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The Role of the Head Resident as Perceived by Head Residents Student Personnel Staff and Faculty at Central Washington State College

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THE ROLE OF THE HEAD RESIDENT AS PERCEIVED BY HEAD RESIDENTS
STUDENT PERSONNEL STAFF AND FACULTY AT
CENTRAL WASHINGTON STATE COLLEGE



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
James P. Hollister
June, 1968

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CHAPTER I
INTRODUCTION

In a general overview of literature pertaining to college housing and its relationship to higher education, it was found that relatively little attention has been given to the specific role of a staff person who would seem to be essential to residence hall operation; the Head Resident. The purpose of this study was to examine the role of the Head Resident on the campus of Central Washington State College, from the viewpoints of Head Residents, student personnel staff members, and faculty members, and to make a general statement clarifying the Head Resident position, based upon this research.

There seems to be little question among educators, specifically housing and student personnel officers, as to the potential value and importance of residence halls in higher education. But, the nebulous nature of the role is indicated by the following review of literature.

As an illustration of the place held by residence halls in higher education, witness these recurring phrases, used by two persons whose careers have been in college housing: "living, learning centers," (Riker, 1965); "Laboratory of Human Relations," (Greenleaf, 1967).

According to Krathwohl, (1958) the opportunities presented by the living center can create a very effective learning situation, possibly even more effective than the classroom; he feels that residence hall experience cannot supplant the classroom, but does "definitely complement it." Similarly, in speaking of residence hall programming, Dowse (1958, p. 40) states that "perhaps the academic dean should set the educational goals for student housing. I feel that student housing has definitely an educational value for the student."

Bennett (1962 ACUHO, p. 23) states categorically ". . . the residential area of a college or university should contain learning facilities--be related to and intermixed with others."

Shay, in his "Evolution of the Campus Residence Hall," (1964) offers a brief history of the development of the residence hall, noting that its initiation was due to necessity, but that a major element in its function then and now has been the opportunity for education beyond that of the classroom. Shay also casts some light upon the amorphous present day role of the Head Resident, quoting from Charles W. Eliot (later President of Harvard University), who wrote of his experience as a "tutor" in a dormitory:

This Parietal business (i.e., enforcement of discipline) is a nuisance, disagreeable to shirk and disagreeable to do . . . a certain damage to one's influence as a teacher is to be included among the bad consequences . . . (Shay, 1964, p. 179).

If it is true, as Shay implies, that residence hall living should be educational, and the Head Resident should be a teacher, then it should follow logically that we expect the dormitory-residence program to be in accord with the academic program. Bolton (1958) indicates that there has been a gap between the academic and non-academic areas on the college campus; that the academic persons have felt that "education" is their realm, and that personnel and housing officers have little to do with it. Bolton concludes that all should be working toward the same end: developing the philosophy of the college, implementing its objectives, and turning out a "finished product" which meets those objectives.

According to Riker (1956), the college community is responsible for the development of an environment appropriate for individual growth, and for the development of better human relationships. Dr. Riker's view is that socialization must be a major concern of housing, beyond the basic objectives of simply providing a roof and a bed for the student. One of the most important relationships that a student will develop is the "student-to-student" relationship; a student seeking help may look first of all to his roommate (Eddy, 1959). One function of the residence hall may easily be seen in this context; the "bull-session," the informal discussion group, with or without leadership, develops easily and naturally in the residence hall setting.

Riker (1965) again has predicted that in the next twenty years, the concept of college housing will have changed such that group living ". . . will be identified as part of the curriculum and used in teaching human behavior, development, and relationships" (Riker, 1965, p. 5). This possibility is illustrated even more graphically by Woolf and Woolf (1953, p. 130), thus:

S.E. 1--a four-year course in elementary Social Education offered by the Department of Residence Halls--no prerequisites--an intensive, first-hand study of the fundamental principles underlying human behavior, with special emphasis on effective technics (sic) of getting along with people. The course involves no scheduled lectures, but does involve daily laboratory experiments in analyzing the other fellow's point of view, accompanied by exercises and problems in mediation, conciliation, and compromise. It is designed to supplement the so-called academic work such as the study of mathematics, English, and chemistry. . . .

While housing and student personnel officers appear to be in general agreement as to the need for college housing, there may be a tendency to deal with that need in rather broad, general terms. The following objectives, presented by Dr. Greenleaf (1965 ACUHO), are presented as representative of the views of persons involved with both housing and student personnel:

1. To provide an adequate place to sleep.
2. To provide adequate food.
3. To provide adequate study facilities.
4. To provide an opportunity for activities which will enrich the student's educational experiences.

5. To provide for the development and enforcement of necessary rules and regulations that will provide a stable environment.
6. To provide guidance for the students; counseling to the level of the ability of the staff that is placed in the residence halls.
7. In the residence halls it is possible to do a great deal to meet the basic needs of the young adult . . . the need for achievement; the need for recognition; for status and for acceptance.

Beyond these general objectives, however, it seems that there may be some lack of agreement as to methods of administration, programming, staffing, etc. (Proceedings of ACUHO Conference, 1966). At the 1965 ACUHO Conference, various "interest groups," consisting of both housing officers and student personnel officers, expressed varying views: "A group of specialists is needed to personalize counseling and advising functions, the living-in program." and in the next paragraph, "During the next part of the discussion, the opposite viewpoint was presented . . . that . . . textbook-trained counselors are not essential to a good program and perhaps not desirable" (p. 18).

All too often, personnel people fail to see the financial factor and, therefore, make unrealistic demands. They have a tendency to build empires regardless of cost and undetermined effect. On the other hand, business people often find it easy to cut personnel costs since they cannot evaluate counseling's intangible effect . . . in terms of dollars and cents . . . (ACUHO, 1965, p. 107).

There is, in addition to this ambivalent situation, some evidence that the Head Resident position, and its various responsibilities, are neither clearly defined nor

consistent. Freauff (1961 ACUHO, p. 111) stated rather candidly that "No matter how well trained the professional is or how you try to elevate the position, the Head Resident is essentially a built-in baby sitter job." In the same vein, Waller (1961, p. 109) stated that ". . . many times the Head Resident position is a seven-day a week job, 24 hours a day . . . Many students expect the Head Resident to be there for whatever comes up whenever it may occur." Waller's questions are, can this be truly a professional job, and how does the Head Resident judge what is most essential; to whom is the Head Resident's prime responsibility when time runs out? Wise (1961, p. 110) believes that there is a lack of enthusiasm, a lack of desire, for the Head Resident position, and that it is due to a lack of feeling of support by the rest of the staff, a lack of limitation on what they are being asked to do.

Horle and Gazda (1963) set out to study the duties of directors and staff of residence halls. The results of their study suggest that counseling is, or should be, one of the primary functions of the residence hall staff, but that many Head Residents are not adequately trained for counseling. Beyond this, the study did not go into depth so far as the diverse duties of the residence hall staff. In a similar study, Crane (1961) polled forty-three colleges ". . . in an attempt to isolate the problems of responsibility. . . ."

Crane concluded that in fifty-four percent of the responses, the "Director of Residence Halls" appeared to be a member of the business staff; in the remaining forty-six percent of the responses, he is identified with student personnel.

Crane also found that in the case of the "Resident Director," (Head Resident) forty-nine percent of the responses were to administrative duties. Crane's conclusion regarding the "Resident Director" is that his orientation is about evenly divided between the business, or administrative area, and the student personnel area. This suggests the ambivalent, rather nebulous, position of the Head Resident.

A statement by Woolf and Woolf (1953, p. 132) indicates the sensitivity of the Head Resident position; he ". . . is expected to guide the house . . . but not to dominate it and full responsibility is placed on the students. They look to (him) only for guidance." Woolf and Woolf state further that the Head Resident should be chosen first in terms of personality and respect for the individual and second for personnel training. Greenleaf (1967) feels that he should have some experience in dealing with young people, should possess the qualities of tolerance and understanding. In this line, it seems that there may be a chronic problem of reconciling counseling and disciplinary activities. Harny (1956), in an "interest session" at the 1956 ACUHO Convention, broached the subject of removing from counselors the the responsibility for disciplinary action. The group

discussing the matter was in agreement that this was neither possible nor desirable. Krathwohl (1958) holds nearly the same view: ". . . the nature of the relationship between the residence hall counselor and the student living in the residence hall tends to keep to a minimum the disciplinary problems. . . ."; and, ". . . one of the functions of the resident counselor or proctor, whatever he is called, is that of control and maintaining discipline . . . I don't see that counseling and discipline are incompatible" (Krathwohl, 1958, pp. 46-47).

A study by Allen (1967), concerned with formally vs. informally trained Head Residents, indicates a possible trend in the Head Resident position: Allen found that the formally trained (i.e., Master's degree, familiarity with student personnel philosophy) Head Residents were:

- (a) younger, (b) more often accorded faculty status,
- (c) paid higher salaries, (d) more often included in decision-making processes, and (e) more "professionally oriented" as measured by membership in professional organizations, graduate school enrollment, etc. So far as the duties of the formally trained, they tended toward: (a) more responsibility for room assignments, (b) less responsibility for housekeeping duties, (c) more responsibility for maintaining a "climate for learning" and developing a cultural program, (d) being more often expected to counsel students with

personal-social problems and help students improve study habits. Allen concluded also that administrators generally preferred formally trained Head Residents but insufficient funds and a lack of qualified applicants were major problems preventing the full use of professional personnel.

One implication of Allen's conclusions is that the Head Resident who is informally trained, i.e., who has as training only experience, not study, as his primary frame of reference, is not, and should not be considered, a counselor. The untrained Head Resident should serve primarily as a referral source (Berdie, 1954; Rudikoff, 1966).

As can be seen in the preceding review of literature, relatively little has been found concerning the specific duties of the Head Resident; it would seem that as much information is available concerning the Head Resident's status as there is about his duties. Nichols and Dorris (1965) surveyed numerous institutions, and received fifty-four responses, in a study of the Head Resident's status, and learned that: (a) the majority of the responding schools preferred a person with a Master's degree, (b) only five will accept non-degree applicants, (c) salary appears to be proportionate with preparation, (d) the emphasis is increasingly toward experience and preparation. The trend is toward overall improvement in experience and qualifications, and as a result, in salary also.

A similar study, restricted to women's residence halls, was conducted by Keller (1965). Keller polled one hundred institutions, sending questionnaires to "director of a women's residence hall." She reported the following results: (a) at fifteen of the 100 reporting institutions, the "director" holds faculty status, (b) at twenty-two institutions, she is allowed to attend faculty meetings, (c) sixty-four of the respondents indicated no chance for advancement, (d) the mean salary for persons with a Bachelor of Arts was \$3600; for persons with a Master of Arts, \$5100.

Phillips' article (1964) is a very general and somewhat idealized discussion of the Head Resident position. Her conclusions are rather vague, intimating primarily that professional status has not yet been achieved. Phillips offers no concrete facts about the function of the Head Resident.

In contrast to Phillips' article, Campbell and Richards, in their "Residence Halls as an Integral Part of the Educational Process," (1964) offer a more positive image: the Head Resident is a staff member with the rank of instructor, he counsels, attends faculty meetings, and is involved with academic standards. He is deeply involved with programming and planning, and has considerable authority.

All of the preceding literature would tend to suggest that the Head Resident role is seen with inconsistency, if not ambiguity; that the role may not be clearly defined.

Further, it would seem possible that the individual Head Resident may find it difficult to formulate his role in terms of day-to-day functions and duties concomitant with residence hall operation.

In view of the foregoing comments, it occurred to the author that some of the general tendencies of college housing may exist on the campus of Central Washington State College. The above review of literature implies that little is known of the specific duties of the Head Resident; that what has been published leads one to suspect that there are various conceptions of the Head Resident role; that the expectations of the Head Resident on the part of housing and student personnel staff persons may be divergent.

It was hypothesized by the author that Head Residents in residence halls on the same campus, under the same administrative structure, might hold different conceptions of their respective roles, and that if this were so, it might be a result of a lack of agreement among the administrators, and individual differences among personnel involved. Also, on the assumption that there may be educational value in group living, and that the educational programming in residence halls is related to the so-called academic pursuits, it appeared that a survey of the perceptions of the Head Resident role on the part of faculty personnel might yield meaningful information.

Based upon these premises, the following general hypotheses were formulated:

1. There is significant agreement between Student Personnel officials, and Head Residents of men's halls, as to the function of the Head Resident.

2. There is significant agreement between Student Personnel officials, and Head Residents of women's halls, as to the function of the Head Resident.

3. There is significant agreement between Head Residents of men's and women's halls as to the function of the Head Resident.

4. There is significant agreement between faculty members and Student Personnel officials, Head Residents of men's halls, and Head Residents of women's halls, respectively, as to the function of the Head Resident.

5. There is significant agreement between the real role of the Head Resident and the ideal role, as seen by Student Personnel officials, Head Residents of men's halls, Head Residents of women's halls, and faculty members, respectively.

CHAPTER II

METHOD

The procedure used in this study was based upon a modification of Stephenson's original Q technique, as discussed by Block (1961) and Kerlinger (1964). A set of forty statements was prepared, made up largely of ideas, opinions, or expressions of practices that the author has encountered in reading or in contacts with Head Residents, administrative personnel, faculty and students. Any or all of the statements could conceivably be true of the Head Resident position and function.

A record sheet was prepared containing five separate categories, arranged and labelled so that the subjects would examine and record the items in the appropriate spaces. The categories were as follows: (a) the four statements that are most characteristic or most true of the Head Resident position, (b) the eight statements that are next most characteristic, or true, of the position, (c) the sixteen statements that are approximately in the middle of the continuum describing the position, (d) the eight statements that are relatively uncharacteristic, or infrequently true, of the position, and (e) the four statements that are least

characteristic, or least true, of the position (see Appendix A). The record sheet designated the number of items to be recorded in each category so that an element of forced choice was involved. The subjects were to make and record judgments on the basis of their current perception of the actual position.

A second record sheet was furnished to each subject, like the first in every respect except that on this sheet the subject was to make and record his judgments on the basis of his perception of the ideal, or the best possible, situation with regard to the function of the Head Resident.

While the method of classification of the statements is based upon the original Q technique, the record sheet was devised as an alternative to the separating and stacking of cards often used in the Q sort, with the purpose of reducing the time demand upon the respondent. The forced-choice technique caused the responses to form an approximation of a normal curve, so that the responses could be dealt with statistically with greater ease, and so that more emphasis would be placed upon the categories at the two extremes.

The subjects for this study were the Head Residents of ten men's residence halls and eleven women's residence halls; six persons who, as Student Personnel and housing staff, are directly involved with the administration of residence halls; and twenty faculty persons. The residence

hall samples were restricted to the "conventional" halls, excluding the cooperative living groups, apartments, and other more independent types. The sample of administrative personnel was limited to those having direct involvement with the operation of the residence halls, excluding staff persons whose contact with the residence halls is only slight, or is very infrequent. Admittedly, the sample is small; however, it was felt that these limitations would prevent invalid or biased data. The sample of faculty persons was random with only one qualification: only persons who had been on this campus for two years or more were selected as subjects. It was felt that this minimum tenure would serve to negate the impressions that might have been brought from previous places of employment or education. All of the above mentioned persons are on the campus of Central Washington State College.

The materials were arranged in packets, containing a cover letter, the list of forty statements, and the two record sheets. The packets were distributed to the subjects either in person or by way of the campus mail system (see Appendix A).

CHAPTER III

RESULTS

The five categories on the record sheet were assigned point values of four, three, two, one and zero, to correspond with the order of their importance; the items of the questionnaire were recorded by marking the appropriate value on the tally sheet. Thus, an item placed in the first category was recorded as having a value of four points, an item in the second category, three points, etc. Point totals for all items were calculated, in each group; the Pearson product-moment formula was used to determine correlations between groups.

By way of interpretation of the correlation coefficients yielded by comparisons, the following classifications would appear appropriate (Garrett, 1962, p. 176):

r from $\pm .40$ to $\pm .70$ denotes substantial or marked relationship;

r from $\pm .70$ to ± 1.00 denotes high to very high relationship.

All hypotheses were supported, with correlation coefficients significant at the .01 level (Garrett, 1962, p. 201).

TABLE 1

CORRELATION COEFFICIENTS BETWEEN CONCEPTIONS OF
THE "REAL" FUNCTION OF THE HEAD RESIDENT

	Student personnel officials	Head residents men's halls	Head residents women's halls	Faculty persons
Student personnel officials		.678	.676	.731
Head residents men's halls			.762	.676
Head residents women's halls				.525
Faculty persons				

As can be seen in the above matrix, the highest correlation, .762, appeared between the perceptions of the two groups of Head Residents. Comparisons between the Student Personnel group and the two groups of Head Residents of men's and women's halls yielded nearly identical, and quite substantial, correlation coefficients of .678 and .676, respectively.

The correlation coefficients derived from comparisons of the faculty group with the other groups appear to lack consistency; thus, it is very difficult to draw inferences.

TABLE 2

CORRELATION COEFFICIENTS BETWEEN CONCEPTIONS OF
THE "IDEAL" FUNCTION OF THE HEAD RESIDENT

	Student personnel officials	Head residents men's halls	Head residents women's halls	Faculty persons
Student personnel officials		.590	.666	.475
Head residents men's halls			.748	.696
Head residents women's halls				.528
Faculty persons				

The above matrix indicates that, as with the "real," the strongest agreement, .748, appeared between the two Head Resident groups. Again, the correlation coefficients between Student Personnel officials and the two groups of Head Residents of men's and women's halls were somewhat lower, .590 and .666, respectively, but still substantial coefficients, indicating general agreement.

TABLE 3

INTER- AND INTRA-GROUP CORRELATION COEFFICIENTS REGARDING
THE "REAL" AND THE "IDEAL" ROLE OF THE HEAD RESIDENT

Real	Ideal			
	Student personnel officials	Head residents men's halls	Head residents women's halls	Faculty persons
Student personnel officials	.772	.603	.552	.609
Head residents men's halls	.715	.948	.755	.719
Head residents women's halls	.658	.722	.909	.573
Faculty persons	.590	.645	.432	.871

An examination of the above matrix reveals several conclusions, such as the following:

1. All correlation coefficients were relatively high.
2. Intra-group comparisons yielded the highest correlation coefficients, i.e., the "ideal" of the men against the "real" of the men--.948, etc.
3. The "ideal" concepts of the Student Personnel group correlated quite highly with the "real" concepts of the two Head Resident groups, but higher with the Student Personnel group's own conception of the "real".

4. The "ideal" of the men correlated higher with the "real" of both Head Resident groups than with the other groups.

5. The "ideal" of the women correlated higher with the "real" of both Head Resident groups than with the other groups.

6. The "ideal" of the faculty group correlated higher with the "real" of the faculty and of the men than with other groups.

CHAPTER IV

DISCUSSION

This study was conducted in order to examine the role of the Head Resident on the campus of Central Washington State College. A questionnaire was devised, based upon a modification of the Q technique, as discussed by Block (1961) and Kerlinger (1964). The questionnaire was submitted to four groups of persons: (a) six members of the Student Personnel staff who were directly involved with residence hall operation, (b) nine persons who were, at the time of the study, Head Residents in men's halls, (c) eleven persons who were Head Residents in women's halls, and (d) twenty faculty persons. A 100% return was received from the Student Personnel and Head Resident groups; ten of the faculty persons responded, with five of the ten declining to complete the questionnaire, stating that they knew nothing of residence hall life or operation.

An examination of the results of the study leads to some tentative conclusions, and to some further speculation as to other inferences. Most notable are the relatively high correlation coefficients, significant at the

.01 level, resulting from all comparisons, indicating strong agreement among the groups sampled.

In regard to the "real," or the current, actual function of the Head Resident, the strongest agreement was between the two groups of Head Residents. Slightly lower but substantial correlations appeared in comparing the Student Personnel group with the two Head Resident groups. The same pattern appeared in regard to the views of the "ideal" role of the Head Resident. Based upon these statistics, it would seem a reasonable observation that, in general, those three groups directly involved with residence hall operation perceive the Head Resident role in much the same way.

An unexplainable inconsistency in correlation coefficients resulted from comparisons of the views of faculty persons with those of the other three groups. This inconsistency, together with the nature and number of responses* may suggest that faculty persons either are not aware of Head Resident and residence hall functions, or, of the relationships between residence hall living and the traditional academic pursuits. In either case, there would appear to be possibilities for exploration in future planning and programming in residence halls. Review of the literature suggests that the residence hall can be a very effective learning

*only five completed questionnaires out of 20 distributed.

situation, that it has definite educational value. Whereas residence hall living cannot supplant the classroom, it would seem plausible to develop inter-related programs within the residence hall to complement the classroom.

By combining the values given to each item by each group, and ranking the items according to those values, one may derive constructs of the "real" and the "ideal" roles of the Head Resident, as perceived by those persons directly involved with residence hall operation, the Student Personnel staff and the Head Residents. The following ranking, comprising the combined totals assigned by those three groups, is offered as an illustration.

THE FIVE TOP-RANKED ITEMS DESCRIBING
THE IDEAL HEAD RESIDENT ROLE

1. The Head Resident helps students adjust from life as a family member to the effective use of new freedom.
2. The Head Resident's conduct is such that he sets a good example for hall members.
3. The Head Resident is responsible for maintaining order within the residence hall.
4. The Head Resident is responsible for good study conditions in the hall.
5. The Head Resident is relatively well-acquainted with each resident of the hall.

Continuing this brief illustration, the following rankings are submitted.

THE FIVE TOP-RANKED ITEMS DESCRIBING
THE REAL HEAD RESIDENT ROLE

1. The Head Resident's conduct is such that he sets a good example for hall members.
2. The Head Resident is responsible for maintaining order within the residence hall.
3. The Head Resident is responsible for good study conditions in the hall.
4. The Head Resident is available at any hour to help the residents with problems.
5. The Head Resident is relatively well-acquainted with each resident of the hall.

The two groups of items, representing perceptions of the ideal and the real Head Resident roles, are very similar. Whereas they do not appear in the same order, it can be seen that four items appear in both groups. This congruence leads one to conclude that current practices and the desirable practices are nearly identical. The two items that do not coincide follow closely.*

A re-examination of the items enumerated immediately above describing the "real" Head Resident role suggests

*Item 1 in the ideal was ranked 7th under the real; item 4 of the real ranked 5th among the ideal.

tendencies toward slightly different orientation: Items 2. and 3. suggest a mildly authoritarian viewpoint, items 4. and 5. suggest a counseling-oriented view, and item 1. implies a "teaching by example" philosophy. Basing one's construct upon only these five items describing the "real" Head Resident role, one begins to visualize a situation characterized by concern for academic pursuits, and by concern for the individual and his welfare.

At the opposite extreme of the descriptive ranking are the items that would least characterize the Head Resident role.

THE FIVE LAST-RANKED ITEMS DESCRIBING
THE IDEAL HEAD RESIDENT ROLE

1. The Head Resident feels that the disciplinary role is the most important role.
2. The Head Resident concerns himself/herself with the students' sex education.
3. The Head Resident is responsible for the conduct of his residents on the campus, away from the hall.
4. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
5. It is the Head Resident's responsibility to organize and direct social programs of the hall.

and, by comparison,

THE FIVE LAST-RANKED ITEMS DESCRIBING
THE REAL HEAD RESIDENT ROLE

1. The Head Resident is responsible for the conduct of his residents on the campus, away from the hall.
2. The Head Resident concerns himself/herself with the students' sex education.
3. It is the Head Resident's responsibility to organize and direct social programs of the hall.
4. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
5. The Head Resident feels that the disciplinary role is the most important role.

If one disregards the order given to the five items in each illustration and examines them only as groups, it appears that there is complete accord that those five statements would be among the least desirable aspects of the Head Resident role, either "real" or "ideal." It seems possible, and even probable, that the rejection of those items offers an insight to the residence hall philosophy as much as do the top-ranked items.

A closer look at these first-ranked and last-ranked items points up a seeming contradiction: Whereas, an item

dealing with "keeping order within the hall" is ranked high by both Student Personnel persons and the two Head Resident groups, on the other hand, there is apparent accord that the "disciplinary role" is neither a major aspect currently, nor a desirable aspect ideally, in the Head Resident role. One might question whether the Head Resident can "maintain order" and still repudiate the "disciplinary role." The idea that the Head Resident's function includes discipline as a major element, or that he must be concerned with residents' conduct away from the hall, may imply a "policeman" approach, and as such would probably not be in keeping with the general philosophies of Student Personnel at Central Washington State College. One might speculate, therefore, that "maintaining order" implies a learning-oriented philosophy, that the persons involved in the study see guidance, rather than discipline, as the function of the Head Resident.

According to the last-ranked items, the Head Resident role does not call for social and recreational organization within the hall; probably this is seen generally as the province of the hall's student government. This, if true, is in keeping with the self-governing, learning notions of residence hall living.

In examining the thirty items falling between the two extremes, the author will continue dealing with arbitrarily isolated groups of five. In the "ideal" ranking, several

appear worthy of comment, particularly the five items immediately following the five top-ranked. They are as follow.

THE FIVE ITEMS GROUPED IMMEDIATELY BELOW THE TOP-RANKED
AS SHOWN IN THE PERCEPTION OF THE IDEAL*

6. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
7. The Head Resident acts as a referral source for the college counseling center.
8. The Head Resident is available at any hour to help the residents with problems.
9. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
10. The Head Resident counsels residents with personal problems.

Item 6. above, dealing with college regulations, implies responsibility both to the college and to the student; its high rank suggests that the Head Resident, in his capacity as a member of the college staff, is seen as an important source of information and aid for students.

Items 7. and 8. appear to be rather strongly related; the Head Resident is in a position of proximity to the students that permits him to recognize those needing help.

*The above items were ranked 4th, 5th, 5th, 6th and 7th.

The importance of the Head Resident's availability to the students would seem to be emphasized, if in fact he is to serve as a referral source to the counseling center.

Items 9. and 10. appear to relate to counseling and implications of the counseling relationship, re-emphasizing the importance of such services. Also, they would seem to relate quite strongly to the two fifth-ranked items above. A factor that the questionnaire failed to recognize is the matter of training or skill in counseling among Head Residents. One may speculate, from these rankings, that the Head Resident sees himself first as a referral source, and second as one who would "counsel with personal problems," ideally.

THE THIRD GROUP OF FIVE ITEMS NEXT IN SUCCESSION

DEALING WITH THE IDEAL*

11. The Head Resident supervises closely the functioning of the hall government.
12. The Head Resident feels that the leadership role is the most important role.
13. Educational programming is a major responsibility of the Head Resident.
14. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.

*The above items were ranked 8th, 9th, 10th, 10th and 11th.

15. The Head Resident is involved in all decisions affecting the hall.

These items appear to deal most strongly with what might be termed the leadership and administrative aspects of residence hall operation. With the exception of the item relating to educational programming, they suggest recognition and acceptance of the administrative tasks implicit in residence hall living; the idealized concept does not fail to take into account duties that are not counseling- and/or learning-oriented.

An overall examination of the rank-order, as to the ideal role of the Head Resident, suggests two recognizable patterns: one may infer that the ten top-ranked items are identifiable as counseling and/or learning oriented. The five items ranked next highest may be viewed as more strongly relating to administrative, or supervisory, and managerial aspects of residence hall operation.

Beyond these two rather broad headings, the ranking of the items offers little or no uniformity, and thus it is difficult to formulate further constructs.

Complete rankings of the forty items by Student Personnel and Head Resident groups for both the "real" and the "ideal" appear in the appendix. The author believes that these rankings may define, as clearly as possible, the role and function of the Head Resident on the campus of Central Washington State College.

Limitations of the Study

It is possible to speculate on several limitations and/or shortcomings of the study. One limitation is the size of the sample used; another lies in the instrument's vulnerability to a "desirability" factor; i.e., it may be that those who completed the questionnaire were biased by the knowledge that some responses would appear more favorable than others. Another possibility is that a larger sample of the faculty might have given a more accurate response.

CHAPTER V
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary

The Purpose of the Study

The major aim in undertaking the study was to examine the position of Head Resident by soliciting the views of Student Personnel officials, Head Residents, and faculty persons. Further, it was the author's hope that a result of the study might be a clarification of the Head Resident position, based upon a composite viewpoint of the respondents of the study.

The Method

The procedure used in the study was based upon a modification of the Q technique. A list of forty statements was prepared that could be true of the Head Resident position and function. Record sheets were prepared, containing five separate categories, arranged and labelled so that the subject would examine and record the items in the appropriate spaces. The record sheet designated the number of items to be recorded in each category, so that an element of forced-choice was involved. Subjects were asked to make and record

their judgments on the basis of the "real" or true situation. Then the subjects were asked to re-examine the statements and make their judgments so as to reflect the "ideal," or the way they felt the situation should be.

The Sample

The subjects of the study were six Student Personnel officials, Head Residents of nine men's residence halls, Head Residents of eleven women's residence halls, and twenty faculty persons.

Findings

Correlation coefficients resulting from comparisons of the views of the various groups were used to determine degree of agreement. All comparisons yielded correlations significant at the .01 level (Garrett, 1962, 201).

Correlation coefficients, combined with rankings of the items by each group, suggest a primary conclusion: that the Student Personnel group, the Head Residents of men's halls, and the Head Residents of women's halls are in general agreement as to the real, or current situation, and as to the ideal, or desirable Head Resident role.

Implications for Further Research

So far as further research, this writer would recommend the following:

1. Expand the scope of the study so that more colleges would be represented. Whereas this study dealt solely with

one campus and viewpoints of persons on that campus, a more valuable insight as to the general philosophies of residence halls would be derived from a more extensive study.

2. Re-administer the questionnaire to the same groups, after an interval of time, to determine reliability.

3. Examine the questionnaire, probably with the aid of disinterested judges, to identify the items according to tendencies such as authoritarianism, counseling-orientation, disciplinarian, etc.

Recommendations

In regard to the application of the findings of the study, this writer would recommend the following:

1. Utilize the rankings by Student Personnel persons and Head Residents to orient newcomers as to the nature of the position; the newly-hired Head Resident should derive benefit from an examination of those items perceived as essential to the position by those knowledgeable of residence halls.

2. Again, the rankings, particularly the "ideal," could be utilized as guidelines within which the Head Resident might formulate his modes of operation within the hall.

3. Those involved with residence hall programming might work toward greater involvement of faculty persons in such programming. As suggested in the review of literature,

there is a general recognition of the value of such programming as would complement the traditional academic pursuits.

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APPENDIX A

APPENDIX A
QUESTIONNAIRE AND RECORD SHEETS

Paper No. 1

You are being asked to examine the attached list of statements pertaining to the Head Resident position, and, from your present point of view, to rate them according to the way they would best characterize your view of the position. It is suggested that you proceed in this manner: First, choose the four statements that to you are the most characteristic, or most true. Record the numbers of those statements in the spaces provided. Then, moving to the opposite end of the continuum, choose the four statements that are the least characteristic, or least true. Record them in the appropriate spaces.

Now that you have eliminated eight statements on the list, again examine the list and choose the eight statements that you would place second, in relation to the first four you chose. Record them as above.

Returning now to the lower end of the continuum, choose the eight statements that you would place next to the least characteristic of the position, and record them. The remaining statements will be recorded in the middle group.

- I. Place in the spaces below the numbers of the four statements that are most characteristic, or most true, of the Head Resident position:

1. ___ 2. ___ 3. ___ 4. ___

- II. Place in the spaces below the numbers of the eight statements that are next most characteristic, or true, of the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

- III. Place in the spaces below the numbers of the sixteen statements that are approximately in the middle of the continuum describing the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

9. ___ 10. ___ 11. ___ 12. ___ 13. ___ 14. ___ 15. ___ 16. ___

IV. Place in the spaces below the numbers of the eight statements that are relatively uncharacteristic, or infrequently true, of the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

V. Place in the spaces below the numbers of the four statements that are least characteristic, or least true, of the position:

1. ___ 2. ___ 3. ___ 4. ___

1. The Head Resident is responsible for maintaining order within the residence hall.
2. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
3. The Head Resident is responsible for good study conditions in the hall.
4. Educational programming is a major responsibility of the Head Resident.
5. The Head Resident counsels residents with personal problems.
6. It is the responsibility of the Head Resident to prevent drinking in the hall.
7. The Head Resident is obligated to report to his supervisor any breach of college rules.
8. The Head Resident forms close personal relationships with hall members.
9. The Head Resident's conduct is such that he sets a good example for hall members.
10. The Head Resident is involved in all decisions affecting the hall.
11. The Head Resident is a chaperone at all of the hall's social functions.
12. The Head Resident is concerned with the respect, rather than the friendship.
13. It is the Head Resident's responsibility to organize and direct social programs of the hall.

14. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
15. The Head Resident remains slightly aloof from the residents.
16. The Head Resident refers to his supervisor, without action, major problems within the hall.
17. The Head Resident concerns himself/herself with the student's sex education.
18. The Head Resident supervises closely the functioning of the hall government.
19. The Head Resident is viewed by residents as both counselor and disciplinarian.
20. The Head Resident acts as a referral source for the college counseling center.
21. The Head Resident provides academic advising for the residents.
22. The Head Resident sets, and keeps, regular office hours.
23. The Head Resident goes to the aid of a resident who becomes involved with the local police.
24. The Head Resident believes that the administrative role is the most important one.
25. The Head Resident gives residents the impression that he can handle any problem.
26. The Head Resident is responsible for instruction in etiquette and social behavior.
27. The Head Resident feels that the counseling role is the most important role.
28. The Head Resident feels that the leadership role is the most important role.
29. The Head Resident handles discipline so that all students are treated exactly the same way.
30. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.

31. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
32. The Head Resident feels that the disciplinary role is the most important role.
33. The Head Resident discusses residents' problems with his supervisor.
34. The Head Resident always consults with his supervisor(s) before initiating a new program.
35. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
36. The Head Resident is relatively well-acquainted with each resident of the hall.
37. The Head Resident is available at any hour to help the residents with problems.
38. The Head Resident can solve most student problems with a few words of information or advice.
39. The Head Resident has the ultimate authority within the hall.
40. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.

Paper No. 2

This time you are being asked to examine the same list of statements pertaining to the Head Resident position, and, from the point of view of the ideal fulfillment of the position, to rate the statements the way they would best characterize the ideal Head Resident. Please indicate your ratings according to the categories below.

- I. Place in the spaces below the numbers of the four statements that are most characteristic, or most true, of the Head Resident position:

1. ___ 2. ___ 3. ___ 4. ___

- II. Place in the spaces below the numbers of the eight statements that are next most characteristic, or true, of the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

- III. Place in the spaces below the numbers of the sixteen statements that are approximately in the middle of the continuum describing the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

9. ___ 10. ___ 11. ___ 12. ___ 13. ___ 14. ___ 15. ___ 16. ___

- IV. Place in the spaces below the numbers of the eight statements that are relatively uncharacteristic, or infrequently true, of the position:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

- V. Place in the spaces below the numbers of the four statements that are least characteristic, or least true, of the position:

1. ___ 2. ___ 3. ___ 4. ___

APPENDIX B

APPENDIX B

ALL RANKINGS OF THE "IDEAL"

Ranking of Items by Combined Groups

1. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
2. The Head Resident's conduct is such that he sets a good example for hall members.
3. The Head Resident is responsible for maintaining order within the residence hall.
4. The Head Resident is responsible for good study conditions in the hall.
5. The Head Resident is relatively well-acquainted with each resident of the hall.
6. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
7. The Head Resident acts as a referral source for the college counseling center.
8. The Head Resident is available at any hour to help the residents with problems.
9. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
10. The Head Resident counsels residents with personal problems.
11. The Head Resident supervises closely the functioning of the hall government.
12. The Head Resident feels that the leadership role is the most important role.
13. Educational programming is a major responsibility of the Head Resident.
14. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.

15. The Head Resident is involved in all decisions affecting the hall.
16. The Head Resident is viewed by residents as both counselor and disciplinarian.
17. The Head Resident discusses resident's problems with his supervisor.
18. The Head Resident feels that the counseling role is the most important role.
19. The Head Resident provides academic advising for the residents.
20. The Head Resident always consults with his supervisor(s) before initiating a new program.
21. The Head Resident believes that the administrative role is the most important one.
22. The Head Resident forms close personal relationships with hall members.
23. The Head Resident refers to his supervisor, without action, major problems within the hall.
24. It is the responsibility of the Head Resident to prevent drinking in the hall.
25. The Head Resident has the ultimate authority within the hall.
26. The Head Resident is a chaperone at all of the hall's social functions.
27. The Head Resident handles discipline so that all students are treated exactly the same way.
28. The Head Resident is obligated to report to his supervisor any breach of college rules.
29. The Head Resident sets, and keeps, regular office hours.
30. The Head Resident is responsible for instruction in etiquette and social behavior.
31. The Head Resident remains slightly aloof from the residents.

32. The Head Resident goes to the aid of a resident who becomes involved with the local police.
33. The Head Resident can solve most student problems with a few words of information or advice.
34. The Head Resident is concerned with the behavior of the hall's residents.
35. The Head Resident gives residents the impression that he can handle any problem.
36. The Head Resident feels that the disciplinary role is the most important role.
37. The Head Resident concerns himself/herself with the student's sex education.
38. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
39. It is the Head Resident's responsibility to organize and direct social programs of the hall.
40. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.

Ranking of Items by Student Personnel

1. Educational programming is a major responsibility of the Head Resident.
2. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
3. The Head Resident's conduct is such that he sets a good example for hall members.
4. The Head Resident is relatively well-acquainted with each resident of the hall.
5. The Head Resident acts as a referral source for the college counseling center.
6. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
7. The Head Resident feels that the leadership role is the most important role.

8. The Head Resident is responsible for good study conditions in the hall.
9. The Head Resident is responsible for maintaining order within the residence hall.
10. The Head Resident believes that the administrative role is the most important one.
11. The Head Resident is viewed by residents as both counselor and disciplinarian.
12. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
13. The Head Resident counsels residents with personal problems.
14. The Head Resident supervises closely the functioning of the hall government.
15. The Head Resident discusses residents' problems with his supervisor.
16. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
17. The Head Resident provides academic advising for the residents.
18. The Head Resident feels that the counseling role is the most important role.
19. The Head Resident handles discipline so that all students are treated exactly the same way.
20. The Head Resident always consults with his supervisor(s) before initiating a new program.
21. The Head Resident has the ultimate authority within the hall.
22. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
23. The Head Resident is involved in all decisions affecting the hall.
24. It is the responsibility of the Head Resident to prevent drinking in the hall.

25. The Head Resident is obligated to report to his supervisor any breach of college rules.
26. The Head Resident feels that the disciplinary role is the most important role.
27. The Head Resident is available at any hour to help the residents with problems.
28. The Head Resident sets, and keeps, regular office hours.
29. The Head Resident forms close personal relationships with hall members.
30. The Head Resident is responsible for instruction in etiquette and social behavior.
31. The Head Resident is a chaperone at all of the hall's social functions.
32. It is the Head Resident's responsibility to organize and direct social programs of the hall.
33. The Head Resident refers to his supervisor, without action, major problems within the hall.
34. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
35. The Head Resident remains slightly aloof from the residents.
36. The Head Resident can solve most student problems with a few words of information or advice.
37. The Head Resident goes to the aid of a resident who becomes involved with the local police.
38. The Head Resident concerns himself/herself with the student's sex education.
39. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
40. The Head Resident gives residents the impression that he can handle any problem.

Ranking of Items by Head Residents of Women's Halls

1. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
2. The Head Resident's conduct is such that he sets a good example for hall members.
3. The Head Resident is responsible for maintaining order within the residence hall.
4. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
5. The Head Resident is relatively well-acquainted with each resident of the hall.
6. The Head Resident is available at any hour to help the residents with problems.
7. The Head Resident is involved in all decisions affecting the hall.
8. The Head Resident is responsible for good study conditions in the hall.
9. The Head Resident acts as a referral source for the college counseling center.
10. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
11. The Head Resident supervises closely the functioning of the hall government.
12. The Head Resident counsels residents with personal problems.
13. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
14. The Head Resident discusses residents' problems with his supervisor.
15. The Head Resident gives residents the impression that he can handle any problem.
16. The Head Resident is viewed by residents as both counselor and disciplinarian.

17. The Head Resident has the ultimate authority within the hall.
18. The Head Resident feels that the counseling role is the most important role.
19. The Head Resident feels that the leadership role is the most important role.
20. The Head Resident remains slightly aloof from the residents.
21. The Head Resident refers to his supervisor, without action, major problems within the hall.
22. The Head Resident believes that the administrative role is the most important one.
23. It is the responsibility of the Head Resident to prevent drinking in the hall.
24. The Head Resident always consults with his supervisor(s) before initiating a new program.
25. The Head Resident handles discipline so that all students are treated exactly the same way.
26. Educational programming is a major responsibility of the Head Resident.
27. The Head Resident is a chaperone at all of the hall's social functions.
28. The Head Resident forms close personal relationships with hall members.
29. The Head Resident is obligated to report to his supervisor any breach of college rules.
30. The Head Resident goes to the aid of a resident who becomes involved with the local police.
31. The Head Resident provides academic advising for the residents.
32. The Head Resident sets, and keeps, regular office hours.
33. The Head Resident is responsible for instruction in etiquette and social behavior.

34. The Head Resident can solve most student problems with a few words of information or advice.
35. The Head Resident concerns himself/herself with the student's sex education.
36. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
37. The Head Resident feels that the disciplinary role is the most important role.
38. It is the Head Resident's responsibility to organize and direct social programs of the hall.
39. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
40. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.

Ranking of Items by Head Residents of Men's Halls

1. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
2. The Head Resident is responsible for good study conditions in the hall.
3. The Head Resident's conduct is such that he sets a good example for hall members.
4. The Head Resident is available at any hour to help the residents with problems.
5. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
6. The Head Resident is relatively well-acquainted with each resident of the hall.
7. The Head Resident provides academic advising for the residents.
8. The Head Resident supervises closely the functioning of the hall government.
9. The Head Resident counsels residents with personal problems.

10. The Head Resident feels that the leadership role is the most important role.
11. The Head Resident acts as a referral source for the college counseling center.
12. The Head Resident is responsible for maintaining order within the residence hall.
13. The Head Resident feels that the counseling role is the most important role.
14. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
15. The Head Resident discusses residents' problems with his supervisor.
16. The Head Resident always consults with his supervisor(s) before initiating a new program.
17. Educational programming is a major responsibility of the Head Resident.
18. The Head Resident is viewed by residents as both counselor and disciplinarian.
19. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
20. The Head Resident is involved in all decisions affecting the hall.
21. The Head Resident forms close personal relationships with hall members.
22. The Head Resident refers to his supervisor, without action, major problems within the hall.
23. The Head Resident can solve most student problems with a few words of information or advice.
24. The Head Resident is a chaperone at all of the hall's social functions.
25. The Head Resident is responsible for instruction in etiquette and social behavior.
26. The Head Resident goes to the aid of a resident who becomes involved with the local police.

27. The Head Resident sets, and keeps, regular office hours.
28. It is the responsibility of the Head Resident to prevent drinking in the hall.
29. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
30. The Head Resident believes that the administrative role is the most important one.
31. The Head Resident is obligated to report to his supervisor any breach of college rules.
32. The Head Resident remains slightly aloof from the residents.
33. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
34. The Head Resident has the ultimate authority within the hall.
35. The Head Resident handles discipline so that all students are treated exactly the same way.
36. The Head Resident feels that the disciplinary role is the most important role.
37. The Head Resident concerns himself/herself with the student's sex education.
38. It is the Head Resident's responsibility to organize and direct social programs of the hall.
39. The Head Resident gives residents the impression that he can handle any problem.
40. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.

APPENDIX C

APPENDIX C

ALL RANKINGS OF THE "REAL"

Ranking of Items by Combined Groups

1. The Head Resident's conduct is such that he sets a good example for hall members.
2. The Head Resident is responsible for maintaining order within the residence hall.
3. The Head Resident is responsible for good study conditions in the hall.
4. The Head Resident is available at any hour to help the residents with problems.
5. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
6. The Head Resident is relatively well-acquainted with each resident of the hall.
7. The Head Resident is viewed by residents as both counselor and disciplinarian.
8. The Head Resident counsels residents with personal problems.
9. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
10. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
11. The Head Resident acts as a referral source for the college counseling center.
12. The Head Resident supervises closely the functioning of the hall government.
13. The Head Resident feels that the leadership role is the most important role.
14. The Head Resident provides academic advising for the residents.

15. The Head Resident feels that the counseling role is the most important role.
16. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
17. It is the responsibility of the Head Resident to prevent drinking in the hall.
18. The Head Resident discusses residents' problems with his supervisor.
19. The Head Resident is a chaperone at all of the hall's social functions.
20. The Head Resident is obligated to report to his supervisor any breach of college rules.
21. The Head Resident believes that the administrative role is the most important one.
22. Educational programming is a major responsibility of the Head Resident.
23. The Head Resident always consults with his supervisor(s) before initiating a new program.
24. The Head Resident has the ultimate authority within the hall.
25. The Head Resident handles discipline so that all students are treated exactly the same way.
26. The Head Resident refers to his supervisor, without action, major problems within the hall.
27. The Head Resident is involved in all decisions affecting the hall.
28. The Head Resident goes to the aid of a resident who becomes involved with the local police.
29. The Head Resident forms close personal relationships with hall members.
30. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
31. The Head Resident remains slightly aloof from the residents.

32. The Head Resident sets, and keeps, regular office hours.
33. The Head Resident gives residents the impression that he can handle any problem.
34. The Head Resident is responsible for instruction in etiquette and social behavior.
35. The Head Resident can solve most student problems with a few words of information or advice.
36. The Head Resident feels that the disciplinary role is the most important role.
37. It is the Head Resident's responsibility to organize and direct social programs of the hall.
38. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
39. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
40. The Head Resident concerns himself/herself with the student's sex education.

Ranking of Items by Student Personnel

1. The Head Resident is responsible for maintaining order within the residence hall.
2. The Head Resident is responsible for good study conditions in the hall.
3. The Head Resident counsels residents with personal problems.
4. The Head Resident is viewed by residents as both counselor and disciplinarian.
5. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
6. The Head Resident is relatively well-acquainted with each resident of the hall.
7. The Head Resident is concerned with the respect, rather than the friendship, of hall members.

8. The Head Resident acts as a referral source for the college counseling center.
9. The Head Resident provides academic advising for the residents.
10. The Head Resident's conduct is such that he sets a good example for hall members.
11. It is the responsibility of the Head Resident to prevent drinking in the hall.
12. The Head Resident supervises closely the functioning of the hall government.
13. The Head Resident feels that the counseling role is the most important role.
14. The Head Resident feels that the leadership role is the most important role.
15. The Head Resident handles discipline so that all students are treated exactly the same way.
16. The Head Resident believes that the administrative role is the most important one.
17. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
18. The Head Resident is obligated to report to his supervisor any breach of college rules.
19. The Head Resident is a chaperone at all of the hall's social functions.
20. The Head Resident discusses residents' problems with his supervisor.
21. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
22. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
23. The Head Resident has the ultimate authority within the hall.
24. It is the Head Resident's responsibility to organize and direct social programs of the hall.

25. The Head Resident is available at any hour to help the residents with problems.
26. The Head Resident feels that the disciplinary role is the most important role.
27. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
28. The Head Resident sets, and keeps, regular office hours.
29. Educational programming is a major responsibility of the Head Resident.
30. The Head Resident always consults with his supervisor(s) before initiating a new program.
31. The Head Resident goes to the aid of a resident who becomes involved with the local police.
32. The Head Resident is involved in all decisions affecting the hall.
33. The Head Resident forms close personal relationships with hall members.
34. The Head Resident remains slightly aloof from the residents.
35. The Head Resident refers to his supervisor, without action, on major problems within the hall.
36. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
37. The Head Resident is responsible for instruction in etiquette and social behavior.
38. The Head Resident concerns himself/herself with the student's sex education.
39. The Head Resident can solve most student problems with a few words of information or advice.
40. The Head Resident gives residents the impression that he can handle any problem.

Ranking of Items by Head Residents of Women's Halls

1. The Head Resident's conduct is such that he sets a good example for hall members.
2. The Head Resident is available at any hour to help the residents with problems.
3. The Head Resident is responsible for maintaining order within the residence hall.
4. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
5. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.
6. The Head Resident supervises closely the functioning of the hall government.
7. The Head Resident is viewed by residents as both counselor and disciplinarian.
8. The Head Resident acts as a referral source for the college counseling center.
9. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
10. The Head Resident is relatively well-acquainted with each resident of the hall.
11. The Head Resident is responsible for good study conditions in the hall.
12. The Head Resident counsels residents with personal problems.
13. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
14. It is the responsibility of the Head Resident to prevent drinking in the hall.
15. The Head Resident has the ultimate authority within the hall.
16. Educational programming is a major responsibility of the Head Resident.

17. The Head Resident is obligated to report to his supervisor any breach of college rules.
18. The Head Resident believes that the administrative role is the most important one.
19. The Head Resident feels that the leadership role is the most important role.
20. The Head Resident gives residents the impression that he can handle any problem.
21. The Head Resident feels that the counseling role is the most important role.
22. The Head Resident is involved in all decisions affecting the hall.
23. The Head Resident is a chaperone at all of the hall's social functions.
24. The Head Resident always consults with his supervisor(s) before initiating a new program.
25. The Head Resident remains slightly aloof from the residents.
26. The Head Resident refers to his supervisor, without action, major problems within the hall.
27. The Head Resident provides academic advising for the residents.
28. The Head Resident goes to the aid of a resident who becomes involved with the local police.
29. The Head Resident discusses residents' problems with his supervisor.
30. The Head Resident handles discipline so that all students are treated exactly the same way.
31. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
32. The Head Resident forms close personal relationships with hall members.
33. The Head Resident sets, and keeps, regular office hours.

34. The Head Resident is responsible for instruction in etiquette and social behavior.
35. The Head Resident concerns himself/herself with the student's sex education.
36. The Head Resident can solve most student problems with a few words of information or advice.
37. The Head Resident feels that the disciplinary role is the most important role.
38. It is the Head Resident's responsibility to organize and direct social programs of the hall.
39. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
40. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.

Ranking of Items by Head Residents of Men's Halls

1. The Head Resident is responsible for maintaining order within the residence hall.
2. The Head Resident is available at any hour to help the residents with problems.
3. The Head Resident is responsible for good study conditions in the hall.
4. The Head Resident's conduct is such that he sets a good example for hall members.
5. The Head Resident is relatively well-acquainted with each resident of the hall.
6. The Head Resident is responsible for explaining and interpreting college regulations to the residents.
7. The Head Resident feels that the counseling role is the most important role.
8. The Head Resident feels that the leadership role is the most important role.
9. The Head Resident helps students adjust from life as a family member to the effective use of new freedoms.

10. The Head Resident counsels residents with personal problems.
11. The Head Resident provides academic advising for the residents.
12. The Head Resident supervises closely the functioning of the hall government.
13. The Head Resident is viewed by residents as both counselor and disciplinarian.
14. The Head Resident acts as a referral source for the college counseling center.
15. Educational programming is a major responsibility of the Head Resident.
16. The Head Resident discusses residents' problems with his supervisor.
17. The Head Resident is concerned with the respect, rather than the friendship, of hall members.
18. The Head Resident is a chaperone at all of the hall's social functions.
19. The Head Resident refers to his supervisor, without action, major problems within the hall.
20. The Head Resident forms close personal relationships with hall members.
21. The Head Resident goes to the aid of a resident who becomes involved with the local police.
22. The Head Resident can solve most student problems with a few words of information or advice.
23. The Head Resident sees physical comfort and convenience as a primary objective of the residence hall.
24. The Head Resident always consults with his supervisor(s) before initiating a new program.
25. The Head Resident is involved in all decisions affecting the hall.
26. It is the responsibility of the Head Resident to prevent drinking in the hall.

27. The Head Resident is obligated to report to his supervisor any breach of college rules.
28. The Head Resident is responsible for instruction in etiquette and social behavior.
29. The Head Resident handles discipline so that all students are treated exactly the same way.
30. The Head Resident sets, and keeps, regular office hours.
31. The Head Resident has the ultimate authority within the hall.
32. The Head Resident is concerned with the behavior of the hall's residents in the dining hall.
33. The Head Resident believes that the administrative role is the most important one.
34. The Head Resident remains slightly aloof from the residents.
35. The Head Resident feels that the disciplinary role is the most important role.
36. The Head Resident gives residents the impression that he can handle any problem.
37. The Head Resident is responsible for the conduct of his residents on the campus, away from the residence hall.
38. It is the Head Resident's responsibility to organize and direct social programs of the hall.
39. It is the Head Resident's responsibility to organize and direct athletic and recreational programs.
40. The Head Resident concerns himself/herself with the student's sex education.