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May 21, 1971

RESIDENCE HALL COUNSELORS

by

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A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

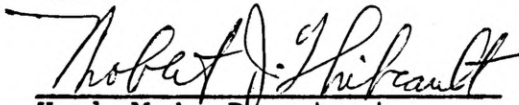
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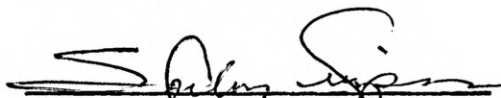
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ABSTRACT

A review of literature was conducted to determine the possibility of using Residence Counselors in the women's residence halls. The residence halls can make a significant contribution to the education of students beyond the mere provision of food and shelter. And, the purpose of this study was to investigate the possibility of using Residence Counselors to aid in meeting the potential of residence halls for the personal development of women students. In addition, a management plan which uses Residence Counselors was developed.

Many college students need counseling help and few colleges or universities provide sufficient therapeutic services to meet extensive student needs. Conclusively, professional counselors living in the residence halls would bring the counseling services to the students and provide more counselors to meet a portion of the student needs.

Counselors living in the residence halls have an excellent opportunity for contact with the students in their day-to-day living. It was generally agreed in the literature that Residence Counselors are in an ideal location to help students with acute stress reactions and crisis situations. Since they are living and working in the residence halls "24-hours a day," so to speak, they are readily available to help a student at any time day or night. In addition, several researchers recognize the fact that Residence Counselors have an opportunity to recognize and actively seek out troubled students.

Much of the literature on Residence Counselors deals with the specific personality traits which individuals should possess if they wish to be a Residence Counselor. It is generally agreed that they must have a genuine interest in other people, be dependable, have good judgement, be mature, communicate well and carry out the objectives of the residence hall. There is considerable disparity among colleges and universities as to the status of residence hall managers and residence hall counselors. It is agreed, however, that there is a need for upgrading the professional status of residence hall personnel.

The roles of residence hall personnel which are defined in the literature are administrative, disciplinary, and counseling. The most efficient management plan is to allow for specialization in these areas.

CHAPTER I

INTRODUCTION

A review of the literature relevant to student housing reveals a consensus that residence halls can make a significant contribution to the education of students beyond the mere provision of food and shelter. (14:452) Student housing is recognized as an integral aspect of the total educational program. Effective education on the campus depends greatly upon the degree to which the total environment provides consistent, forceful stimulus to intellectual growth. (49:59) Schaffer and Martinson (49:60) believe that the lack of recognition of the contribution that residence halls can make toward educational development has kept the quality of this effort back. Even a cursory review of research, experimentation, and new programming reveals that residence halls have tremendous unrealized potential for enriching students' educational experience. Baird (5:1021) concludes his study with the idea that living groups may have potential impact on students, but as yet it is unrealized.

Why has this potential not been realized? And, what might aid in the realization of this potential? This researcher believes that one must begin by recognizing the objectives of residence halls. Mueller (34:174-180) surveyed current housing objectives and found the objectives were, in order of importance, physical accommodation, promotion of academic learning, personal development, public relations, and, lastly, control of student conduct. In addition to these objectives, Schaffer

and Martinson (49:60) include the objective of individualizing relations with the student through the residence hall program. Objectives must be clarified in order to place primary emphasis on the concerns which should be dominant. The formulation and the development of programs to achieve objectives for personal development is very difficult and far-reaching. Involved is changing the attitudes and perceptions of nearly every person employed by the college or university. (59:395)

In order to accomplish the foregoing objectives, a staff which has been selected and trained to carry them out is essential. Tasks of secondary importance such as student control, recreational and social activities, and other routine procedures should not be permitted to absorb its time and energy. Traditionally, the duties of staff members in residence halls involved maintenance of a modicum of order, protection of buildings and equipment, and prevention of improper behavior. The modern concept has broadened to include the objectives previously discussed. Unfortunately, job descriptions and perceptions have not changed in many cases. (49:62)

The American Council on Education study group on housing (11) concluded that the potentialities of group living will never be realized in the residence hall setting until housing officials are included in the circle of academic respectability and given pay and prestige in keeping with the difficulties and educational importance of their work. E. G. Williamson (59) has said that the leadership of the halls is the basic key to their use as an educational facility. Such organizations

as the National Association of Student Personnel Administrators and the National Association of Women Deans and Counselors have indicated the need for an upgrading of professional status for residence hall personnel.

Statement of the Problem

The problem of this paper is to study the possibility of using Residence Counselors to aid in meeting the potential of residence halls for the personal development of women students and to carry out this objective in the residence halls. In addition, the researcher will develop a management plan for women's residence halls which utilizes Residence Counselors.

Purpose of the Study

The study concerning the pertinence of having Residence Counselors in women's residence halls and the unit management plan are both being accomplished to provide the university housing managers (the Directors of Housing) and the people responsible for student housing at the university level with a workable, practical plan for use in their housing systems.

General Questions to be Answered

The first question concerns the feasibility of having Residence Counselors in the women's residence halls. The researcher questions whether or not Residence Counselors would adequately fulfill the ob-

jective of personal development. The second question involves the physical features of having Residence Counselors; such as, the remuneration for their services, the organization of the residence hall program, and the status and role of the Residence Counselor. In addition, the researcher is interested in gaining insight into the kinds of problems which will be faced when a new program is implemented.

General Procedure

A review of related literature is used as a basis for obtaining information needed in this study. The material will be selected from professional journals in the fields of education, counseling, psychology, student personnel services, and sociology; from residence hall publications; and, from hardbound publications. The material will then be used as a basis for a subjective analysis by the researcher.

Limitations

The study is limited to women's residence halls. It is felt by the researcher that men's residence halls are confronted with varied and diverse problems which are not present in the women's residence halls; for example, the destruction of university property is greater in the men's residence halls.

Definition of Terms

These terms are referred to throughout the paper: Residence Counselor, Residence Supervisor, Director of Housing, Resident Adviser,

in loco parentis, and crisis. In this paper the following definitions are used:

A Residence Counselor is a trained, professional person who renders to students in a dormitory individual and group guidance services relative to problems of scholastic, educational, and personal-social nature. (22:310)

A Residence Supervisor is an individual who takes care of the administrative details of a residence hall; for example, room changes, payroll, and building maintenance.

A Director of Housing is a person who manages the entire building and housing system for a university or college.

A Resident Adviser is a student employee on each floor or wing who helps students and makes referrals.

A crisis is defined as being an emotionally significant event or a radical change of status in a person's life. (22:98)

In loco parentis is in effect the transplanting of parental responsibility from the parents to the college or university. This includes the physical well-being, moral welfare, and mental training of students. It has become traditional in American higher education to conceive of the relationship of a college to its students as that of in loco parentis. (9)

Summary

Contemporary students are presenting new ideas and different needs

than did the students of ten, or, even five, years ago. The researcher believes that this necessitates the changing of residence hall objectives to adequately account for the needs of the students. Consequently, changing objectives requires staffing with people who are trained and qualified to carry out the objectives, and, in turn, need the needs of today's students. This study is designed to investigate one small link in this chain; namely, the staff. And, more specifically, the use of Residence Counselors to staff the residence halls.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In an age characterized by increasing complexity and depersonalization, many more people, including college students, are exposed to a variety of stressful situations and find themselves in need of help. (54:343) College students are caught between the demands of parents and society for more education on the one hand and the impersonal process of education in many of the larger colleges and universities. American colleges lose half their students in the four years after matriculation. (30:27) However, it is not only the fact that a great number of students drop out of school, but many students remain in school with emotional problems. Some students attempt to commit suicide, some have trouble living in a group situation, some have problems with studies, some have problems relating to others, and some feel that they are in the wrong curriculum; but, not all of these students leave school when the problems arise.

Kysar (30:34) indicates that there will never be enough mental health professionals on most campuses to provide one-to-one therapy for all the students who need help. Studies by Farnsworth (16:154), Paulsen (39:101) and Muench (35:294) conclude that approximately ten per cent of our college students are in need of professional help with emotional problems and that few colleges or universities provide

sufficient professional therapeutic services to meet such extensive student needs. Clark (10:817) found that less than half of the counseling centers in large universities (in excess of 10,000 students) were meeting student needs and a majority indicated a shortage of professional staff, particularly those competent to do personal adjustment counseling.

Specific student-counselor ratio is a very difficult thing to determine due to non-professional counselors, counselors who also instruct classes and part-time counselors. However, an attempt was made by Albert (1:541) to determine student-counselor ratios at senior colleges. The ratios ranged from one "professional" counselor for every 100 students to one per 8000. The median was one counselor per 770 students.

Time for Change

It has become traditional in American higher education to conceive of the relationship of the residence hall to its students as that of in loco parentis. (9:233) It is interesting to note that in a study by Ivey, Miller, and Goldstein (24:19) Residence Hall Supervisors regard the residence hall as providing less opportunity for freedom than do students. Residence Supervisors' responses have been influenced by the number of regulations in the residence halls which they must enforce. Residence Supervisors tend to minimize the aspirational, educational and developmental demands of the enviro-

onment; and, students tend to maximize these aspects. Isn't it time that residence halls administrators and the students become more congruent in their philosophies?

In addition, administrators view the residence halls program as an extension of the classroom, personnel workers see it as a laboratory in human relations, and managerial staff consider it primarily a business venture. With these conflicting philosophies, it is little wonder that some of the residence programs reflect fragmented experiences. (32:37)

Still another indication of incongruence in philosophy is explained in White's (57:123-125) article concerning the student's style of life and the student personnel policy in college residence halls.

"Administrators and students have different views of satisfactory group living experiences. Administrators want students to develop 'togetherness', whereas today's students want to be left alone, not to be pressed to identify with organizational activities and membership. Such opposite views make consensus impossible and friction between staff and students over residence hall policy inevitable. Both the impossibility and inevitability might be mitigated if administrators would change their policies to fit the expectations and needs of contemporary college students and to fit the style of life implicit in large-size residence halls."

The researcher believes that it is not the residence hall policy; but, instead, it is philosophy or misunderstanding about the purpose of residence halls. Despite relaxed regulations and fewer restrictions on the student, it will take a great deal of time for the student society and society as a whole to conceive of the idea that residence halls do not serve the purpose of in loco parentis, but instead are

managed under the philosophy of educational and personal growth.

Williamson (58:123) states that too many residence hall administrators play the role of suppressors of freedom of expression. Thus, a new administration with the philosophy of enhancing the student's personal development is in order. That is, one which will aid maturing students to learn how to exercise their formally defined freedoms of discussion and action concerning those crucial issues which divide mankind. To be sure, we will still need some restrictions for those few students who are not yet sufficiently progressively matured to avoid abusing the outer limits. But even with such restrictions of behavior, we should still maintain wide freedom of expression, freedom of examination, even freedom of inquiry with regard to those restrictions themselves. The researcher believes strongly that we must make more rapid progress in forging new forms of learning how to exercise freedom. And, the researcher questions whether or not this is possible with the same administration that has been equated with the suppression of freedom. It is the contention of the researcher that new philosophies of personal growth and development will be accomplished more expediently with a residence hall administration who is dedicated to freedom and personal growth; perhaps, the Residence Counselor.

Life-Space Counseling

Life-space counseling as defined by Lawton (31:661), is helping

people live realistically and rationally where they are by entering their world with empathy, understanding, and action. This kind of counseling leaves behind the office and one takes only his training, his experience, and his determination with him into the population he hopes to help. Residence Counseling offers the opportunity to know the culture of the students as he will see them in their everyday life.

A counselor should know what the students are reading, the music they listen to, their activities, their concerns, the places they frequent, their courses, who they respect and who they do not respect around the university. In addition, a counselor can help to foster acceptance in the counseling program by taking an active interest in student affairs, and by making himself accessible to students in informal settings such as the lounge, recreation area and the television room. (20:560) This is the student's culture and the residence hall living experience provides an opportunity for learning it. An alert, creative counselor concerned with both individual students and with studying the larger effect of the university on students is not usually content to work all day, in an isolated office, working only with individual students. This isolation leads to less effective counseling. (13:267) Aspy (4:117) states that the private office strategy is inadequate for all those professionals who are confronting reality. He contends that one must face reality and get beyond "saving victims after it is too late--let's prevent them in the life-space

situation." Where the counselor's skills are really needed is in the life-space of people who don't go to offices of counselors and who stay isolated where their problems really exist--where they live and function everyday. (31:663)

Crisis Counseling

The kind of approach concerned with early recognition of emotional upsets and short-term therapy with acute reactions has aptly been named crisis counseling. Crisis counseling is extremely valuable. It is recognized in our society that we can never provide services to give adequate therapy if we wait until the impairment is severe. At this point, psychiatric help takes many hours of analytical therapy in the office or months in a mental hospital. (30:30-31) In the beginning stages, many psychiatric problems can be treated effectively with short-term therapy.

In college students one can see the value of the principle of early recognition and short-term therapy quite clearly. Students often come to the office of a professional, a dean, a counselor, or a health service doctor with acute reactions to some recent stress. Perhaps they have failed an exam, lost a boyfriend, clashed with parents, been ostracised from the in-group of their peers, or suddenly discovered something about themselves that has shaken the foundations of their self-image. In all of these situations, the student feels an overwhelming urge to find a solution or some relief from the situation. Even as little as one or

two interviews can be helpful and a majority of college students with psychiatric problems can be significantly aided with no more than five visits. College youths are generally not so resistant, their personalities are not so fixed, and they are more open to new understanding of themselves and their struggles in life as compared with adults. (30:31)

The opportunity to talk about their problems at the moment of distress makes the problem less overwhelming. Assistance given when needed provides an opportunity for them to reassemble their defenses in such a way as to obtain more gratification from their environment and to encourage their efforts in the maturation process. (23:172)

Tucker, Mengenity, and Vigil (54:313), Gross (20:353), and Klotz (29:61) stress the availability of a counselor in crisis situations. Crisis situations in the lives of college women do not necessarily arise between the working hours of 8 a.m. and 5 p.m. They need to be able to get professional counseling help at any time, day or night. The Residence Counselor, because of location, is available 24-hours a day. They should not be delayed with appointments for sometime the following day or the following week.

A high incidence of dropout among counselees who had to wait for the service was shown by Perlman. (40:193) What happened to these counselees, one wonders? What happened to the problems for which they sought help? Some sort of adaptation, some kind of problem-solving efforts, must be made even while one waits for an appointment. Do

those efforts lead to a constructive solution or do they mainly produce further complications? Not all of the problems brought to the counselor's office are actually crisis. Some are long-festering problems that have been dealt with unsuccessfully by the individual. But, at the point of making an appointment the counselee feels that his problem is a crisis. In addition, Sinnett and Danskin (52:446) hypothesize that individuals put on waiting lists may develop hostility toward the counselor, and therefore, show a low rate of return.

Recognizing or actively seeking out troubled students is the next step in crisis counseling. (30:32) Garner (17:559) finds that some pressure on a student to enter counseling does not militate against successful results. Many of the students in Garner's study indicated that they were glad to have been asked to enter the counseling situation, although they would not have come voluntarily. Rogers (43:68) indicates that there may be difficulties encountered in the helping relationship when an individual is forced into counseling. It is the opinion of the researcher that help may be offered when it is apparent that an individual is experiencing emotional stress; however, the individual must take the initiative to carry through and make the final decision of whether or not to accept the counseling. Living in the residence hall presents an excellent opportunity to recognize and actively seek out troubled students. The close contact that comes when one is living in the same building with another person contributes to this opportunity.

It is the feeling of Garner (17:552) and Vaughn (56:688) that many potential college dropouts would continue their education if counseling could be offered at the time of particularly stressful situations. Perhaps the Residence Counselor could recognize some of these students when they need to talk to someone.

Effects of Residence Hall Counseling on Academic Achievement

Guthrie and O'Neill (21:308) concentrated their study on the question of whether or not the activities of a Residence Counselor raises the academic achievement of the student. The effectiveness of the counselor's activities was measured by the second semester grade point average of the student. All of the groups showed a slight improvement over the previous semester; but, there were not any significant differences between the final grades of the groups who received counseling and those who did not. These results could be attributed to incompetent or insufficient counseling. In contrast, others have reported significant improvement following "How to Study" courses and reading laboratories. (15:688) The researcher believes that this sort of activity can be helpful to the student provided that he has the desire for help and that he made the decision to seek counseling with academic problems.

Problems Taken to Residence Hall Counselors

Indiana State University staffs their residence halls with Residence

Counselors at the present time. Johnson (26:296) studied this group of Residence Counselors to determine the types of problems which are voluntarily taken to them by students. The results of the study may be summarized by saying that the major problems voluntarily taken to Residence Counselors in the women's residence halls are those concerning inter-personal relationships, questioning basic issues, academic information, and housing information. The least frequent were financial problems and family relationships. Sifferd (51:113-140) from the University of Illinois found Residence Counselors to be confronted most frequently with the following problems: study habits, need for academic information, conduct and discipline, health, self-confidence, making friends, social activities, personal hygiene, love and marriage, financial, emancipation from parental control, religion, and morals.

Obviously, the Residence Counselor must be competent in handling the counseling situation dealing with problems which are most frequently taken to Residence Counselors.

Johnson (26:297) found that "health" is a common problem, and, a frequent one, among women residents. Also, Klein (28:321) suggests that nurses serve a definite purpose in counseling. The researcher suggests from these facts, and from personal experience, that it would be extremely helpful to the students and the residence hall management if the Residence Counselor had medical training and experience in addition to counseling training and experience. The researcher realizes

that this may be a difficult combination to find, but there is a possibility that an individual with a degree in nursing may return to school to obtain an advanced degree in counseling and guidance. In this case, she may be interested in working as a Residence Counselor.

The Counselor

Ohlsen (38:419) outlines several functions of the Residence Counselor in his paper. They are as follows: (1) to be available to students when they want to talk about personal problems, (2) to help students plan programs including both academic and extra-curricular, (3) to help students to develop good dormitory study conditions, (4) to help students with study habits, and (5) to help students plan better use of their time. The researcher finds it interesting to note that Ohlsen finds that the main purpose of Residence Counselors is "to help students." It can be further assumed that Ohlsen means "to help students whenever they feel that the counselor's help is needed." The Residence Counselor must always remember that this primary concern is the academic success and total development of the individual student. He must at all times make himself available to assist the student. (36:83)

What personality traits are important for the Residence Counselor? The majority of research in the area of residence hall counseling deals with the area of selection and what individual characteristics to look for in selecting Residence Counselors.

Sifferd (51:57-62) states that the Residence Counselor must have special personal qualifications. He must have better than average mental alertness and enjoy dealing with personal problems; yet his personal sympathy must not over-shadow sound judgement and objectivity in weighing facts. The counselor must be able to analyze and arrange ideas and materials systematically. It is necessary that the counselor's personality make-up include first of all a genuine interest in other people. With a genuine interest in other people, the counselor will naturally be more effective in recognizing individual residents who need help. The counselor will be more effective if he also possesses a quality of friendliness and geniality. People will turn more quickly for advice and help to a counselor who is approachable and who makes confiding easy. In addition, the counselor who is at all times honest with residents concerning his own feelings and his relationships with others will be the most effective. Sifferd also considers the appearance of the counselor to be of importance. The counselor should be neat and of an attractive appearance at all times.

Poole's (41:179) study concludes that the function of the Residence Counselor is to facilitate "learning and development" or psychological growth among residents, and, it is helpful to examine the conditions and the behaviors perceived by residents as enhancing this growth. Residents reported that they felt mature when the Residence Counselor valued them as persons, respected their opinions, and treated them

with warmth and friendliness. These conditions are similar to those postulated and supported in research by Rogers (44:170) as three basic conditions for psychological growth. The first of these conditions is "unconditional positive regard", or caring for another person in ways that are not possessive and that demand no personal gratification. Secondly, he includes "empathetic understanding," or the ability to sense another person's private world, his anger, fear, or confusion as if it were his own, but without ever losing the "as if" quality. The final condition he calls "congruence," which means to be exactly what one is, without facade or pretense. Poole's study supports the assumptions that the Residence Counselor will be better able to contribute to the psychological growth of students if she understands and values them as persons. The critical incident procedure is used in Poole's study to focus on the internal frame of reference and gain insight into a student's positive and negative reactions and also into her own role of evoking such actions. (41:180)

According to Banta and McCormick (6:31), the following traits are extremely important in the selection of Residence Counselors: the ability to communicate with others, self-confidence, emotional control, initiative, maturity of perception and judgement, and ability to motivate others to participate in various activities. Along this same line of thinking, Brady (8:289) lists four characteristics that she found to be most important in the selection of Residence Counselors: 1) dependability, 2) good judgement, 3) friendliness, and 4) maturity.

Concerning instruments of measure which may be used in the selection utilized in the selection of Residence Counselors, Van Pelt (55) believes that the Edwards Personal Preference Record can serve a very important function in objectively measuring and predicting the probable performance of a Residence Counselor. From the findings related to this study, it is apparent that certain personality traits are significantly related to performance as a Residence Counselor and that such personality traits can be identified and objectively measured. Data derived identifies constructive forcefulness and leadership (dominance), not to be confused with general or indirect aggression, as an attribute vitally related to acceptance as a counselor. To a lesser degree, (1) flexibility, or a proneness toward change, and (2) succorance, or a need to be understood and helped by others, is apparently related to counseling success at the college level. Succorance might conceivably be interpreted as being indicative of a cooperative attitude or an inclination toward close inter-personal relationships. Understandably, self-centeredness bears little relationship to success as a Residence Counselor. However, the fact that nurturance, characterized by a desire to understand and help others, is not significantly related to counseling proficiency appears to be inconsistent with the typical concept of the counseling task and the personal traits conducive to accomplishing such a task. In addition, Van Pelt indicates that it is apparent from this study that either (1) women

counselors are better accepted by their counselees than male counselors are accepted by their counselees, or (2) women tend to be more effective in the counseling role than are male counselors. The researcher believes that the factors basic to this assumption are deserving of careful study and consideration. For similar reasons, further research of this nature, but with designation by sex, is recommended. Van Pelt stresses the fact that the study should not be interpreted as a suggestion that statistical data can or should constitute the primary mean of selecting Residence Counselors. There is really not any substitute for the personal interview and related personal data as a means of varifying values as expressed in actual practice. It is suggested, though, that the Edwards Personal Preference Record, or a similar measuring device, could serve as supportive data. Bodden and Walsh (7:193) believe that effectiveness in the selection of Residence Counselors could be increased with the Adjective Check List, the Authoritarian F-scale, and the Overall Agreement scale. Their study stresses the correlation of these three instruments. And, they conclude with the fact that these three instruments have considerable potential for use in the selection of college residence hall counselors; however, replications of the study is necessary.

Gonyea and Warman (19:354) report a study of various perceptions of the ideal residence hall counselor in the University of Texas women's residence halls. In general, the ideal counselor was characterized

primarily by the needs for nurturance and intraception, to a lesser extent by dominance and achievement, and least of all, by autonomy and exhibitionism. Dormitory residents regarded achievement more favorably and intraception less favorably than administration did. Although there was considerable agreement between students and administrators concerning the counselor's role and ideal need pattern, there were also many areas of statistically significant disagreement. It appears in the study that counselors were not striving to be or do what dormitory residents and administrators wanted or expected of them. These differences, however subtle, detract from the effectiveness of the residence hall program.

Status of Residence Hall Staff Members

Kilbourn (27:203-206) did an extensive study concerning the roles and status of residence managers, counselors, or supervisors. In an effort to determine existing conditions relative to status and roles of Residence Counselors and Supervisors. And, to ascertain what Directors of Housing believed to be the ideal situation, Kilbourn surveyed all member institutions of the Association of College and University Housing Officers (ACUHO) who operated at least one residence hall for women students. Data on six factors relating to status were collected and analyzed. These factors were: title, age, marital status, professional training, faculty rank and salary. The Directors were asked to respond to the items on the questionnaire in two ways: 1) What is

the existing situation of your campus, and 2) what is your preference in the matter?

The findings revealed a wide variety of titles depending upon the kind of work done by the chief staff member in women's residence halls. The term, counselor, was used by more than one third of the larger institutions. The term, housemother, was considered to be archaic by most of the Directors of Housing, but was reported to be used on several small campuses. Other titles frequently used were head resident, resident adviser, and resident director.

Less than one-fourth of the residence hall managers were under forty years of age. Sixty-five per cent were past fifty. Since seventy-two per cent of the respondents indicated a preference for residence hall managers less than fifty years of age, causes other than employment policy must account for the preponderance of elderly women in residence hall work.

Widows comprised sixty-one per cent of the 788 residence hall managers reported in this study. Directors of Housing expressed the following preferences in regard to marital status: not an important factor, forty per cent; widowed, twenty-five percent; single, twenty-four per cent; and married, eleven per cent.

One-fifth of the institutions surveyed demanded the master's degree as the minimum for new residence hall managers. One-third required a baccalaureate degree. Thus, fifty-three per cent demanded at least

a four-year degree. Thirty-five percent would employ managerial staff without any college training. The large schools set the highest academic standard. Seventeen per cent of the 788 residence hall managers included in this study had specialized college training in counseling and guidance. Directors of Housing agreed (eighty-four per cent) that guidance and counseling was the best academic preparation for residence hall workers. Kilbourn states that this an important agreement and has significant implications for counselor trainers, housing administrators, and professional organizations concerned with the housing of students.

There was considerable disparity between the existing situation and preferred practice on the issue of faculty status for residence hall staff. Seventy-three per cent of the institutions did not grant faculty status to head residents, counselors or supervisors, but sixty-five per cent of the Directors of Housing believed that academic rank should be given such positions. Several Directors recognized a difficult dilemma. Before faculty status could be given, residence hall staff must have advanced degrees; but before such persons can be attracted to the collegiate housing field, greater pay and status must be offered. Almost without exception, the Directors listed the following reasons for including residence hall staff in the system of academic rank: (1) easier to employ qualified staff; (2) shows staff that their work is considered important and that they are educators first and not

peripheral to the basic goals of the university; (3) makes for better cooperation with other members of the faculty.

The median salary for residence hall personnel, employed on a 10-months basis, was \$230 per month plus food and lodging. After all perquisites were considered, the median salary was found to be approximately \$1,000 per year less than the average income of an assistant professor.

Roles of Residence Hall Staff Members

Most Directors of Housing in Kilbourn's study (27:206) agree that residence hall personnel, for example, Residence Supervisors, Head Residents, or Residence Counselors, should be responsible for room assignments; room maintenance; residence hall programming; residence hall staff, such as receptionists, resident advisers, and desk clerks; and, interpretation of certain regulations and policies. There is almost complete agreement that the residence hall managerial staff should have no responsibility for food service.

Housing Directors generally agreed on the counseling role of the residence hall managers. Most administrators wanted the residence hall manager, irrespective of training, to handle only the relatively minor counseling cases and to act as a referral agent on the serious ones. Ninety per cent of the responses in Kilbourn's study (27-206) favored this position. Some confusion existed as to the meaning of "relatively minor" and "serious." This quite obviously was a deficiency in Kilbourn's

study. This researcher feels that if the residence hall manager has professional counseling training, for example, a master's degree in counseling and guidance, that it is helpful to refer counselees to another agency in cases of personality conflict between the counselor and client, or in cases of needed psychiatric treatment; however, it is unnecessary to make referrals if the counselor feels competent in handling particular cases.

Directors of Housing did not agree on the disciplinary role of the residence hall manager. They wanted her to have some authority for enforcement of the regulations, but for what and to what extent was not determined. Many college and university administrators reported that their chief managerial staff members were assigned administrative and disciplinary functions which tended to seriously reduce their effectiveness as counselors. (27:205) Rogers (43:109) agrees that counseling and the role of the authoritarian cannot be coexistent in the same relationship. In spite of this disciplinary role, however, there was almost unanimous agreement among the housing administrators in Kilbourn's study (27:205) that residence hall staff members should be responsible for follow-up counseling on those residents whose conduct has been inappropriate.

In contrast, Gometz and Parker (18:443) conclude that the discipline function on the college campus can be carried out according to sound principles of human development. These principles should acknow-

ledge the dignity of the individuals directly concerned, as well as the welfare of those other members of the institution affected by the "misbehavior." Punishment, if used at all, should be used as an instrument to promote constructive behavior change rather than as revenge or retribution for past action. Those responsible must be skilled in behavioral modification (in the larger sense of the term) and committed to individual worth. Similarly, those who describe themselves as counselors are concerned with the development of individuals within a social context. For them to ignore the latter is as naive as it would be inhumane for a disciplinarian to ignore the former.

The researcher believes strongly that the roles of discipline and counseling must be separated and made to be entirely different entities. It is also the belief of the researcher that discipline and reprimands can be handled in the residence hall through a student conduct committee. The major portion of discipline can be effectively handled by students and peers. It is a question in the mind of the researcher as to whether or not the authoritarian role and the counseling role can be accomplished by the same person. Certain individuals can adequately fulfill both roles; however, the most effective procedure would probably be to have two people work in these two different entities.

Summary

Considerable confusion exists concerning the functions of residence

halls in the over-all goals of higher education. Most housing administrators recognize the educational and personal growth potential in residence halls as an important supplement to the classroom. They see the need to employ professionally trained counselors and the desirability of sufficient pay and status to attract and hold qualified personnel. Higher echelon administrative officials in many colleges and universities, however, are unable or unwilling to take the necessary steps to raise the educational standards of residence hall operation. Considerable disparity exists between top level administrators ideas about the functions of residence halls and what is actually accomplished.

There are needs among college and university students for counseling and guidance in all areas of living within the environment of the institution which they attend--problems of housing, health, social and physical recreation, classroom and their studies. How then can these problems be met? Many cannot be solved by the students themselves without necessary information-giving and receiving, oftentimes being wrapped up within the individual.

The residents need and want someone they can go to, someone in whom they can have trust and confidence, and, more important, one who is readily accessible in times of situational crises or stress. The advisors, clinics and instructors are not easily reached by the average student. Those who are available are usually extremely busy and can see the student only by appointment and after a waiting list.

Too often, also, the resident is reluctant to go to any of these agencies which are available for help, usually because he is unfamiliar with the personnel there and does not want to talk over personal problems with someone he does not know, or he feels there is some stigma attached to anyone having to seek such aid. (51:54-55)

Students talk over their less serious problems, and often the more serious ones, too, among themselves, seeking advice and counsel from each other. Someone living in the residence hall is closer to the students and their problems than is anyone else on campus. If his experience and standing are such as to command respect from the students, he is in a position to further the work of all the counseling agencies of the school. To this end, a residence hall counseling program is in effect in a number of colleges and universities.

CHAPTER III

DISCUSSION

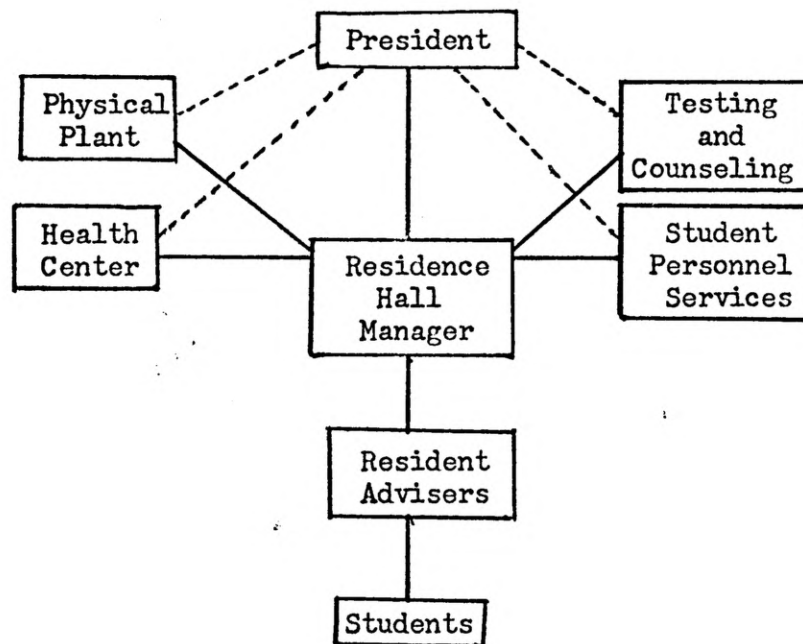
Management and Organization Plans

A variety of patterns is encountered in the residence hall organization and staffing procedures. A hall of about one hundred students may have its own Head Resident or Residence Supervisor who is more or less autonomous, responsible directly to the President although related by many formal and informal ties to other staff members and even to the faculty. If this Supervisor is well-trained in the philosophy and methods of personnel work, he may offer fairly complete services to the residents, such as individual and group counseling in health, academic, financial, personal and social problems, and may provide the students with experience in government, social skills, entertainment, and public relations. In his small office with his Resident Advisers, he may have a whole college personnel division in miniature, related effectively with all the other departments on the campus. Such a unit could function successfully with both students residents and campus personnel only if the Residence Supervisor is well-trained, mature, and experienced. This kind of housing unit and personnel worker is rarely found on large campuses and is seldom found on small campuses. (34:188) (Refer to Figure I)

Another current but not frequently used pattern for organizing the residence halls--especially where there are many buildings and units to be operated under the same management--is a horizontal arrangement

FIGURE I

SINGLE RESIDENCE HALL MANAGER APPROACH



Advantages:

- 1) simple and inefficient management
- 2) is inexpensive as far as salaries are concerned

Disadvantages:

- 1) seldom find one person who is adequately trained in all areas
- 2) cannot be used for large systems

in which the similar functions of all the halls are grouped under one director. The services needed by students are in the areas of self-government, recreation and sports, social events, scholarship, discipline, room assignments and adjustments, orientation and personal development. A member of the staff of the Director of Housing, for example, may be given total responsibility for all the governing groups, holding elections and training officers, and the rules and regulations for all the halls. She is adviser to the presidents, treasurers, and board members of a number of residence halls, helps train student leaders, and educate students in group action and group living. One such "area director" may be designated as disciplinarian to serve as the moving force behind the morale-building and preventive program and also as an individual counselor and investigator to deal with student offenders. There may be another staff member to serve as a liaison between the student personnel office and the household management staff. She is responsible for room assignments, roommate adjustment, and perhaps also, for student care of room and protection of property. Another may be assigned to promoting scholarship, to counseling in cases of academic failure, to giving special help with study, to building morale during examinations, and to being a liaison between students and the faculty or the administration. (34:190) All of these specialized directors of services to the students must be trained and experienced group and individual counselors, for they are actually junior executives with many students and functions under their control. This

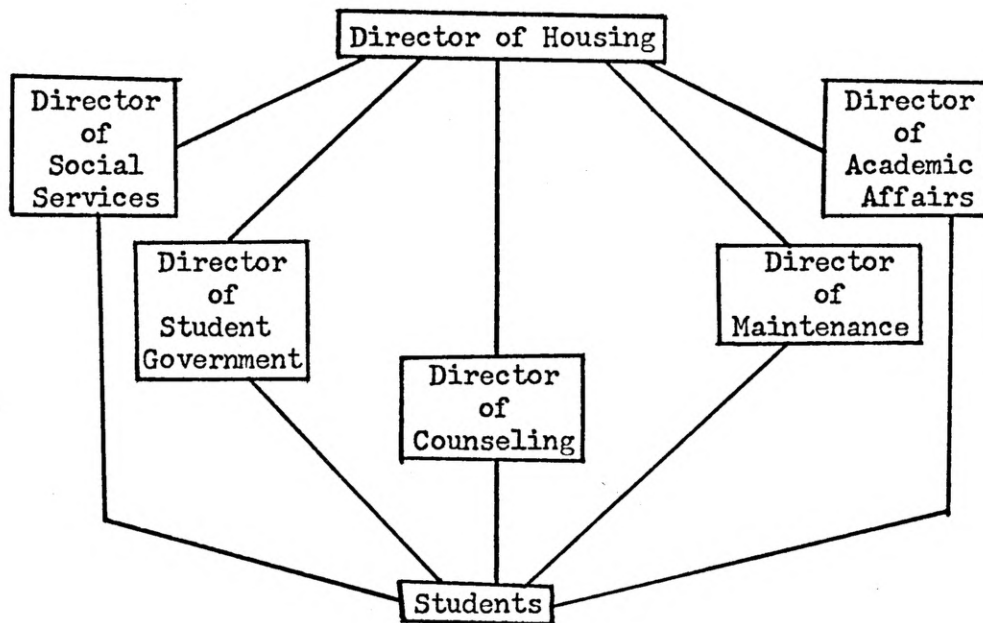
system has advantages not only because it permits specialization but also because it capitalizes on natural talents and interests. However, it does not permit the close contact and association with the students that may be deemed necessary in many crisis situations and the fact of ready accessibility is eliminated. (Refer to Figure II)

A more common pattern, especially on large campuses, is that in which the residence hall managers are an integral part of the personnel division or the housing division and are directly responsible to a superior officer, a dean of women or a director of housing. The housing units in their charge may have as many as 1000 students or as few as thirty-five to fifty students. The residence hall manager may in some cases be only a part-time personnel worker, with teaching responsibilities or graduate work. Sometimes the paid director of each hall is a non-professional, mature person who serves primarily as a receptionist. Or, he may be a graduate student who works with a group of under-graduate assistants. Or, in larger halls, there may be a Residence Supervisor and one or several Assistant Supervisors who work in all capacities in the residence hall. (34:190) (Refer to Figure III)

It is the purpose of this chapter to describe a management and organizational plan for women's residence halls which includes the services of Residence Counselors. The previous chapter describes some of the reasons why it would be beneficial to have counselors in the residence halls, but it did not describe an acceptable unit management plan. (Refer to Figure IV)

FIGURE II

AREA DIRECTOR APPROACH
(serving all residence halls on campus)



Advantages:

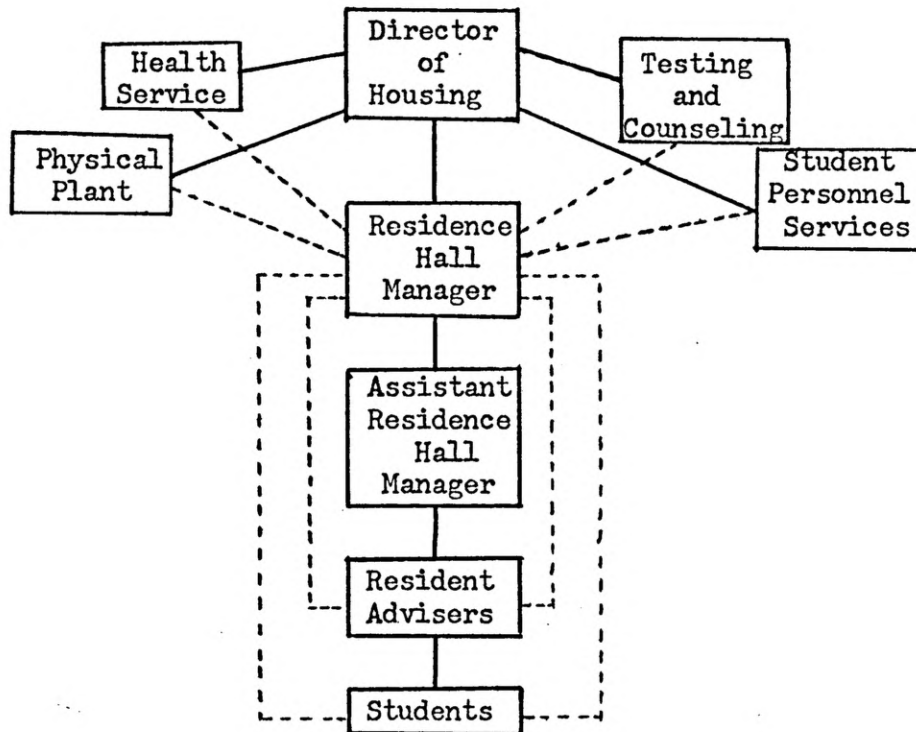
- 1) permits specialization in directors
- 2) each director has a direct relationship with the Director of Housing

Disadvantages:

- 1) does not permit life-space counseling
- 2) not easily accessible in crisis situation

FIGURE III

RESIDENCE HALL MANAGER APPROACH
(serves one residence hall)

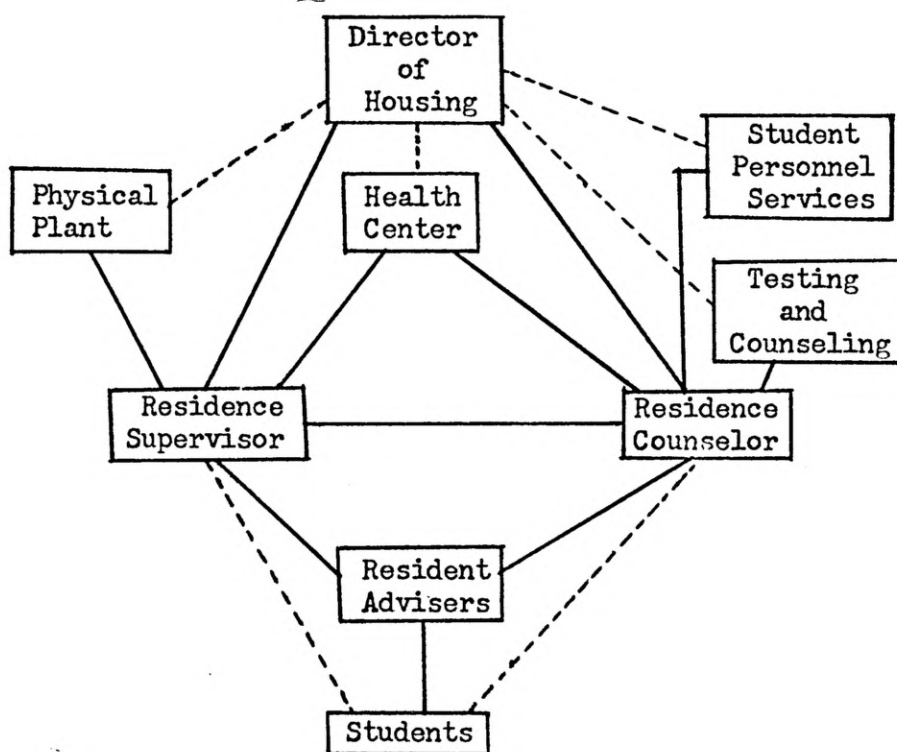


Disadvantages:

- 1) does not allow for specialization
- 2) Assistant Residence Hall Managers have no specific involvement
- 3) allows for a great deal of breakdown in communication

FIGURE IV

PROPOSED MANAGERIAL APPROACH



Advantages:

- 1) allows for specialization of Supervisor and Counselor
- 2) permits life-space counseling and crisis counseling in the residence hall
- 3) separates management and counseling functions

Disadvantage:

- 1) must be effective communication between Counselor and Supervisor

A significant factor in the organizational structure of residence halls is the dichotomy between counseling and the management services. The maintenance staff has its own difficulties in dealing with students as well as the problem of coping with such complications as building damage and student's mail. (34:191) The researcher proposes that it would be beneficial to both students and staff to separate the counseling and maintenance functions. Mueller (34:191) supports the researcher's contentions by saying, "The particular domain and methods of both the maintenance and the personnel hierarchies should be differentiated as clearly as possible for both students and staff." In 1953, Riker (45:177) made a study of the management services in the halls of 238 colleges. He found that seventy-eight per cent of the management was of the single line variety, that is, with management and personnel services in separate and parallel authority, and only seven per cent centralized, although another twenty per cent said they would prefer a joint organization. The researcher suggests that the Residence Supervisor be concerned with room changes, payroll, cleanliness, repair of damages, mail, receptionists and desk clerks, and room assignments. The Residence Counselor would be involved with individual and group counseling, training Resident Advisers, organization of educational programs, and House Council coordination. The Residence Supervisor and the Residence Counselor must work together very closely on many tasks: Resident Adviser supervision during the school term, roommate problems, and House Council programs. Each must be

thoroughly informed of the policies of the other. There is no lack of evidence to show the close relationship between the management of residence halls and the problems of counselors in residence halls. A Typical example of the need for the relationship is as follows:

"You are the counselor in a large residence hall in which the students are required to live. During the first quarter, the Residence Supervisor talks to you about the negative behavior of one of the residents. The student has been extremely noisy on the floor which makes it impossible for the other residents to study. In addition, she has placed unreasonable demands on the other residents. You state your willingness to talk with this girl and the Supervisor makes the initial referral.

In a subsequent appointment made by the student, she relates how horrible the living conditions are, how mean the Resident Advisers and Supervisor have been, and how negative their attitudes are toward the students in the residence hall.

Keeping in mind your relationship with the Residence Supervisor and the student, how would you proceed?" (32:55)

This one example is used to point out how crucial professional counseling training is to the Residence Counselor in dealing with a counseling situation such as this. In addition, it is very important that communication is established between the Residence Supervisor and the Residence Counselor to prevent any underlying feelings on the part of the Residence Supervisor; for example, that the Residence Counselor is sympathizing and agreeing with the students. The Residence Supervisor must understand that the Residence Counselor empathizes with and accepts the attitudes of the student, but that she does agree or disagree with the student. "Honesty" must be the key word.

Putting these ideas in another way, the Residence Supervisor must possess a "managerial attitude." This attitude emphasizes cooperation and develops "morale" as a by-product of group life. It has great advantages in residence hall work. It offers exercise for all the skills a Residence Supervisor can manage. The challenge of welding a group of students who live together in a residence hall into a unit, with each person seeing it as a whole enterprise and being willing to contribute to it, is a difficult task. With this attitude, the Residence Supervisor carries out the wishes of the administrative staff for good and efficient management. In contrast, the Residence Counselor must possess the "psychological services attitude." It provides status for the residence halls worker which borders on professionalism. The psychological services attitude provides important help to a minority of students living in residence who are handicapped by the lack of emotional stability and psychological resources which are needed to function well as students. In addition, this attitude provides for a cooperative relationship with other departments on campus; for example, the Student Health Service and the Testing and Counseling Service. (59:399)

In many ways, the proposed residence hall management plan is combining the best phases of both the "area director" approach and the single residence hall manager approach to residence hall management. It allows for specialization and, still, provides for "life-space counseling." The researcher believes that it would also allow for an upgrading of the status of residence hall workers.

Will "confidentiality" be a problem in the proposed residence hall management plan? The Residence Counselor is committed on the one hand to keep the confidences of the student and on the other hand to working with the Residence Supervisor. It is difficult to provide specific rules which will provide ready-made, pat answers to every situation the counselor must face. First, there are general principles which are accepted in professional counseling, some of which are included in the American Psychological Association ethical code. And, the counselor is responsible to the student counselee first and foremost. Second, if it so happens that the Residence Counselor is called upon to perform tasks where there could be conflict between the responsibility to the counselee and to the Residence Supervisor, the Dean of Women, or the Director of Housing, the Residence Counselor's position on confidentiality must be defined. (50:259) The researcher sees no difference between a Residence Counselor working with the college or university administration and a school counselor working with the school administration.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Colleges and universities have provided for necessary supervision and leadership in their residence halls in a variety of ways. Some have used housemothers, others have used graduate assistants and head residents, and still others have used faculty members. The purpose of this study was to investigate the possibility of using professionally trained counselors and therapists, Residence Counselors, to aid in meeting the potential of residence halls for the personal development of women students.

A great many college students need counseling help and few colleges or universities provide sufficient therapeutic services to meet extensive student needs. It has been the contention of the researcher that professional counselors living in the residence halls would bring the counseling services to the students and provide more counselors to meet a portion of the student needs.

Counselors living in the residence halls have an excellent opportunity for contact with the students in their day-to-day living. Residence Counselors are in an ideal location to help students with acute stress reactions and crisis situations. Since they are living and working in the residence halls "24-hours per day," so to speak, they are readily available to help a student at any time day or night.

In addition, Residence Counselors often have an opportunity to recognize and actively seek out troubled students.

The majority of problems taken to Residence Counselors by the students concern inter-personal relationships, questioning basic issues, academic information, health, and housing information. It seems obvious to the researcher that the Residence Counselor must be competent in these areas. Since "health" is a frequent problem among women residents, it would be beneficial to the students to have a Residence Counselor who is also trained in nursing or medicine.

The Residence Counselor must possess a genuine interest in other people, be dependable, have good judgement, be mature, communicate well; and, most important, must remember that she has been placed in the position of Residence Counselor to "help people" and to carry out the objectives of residence halls.

There is considerable disparity among colleges and universities as to the status and roles of residence hall managers and residence hall counselors. It is agreed, however, that there is a need for upgrading the professional status of residence hall personnel.

The roles of residence hall personnel at the present time are administrative, disciplinary, and counseling. The disciplinary role can be adequately taken care of by the students themselves. And, the most efficient management plan is to allow for specialization in the areas of administration and counseling.

Conclusions

The researcher would like to offer the following conclusions as a result of this study:

1. The institution must have a clear statement of the contributions residence halls are expected to make toward physiological, educational, social and psychological objectives.

2. There is a great deal of potential in residence hall for personal development and growth of women students.

3. Residence Counselors should be assigned functions which are consistent with the over-all objectives of the residence hall program.

4. Residence Counselors can contribute to the need for more psychological services on campus.

5. Residence Counselors may serve an important function in "life-space" counseling and crisis counseling.

6. There is a need to upgrade the status of residence hall personnel.

7. A unit management plan utilizing Residence Counselors may be feasible because it separates the management and counseling functions, it allows for specialization of staff members, and it permits "life-space" and crisis counseling.

8. The over-all conclusion of this study is that it would be very feasible to have Residence Counselors in the women's residence halls. They could benefit the students in terms of individual and group counseling and would serve an important function in the management.

Recommendations

The following recommendations are made as a result of this study:

1. There is a need for consistence in the use of titles and other terms dealing with residence hall management. It is very difficult to study any aspect of residence halls because of the diversity of terms.
2. There is a need for more intensive study concerning the types of unit management and organization.
3. There should be a continuous study of the changes in residence hall management.
4. Students should be surveyed concerning the objectives of residence halls.
5. Other campus entities, such as Testing and Counseling Service, the Health Center, Student Personnel Services, and faculty, should be surveyed concerning their opinions of a counseling program in the residence halls.
6. Follow-up studies should be made to determine the value of and effectiveness of using Residence Counselors in women's residence halls.

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