of Pennsylvania, and others).

Question 2: How can business model tools and resources be created for housing and residence life departments that operate at vastly distinct types of institutions impacted differently by federal, state, and local laws; rules and regulations; fiscal resources; and other factors?

There are various innovative programs already in place at institutions of all types. Housing and residence life departments (and higher education in general) can learn lessons of innovation from businesses and non-profit organizations that have proven to be creative and nimble.

One resource available to all institutions is information about their student population. Asking the right questions about students' needs and preferences can provide the foundation for moving forward with innovative solutions. Michigan State University is one example of increasing the number of students that utilize campus dining by asking students directly. While having an outside firm come in and do market research may not be feasible for everyone, asking students the right questions to get the needed information is available to any institution.

Question 3: How do occupancy management models evolve to accommodate additional market segments and revenue needs?

While crisis teams have long prepared for a pandemic or similar type of global catastrophe, no one was truly prepared for the short- and long-term impacts of switching to an environment of 1) few residential students and/or 2) providing services that kept students safe from major medical risks. What did campuses learn about how to best utilize space? As outside entities grapple with how to utilize space and meetings in a post-COVID-19 era, are there opportunities to capitalize on this need and provide services to groups campuses have not previously worked with? Can (and should) housing departments strive to have a smaller footprint for office use to have more space available to generate revenue? This may make more sense as professional staff positions have more flexibility for remote work.

Question 4: What should be the core services of housing operations? What programs and services can be outsourced or eliminated all together?

The ACUHO-I Standards states that “the mission of the campus housing program is accomplished through the coordination of inter-dependent specialized functional areas of campus housing: Business/Management, Student Learning and Development, Residential Facilities, Dining Services, Emergency Preparedness, and Public/Private Partnerships.

Many campus housing operations are also responsible for one or more of the following additional specialized functional areas: apartment housing, family housing, conference housing, special interest housing, off-campus housing, and faculty/staff housing.”

While operations differ from campus to campus, the question of identifying residence life’s core mission is not a new one, but it has a new urgency as expectations evolve and higher education reinvents itself. The challenge of filling staff positions, the fiscal crunch many institutions feel, and the idea of being all things to all people is just not sustainable. The response to this question may not be the same for every institution, but the process can be similar in how campuses assess and develop an answer to what they should continue to do, what they should start doing, and what they should stop doing.

Question 5: What funding models are sustainable for future housing programs?

Collaborating with colleagues in finance and business affairs has always been a priority for SHOs. Understanding the short- and long-term funding priorities is more important now than ever before. SHOs need to be content experts and advocates for both current and future needs. To best accomplish this, SHOs must be equipped to have credibility for their role in the conversation. Housing, as a whole, must develop models that are somewhat universal but allow for institutional differences, and campuses must leverage benchmarking data, such as that found in the Campus Housing Index, to provide evidence and information for forecasting.

For many colleges and universities, revenue generated by occupancy and related activities (e.g., dining) have long become part of the larger institutional financial picture, which then leads to a budget for departmental expenses being developed and funded for housing and residence life staffing, services, and activities. In these cases, housing professionals have little to no control as to how housing-generated funds are allocated or spent. So, while alternate revenue sources and/or use of facilities may be worthwhile, there is not the direct benefit for these departments as there would be in a traditional auxiliary framework.

In these circumstances, it could be argued that it is even more important for SHOs and other staff to have strong relationships with colleagues in the finance, business, and facilities areas, in particular, to have input on decisions that are made regarding housing, even if they don't have a seat at the table when both yearly and longer-term financial plans are being made. This is particularly true for those institutions that are or will face enrollment and occupancy reductions due to demographic shifts and other factors.

Design Recommendations

The ability, willingness, opportunity, and capacity to implement large-scale changes varies from campus to campus. There is a recognition that not all programs are scalable. There is also a recognition that some schools are being affected by declining enrollment at a faster pace or have regional or state issues that pose different challenges. While this is true of virtually all areas and initiatives, it can be particularly true when it comes to issues of budgets, finances, and business models. As resources are developed to examine business models, there will need to be different versions of assessment tools or suggested models that fit the needs of a variety of institutions.

1. Review and promote programs that reflect efficiencies or programs that generate revenue in new and unique manners.

2. Develop resources (I.e., case studies or similar papers) that describe the implementation process of innovative programs and the lessons learned. Sample questions to consider include, "How was the idea developed and sold to decision-makers?" "What were the primary obstacles in design and implementation?" "Is this program scalable to different types of institutions? If not, are there similar programs or designs that could be developed?"

3. Develop an instrument to assess market segmentation. Include instructions on how to utilize this instrument to demonstrate campus housing's value proposition, better understand the expectations, needs and desires of students; and assess what practices can be eliminated.

4. Develop a model of how to consolidate office space for staff that have flexibility regarding remote work. Include a sample of a lease or memorandum of understanding with an entity that can utilize the available space.

5. Educate housing and residence life professionals, particularly those who function within an auxiliary framework, on policies of required days-on-hand reserves to protect against financial damages. A policy requiring 90-120 days of cash on hand for a housing department could prevent the business office from sweeping funds to help fund other areas on campus. Rating agencies review levels of cash on hand as a part of their evaluation process.

6. For housing departments that operate as auxiliaries, provide a sample training manual for cross-training key business functions among auxiliaries such as housing, dining, and parking. This can improve efficiency and supply confidence in employees asked to perform multiple functions. Include information and changing student needs and expectations.

Supporting Resources

The Shifting the Higher Education Business Model working group developed a comprehensive list of resources that participants in Phase 3 can use. As resources for business and finance are connected to all areas of this report, these resources are included in the broad list presented in the introduction of this document.

Championing Facility Design & Maintenance

Housing departments must understand the dynamics of the use of space, consider the long-term sustainability of aging facilities, and rethink the ways students utilize these facilities in a world affected by a growing concern for health and safety, as well as the increasing role of technology and sustainability.

Student residence halls, whether they are towering structures first built to meet the student population boom of the 1970s or the sleeker apartment-style housing of today, are the most visible aspects of campus housing, and their design, use, and maintenance are an instrumental consideration for the future of campus housing. As the profession moves forward, housing departments will have to understand the dynamics of the use of space, consider strategies for the long-term sustainability of aging facilities, and rethink the ways students will utilize these facilities in a world that has been affected by a growing concern for health and safety as well as the increasing role of technology and sustainability. Housing departments must find the balance to deliver the space, features, and amenities that students expect while also limiting the fiscal impact on both the institution and the students who choose to call these buildings home. And, on top of everything else, halls serve as literal and metaphorical embodiments of a campus's institutional values.

As higher education has evolved, the changing needs and expectations of students, as well as external factors such as the COVID-19 pandemic and a looming enrollment cliff have prompted the field to reconsider how to do the best for the students. Gone are the one-size-fits-all assumptions about how students will live in and utilize spaces within the residence halls. Housing departments must know who the students are and retain them by working to create spaces that incorporate their identities and needs in decision-making. Harold Riker in 1965 stated that the "two primary functions of college housing are first, to provide

a satisfactory place for students to live, and second, to help students to learn and grow, since this housing is part of an educational institution." These considerations were at the foundation for the work on the ACUHO-I Core Competencies, which compel professionals to create environments and programs that support student development and leadership as well as support community development goals. These areas describe what one might consider student success. Proposed below are four areas where the profession might consider addressing matrices that can drive facility planning and decision-making in the future.

Through research and discussion, it was apparent that the understanding of creating facilities that support students' experiences may never have been greater than it currently is. However, the question remains of how to create and maintain these structures within the fiscal constraints so many campuses must consider in the face of growing deferred maintenance costs and the lingering effects of revenue lost because of low occupancy rates during the COVID-19 pandemic. These challenges, plus other considerations, must all be considered collectively to answer the question of how strategically to utilize and implement facilities design, maintenance, and operations to enhance the overall student experience.

Question 1: What student success metrics should drive facility planning and decision-making?

In thinking about what metrics exist to shape facility planning and decision-making, first, one must consider the primary reason that on-campus housing exists, and that is to provide students a place to live that complements the academic mission of the university and contributes to the retention of students. To that end, the themes of inclusion and access, well-being, involvement, learning, and connection to the academic mission emerged as areas where the profession could best concentrate efforts to establish student success matrices that drive facility planning and decision-making.

Equity, Inclusion, and Access

In 2015-16, the percentage of students with disabilities enrolling in higher education was 19%, which was up from 11% in 2013. While this data has not been reported since 2015-2016 by the National Center for Education Statistics one can assume, based on this trajectory, that the percentage is at least the same or, more likely has risen. Students with disabilities include neurodiverse students. Autistic students are attending institutions of higher education in higher numbers due to increased awareness of this disability, earlier diagnosis and intervention, and more support in the kindergarten – grade 12 U.S. educational system (Shattuck et al., 2012; Volkmar et al. 2017).

As residence halls aid in the retention of students, it is vital that they are places where students with disabilities are better served. The building structure in collaboration with programming may lead to greater student success. Building codes to meet the requirements of laws are the major guiding force for building planning. Universal Design offers a matrix for students with disabilities, and those are sometimes prioritized in building planning and decisions. Still, they may often be considered as a nice to have rather than a need to have.

The 2016 data from the NCES showed that more students of color were also enrolling in higher education institutions. Some groups (Hispanic) more than doubled in numbers from 2000 to 2016. Other historically marginalized groups show increases as well as white students. While there is fewer data about students in the LGBTQ community, new surveys are showing more students identifying as LGBTQ.

The increase in historically marginalized populations, however, is not met with students' retention and graduation rates, and historically marginalized groups are not graduating at the same rates of

enrollment. Attention paid to the experience of historically marginalized students is imperative to meet the needs of diversifying campuses.

Student Well-Being

Housing professionals support the mental, emotional, physical, social, and academic well-being of students. Residential spaces on campus can contribute positively to student well-being. Examples of strategies include the design of small, individual living spaces, that encourage students to venture to community spaces to engage. Traffic patterns can be designed to bring students together. Lighting and the inclusion of nature and the natural surroundings can all contribute to increased interaction and emotional well-being. Design can contribute to the wellness of students, and this is where intentional collaboration between design teams and university personnel comes into play. Understanding an institution's students and their needs is imperative to creating environments that meet student wellness needs.

Involvement

Brandon et al (2008) linked student engagement, community building, and student interactions with persistence. We know, thanks to the many researchers who have continued to look at student involvement, that students who are connected or get involved on campus with peers, organizations, or in the classroom, all have higher persistence than students who do not. Among those factors, research has also shown living on campus increases a student's chances of persisting. That said, design and the decisions made around facility planning can influence the retention of students, leading to successful matriculation.

Learning and Connection to the Academic Mission

Residence halls and residence life programs are major contributors to student retention. The living environment must contribute to the academic mission of our institutions. Architect Nadia Zhiri, in a TreanorHL whitepaper, describes multiple, small social and study spaces that increase a student's sense of shared personal space. These spaces create room for study and collaboration, which encourage our students to engage academically in the spaces they live in. A presentation at the ACUHO-I/APPA conference in 2018 talked about the need for campuses to conduct facilities assessments to determine if their facilities are complementing their mission and what they determine to be student success. Spaces that encourage interaction and the holistic student experience are measures of a facility that encourages that success. Renn and Patton describe campus environments as places that shape campus climate, "which in turn influences the perceptions and experiences of students" (p. 244). Attention to the environment can promote student learning and development.

Question 2: How do long-term master planning concepts inform facility needs and also consider strategic considerations around all forms of equity?

Master planning supports the execution of institution and department goals broadly, within the institution's overall framework and context. Planning efforts should incorporate reconsidered notions of higher education and community in a post-pandemic era, acknowledging economic challenges, racial justice, and climate crisis (Gordian, 2021). The value of the physical environment and sense of place as community, living, learning, and working spaces must be incorporated into planning, including shifts to support interactive and hands-on learning, accessibility, safety, and flexibility (APPA, 2020). "Meaningful places can come to represent an entire institution, including its history, its values, and its legacy. A strong sense of place can arise naturally, but it can also be consciously and carefully cultivated (APPA, 2021)."

The master planning process supports the execution of institution and department goals broadly and should incorporate flexibility, a recurring theme, in all aspects. Housing master plan primary concepts include program goals, budgets, and schedules which inform the types of facilities and spaces needed to achieve the mission and goals. These aspects vary from campus to campus and should fit within the overall framework and context of the institution. Space types that appeal to different personalities and points in a student's day embraces diversity, equity, and inclusion (Lubin, 2022).

Housing planning should consider both students' wants and needs. "Colleges and universities will likely continue to face demand for increased options and greater privacy in living spaces, but institutions must balance these expectations with growing research that shows many students do better in shared spaces… Colleges and universities will need to make smart choices about how to design their residence halls so that students can socialize, engage, and form bonds on campus yet still have quiet time and privacy." Housing master planning could consider how to embed expanded student life, mental health, and wellness services into the program

Pandemic effects may have solidified a housing trend towards more privacy and single rooms, which provide flexibility for diverse needs such as learning difference, medical conditions, and mental health considerations. "Providing both the space and the technology to better integrate digital learning with in-person instruction for those living on campus will increase the flexibility and attractiveness of residence halls (APPA, 2021)." The following are among the many considerations thoughtful housing departments must incorporate into their master planning strategy.

Reconsidering Facilities Needs

Future student classes will be diverse, focused, and tech-savvy. Key planning considerations to meet the needs of the students of 2024 and beyond should prioritize spaces that support interactive and hands-on learning, accessibility, safety, and flexibility. Facilities decisions must consider financial capacity while reimagining facilities' construction, allocation, and sustainment. Facilities strategies on campus must be reconsidered based on an evolving assessment of how higher education works in the context of the COVID-19 pandemic, economic, racial justice, and climate crisis. Master planning should incorporate reconsidered notions of community.

Flexibility

Future master planning should consider how well their campus and spaces are used, in addition to the condition assessments of buildings. More inclusive and holistic consideration of programming requirements cross-disciple will help frame critical plan elements of flexibility and prioritization (APPA, 2020). Recent evolutions in space needs have made it clear that long-range plans must be flexible and adaptable.

Belonging and Sense of Place

Sense of place is a critical aspect of community building on a college campus and should be a future-facing planning focus. "Meaningful places can come to represent an entire institution, including its history, its values, and its legacy. A strong sense of place can arise naturally, but it can also be consciously, carefully cultivated." Planning considerations to ensure facilities support the development of a sense of place include the creation of welcoming environments including intentionality for a diverse population, conveying meaning about the values of the institution, generating emotions, creating memories, promoting sense of community, and promoting connections, encouraging learning, and self-discovery (APPA, 2021).

In a study on how the built environment fosters belonging, Shannon Dowling found key themes related to physiological needs, safety, and belonging. "The greater physical campus ecosystem [outside of the classroom] also influences student behavior, sense of belonging, and academic success." Overarching themes for how campus space can contribute to belonging include choice and voice, connection, comfort, security and well-being, and signage and direction. "Living in on-campus housing contributes to better student academic performance, higher retention, and higher graduation rate. Residential life programs can positively impact belonging and success by building community and fellowship among students." In research, students expressed they feel most comfortable in their rooms as exclusively their space, and less comfortable in residence hall shared areas – important considerations for master planning strategies that centers on belonging.

Lifecycle Planning

Transitioning to operations for new facilities is challenging, and the ability of a campus to maintain certain facility types should be considered in master planning (Lubin, 2022). Strategic master planning must consider and improve renewal backlog, compounding lifecycle needs, and enrollment and revenue in defining how the physical environment will support campuses in the future.

Question 3: Do the core elements of the 21st Century Project – flexibility, community, sustainability, and technology – remain true for facility design and can they be updated for the future?

The 21st Century Project was an ACUHO-I initiative that explored the possibilities of residence halls for the next generation of students. The project included a summit of more than 100 campus housing thought-leaders that led to establishing core elements of residence hall design: community, flexibility, sustainability, and technology. Innovative applications of these elements were then tested through the build-out phase at select 21st Century Project institutions. Since then, they have continued to remain relevant. However, a greater understanding has evolved that these elements must be applied to reconsidered notions of higher education and community that acknowledge economic challenges, diversity, equity, and healthy design.

Community

Campuses must support the whole student and prioritize programs that target physical, social, and emotional well-being. Providing spaces to support interaction and collaboration and locating services to maximize visibility and accessibility are paramount. A combination of digital platforms integrated with physical space will bring the most value for human connection and enhance the learner's sense of belonging (Gensler). The neighborhood design element continues to meet the needs of the 21st Century and the needs post COVID-19. Conor Dunn notes in his article, in response to the affordable-housing crisis, many housing renovations and new residential buildings have been boosting bed density to drive down rental rates. In tandem, bathrooms and lounges are being broken-out to join the communal kitchens in larger group-living spaces that serve more units and students. Four-bedroom units are typically the first to be rented, and a recent project of mine saw five, six, and even seven-bed units. When these units flank the communal spaces to form pods, they effectively create micro-neighborhoods, with groups of 15-50 students.

Flexibility

Hybrid environments must be adaptable to support every learner while keeping up with constant change. Single-use spaces will be outdated; spaces will have multiple lives as they evolve and adapt. Institutions must move away from designing one optimal experience for all students and instead focus on designing multiple, diverse pathways so that every learner is welcome and feels a sense of belonging. Instead of designing to the mythical "average learning" and adapting to accommodate outliers, it's time that campuses design to the edges and provide space for all learners.

Sustainability

Colleges and universities remain in a powerful position when it comes to sustainability. As long-term owners and operators of their building stock, they steward the entire life of the building from concept to renovation or demolition, likely over multiple generations. As centers of scientific research, they can model their built environment to reflect the latest theory and practice in combating global climate change. As educators of the next generation, they can engage and inspire the best young thinkers of the future to creatively solve environmental problems (Enriquez). Climate change remains the defining issue of contemporary times. And while the threat of the climate crisis did not start during the pandemic, COVID-19 showed how the natural world can bring the global economy to its knees. It is not hard to imagine how the increasing intensity of climate change can do the same.

Technology

With the COVID-era expansion of virtual learning and the participation of many students simultaneously from residence hall rooms, one can expect a need for expanded Wi-Fi bandwidth (Enriquez). Despite advancements with online communication and whiteboarding programs, face-to-face collaboration sessions are still supreme. Academic buildings will transition into places of gathering where groups can meet, learn, and create together. Flexible "hackable" space supports dynamic, in-person collaboration. These hyper-flexible and tech-enabled learning environments provide choice based on how learners and educators best engage between virtual and physical space.

Economic Challenges

Financial pressures on institutions have mounted in recent decades. Now, however, financial health is even more unpredictable, and the challenges have increased in complexity, seemingly overnight. Rising labor costs, decreased public funding, suppressed tuition revenue, and demographic changes are straining the college business model. One key consideration is the preferred living arrangements of students, who want security, equity in ethnic diversity and gender, a balance between private spaces that foster independence and larger spaces that encourage social mixing and bonding, and sustainability in the face of a changing climate. At the same time, administrations must balance the desired student experience with the very real limitations of budgets and schedules, both of which must be optimized to fit within project constraints (Enriquez).

Diversity and Equity

Living in on-campus housing contributes to better student academic performance, higher retention, and higher graduation rate. Residential life programs can positively impact belonging and success by building community and fellowship among students. Although students typically spend about 35-40% of their week in residence halls, these spaces are among the locations where students feel least comfortable. Students have expressed during past research that they feel most comfortable in their rooms because it is the one

space on campus that is exclusively theirs. They feel less comfortable in the corridors, restrooms, and shared spaces.

Healthy Design

Another opportunity to safeguard the residence hall environment against the spread of disease is improving the indoor air quality. One way to do this is to look at mechanical engineering standards typically applied to healthcare environments. These strategies may include increasing the amount of outside air versus recirculating air, upgrading to high-efficiency particulate air (HEPA) filters, creating higher rates of air change that circulate through a given room, and even implementing positive / negative air pressure adjustments that can influence the path of travel of airborne particulates. Residents can even increase the outdoor air supply and natural ventilation of a room with carefully designed window openings, personal fans, and technology that switches off the HVAC system when a window is open. (Porritt) Exterior air venting and circulation is not only a sustainable design strategy; it now helps to implement the recommendations from the Center for Disease Control that interior environments are better ventilated, and the use of recycled air is reduced significantly.

Question 4: What role will affordability and housing insecurity play in the design and operations of student housing of the future?

Historically, financial aid has played a significant role in providing an opportunity for students to be able to focus on academics while attending a college or university. With a combination of grants and loans college could be paid for, but with the increasing cost of higher education, it is no longer the case. It may cover tuition and some fees, but not housing and food. Support services are important for the success of students (Crutchfield, et al., 2020). To create spaces and access for everyone, colleges and universities are exploring providing spaces and resources to support students to provide them access to an education. Students have a desire and are striving to graduate to create stability and economic self-sufficiency. With resources, housing insecure students provided financial security could be more successful at college and assist school's retention rates. (Broton, Goldrick-Rab, 2017).

The U.S. Department of Education defines housing insecurity or homelessness as a lack of regular, fixed, and adequate nighttime residence (Crutchfield, et al., 2020). Research conducted at four-year universities "has shown that between 5.4% and 10.9% of students experience homelessness at least once in a 12-month period" and 40% - 52% experience housing insecurity (Crutchfield, et al., 2020)." This is also similar to data from a National Postsecondary Student Aid Study which found 1 in 10 U.S. undergraduates are homeless or self-supporting and at risk of homelessness. In conducting a literature review, 45% of college students are experiencing housing insecurity which includes issues with affordability, instability, or homelessness (Broton, 2020). It is also important to note that in 2020 rates of housing and food insecurity were 70% for Black students and 75% for Indigenous students compared to 54% for white students. Overall, articles fell within the range of at least 10% of students experiencing some form of housing insecurity. Some factors to consider in this area include:

Financial Aid

A student's financial aid package has shown to be able to cover costs for tuition and some associated fees, however, it does not always cover the cost of housing or food. Students are relying on loans, stretching their budgets, and are going to college without securing their basic needs (Broton and Goldrick-Rab, 2018). Those coming from middle-income families are seeing fewer resources being contributed by their families

as well. In order to make ends meet, students have been living in their vehicles or at local shelters, utilizing other resources on campus, such as showers at the gym.

Single Point of Contact

Accessible support programs will lower students' reluctance to utilize those services, similar to the trend of on-campus counseling services becoming more popular and normalized in recent years. Another area that has shown success is having a single point of contact (SPOC). A SPOC is a faculty, staff, administrator, or program that helps students as a central campus facilitator that provides support and links to on- and off-campus resources.

Campus Alignment with Student Advocacy (CASA)

CASA is modeled after SPOC and is a response to the needs of students facing food, housing, and financial insecurity. CASA staff typically are social workers (sometimes graduate students) and provide direct services and referrals for on- and off-campus services at a southern California university (Crutchfield, et al., 2020). A student needs to meet eligibility by being enrolled in the university and experience a basic need crisis. If seeking short-term housing, a student would need to meet with a financial aid administrator to review what financial aid is available to assist in finding housing.

Students reported some challenges with the program as all financial aid had to be exhausted and created a bigger stride for low-income students as it would increase their student debt. The short-term basis of housing limits a student's acceptance as some were reluctant to move multiple times. Despite these challenges, many found the program helpful. It reduced the stigma of seeking services and raised the likelihood of seeking future services (Crutchfield, et al., 2020). Receiving short-term housing or emergency grants supported a student's ability to remain enrolled at the university. Creating a sense of stability with a student's housing was also mentioned as being a key aspect. As in Maslow's hierarchy of needs, creating stability at the foundation of an individual's living situation is only an area to build upon.

Resiliency

Even though housing insecurity exists among college students, there are some factors that contribute to a student's resiliency. O'Neill and Bowers (2020) found that individual, social and institutional factors contributed to a student overcoming their housing insecurity. Optimism, hope, and some background experience assisted with their overcoming housing insecurity. When a student has a strong family, friends, and community network, they can navigate their housing insecurity better because of the support they receive. Lastly, students are looking for a university to meet their needs. They must find ways to take showers, use a restroom or study in the evening (O'Neill and Bowers, 2020).

Question 5: How will housing maintenance be managed in the future?

Whether building a new facility or retrofitting an existing one, building maintenance, custodial staff response, and enhancing other facilities services such as laundry, internet capability, temperature, or pest control, all play a part in a student's overall satisfaction. Today's college-bound students are all about their experiences and getting the most for their money. So, even though maintenance satisfaction is not the driving factor in determining student retention, it plays a role.

Housing maintenance is a complex task that requires thoughtful consideration in many areas to be successful. First, campus administration must have the flexibility to reevaluate, respond to new norms

based on societal shifts or in the case of the COVID-19 pandemic, a health crisis which required a shift in maintenance mind set to now focus on safety and not just cleanliness within residence halls. This shift meant a concentration on hygiene concerns and student's desired lifestyle. Changes implemented such as sanitation stations throughout buildings, additional cleaning of high touch areas and bathrooms, quick response to sanitize spaces where suspected positive students may have visited or reside, all assisted in creating a sense of wellness for residents and their families. University personnel need to be prepared for the next shift

It will also require partnering with state legislators and financial institutions where possible to secure low-cost borrowing of funds that can be used to address these issues. Creating a new plan to address facilities maintenance that takes advantage of what is occurring in the financial market to help finance repairs is a creative way to address maintenance of aging buildings. The University of Nebraska is an example of how paying attention to what was occurring in the financial market allowed them to approach and partner with state legislators to secure loans at low interest rates to fund maintenance projects for the next 40 years. The InsideHigherEd.com article states, according to APPA, "the cost of the national backlog for capital renewal projects is over $2 trillion," and so institutions of higher education cannot afford to ignore the fact that maintenance of their buildings cannot continue to be deferred as the average age of higher education buildings is roughly 50 years.

Related, a new way to look at capital campaigns will be necessary to help close the gap for facilities funding. More attention needs to be given to the amount of money institutions of higher education earmark for their maintenance budget. Each year the maintenance budget is likely to see either a decrease or less of an increase as referenced in a study done by EAB, an education consulting firm, per Knox between 2008 and 2013. Yet student satisfaction surveys often show that students appreciate well-maintained facilities. Institutions rely heavily on alumni and others to donate to help fund the programs they offer students or the projects they wish to fund. However, the campaigns are almost always centered around the building or upgrading of academic facilities and not residential units.

In prioritizing maintenance projects, facilities management must explore items such as, but not limited to, the cost of owning facilities, improving capital planning and budgeting processes, estimating the cost of capital renewal/deferred maintenance. One strategy is to break down facilities maintenance in projects that span one to five years and 10 years for longer-term projects. Having a consulting firm assess and provide feedback can only enhance institutions planning for maintenance upkeep to avoid the dreaded maintenance backlog. A big part of this is keeping track of the condition of facilities. That includes the exterior building face as many old buildings are plagued with leaking roofs or rooms depending on the weather pattern.

Finally, creating an action plan is imperative to managing maintenance of the future. From getting the support of those invested in the success of the institution to annually reviewing the health of campus facilities.

Question 6: How will housing departments prioritize and fund significant deferred maintenance projects?

While deferred maintenance poses a significant risk to the fiscal health of student housing programs across the country, it has also provided an opportunity for student housing to be the campus leader in creative funding and prioritization to address deferred maintenance. The path student housing has already laid through public-private partnerships (P3s), private equity and other joint ventures to finance

capital needs is a model the rest of higher education has already started to emulate (Chronicle 2017). While on-campus housing has found creative ways to finance capital projects, more work needs to be done to create a framework and systemically prioritize deferred maintenance needs. The current literature and models on prioritization are lacking and not specifically designed for student housing, providing a rich area for new research and resource development.

Looking at the size and scope of deferred maintenance on college campuses can be daunting. However, there is a path forward to address deferred maintenance and ensure first-class living environments for residential students. Through creative funding and a patient, disciplined prioritization process, the issue can be solved. Among the considerations for campuses:

Historical Trends

Deferred maintenance was first coined as a term in the 1970s as colleges and universities started to identify the challenges associated with their physical plant that was largely constructed in the post-war boom fueled by the GI Bill. Today, roughly 75% of buildings on college campuses are in the range of 30-40 years old (Centrica 2022). The exact problem deferred maintenance poses has not been fully identified, with some calculations pushing it to nearly $1 trillion dollars and the California community college and university system alone identifying over $47 billion dollars in deferred maintenance (Chronicle 2017). The share of that deferred maintenance attributed to student housing hasn't been fully identified and is a topic for further research, but it is safe to say student housing and auxiliary services own a large share of the deferred maintenance backlog on campuses.

One of the biggest considerations is the rate at which deferred maintenance is growing and financial support to address it is shrinking. Maintenance and plant operations is the only spending category that has not risen over the last 30 years (EAB 2022). Not only has spending not increased for maintenance operations, but it has actually decreased by 8% per student between 1987-2013 (Inside Higher Ed 2022). Deferred maintenance is growing 1.5x faster than inflation. The current problems will only continue to compound and become more difficult to solve if not addressed.

While there is a critical need for the initial funding to address deferred maintenance, operational costs will also continue to increase until deferred maintenance is addressed. Older buildings are less energy efficient and have energy costs that are typically 30% more than more modern buildings and have a higher carbon footprint (Centrica 2022). Students want to see value in the dollars they are spending in pursuit of their degree and 75% of applicants say an institutions commitment to the environment impacts their decision on where to apply and attend.

Funding Models

As intuitions have started to tackle their deferred maintenance needs, there have generally been three different models used to generate the capital needed: bonds, joint ventures, and P3/private equity.

The University of Nebraska identified nearly $800 million in deferred maintenance across the 900 buildings on their campuses. They issued $400 million in bonds in 2020 when interest rates were low and will issue another $400 million in 2030. However, to ensure they have a sustainable revenue stream in the future, 2% of all project budgets will go into a depreciation fund that will be used once the bond money is gone (Chronicle 2017).

The University of California, Merced entered into a $1.3 billion P3 project that will give them 790,000 square feet of classroom and housing space. Similarly, the University of Kentucky has just finished a $450

million P3 project that added or renovated 7,000 residence hall beds to campus (Chronicle, 2017). The P3s used a mix of private equity and debt financing to make the projects happen.

Prioritization

APPA's Body of Knowledge (BOK) has provided a significant analysis of how to plan and prioritize addressing the deferred maintenance needs of colleges and universities. First, when new buildings come online, leaders need to calculate the total cost of ownership and create plans to help avoid new challenges with deferred maintenance in the future. On a yearly basis, between 2-4% of the current replacement value needs to go into reserves to ensure appropriate funding levels in the future.

However, much work must be done on how campuses prioritize existing deferred maintenance needs. While some of the decisions related to prioritization will be dictated by objective measures such as life safety deficiencies, others will be on more subjective measures, like contribution to the institution's mission. APPA's BOK advocates for a team approach that creates a matrix to rank all projects based on the combined factors of project urgency and facility essentiality. However, the BOK does not go into specifics in what should be included in the matrix or how to weigh each factor. The subtext here is that the factors and weighting will be different for each campus and thus must be determined as a team. After a matrix is created, "the final steps are to review, adjust, and refine the prioritization based on experience and judgement (but not in a way that violates the established prioritization efforts)."

There are few resources and research in deferred maintenance and prioritization specifically tailored for college and university housing. The profession would benefit from more specific research and analysis, especially in prioritization. The various funding models have been explored and deployed at campuses worldwide with their strengths and weaknesses. But helping institutions develop a matrix they can use to review and prioritize their deferred maintenance need could play a significant role in helping institutions determine which funding model makes the most sense for their needs and determine the next steps in their path forward.

Question 8: What space utilization design concepts facilitate flexibility and programming for the future?

Within the higher education world, physical space is a resource second only to personnel, yet it may not always be managed and maintained with the same level of rigor and care. Emerging from the COVID-19 pandemic, square footage and assets across campuses are being reinvented and reconsidered. Institutional leaders must rely on data-informed practices to make such decisions.

Space Utilization

Space utilization, at its core, is analyzing data and patterns around existing space to understand how often the spaces are used, for what the spaces are used, and the quality of the environments to suit contemporary expectations and styles. Upon analyzing the data and comparing it to national guidelines set forth by groups like the Association for Learning Environments for comparable institutions, space needs must be identified by the institutional leadership and in alignment with enrollment projections. This can be conducted through stakeholder meetings, strategic academic programming discussions, and workforce alignment.

Within the K-12 and higher education sectors, a number of forward-looking strategies have emerged regarding the use of academic, lab, and classroom space. In addition to finding opportunities for housing

organizations to more closely align with campus planning efforts in these areas, lessons from how academic spaces are being re-visioned can be applied to housing spaces – particularly the non-residential spaces that have multi-use applications. As appropriate, when these spaces exist in housing facilities integrating more broadly throughout the campus create additional connectivity and emphasize the living-learning connection.

For academic environments, the goal is to document the priorities and needs of programs and begin to explore the spatial opportunities on the campus. This assessment will identify impact of right-sizing existing instructional spaces, adjusting course scheduling, functional adjacencies, opportunities to share learning space, demolishing obsolete facilities, potential for instructional innovation, capacity for interdisciplinary instruction and identify specialized learning for specific programs. For non-academic and support spaces, the goal is to optimize existing spaces, explore opportunities for backfill and renovation, non-capital alternatives to improving instructional space utilization, and prioritizing uses that best complement the academic experience.

Leveraging this information can lead to targeted renovations and improvements to the most-used rooms, multi-use spaces, and community areas. Changes may include modernizing furniture layout, increasing natural light, and improving technology for older rooms. In addition, standardizing layouts of similar space types across the housing system or campus can help increase the user flexibility of the spaces and reduce the cost aspects of making changes to the rooms in the future. But, as the University of South Florida's director of design and construction, Steven Lafferty, states, flexibility and adaptability are not the same thing. Whereas flexibility denotes the ability to change without compromise, what he called the Gumby-like quality of bending easily without breaking, adaptability is a more Lego-esque quality of being able to.

Facility Conditions Assessment

The condition of buildings on campus are most easily understood through the Facility Condition Index (FCI). This is an industry standard method of comparing unique buildings to each other by understanding which buildings will require greater maintenance in the future relative to their overall value. This index number represents the amount of deferred maintenance related to the Replacement Value of the building [SCUP Planning for Higher Education, 2006]

Facility Condition Index (FCI) = $ Deferred Maintenance / $ Building Replacement Value

Question 9: In what ways does campus housing communicate the values housing professionals espouse?

Residence halls and campus spaces serve as a physical representation of the values of housing professionals. This thoughtful creation of meaningful spaces forms and shapes a campus identity, promoting positive student belonging and engagement outcomes. Given that well-designed residence hall spaces are associated with student success, housing professionals must evaluate their spaces to ensure that they support institutional goals. Additionally, through understanding and studying the principles of Universal Design, housing professionals can create engaging and meaningful spaces that are also inclusive. Professionals and institutions can have space demonstrate their values by garnering campus input to create an agreed design standard. This agreement combines student input with institutional priorities to ensure that

university residence hall spaces continue to represent and support the students they are committed to developing (MIT, 2016).

When committing to creating a space -- whether through new development or renovation and maintenance -- the details and elements incorporated can and should be intentional to represent an institution's priorities. In many cases, the residence hall (the exterior, rooms, communal spaces, etc.) serves as the physical representation of a departmental unit to the university community. With this in mind, the presentation and quality of space is associated with the professionals that operate and maintain them, which in turn reflects an institution's values and priorities. Successful examples of this can be seen on campus beyond the residence halls. Historic colleges and universities maintain important and impactful locations on campus, generally spaces representing traditions that have remained throughout their existence. These spaces garner value and purpose for the institution and the students that attend it, which in turn works to develop a sense of belonging and pride in an institution (APPA, 2021). These spaces are the ones that students and staff alike think about when mentally reflecting on what their college or university is, and the story that is told.

Inversely, the neglect and deferred maintenance of student spaces can signal a diminished priority for the students who occupy that space. When a residence hall cannot prioritize its commitment to the students who reside within it, this can reflect a separate focus that the institution has. This can be embodied by aging or inferior quality amenities, a location that is distinctly separate from the main area of a campus, or the perpetuation of stereotypes around a given residence hall community. These factors not only pose physical harm to students and their well-being but detract from the sense of belonging and commitment to student success.

At its core, colleges and universities exist to advance learning and the exchange of knowledge through the development of its students. Guaranteeing that an institution continues to meet the needs of its students is critical for all higher education professionals. Because of this, garnering student input for institutional goals should be a necessary part of an institution's goals. An example of this in the realm of housing would be the creation of architectural principles. Although other colleges and universities may and likely have created something similar, the Massachusetts Institute of Technology's (MIT) version serves as an effective example. Within their guide, key elements of what should be included in future residence halls are discussed. Things such as what type of living option for what community, along with how much space should be dedicated to communal access were discussed amongst administration and students (MIT, 2016). Their agreed upon standards are available to all members of the community, and this document helps to inform future projects. This emphasis on student input ensures that future residence hall spaces value the students themselves, and their priorities and needs to be successful.

One prominent factor that may inform these principles is Universal Design. The Centre for Excellence in Universal Design defines it as "the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it." In the context of education, the definition and principles of universal design can be and are expanded and applied to not just physical or structural design, but also academic learning and curriculum.

When Universal Design is placed at the forefront of the design and creation process, additional important values are also highlighted: accessibility, inclusion, equity, and an overall emphasis on diversity. These and similar values are priorities held by various institutions in different forms, which shape the decisions and actions they make.

Lastly, another application of Universal Design can be when a space pays homage to its "place." This concept refers to incorporating its location's meaning into its design, which informs those who occupy the space. This concept also works to incorporate inclusivity, making marginalized communities feel welcome. The meaning found in each locale can be based on the history of a college campus, or even the history of the land before the institution's existence. These practices call on professionals and institutional leaders to learn and understand a location or people's history and incorporate elements of their history into the space they create to pay homage to or honor the story it tells.

Design Recommendations

Decisions made regarding facility planning and maintenance must be paired with consideration of how students influence and are influenced by their physical environments. Consideration of equity, inclusion, and access; students' holistic well-being; their involvement; and their learning can help to make the best decisions possible. The following tools should be created to further discussion on this topic, along with equipping institutions to facilitate these conversations.

1. Create templates for campus architectural principles & design guides. These documents would serve as an outline and facilitation guide for institutions to collect input and form their own design standards. As mentioned previously, a successful guide would value student and administration input, and provide a toolkit for what a university should prioritize and incorporate into future residence hall spaces. This guide could additionally provide steps for feedback collection and community discussion.

2. Generate thought pieces on Universal Design and its principles to help housing professionals better understand translating those values into the spaces they manage. These pieces would connect the intersection of Universal Design and the student housing profession, not just for housing professionals directly involved in capital projects. Its principles and elements are easily aligned to institutional pillars and values and creating and applying a Universal Design lens to our work is the next logical step in furthering the work of the field.

3. Create resources that detail how to incorporate facility lifecycle planning and including appropriate funding into master planning efforts. This could include approaching master planning through an integrated planning process, identifying techniques that ensure student housing has a prominent role in campus master planning, and accounting for differences between institution types

4. Create resources that detail how to incorporate the ideals of diversity and equity into the core design elements. This could include incorporating affordability and healthy design concepts.

5. Create resources that detail maximizing non-residential space for HRL departments. This could include re-purposing office space usage so that rotating services are available (e.g., academic advisors); reframing the use of office space (hotel spaces = private office spaces); disrupting permanence of office spaces; the open-concept space with cubicles to facilitate access and community and maximize efficiency of academic workplace square footage; renovating mail rooms for co-habitation space (flexible meeting room; accessible; visible; etc.); collaborative spaces used by staff during the workday and students during off-hours; and modifying space usage for new staffing models.

Supporting Resources

APPA Body of Knowledge
A searchable digital database that develops, updates, and disseminates the foundational content required by facilities professionals at colleges, universities, schools, museums, and other nonprofit educational organizations.
https://www.appa.org/bok/

"Adaptability and Flexibility: How to Design for an Unpredictable Future"
A case study of the work done at the University of South Florida.
https://info.higheredfacilitiesforum.com/blog/adaptability-and-flexibility-how-to-design-for-an-unpredictable-future

Educating by Design: Creating Campus Learning Environments that Work
Carney Strange and James Banning draw on research and theory to offer a select sampling of concepts and models.
https://eric.ed.gov/?id=ED445301

"Equal Access: Universal Design of Physical Spaces"
Describes how the application of universal design practices can lead to the design of more welcoming and accessible physical spaces, with examples.
https://www.researchgate.net/publication/343979573_Equal_Access_Universal_Design_of_Physical_Spaces

Universal Design in Higher Education: From Principles to Practice
Explores the design of physical and technological environments at institutions of higher education.
https://eric.ed.gov/?id=ED568813

Communicating the Value of Campus Housing

Campus housing exists in a consumer-centric and data-driven world. It remains in constant competition for funds, attention, time, and recognition from audiences that range from the students who may choose to live in the residence halls to the administrators that set the course and allocate resources. Effectively communicating the value and outcomes of projects, programs, and practices is vital.

Norman Vincent Peale, who turned positive thinking into a cottage industry, once stated that everyone should "Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers, you cannot be successful or happy."

What is true for the individual is also true for the campus housing profession. Fortunately, decades of work, determination, learning, and evolution have created a framework for housing and residence life departments that, when done correctly, provide value to the student residents, the institutions that host them, the staff who help shape them, and, ultimately, the overall mission of higher education. Research has shown the positive impact campus housing can have on student performance and retention. It can provide students with a sense of belonging as well as expose them to a wide and varied range of viewpoints and experiences. On several campuses, housing occupancy is instrumental to the entire institution's operating budget. So, in short, campus housing has reason to act with a humble but reasonable confidence in its power. But how does it help others understand that value?

The truth is that campus housing exists in a consumer-centric and data-driven world. It remains in constant competition for funds, attention, time, and recognition from audiences that range from the students who may choose to live in the residence halls to the administrators that set the course and allocate

resources. Effectively communicating the value and outcomes of projects, programs, and practices is a vital step in most every undertaking and, in the future, it will become even more so as off-campus housing options become more attractive and plentiful. Campus housing professionals – no matter their job title – must redefine and strategically communicate the return on investment of the traditional campus experience and ensure it aligns with institutional goals and new definitions of affordability. Where students live matters, and it will require strategic communication to share the word that residential engagement translates into key performance indicators for student success.

Question 1: What is the system and process of communicating value and how is it modified for different audiences?

The communication process focuses on mechanics, technology, and design elements. The words used to communicate the value to target audiences are these elements. The importance of communicating through a multifaceted and comprehensive approach has become a measure of success. As technology has expanded, what, how, when, and through what media communication occurs matters more than ever before. It will be the ability to effectively communicate and market the value that will validate a campus housing program as the transformational residential student experience.

Marketing has evolved over the last 15 years as a crucial element in communicating the value of campus housing programs. More specifically, brand marketing has arrived on campuses via admissions but now permeates all higher education levels. From social media to print materials to video marketing, these systems for communication center around individual university brands that link other units within each institution including campus housing programs. According to branding experts, the strategy for communicating a value proposition to target audience is the initial step before aligning marketing elements (logos, fonts, taglines, colors) with a brand.

When developing communication processes, programs must first answer a series of questions about the value of campus housing. These questions of what is the value-add of living in campus housing for the student, the student's family, and the local community are not new, but must be applied to the current higher education landscape. Several factors are integrated into this process.

Use of Data

In discussing these questions, it is important to delineate context and align data gathering with institutional strategic goals. As outlined in an Inside Higher Ed report, "Measuring the Value of Higher Education," the purpose of data is to affect decisions around the value for the sake of improvement and transparency. For campus housing programs, occupancy data drives many institutional decisions such as enrollment, budget, facilities, staffing, and the future of residential housing. The ability of campus housing units to create systems and processes of communication based on institutional priorities and student demand for a residential experience is critical for long-term viability.

Available Resources

How a campus housing program designs and implements a communication plan depends on multiple variables that are unfortunately not available at every institution. For example, does the housing unit include a dedicated marketing/communication staff? Does the unit have access to paid marketing and communication personnel internally or must it be done by contract labor? Does it rely on student staff to coordinate marketing and social media presence? What resources are available and dedicated to marketing and communication?

Brand Marketing

Branding is a process that creates an image and facilitates messaging with the goal of improving organizational functions. For campus housing programs, if the residential student experience is an institutional priority, then using the brand to market on-campus housing options with a goal to increase occupancy may help achieve it.

Marketing using a brand approach unique to an institution or campus housing unit can be effective for all functions including staff selection, housing applications, websites, facilities work orders, move-in and move-out processes, mail/package pick up, conference services, etc. In the current digital environment with new technology, having an approach that is nimble but unique to your program will elevate your campus housing program.

Different design elements can be created and enhanced to reach specific target audiences. Students may respond positively to social media or digital content where parents and family prefer direct email communication or on-line office hours.

Experts indicate several factors that lead to branding or rebranding if an organization already has an established brand. Among them are new leadership; changing market conditions and competition; repositioning in the higher education market; emerging after a campus crisis; impact based on political and legal conditions; and an increased differentiation among peers.

Question 2: What role does the sense of belonging play in student success and how can campuses provide it to students and establish its value?

A sense of belonging plays a significant role in student success. Sense of belonging is a part of Maslow's theory on the Hierarchy of Human Needs and is centered on the third tier after physiological and safety needs, focusing on friendship, intimacy, family, and a sense of connection. Overall, findings support a sense of belonging as an important resource for maintaining engagement and retention among all students, but especially among first-generation students.

Increased attention is being placed on the role a sense of belonging has in student success. As a result, campuses are identifying more ways to assess it and the factors that improve it. HRL departments will need to fully understand this and be able to convey the role they play in nurturing it. There are several factors to consider when establishing and communicating the ways in which campus housing promotes a healthy sense of belonging.

- Sense of belonging is defined as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)"
- The developmental process of belonging is interwoven with the social identity development of diverse college students.
- Educators should detail the breadth of student support, including connectedness, mindsets, self-management, and a multitude of social and academic identities (e.g., racial-ethnic demographics, generational, etc.).

- Educators should be intentional in creating and fostering a sense of belonging for their students based on the student's unique experiences.
- Sense of belonging refers to the extent a student feels included, accepted, valued, and supported on their campus.
- Belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus.
- Environments specifically designed for affinity groups (race, gender, First Generation College Students) that balance challenge and support with adults and peers are critical for student engagement and success.
- Key components of belonging include making a first impression, being seen, being affirmed, valuing culture, being heard, having a sense of agency, and focusing on well-being.

Question 4: How will campus housing deliver value and keep it economically accessible in terms of amenities or services, processes, and access?

The term *value* can take on many meanings within campus housing based on audiences and context. What is consistent, though, is the desire to generate the greatest amount of positive response while maintaining costs. Delivering value to students with elevated expectations has become challenging. This can be attributed to many factors, two of which are the rising costs of maintaining facilities and a focus on stabilizing the costs for on-campus spaces. To determine what is optimal for an individual institution, there must be an in-depth understanding of the needs, usage, and expectations of the students, staff, and parents.

When looking to alter or add to the experiences within residence halls, a balance needs to be struck between the financial capabilities of university housing departments and the quality of the services provided. Using external entities and companies can help to ease the burden and supply services as it will allow the focus of housing staff to turn more towards the students and other elements within their control. Looking for alternative support structures can reduce costs and ease a burden on the housing departments by shifting the responsibility of various elements to other companies or individuals, which may open funds to be reinvested in other ways, such as providing a better student experience or renovating older inventory that is unable to be maintained outside of the department.

Amenities

Higher education is taking large strides in sizeable investments on campus consumption amenities while becoming more dependent on tuition revenue. Today, consumption amenities are more widely used, and the assumption is to attract more students to increase revenue. Consumption amenities have the potential to attract students who are only considering enrolling but not following through. Most students find value in consumption amenities, while high-achieving students find value in academic quality. There seems to be a demand that pressures institutions to provide such amenities to attract these students.

Residential satisfaction and the effects of high-end amenities have been proven to affect students' overall well-being. Amenities, such as high-speed internet, can increase student satisfaction while amenities such as coffee shops and computer labs can potentially decrease satisfaction. It is important to consider measuring the quality of customer service and its effects on residents when considering amenities.

On-campus housing has started to cater amenities of like-home comforts. The cost of living in the areas surrounding campus also can affect students' choice. Also, middle-class students are on the rise in

looking for housing and students reported wanting more amenities in the halls, as well as the desire for single rooms, as a point of preference and in response to COVID-19.

Process

When creating a decision plan for existing residence halls that may be reaching the end of their lifecycle, it is important to consider being more sustainable by refurbishing an existing building then tearing one down for a more efficient, newer building. Many institutions take pride in refurbishing the architecture as these can represent deep history and stories of how the institutions came to be and what time was like when it was built. It is seen at many institutions that built-in "preservation" plans are created so the original can be preserved as long as possible. Not leaving an environmental footprint could mean leaning towards "reoutfitting, renovation, and adaptive reuse."

Services

Private partnerships can assist institutions by providing services traditionally covered by university staff to the university at the cost of a contract fee. This would allow institutions to reroute funds elsewhere while still retaining access in some form to the spaces and amenities and agreed upon tasks.

Accessibility

The impact of housing insecurity/needs and the struggle to locate adequate and affordable housing near campus can have lasting impacts on academics. Living on campus can save students money because of the two-semester contracts, working as a resident assistant, and through scholarships offered by housing units for students can aid in these insecurities to locate housing near or on campus. The data also shows that those residents who live on campus display a higher sense of belonging and higher GPAs than those who do not.

Question 5: What aspects are most important for campus housing departments to assess when showing their value?

Historically, housing and residence life programs have felt a need to justify their purpose and communicate their relevancy beyond simply providing students a place to sleep and eat. Decades of research substantiates that students who live in on-campus housing have an increased sense of belonging, increased faculty engagement, and greater retention rates. With the increased complexity of student housing, coupled with competitive off-campus housing markets and scrutiny of the increasing costs of living on college campuses, Housing programs can no longer rely solely on this research to support their existence. The research and literature are dated and oftentimes focus only on outcomes at predominantly white institutions. Thus, the research cannot be generalized to all housing and residence life programs. Campus-level assessment practices are critical to ensure each HRL program has measurable objectives and identified outcomes to substantiate its outcomes and portray its meaning.

The nature of campus housing's work continues to change with each student generation or higher education crisis. What students need for support in 2023 is vastly different from what they needed in 2010 and what they will need moving into the future. Yet, many industry practices are still led by those not directly connected to the students who are living on campus. Further, professional preparation programs may not align with industry requirements. There are still many practitioners who enter the field without formal professional preparation due to employment market changes.

Double-loop assessment models should be integrated into routine organizational processes to create a system that provides opportunities for data collection, analysis, correction, and follow-up assessment. Coupled with nimble organizational functions, the assessment data can allow programs to adjust to meet the needs of changing student demographics.

Storytelling also must be incorporated into any assessment practice, which is the stage where outcomes can be translated into meaning for stakeholders.

Question 6: Who will be campus housing's stakeholders and what clarity is needed regarding language that would strengthen the narrative for various audiences?

A stakeholder is an individual, or group of individuals, that have a vested interest in the vitality of the campus housing profession, the mission of housing and residence life programs and organizations within, and the academic success of on-campus, residential students. As such, unlike other functional areas, the variety of housing programs and how they are embedded or situated, and resourced within colleges and universities, have led to the development of internal and external stakeholders that inform the campus housing profession. The most prominent stakeholders when communicating the value of campus housing are our students, parents and families, campus leaders, housing professionals and corporate partners. When considering the value university housing programs bring to campus settings, academic missions, and higher education more broadly, it is important to acknowledge the various stakeholders that engage and interact with the profession. Various stakeholders must be considered when communicating the value of housing and residence life and the industry of campus housing.

The history of housing programs provides significant insight into whom the stakeholders have become and their motivation. Residence halls were established as academic hubs and places for socialization to complement the in-class experience. After World War II, higher education enrollment spiked due to legislation which led to the need for increased affordable housing. Despite the increase in housing accommodations on many of the campuses across the country, the purpose of housing was to supply basic needs while contributing to the academic mission of the institution. A similar housing boom occurred in the 1960s as the Baby Boomer generation reached college age.

In a neo-liberal economy, organizations become market and profit-driven leading to behaviors that promote competition. As higher education competes with one another, students become commodities and assets, such as housing facilities, become campus amenities. More students, along with higher satisfaction rates and retention numbers, mean more tuition dollars. Plus, there are few structures or entities on a college campus that can generate income the way housing inventory does. Housing programs generate significant amounts of revenue and, particularly on smaller campuses, contribute heavily to the campus coffers.

Design Recommendations

1. Create a repository of existing campus housing marketing projects, strategies, messages, designs, etc. to be shared to provide ideas and inspiration.

2. Generate a list of resources HRL departments can use to guide decision-making with respect to outsourcing communication needs, hiring a marketing team, partnering with institutional marketing experts, working with outside media, crisis communication, etc.

3. Identify campus stakeholders that HRL must communicate to and with. Furthermore, identify the data and messages that would best illustrate the value of HRL to those stakeholders.

4. Create a toolbox of best practice assessment instruments and associated training content that have been used with successful outcomes. Include solutions from campuses, associations, and industry partners.

5. Create taskforces of housing professionals, student affairs leaders, and graduate faculty to review the intersection of student needs, industry practice, employment market, and professional preparation.

Supporting Resources

Academic Capitalism and the New Economy: Markets, State and Higher Education
Defines academic capitalism, effects of neoliberal economics and politics, and its impact on higher education.
https://www.press.jhu.edu/books/title/3283/academic-capitalism-and-new-economy

"Build It and Will They Come?: The Effect of Investing in Cultural Consumption Amenities in Higher Education on Student-Level Outcomes"
An explanation for campus' investment in amenities is that they attract students in an increasingly competitive market. Using resource dependency theory, this article examines these investments through the lens of marketization of public services.
https://link.springer.com/article/10.1007/s11162-021-09640-0

College Students' Sense of Belonging: A Key to Educational Success for All Students
Explores how belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus, including student sub-populations and campus environments.
https://www.routledge.com/College-Students-Sense-of-Belonging-A-Key-to-Educational-Success-for-All/Strayhorn/p/book/9781138238558

"College Students' Sense of Belonging: A National Perspective"
In a nationally representative sample, first-year U.S. college students "somewhat agree," on average, that they feel like they belong at their school. However, belonging varies by key institutional and student characteristics
https://journals.sagepub.com/doi/abs/10.3102/0013189X19897622

"Creating and Delivering Value to Customers"
Understanding a business exists to satisfy a customer's need through the products or services it offers.
https://www.leaderonomics.com/articles/business/creating-delivering-value-customers

"Demand for University Student Housing: An Empirical Analysis"
The Journal of Housing Research manuscript examines the relationship between the percentage of students living on campus and a number of factors, including campus setting, school characteristics, student composition and activities, campus security, off-campus living costs, and crime rates.
https://doi.org/10.1080/10835547.2013.12092073

"How to Communicate Your College's Value Proposition to Students"
Advice on strategies to clearly illustrate value to customers.
https://www.enrollmentmarketer.org/value-proposition-higher-education

"Measuring the Intangible"
Exploring how to assess students' sense of belonging.
https://ts.acuho-i.org/may_2022/intangible.html

Measuring the Value of Higher Education
A collection of articles and essays from InsideHigherEd.com.
https://www.insidehighered.com/content/measuring-value-higher-education-0

"The Neo-Liberal University"
Published in *New Labor Forum*, the article outlines the consequences of neoliberalism on auxiliary services like housing and its engagement in market-like behaviors
https://www.jstor.org/stable/40342886

"Residential Satisfaction Among College Students: Examining High-End Amenity Student Housing"
A study based on research on residential satisfaction, housing adjustment theory, and housing careers to help understand the effects that residence hall amenities have on students' overall well-being.
https://onlinelibrary.wiley.com/doi/abs/10.1111/fcsr.12298

"Ten Student Housing Trends: 2023 Data, Preferences and Insights"
Presents emerging trends in student housing based on market demand and student preferences.
https://research.com/education/student-housing-trends

"This is Where You Belong"
Interview with Erin Bentrim and Gavin Henning about their book, *The Impact of a Sense of Belong in College: Implications for Persistence, Retention, and Success*.
https://ts.acuho-i.org/may_2022/where_you_belong.html

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