THE STUDENT STAFF PROGRAM AT BALL STATE UNIVERSITY

IT'S BACKGROUND, DESCRIPTION AND EVALUATION

for

HONORS THESIS

by

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CHAPTER I
INTRODUCTION

During the past two years the writer has had the opportunity to participate in the Ball State University student staff program. The experience gained was an education, both in interpersonal and intrapersonal relationships. Many opportunities were afforded to realize, by actual experience, educational principles and classroom training. However, as opportunities were experienced the question which often arose was: "Are these observed experiences purely chance happenings or is there an overall plan or philosophy structuring both the residence hall and student staff program?" 

The Problem

As a part of the training program for student staff, there had been frequent references made to "our philosophy at Ball State." Workshops were centered around developing within the staff an awareness of the philosophy and operation of the hall programs. Through interest and a need for an operating frame of reference, the writer asked persons in the personnel area to further delineate and clarify the general constructs presented during the training program.

The result was a repetition of the principles of operation, diversity of applications of the principles, and lack of a printed formulation of any frame of reference for operation. It was from this deficiency that the decision to write the following paper arose.
It would seem to the writer that to administer a consistent and effective personnel program, continuity must exist in the philosophy adopted by an institution and effected by the staff involved. It is the purpose of this paper to attempt to develop the philosophy of the residence halls of Ball State University. In order to ascertain the role of the student staff, the writer will continue by describing their function and role in the program and conclude by reflecting the consistency of the staff program as existant in the residence hall with the prementioned philosophy.

Method Used

Several sources were used in collecting information for the thesis. Research includes the use of authors of authority in the field and appropriate publications and speeches. Seventeen interviews included the Deans in the Student Affairs division of the University, the Director and other administrators in the housing area, residence hall directors, and student staff. The writer also drew upon his own experiences in the program for both organization of approach and part of the analysis of function.

Definition of Terms

Throughout this paper frequent references will be made to several terms. To achieve clarity with the reader it is necessary that the writer define the terms. The definitions as given are the writer's summation of those used by professional persons in the student personnel area at Ball State University.
Residence Halls. Residence Halls at the University exist as structures housing from 124 to 244 students per unit. Normally accommodating two students per room, the hall, as it will be referred to in this paper, is the facility where students are housed and fed. As a structure, it is designed to accommodate a sound, well-rounded educational program for its residents. Further explanation of its educational contributions will be discussed in the construction of the residence hall philosophy.

Director. The professionally-trained person in each residence hall is called a director. Trained at the masters level, the director is responsible for all aspects of residence hall life and its programs. Counseling, discipline, social development, and general education for all of the residents are his functions. Administrative duties in the hall include keeping personnel records, supervision of mail services, desk operation, and providing maintenance records and requests. His position as an educator is recognized by faculty status in the University.

Student Staff. Reference has been made to the student staff for residence halls. These persons are highly selected, specially trained upper-class students who assist the director in his functions in the residence hall. They serve as part-time staff and part-time students who form the more intimate contacts with residents. As stated by a director, these persons differ from the director only in limited age, training and experience; however, their duties and levels of aspirations are the same.
CHAPTER II

BACKGROUND AND PHILOSOPHY OF HOUSING AT BALL STATE UNIVERSITY

To describe the philosophy and operation of any part of an institution it is necessary to understand the general aims of the whole. The goals of Ball State University and its approach to these goals are determinants on the residence hall program. The university catalogue outlines these goals in its statement of purposes:

A respect for learning infuses attitudes of respect for people and for moral and democratic living. From this it follows that the College is dedicated to improving the quality of living throughout its area of service. The larger social obligation is met by offering to all the opportunity to acquire essential skills and understandings and to realize attitudes, ideals, and values required for citizenship in today's world.¹

From this statement can be derived the two general emphases of higher education at Ball State University. "Respect for people and for moral and democratic living", and the teaching of "essential skills and understanding" implies the University's contribution to the society as a whole. These objectives charge the institution with the obligation of providing those experiences such as research, resources, and training to further the progress of society.

All of these effects are achieved through the fecundity of the students of the institution and, thus, the student as an individual must be an integral part in its objectives. In addition to providing

productive training, it must help the individual live and cope with himself and within his environment.\textsuperscript{2} The realization of "attitudes, ideals, and values required for citizenship in today's world" evinces the need for such individual integration and development. The summation of the objectives of the university for the individual and society are well stated in the words of Dean Robert Shaffer at Indiana University who said:

Two of the objectives of higher education are to provide learning and experiences that will enable the student to participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state, and nation, and to recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.\textsuperscript{3}

The relationship between higher education and the student has differed throughout the centuries. The Sophists of ancient Greece introduced a pseudo-tutorial system which was later utilized fully by nobles of the early middle ages. The nobles would employ a teacher to come to their homes and educate their children.\textsuperscript{4} The rapid advance of knowledge, kindled by the Renaissance, led teachers to center their research and efforts in monastaries and eventually in universities.\textsuperscript{5}

At Salerno and Bologna students hired and discharged teachers at their


\textsuperscript{3}Shaffer, Robert H., from a speech, "The Student Community in American Life."


\textsuperscript{5}Mueller, op. cit., p. 51.
pleasure. In northern Europe the universities developed under the control of the teachers and became the pattern for authority in the institutions of Europe and American today.6

From the relationship of teacher in charge of student, two predominant approaches in higher education developed. In Germany, the tradition was one of "intellectual impersonalism" which meant complete disregard for the student out of the classroom. Housing, eating, and other activities outside the academic classroom were entirely in the hands of the student and his contact with the teacher outside the formal training was negligible.7

The English schools proceeded to establish residencies for the student and the master frequently lived with them. Good housing for the student was maintained by the university. The close relationship between student and teacher led to a tutorial system and virtually total teacher supervision over the student.8

Early higher education in the United States was mostly private and its purpose was to elicit a religious experience.9 It assumed a strong influence from the German schools, for many of the professors were educated in the universities of that country. The role of the teacher in American universities, however, differs from the European models. In Germany, the teacher-pupil relationship was largely laizze-faire; in

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6 Bishop, Welker, from speech given May, 1964.
7 Mueller, op. cit., p. 52.
8 Ibid., p. 53.
9 Ibid., p. 53.
England the teacher served as a friend through his close relationship to the student. In the United States, the professor not only taught, but was expected to assume the function of the English deans and proctors; he was responsible for the discipline of the student body.  

Changes in the American system began in part with the Land Grant College Act of 1862. By the establishment of secular colleges, lay professors and their non-religious emphasis began to outnumber the clergy in higher education. A change in the personnel approach began in part at Harvard in 1870 when the first American college dean was appointed to deal with enrollment and discipline. The movement was given impetus by the followers of Dewey, who stated that the school had the moral obligation to do everything within reason to help the student succeed productively and as a whole person.

The philosophy for Ball State University and its residence halls reflects this concern for the development of the total person. The residence hall program exists, as in the English system, as an integral part of the educational process, and therefore serves to effect the objectives of the institution. To develop respect and understanding for others and provide the opportunity through experience for one to utilize classroom training, are the contributions of the halls to the school and society. The insights gained from the interaction with other students

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10Bishop, op. cit.
11Bishop, op. cit.
12Mueller, op. cit., p. 52
13Ibid., p. 54
and direction by professionals are aids to the individual's personal development. Thus, the residence halls at Ball State University exist, in philosophy, purpose, and function, as an inseparable unit in the institution.

As concern for the total life of the student grew, so too did the movement for good housing and effective student personnel programs. In addition, the increase in the number of women students in colleges led to the appointment of "principals, wardens, and matrons" to provide "sufficient supervision" in coeducational experiments. As with the Harvard dean, the duties of most early faculty concerned with the student in the personnel area were administrative and disciplinary.¹⁴

The growing conviction that the institution assumed the obligation to help the student develop as a person as well as train him implied a necessity for persons trained and capable of positively directing this growth. In 1916 the organization of the National Association of Deans of Women and the introduction of formal course work at Columbia University, New York, sounded the beginning of professional status for workers in the student personnel area.¹⁵ The concern for the "whole" and the training of educators to recognize and nurture the "whole" had established the professional in student personnel for the modern university.

From its beginnings, Ball State University has recognized that a college education extends further than classroom training. The first


¹⁵Ibid., p. 27.
deans in student personnel, sometimes serving as part-time teaching professors, were responsible for campus social programs and discipline. However, the initiation of the present philosophy and organization in the personnel area was brought to Ball State in 1941 by the present president, Dr. John R. Emens. He was concerned with the quality of the "total" college experience and proceeded to effect a student affairs area consistent with his beliefs. In 1946, Dr. Kenneth Collier and Miss Martha Wickham were employed on a full-time basis as Dean of Men and Dean of Women. These persons, working with Dr. Orvin Richardson, the Dean of Students, unified and reorganized student services into a student affairs division in the institutional structure.

The creation of the student staff position began by the planning of two directors, Mrs. Thelma Miller and Mrs. Mary Myers, Grace DeHority, former Dean of Women, and Miss Wickham, Dean of Women at the time. The first staff were placed in Lucina Residence Hall for Women in 1947 with Mrs. Miller as director and Miss Thelma Hiatt as her assistant. Since that time the student staff, though performing many of the same functions, have increased in training and are present in every men's and women's residence hall on the campus.
CHAPTER III
DESCRIPTION OF STUDENT STAFF ROLE

In the following descriptions of the functions of a student staff, an attempt is made to list those duties and practices which are most commonly observed throughout the program. As with any personnel function, the practices and emphases of any one worker exhibit individual differences. In addition, the student staff is often affected significantly by the director of the unit in which he is assigned. These differences in individuals, directors, and staff are recognized by the author; however, because of the immensity of the task of delineating every individual's efforts, the following will state only the more general major contributions of the student staff in the residence hall.

The function of the student staff in general is to assist the director of the hall both in creating an educational environment and in maintaining the administration of the hall as a physical unit. His experience as an upperclassman is to serve as a reservoir of knowledge and understanding of the needs of the resident. His standing as a student is a basis for a student-to-student relationship as a peer of the resident to aid him in his college experiences. The staff's assistance to the director is in communicating with the residents in the hall and aiding in the programs and administration of the unit. Though his responsibility is to the hall as an entire unit, by his location the
student staff is associated usually with a floor or a wing and it is here where he concentrates his programs and efforts.

The following organization of the student staff role is divided into four parts: academic, social, intrapersonal development, and hall administration. It is an arbitrary separation of the functions by the author and a necessity for description. However, the reader must constantly bear in mind the interrelation of all efforts in each of the four chosen divisions.

The contributions of the student staff in the academic growth of his residents are both related to the group and the individual. To the unit and individual he serves as an example for identification and aids in creating an atmosphere conducive to proper study. As an example, he not only maintains a respectable academic achievement level, but is to carry interests and habits consistent with a successful student.

To create a study environment includes enforcement of house rules, if such exist, and creating an awareness of the cooperation necessary among residents in achieving such an atmosphere. The apparent lack of direction and purpose in gaining an education by many students must be recognized by the director and student staff and efforts to emphasize its utility and aid in self-discovery are essential.

Self-discovery and interest should also be utilized and remembered in designing an educational program for the residence hall as a whole. The philosophy of the residence halls denotes a purpose of aiding in the training and education process. The informal give and take of discussion in the smaller group is difficult to achieve in the large university structure. An opportunity to participate in a variety of
directed discussion groups is organized by the director and staff in a residence hall for participation by students. Sometimes the organization of such functions become the responsibility and contribution of the student government of the unit.

Personal academic assistance is also rendered by the student staff to his residents. His experiences as a successful upperclassman should have shown to him the correct methods of study and concentration. At times, it may be difficult for the student to realize that he has developed habits in behavior which inhibit his academic efforts. The perceptive staff member can be an aid by not only making the student aware of his disruptive habits, but also by helping him structure a schedule for improvement.

Often, the student staff will be asked to help a student in his course work. This may be to explain a problem in the student's study or even reading and helping to correct an out-of-class theme. He should also be able to direct the student to teachers and other students who might help in explaining the particular academic difficulty.

Curriculum counseling, though not basically considered one of the student staff's functions, has become an important area of assistance. The student is expected to plan his courses from the college catalogue and bulletins before enrolling in courses through his curricular advisor. Frequently, the student needs assistance in understanding the catalogue and outlining a class schedule. The experience of the staff may help the student in his curriculum planning.

Working with residents in groups is a part of the role of the student staff. This may include organized group functions or the
informal groups formed in the natural intercourse of the residents. The significance of the group and group activities on the individual implies the importance of these efforts in promoting educational experiences in the residence hall.

One of the most strongly emphasized goals for the staff in the hall is to establish a friendly comfortable environment from the opening day. The need for the student to feel secure in the collegiate environment may be resolved in the attitude which is initiated by the staff toward the hall. Efforts by the staff to make the residents feel "at home" and recognized as a person contributes to a secure friendly atmosphere.

Student government is considered an important phase of the educational opportunities of residence hall experiences. The student staff utilizes his experiences in advising the residents in enacting programs and actively participating in a self-governing process. A large part of the success of a student government program may often be determined by the quality of the stimulation, creativity, and responsibility allowed and inspired by the staff of the hall. In this role, it is necessary that the staff not become the directors of student government and its efforts, but that they allow latitude in self-direction and volition.

As a service to both the group and the individual, the student staff becomes, by his knowledge of the school and through his position, an important communication link in the institution. He may be called upon to explain the purposes or procedures in utilizing a particular area or service in the University. Many questions constantly arise concerning the interpretation and operation of its programs and rules.
Changes in policy and function of the institution or any phase within may best be carried to the resident student through the student staff.

The communicative function of the student staff may be inverted and he then serves as a voice for the student to the director and the institution. By the intimacy of his contact with residents, the student staff may not only be the original person aware of student needs and opinions, but may also, by virtue of his status as a peer, be the only one to whom this need or opinion is disclosed. Because of the size of the institution, and through the familiarity of the staff to the student, it is essential that the duality and importance of the communicative function of the student staff be recognized and maintained.

A great deal of the student staff's time and efforts are spent with the individual resident. He assists the student in his adjustments to the University, his education, and his resulting personal development. This individualized attention is vital in the complexity of a larger institution. It is also the basic link of the institution to the student on the personal level.

The student staff is not generally a trained professional in personnel work. As previously described, he is an upperclass student selected for his strengths in understanding and working with others. His total role in intrapersonal development thus is to utilize as a respected student the intimacy of his contacts with his residents. If he is successful in relating to the individual, he will be approached as an advisor and confidant in the students' adjustive and personal difficulties. Within the confines of his insight and training, he also must be seen as alert for the student with disruptive personal problems.
Several approaches may be taken in dealing with an individual's personal problem. If the staff has the experience to aid the student he may then provide counsel. Personal problems requiring the knowledge and training of a professional are referred to the director. The director may then either advise the student staff in dealing with the difficulty, work directly with the student, or direct him to the specialized personnel services of the University. If additional information is necessary concerning the student, the student staff living with him in his day-to-day relations, may serve as the reference person. In all phases of operation in the personnel services of the institution the student staff may serve in communication, reference, and later in prognosis.

Group living requires standards for individual conduct and the close proximity of the residents in the hall intensifies the need for adherence to its regulations. To insure an adequate study environment, respect for the rights of the individual resident, and to supervise the proper physical use of the building all are purposes of the regulations in the residence hall. There are also University and State policies and laws which must be enforced in the living unit. The interpretation and enforcement of these regulations and the administration of discipline are functions of the student staff.

The authority of the student staff in the residence hall is dependent on that placed upon him by the University and the director. Within the University, the director is given complete authority over the behavior of the residents in the living unit. Generally, this is equally allocated to the staff working with him; however, the director stands as the responsible administrator. In addition, the director may serve as
a reference person, as in personal counseling problems, both in the enforcement of regulations and in administration of discipline.

The position of student staff also carries with it certain administrative functions. Upon accepting the position, the staff is obligated to be at the residence hall desk at least ten hours per week. The desk provides a check-out center for hall services generally, including recreation equipment, laundry services, first-aid supplies, and other available facilities. This area provides a central information desk. Reading materials such as periodicals and newspapers are found here and the resident may get change for the vending machines located in each unit. The desk also is the location for the mail services for the residents of the hall.

At the beginning of the school year personal information forms from each resident along with hall record cards on room assignments and class schedules are received by the staff. These records are kept in the desk area for access by the staff and director of the unit. All other maintainence of records also are located here.

During the week and on weekends, the frequency depending upon the number and arrangements between the staff of the unit, each student assists the director by means of an "on duty" period. While on duty the staff assumes general responsibility for the residence hall and is available for any situation requiring his attention. This assures for the resident that someone on the staff will be present in the residence hall in case of need at all times.

Reporting on the physical well being of the residence hall is included in the responsibilities of the staff. Also, damage occurring
during the year is reported to the staff and director and they provide
the communication link to the services needed for repair or replacement.
Recording the physical usage of the individual's room at the end of the
year places the responsibility for excessive damage on the resident.

In the above description of the role of the student staff, it must
be emphasized again by the writer that in perceiving the staff contribu-
tions, one must perceive each function in relation to a "whole." Every
action which the staff performs is to contribute to the individual's
well being and development. By this standard, the successful student
staff must be concerned with the personal adjustments of the student,
the quality of his experiences, and the maintainence of an adequately
serviced and programmed living unit.
CHAPTER IV
EVALUATION OF THE PROGRAM

The philosophy of Ball State University has been stated as being the training of the student professionally and with the interpersonal skills and insight to make him a productive and positive influence in the society. Serving to effect these purposes, the residence halls exist as structures where students are to develop academically, gain insights into their interactions with others, and utilize and expand classroom training. The following is an evaluation of the success and shortcomings of the student staff program as presently functioning in promoting the objectives of the institution and the residence halls.

The evaluation to be made will be the opinion of the author over the student staff program as a whole. Individual staff display strengths and weaknesses in fulfilling their functions. These differences are not the concern of this paper but it is the intent of the following to evaluate the effectiveness of the efforts of the total staff.

The staff seemingly play some role in the academic contributions to be found in the hall. The enforcement of house rules and rules of conduct, particularly with young energetic undergraduates, helps to create conditions conducive to study as well as to protect the hall physically. Without a student staff in a particular unit, the lack of self-discipline and group respect of the more immature resident would contribute to a disruptive study atmosphere.
For most student staff this function, as in many others, is a first experience. In general, as a non-experienced briefly trained worker in personnel, he must rely mainly on common sense and past experience in working with and directing others. This lack of training and experience results in negative reactions from residents.

Often the simplest way to deal with an individual or group who is disturbing or damaging the hall is to use only the panacea of fear of punishment. The consequence for the staff may be the feeling of reaching an easy answer to the problem, but no attempt is made to determine why such action took place. Here the staff, working within the range of experience and training, could turn to the director as a professional personnel worker, but again, at times these directors either do not have the time, take the time, or have the training to answer such needs.

As part of the institution, the residence halls are to promote the academic development of the individual and provide opportunities to utilize classroom experiences. By the spontaneous interaction of persons in the unit many classroom experiences will be discussed and utilized. The self-generated interaction related to the student's academic experiences, however, often lack frequency and quality. The residence halls provide the opportunity to conceive formal and informal programs for intellectual development on the personal level.

In general, the residence halls provide excellent facilities for study. The staff does help somewhat in creating an atmosphere for study and have made some attempts to design programs to foster intellectual growth. Yet, much of the academic development, through student interaction and experience, arises as the spontaneous phenomenon of students
living together. It also appears to the writer that the potential for
student staff to effect positively this growth in the resident is not
emphasized adequately in training programs or in operation.

Some attempts have been made to stimulate such programs in the
hall. Most frequently they are topics chosen by the students through
the student government or staff, or selected entirely by the staff.
Faculty members may be invited to eat in the hall and either lecture
on a subject or lead discussions with the residents. The invitation of
faculty members or other guests usually involves a formal aura center­
ing around the guest, director, student staff, and hall officers or
other selected residents. Following the meal, the residents are expected
to join in a sizeable interested group and participate with the guest—
who, except to a few, is yet a stranger. These efforts are rarely as
significant as they might be in quality or in fostering faculty-student
relations.

The most effective and positive contributions which a student staff
performs are his personnel functions in the residence hall. The abilities
of the individual staff to work with people and the strengths of his
individual traits and interests are the determinants of his success in
this role. It is also necessary to recognize that the competency and
effectiveness of student staff vary with the individual in differing
situations.

The need for significant personal relationships by many students
entering the University is met often by the student staff. They serve
as important references for the questions and required adjustments
arising in the new environment. The staff has been effective in induc­
ing a "friendly" atmosphere for the entering student and in creating a
personally comfortable situation for the entire living unit.

As stated in the description, part of the staff's role is serving as confidant and advisor to the resident with his personal difficulties. The experience of the student staff determines his effectiveness. Serving not as a trained professional, but as one presumed to be capable of relating to and understanding others, the staff has only his experiences, insights, and personality as a background. As a result, he is effective with most of the residents; however, because of the limitations in his background the staff may not be trained adequately or able to assist others.

Through his intimacy with and accessibility to the student, the staff in the residence hall is potentially one of the most effective links in the communication and interpretation of the institution. The potential of this channel of communication, however, is often not utilized. Many times, the staff is not adequately informed of University programs or changes in operation. In addition, he is sometimes neglected as the reference person in contact with the student. The communication function is also impaired in some halls where this lack of communication between the director, student staff, and residents exists.

The student staff does play an important role in assisting the organized activities in the hall. For example, he aids in the formation of a student government and serves as an advisor to its operations. Although the success of student government in the residence halls has been limited, the staff usually has been active in assisting the programs that are attempted.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this paper has been to review, within the framework of the purposes of the institution, the consistency in the role of a part of the personnel program at Ball State University. First, the philosophy and purposes of the University and its residence halls were formulated. A description and general evaluation of the function of the student staff in the halls follows. From this, the conclusions of the author regarding the consistency of the student staff program within the University will be drawn.

Interviews with persons in the personnel area of the institution, research in pertinent literature, and the experiences and observations of the writer served as the basis of information for the thesis. Literature in the area of personnel work in higher education provided the background for developing a philosophy and history. The interviews were used to develop the definitions of terms and were combined with the writer's experiences to construct the role of staff and subsequent evaluation.

Conclusions

The student staff does contribute in promoting the intellectual achievement and experiences of the residents of the residence hall. He aids the student academically by maintaining an atmosphere conducive to study and also may be used at times as a reference person in course
work. Much of the potential for growth is not being exploited through a general failure in the hall to construct programs stimulating intellectual interaction between residents and fomenting relations with the University faculty. The staff, at present, may not be adequately aware of this aspect of their role or are not sufficiently trained to foster such programs.

In viewing the personnel functions of the staff, one must remember the limitations in his training and experience. The student staff are effective as positive respected upperclass students in the residence hall. Those staff not possessing an ability to live and work effectively with others are seriously limited in their contributions. In general, however, the quality of the relationship between the staff and residents is conducive to the fulfillment of most of the staff's functions.

The relationship between the student staff and residents emphasizes the potential to utilize the position for communication and carrying on the personal level an understanding of the actions and the operations of the institution. The student staff perform this function, but often are able to fulfill this role only because of their status as interested upperclass students, not by the necessary information being given to them through the University.

Possibly the greatest recipients in the student staff program are the staff members themselves. The practical experiences and training received afford invaluable and, on the campus, incomparable opportunities for gaining insights and increased understanding of others.
Regardless of the concentration area of the individual student staff, he receives a valuable addition to his education.

In conclusion, one may see that the functions in the description of the student staff role are designed to aid the intellectual and personal development of the resident. To stimulate such growth is the purpose of the University. The intent for the position of student staff may then be seen as consistent with the institution; however, limitations on the effectiveness of the staff exist in both the individual student staff's abilities and in the administration of the program by the University.

Recommendations

From the author's experiences and evaluations the following recommendations for improving the effectiveness of the student staff program are offered.

As previously described, the student staff is a selected trained upperclass student who is to assist the director in his functions in the residence hall. His frames of reference in operation are his own experiences and a formal training program including a weekend in the spring, either weekly sessions during the summer or one full week before the beginning of the school year, and continued training throughout the year. Through these training sessions efforts should be made to:

1. Place a greater emphasis on the role of the student staff in the academic structure of the institution. At present, almost no such attempts are made. The staff should recognize that he
is to engender a personal relationship between the student, faculty and University.

Suggestions to implement such a program are:

A. Use training programs to discuss and outline possible academic programs.

B. Recognize the value of the small group in relations with faculty members and discussions.

C. Through the entire staff, bring persons of like capabilities and interests together to share experiences in inter-hall groups.

D. Initiate academic assistance programs in residence halls utilizing capable upperclass students.

Other recommendations include:

1. Provide more information on the operation of the institution and its services. Some functions of the student staff, such as assistance in curriculum planning, are performed with little or no training at all. If the staff are to continue performing such services, an attempt should be made to determine and present to the staff needed practical information.

2. Evaluate the effect of the "personnel" training of the student staff. Is it really possible to make the individual more perceptive of others and their needs in a program involving only a matter of days, or will the quality of his efforts be determined by his personal strengths and traits before entering the program? It would be advantageous, in consideration of the limited amount of time for training, that personnel training not significantly contributing to the success of the staff be replaced with areas needing additional emphasis. The directors of the residence halls, who are trained professionals in the
personnel area might take more of the responsibility of training individually his staff in personnel work.

If the student staff are to be utilized as a liaison in institutional communications, efforts must be made to make available to them all necessary information on its policies, operations, and changes. In order to interpret the institution, it is essential that the staff understand, not only the policy, but also why it may be so constituted. As yet, this potential function in the student staff program is only partially utilized.

This paper was written because of a lack of available material formulating the purposes of the institution, residence halls, and student staff. If the role of each is to be understood, some interpretation, particularly written, must be available. Thus, there should be definite efforts made to interpret the role of the student staff to both the students and particularly the faculty of the University. If their role and its contributions to the student and student staff were understood more clearly it could also have the effect of attracting additional capable students into the student staff program.

The student staff program at Ball State University represents a sizeable investment in time and cost. It would appear that there should exist evaluations indicating the effect of the program and examining its weaknesses. When the program is not fulfilling its purposes, changes should be effected. Instead, there have been almost no significant efforts to appraise either. Efforts should be made to evaluate:

1. Student perceptions of the student staff program and its effectiveness.
2. The effectiveness of the student staff in performing their various roles.

3. The extent and quality of communication among directors, student staff, and residents.

4. Significant characteristics of a good student staff, in order that this evaluation may be used in the selection process.