



# REPORT ON THE 2017 ACUHO-I CONFERENCE PRESENTATION & STUDY TOUR

[Document subtitle]

## ABSTRACT

ACUHO-I's largest event, the Annual Conference & Exposition brings together campus housing professionals from around the globe for four days of invigorating speakers, engaging educational sessions, and invaluable networking opportunities.

David Segal & Samantha Schofield

## Introduction

### 2017 Annual Conference & Exposition – Rhode Island

#### Dave Segal

I was fortunate to be accepted to co-present a paper with my colleague Samantha Schofield and it was co-funded by the Australian National University and University Colleges Australia. Our paper was a big success though we believe many people left the room with more questions and we have provided more details to those delegates who contacted us.

See the appendix for the speaker notes from this presentation.

In addition I will try to highlight some of the experiences I had and questions I was left with or statements I left pondering. One thing which really stood out throughout all of the presentations and discussions was how every University or Housing department was at a different stage of development with their programs. Comments like “oh yeah we tried that back in 2008 and it didn’t really work” and “we did that 10 years ago, we got rid of it and now we are doing it again!”.

#### Samantha Schofield

The first impression I had in attending the conference was the sheer size of the North American student housing industry. I knew it was big however it is not until the conference started that I truly appreciated what I was attending, and what I was incredibly fortunate to be a part of and contributing to. It was evident from the get go just how established the North American industry is with recognised and entrenched programs and practice. In terms of size and longevity, the Australian market is in its infancy. The wealth of universities and thus housing bodies equates to a complex network of sub-groups based on interest areas and regional conferences, with endless opportunities for learning and engagement. The program was overwhelming and key note sessions felt like being at a concert – disco lights and all!

In terms of learnings, it was interesting to see what elements of Australian practice can be improved upon and in what areas our universities are leading the field. The most impressive learning I took was in regards to the varied and multi-faceted residential life staffing roles and structures, including the use and development of student leadership programs towards professional housing positions. The term ‘res-life professional’ in Australia is largely unknown. However in North America it is a popular field of tertiary study and respected career path. The employment opportunities are seemingly endless! With a myriad of staffing opportunities, roles are specialised – Quite different from the diverse and complex role of our ‘Deputy Head’ position at the ANU for example. The most effective and efficient staffing structures for residences will remain unknown – however it was wonderful to witness the complexities in offering, each with the shared goal of providing the best residential experience and pastoral care offering for its residents.

However just as we were learning about their staffing opportunities and pastoral care network, so too were they about ours! The role of the ANU Community Coordinator and the scholarship nature of our Senior Resident program was a topic of interest. The depth and quality of our SR training program was also viewed to hold merit, in particular our mental health training. Delegates recognised our P3 partnership to be highly innovative, as it our hybrid offerings of university owned, private and affiliated portfolios. I was proud to be a spokesperson for what we do in Australia and in particular at the ANU. I am proud of the work we do and the programs we offer. I strongly believe it is important to sell this at an international level, in establishing and maintaining international

networks for further learning and engagement. In an increasingly global industry, we cannot afford to be siloed by geography nor limited thinking.

As an international delegate amidst a sea of 2000 primarily North American attendees, it was at times difficult to form meaningful connections. This is perhaps where the regional conferences come into play – and what our local AACUHO conference most resembles. Ultimately you learn different things at each level of conference – both equally as important.

## Brief Study Tour

University of San Francisco (<https://www.usfca.edu/>)

I arrived at USF and met with Torry Brouillard-Bruce - Senior Director of Student Housing and Residential Education. USFCA has one off- and six on-campus residence halls, including four living-learning communities, each offers a unique way to connect with the university. They are in the process of building a seventh Hall as detailed below in their master plan.

“The Student Residence Hall Project is intended to address the University’s significant need for additional student housing. While the Student Residence Hall Project has not yet been designed, it is expected to be an approximately 300,000 gross square foot facility with approximately 635 bedrooms. **The facility would be designed to also accommodate living-learning programs and student life, academic, study and meeting spaces.** See IMP page 67. The University proposes to locate the Student Residence Hall Project on the Underhill site on the Upper Campus (on the slope east of the Rossi Wing), which has been identified for new development in University's IMPs since 1993. The site roughly covers the area currently occupied by the Underhill buildings, Loyola parking lot, and two tennis courts. As discussed in detail under Section 2(d) below, this site was chosen after analysis of several alternatives and was judged to have the least adverse impact of those alternatives.” (USF Institutional Master Plan 2012 [dgmssnschws7.cloudfront.net/sites/default/files/pdfs/supplements\\_ab\\_0.pdf](https://dgmssnschws7.cloudfront.net/sites/default/files/pdfs/supplements_ab_0.pdf))



*Figure 1 Torry gave me a tour of some of the Halls. The rooms were well sized though the bunks were the real difference in contrast to the Australian Accommodation scene.*

I was able to deliver my presentation to a small group of lovely staff ( Lee, Joanne, Tyler, Nicole, Dierdre, and Alvin ) after spending some time discussing the similarities and differences in our student accommodation environment.

Andrea Rocha - Manager of Off-Campus Student Support works with students to find off campus housing opportunities and coaches students on the housing search process, including interacting with landlords and creating renters resumes. San Francisco is the most expensive city in the USA for renters so it is no surprise that USF offers such an amazing program to help students transition out of supported accommodation. They have a great website <https://myusf.usfca.edu/student-life/off-campus-housing> & <https://offcampushousing.usfca.edu/> with the former site hosting a range of resources designed to prepare students. They help students with a renters resume, advice on credit reports, and even simple things like terminology which may be different for international students or

domestic students who are hearing these terms for the first time. I was able to bring this back to my University to adapt to suit our circumstances and my Admissions officer has been successful in adding content to our website and developing a timeline for events.



Many of them boasting an incredible view of the sporting facilities and local area. The weather was great on the day of the tour making the view all the more appealing. Great stress reliever and procrastination tool being able to see the College games being played.

The Residential Halls had a team of staff who are available at the desk after hours at the ground floor of each building, they receive the mail there for students however the majority of the administrative work is done centrally including all payments. Conduct is managed centrally as well with a central database for all residents. There were very few differences between Canberran and San Franciscan Halls and looking at this door it would be hard to know which city you were in. Great to see our shared values.

The central staff at USFCA provide all of the support from an administrative perspective including changing meal plans, housing assignments, room changes (though this is initially discussed with RA) facilities management, supervision of Hall Directors and RAs, mental health and crisis intervention.



There are of course RAs on each floor who provide the pastoral care and support which makes these buildings Halls and communities. The RAs are supported by the Residential and Assistant Residential Directors who run a range of community building programs not unlike those in Australia.

Another important aspect of student life is food. USFCA has a large Dining/Cafeteria with a range of difference options and features which I will point out in picture form below. This is the central space for all staff and students.





*Figure 2 The Dining Room*



*Figure 3 Several areas had purpose built specialty serveries*



Figure 4 Menu for specialty servery



Figure 5 Some unique waste disposal education

University San Francisco State (<http://www.sfsu.edu/>)



A self-guided tour of SF State with the purpose of getting a sense of what this campus was like and see it through the eyes of a student or visitor. Due to the timing of the conference I was unable to organise a guided tour.

I tagged along on one of the campus tours though this ended in a computer lab for a presentation so my cue to exit!

There are six academic colleges based around the study of business, education, health and social studies, science and engineering, liberal and creative arts, and ethnic studies.

SFSU offers bachelor's degree courses in 77 academic areas, as well as an array of master's degree courses and two doctoral level programs.





USFS offered a range of catering for residents and non-residents alike which included a range of over one dozen styles. They also have the largest vending machine I had ever seen offering a range of products from bandaids to chocolates.



The School of Design in the College of Creative Arts had a fantastic installation which incorporated students work.



The gardens and grassy areas are central to the campus and I was fortunate enough to see my first ever bumblebee...Look!



SFSU was in Open Day mode though it did seem a little quiet. I appreciated their innovative marketing of academic courses...Not sure if this was a student driven campaign.





The main facilities aspect of USF State which stood out for me was their support for students with a disability.

Their marketing tagline is SF State Makes Things Happen and they have a few (and probably many more) alum to prove it including Several internationally recognized actors have graduated from SFSU, including Dana Carvey (Wayne's World),



Figure 6 Braille on student support signage



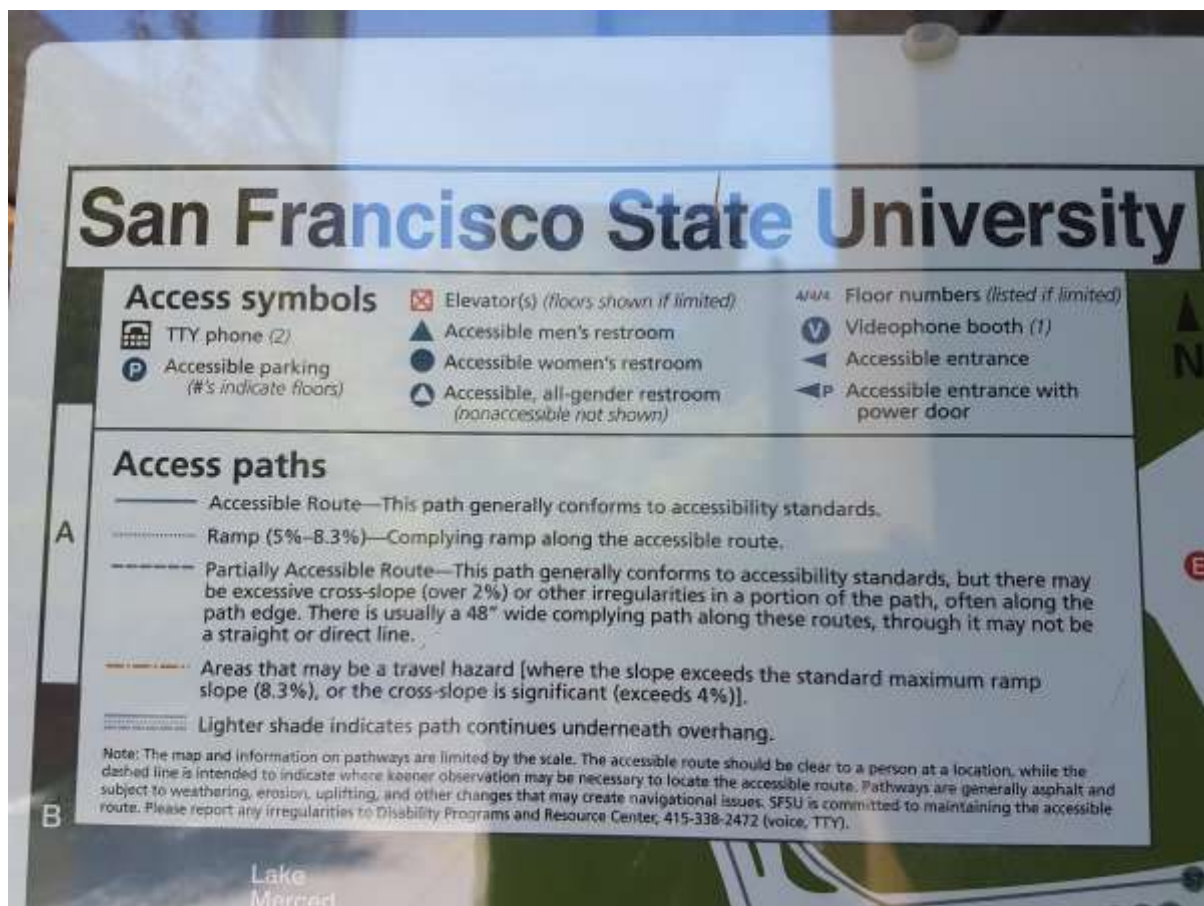


Figure 7 I took this photo for my colleague Julie Harrison who is the manager of Access and Inclusion at ANU. The legend for campus map.

## Boston University



I travelled to BU to meet with the Maureen Mahoney - Director, Sexual Assault Response & Prevention Center.

On the way there I met a student handing out flyers for Open Day. A few tidbits which may or may not be true. They were very enthusiastic.

- 80% of students live on campus
- Terriers connect – 4 hour suicide help program run by someone in the College of Law.
- Students who live on campus have a meal plan.

- Some move into apartments on campus in their later years and may also access meal plans in part or not at all.
- Washing machines and dryers can be used with the university swipe card and coins though no one could be bothered to get quarters and it is easier to go online and top up credit on your card.
- “the card is linked to my mums credit card so I need to ensure I pay for things myself like coffee and other snacks but mum pays for laundry and meals”
- *“Mental health is a big thing at BU. Last year the students got a petition together and ended up getting more counsellors and changing the hours of the counselling service”* (possibly not true)
- Bes thing about living on campus? – Convenience.

Boston University has a pretty solid parents program which is accessible on their website.

- Parent Pit Stops
- Radio Show
- Gifts for your children – preferred suppliers...local vendors etc.
- Parents calendar 2017
- Parent contacts
- Parent ambassador program
- Facebook page (6100 members)

### [Sexual Assault and Response and Prevention Center \(Boston University\)](#)

Staffed by 3 social workers and 1 psychologist this center was setup in response to a significant high profile SA case 2009. Great location, there are other services in the building so good confidentiality. It is also a space for trauma support so reduces stigma for those attending.

Some points

- Varsity athletes all required to have ethical bystander training
- Peer educators are used.
- On call service 24/7 (stats in the annual report on the website)
- Medical care centre
- Group counselling
- Advocate with employer
- Step Up Step In BU (SUSIBU) is an interactive training that raises awareness about the prevalence of sexual assault and what we as members of the BU community can do to prevent it. Topics covered include the responsibilities of leaders and the community, consent, exploring rape culture, bystander intervention strategies, and more. By the end of SUSIBU we hope for students to identify themselves as pro-social bystanders who have a role in safely intervening in situations that may lead to a harmful outcome such as sexual assault.
- Difficult to get attendance despite students saying it was important to them.

## University of California Berkeley



This was a student focussed trip with a meeting organised with a student from the Cal Team (not pictured – this was a fundraiser with tasty homemade brownies).

The Cal Team is a small group of students who are dedicated to improving leadership among the many student clubs and societies. They run 25 workshops per year on things like getting along in a committee, time mgmt., leadership, identities. The training is done in pairs to ensure the new students learn from more experienced facilitators.

Each year the student societies get a 2 hour lecture on how to manage your club.

Training is designed based on a preconsultation.



## Stanford

Stanfor

## Conference

### Session - Res Pass

I'm not sure if it was my accent or that the Australian context didn't fit with the discussion but there did seem to be a lot of blank faces in the room when I engaged in conversation.

**Question: Can we link a residential academic program with academic tenure.**

Points: After-hours faculty programs, a balance between variety and cohesion, navigating angry faculty (why). The Decline of LCCs. Some lecturers are being paid \$20k per year to provide programs in Hall.

### Residential Colleges

Residential Colleges in USA are growing. Most common model is faculty and students sharing space.

Co-created programs. Significant institutional costs such as \$450k for retrofitting 2 bed 2 bath apartments.

Benefits for students – expanded learning. Better connected to the University.

Benefits for academics – They become better teachers.

### Data Visualisation

65% of people are visual learners.

50% of brain dedicated to processing visuals.

Visuals are processed 65000 times faster than text. (seems pretty specific).

When presenting data we need to ensure we are presenting meaningful data not *all the data*.

### Data spectrum

| Exploration                  | Explanation                          |
|------------------------------|--------------------------------------|
| Enable analysis              | Backs up the direction we are taking |
| Discover a story             | Focus on the clear story             |
| Provide lots of data         | Present analysis                     |
| Focus on trends and patterns | Highly edited                        |
|                              | Curated data                         |

### Goals of visuals

1. Appeal
2. Comprehension
3. Retention

1 image per data point.

Check out Larkow, Crooks and Ritchie 2012.

### Training

Texas Tech. Flipped Training for RAs – Online followed by Face to Face (ANU currently does this for SRs)



In addition Texas Tech has all of the boring training online (<http://ucsb.weebly.com/>) and accessible through a mobile device often in the form of a quick video on; how to cut a key, work orders, pest control, finance, risk forms, facilities training, etc.

They also have some pastoral training reminders online such as how to manage difficult situations.

Question : how does an RA or SR 'check in' with a resident? How do they have specific conversations that are casual.

**Thanks for reading**

**Dave Segal and Samantha Schofield**

## Appendix Conference talk notes.

### Contents

|  |    |
|--|----|
| <u>Slide 2 – Introduction</u>  | 1  |
| <u>Slide 3 Gone</u>  | 1  |
| <u>Slide 4 – Background</u>  | 1  |
| <u>Slide 5 – Induction program</u>                                     | 2  |
| <u>Slide 6 – Process</u>   | 3  |
| <u>Slide 7 – Mental Health Framework</u>                               | 4  |
| <u>Slide 8 – Student Support Plan</u>                                  | 5  |
| <u>Slide 9 - Induction and Orientation</u>                             | 5  |
| <u>Slide 10 – Communications</u>                                       | 7  |
| <u>Slide 11 – Consent Matters</u>                                      | 9  |
| <u>Slide #wedontsay</u>  | 9  |
| <u>Slide 12 – Leadership Training</u>                                  | 10 |
| <u>Slide 13 – Strengths Finder</u>                                     | 11 |
| <u>Slide 14 – Leadership Structure and Community Coordinator roles</u> | 12 |
| <u>Slide 15 – Academic Program</u>                                     | 13 |
| <u>Slide 16 – Timeframes</u>   | 15 |
| <u>Slide 17 – Measuring Success</u>                                    | 16 |
| <u>Slide 19 – Conclusion</u>   | 18 |

[OBJ]

### Slide 2 – Introduction

*We know that mental health is considered a topic of intrinsic importance to student residences and universities.*

*The impact of student mental health concerns for residential communities is wide-spread and systematic, inclusive to student wellbeing, academic attainment and student retention.*

*At the forefront of Ursula Hall's 2017 Operational Plan is mental health.*

*Inclusive to the Australian National University's (ANU) Mental Health Strategy, our plan layers all residential life programming with elements of positive mental health and wellbeing, empowering students to deliver programs which promote mental health advocacy, literacy, and support.*

*We believe that students who are empowered and supported develop a greater capacity to take responsibility for their own wellbeing. In effect, our residential life programming works to mitigate institutional risk and empower students for success.*

*For the purposes of this presentation we define positive mental health and wellbeing as: Developing an environment and culture enabling students to reach their optimal potential resulting in greater connection, engagement and success.*

Slide 3 Gone

#### Slide 4 – Background

From July 2016 ANU staff began preparations for a New Student Induction Program which would be held before the official residential Orientation Week in February. Some aims of this program were to reduce anxiety and increase preparedness of students, build a sense of community and trust with their senior residents (pastoral care leaders), and develop a culture of help-seeking where required. The program created an opportunity to help first year students transition into the community in preparation for what is always an intense Orientation Week and often a really difficult first semester. Induction outcomes were developed and agreed upon by a group of Australian National University residential staff, however the method and overall program differed across the halls and colleges.

In addition to this program, staff at Ursula Hall which is one of 5 ANU owned Residential Halls made a number of significant changes to enhance the student experience, improve communication, clarify boundaries, and ensure greater representation of diversity, and leadership opportunities for first year residents.

On another note -

The ANU also has an accommodation guarantee for all new students which in recent years has seen bigger cohorts of first years in residences and in turn, large increases in the number of residents under the age of 18. This change in demographics brings obvious new challenges.

The program is also a response to external priorities particularly the impact of mental health in young people - We know that mental illness is one of the biggest issues for students, contributing to approximately 50% of the global burden of disease among those aged 10 to 24. We also know that suicide is the leading cause of death for young people – Highlighting the importance of risk mitigation strategies and mental health programming. There has also been a national and international push for reform of sexual assault policies on campuses which was another contextual factor in developing the content for Induction.

#### Slide 5 – Induction program

In response to both internal and external pressures, the importance of risk mitigation strategies such as coordinated and centralised training and induction programs was exceedingly clear. ANU believes it has best practice in student leadership training, developed collaboratively since 2005 across the Halls and Colleges, however there was a gap in training those new to the community and the intention through induction was to fill that *gap through*

*providing fun, meaningful and educative programs during Induction, in readiness for Orientation Week.*

Induction formed the heart of our 'student support plan' and aimed to –

- reduce the overall anxiety and stress for new residents
- ensure the academic needs of new residents were met.
- increase inclusivity and build community cohesions
- build trust with the pastoral care team to ensure they are the first point of contact when problems start
- increase the number of volunteer leadership positions and expand our leadership structure

Our support plan was developed from July last year, with ongoing development and review.

**Did we achieve these aims? You'll have to wait and see.**

#### Slide 6 – Process

So how did we go about doing this?

- We took a 'Designed' and proactive response to the ANU strategic plan, including national and international trends
- But we also made a conscious decision and commitment from staff to take a stand and do everything from that point forward with purpose in practice – questioning why are we doing it and is it best practice. Ursula Hall celebrates its 50<sup>th</sup> birthday next year and in reaching this milestone, the common sentiment of "that's just how we've always done it" was no longer fitting if we wanted to continue to grow as a Hall community and be a leader in the industry.
- We researched extensively, subscribed to journals, applied for conferences, joined national committees, and contacted other universities for information and advice
- We did a review of our training offering, our organisational structures and leadership teams, as well as our overall general operations, working to clarify, formalise and document all our actions and processes
- We worked through a tiered process of consultation including multiple meetings with students, focus groups with outgoing student leaders, collaboration with university staff especially the heads and deputies groups and seeking direction and feedback from university executive and broader division



- We then started planning, strategically coordinating new leadership opportunities, new programs and structures; and this included sustained engagement with our residents because we needed them to have ownership over the changes, to have a real stake in the communities development
- As we've now implemented the changes and programs we're in the reporting and evaluation phase including student surveys, and formed a working group for 2018

#### Slide 7 – Mental Health Framework

I wanted to flag the ANU mental health framework as this provided the foundation for our student support plan. Each component of the student support plan can be linked to a level of the framework and I'll highlight some of the linkages as we go through. It was developed by the ANU mental health working group, comprising of students, staff, key stakeholders and chaired by our pro-vice chancellor of student experience. A lot of universities now have a mental health or wellbeing strategy and it's a really great place to build from.

#### Slide 8 – Student Support Plan

Here we can see our 8 layer student support plan featuring a holistic and non-traditional approach to mental health. Rather than focusing on mental health in isolation, the plan layers ALL residential life programming with elements of positive mental health and wellbeing including –

- The induction and orientation programs
- Our communications strategy
- Consent matters campaign
- Leadership training
- Leadership structure and organisation
- The academic program
- The role of our community coordinators
- And the changes to our overall timeframes of operation

From here I'm going to take you through our student support plan, detailing each of the 8 layers.

### Slide 9 - Induction and Orientation

The induction program marked a major change to the way we welcome first year undergraduate students into the ANU. It involved putting together a three day program which included the following key messages and purposes -

Community, Connection & Citizenship – Foster a sense of connection and inclusion in all our new residents. Help them to understand that they matter.

Academia & Administration – Develop understanding of the Universities academic expectations and navigating the often complex university administration systems.

Wellbeing including Mental & Physical Health, LGBTI, Alcohol & Other Drugs – Encouragement of help seeking behaviour and methods and awareness of in-house and external supports

Careers, Leadership and Volunteering – Share our culture of volunteering and ensure opportunities for leadership development from day 1.

Through the various induction activities we worked to empower our new residents. Discussions around inclusive communities ensured a two way exchange of ideas, thoughts, cultural experiences, and stories, helping to create a narrative that placed all residents at same level, building confidence and community engagement.

Following from that we ran a one week orientation program which linked to the University program. So before our residents started orientation week they had established a sense of connectedness and community, built relationships with the pastoral care team, knew about supports in hall and on campus, were familiar with their academic responsibilities, and had developed a sense of cultural capital within the hall. **Often these outcomes don't happen for weeks, if not longer.**

Ultimately induction gave a right to membership of the community. At UH we had 65/70 attend of 80 new students which provided really great levels for engagement.

Induction worked to increase awareness of mental health issues and help seeking behaviour as per the ANU Mental Health Strategy 2016 –

“Mental health awareness and literacy: To increase student knowledge and understanding of mental health issues, especially their nature, determinants, impact, management and prevention.” (ANU, 2016)

Through these initiatives it was hoped that we would reduce the overall risk for the University by:

- Improving student retention
- Improving academic outcomes and grades
- Reducing the number of critical incidents
- Increasing the capacity for help seeking behaviour

#### Slide 10 – Communications

Research shows that young people need variation in their communicative styles, accessing information in a myriad of ways. We reviewed our existing communication tools including email, facebook, meetings and posters and looked to potential changes which were measurable, secure, and more efficient.

**Underpinning our training and events was Operation Rooster** - a combined calendar, named after the year of the Rooster! Our aim was to ensure that in 2017 every student leader in our team of 50+ positions knew what each other was doing and when - as such we prepared a comprehensive online collaborative calendar using Smartsheet, which includes all campus, hall and community dates and events. We had operation rooster as close to completion as possible by the end of 2016. So we were able to have the year almost completely planned out, before it had even started.

Once completed we were able to add the relevant events to our community calendar accessible to all 400 of our residents. The benefits of increased organisation and collaboration via operation rooster has worked to reduce stress and anxiety, in particular for our numerous student leadership teams.

our **Website: Yogi** was developed in October last year as a holistic approach to communications, centralising resources for leadership team with all leaders having access to use and contribute, with the site being inward and outward facing. Staff and students post to Yogi, it's also provided beneficial in attracting new residents and connecting with our alumni community. The site empowers residents to contribute to our online presence and share information, in a way that builds community and networks – leaving Facebook for personal usage.

The **SLACK** application holds the majority of our inter-team communications increasing efficiency, and reinforcing boundaries by moving off Facebook. This idea came from our student leaders desire to establish a collaborative resource sharing tool whilst encouraging greater student engagement.

The benefits of using this include a greatly reduced inbox, checking messages only if relevant, direct messaging for more pressing issues and emails when it is related to students or other university business. Data can be exported for archiving if required.

When I ran a report on April 12<sup>th</sup> there had been 7400 messages sent in the previous 3 months, this is between a team of 50. This is 7400 text messages, Facebook messages and emails voided.

**MailChimp** became our newsletter software instead of group email. It's incredibly user friendly, with our leaders and staff being able to log in and contribute as they please. Most importantly, I can track opens and clicks of the newsletter, giving me an idea of who is reading it and thus receiving the information.

**Hootsuite** ensures consistency of message across multiple social media platforms and the measurement of our engagement. We also work with our newly developed Marketing and Communications Portfolio, made up of 3 student leaders, to develop our campaigns. The students are the best at knowing what information the community wants and when and how they want to receive it. An example social media campaign was a two week countdown to check in day, full of useful info for the transition to university. We also did the Ursies 12 days of Christmas at the end of last year full of the years memories, but also really attractive for potential students.

**Our Improved communication platforms works to create connectedness, engagement, participation and collaborative resource sharing as per the ANU Mental Health Plan 2016** which states that we will increase student engagement, connectedness, and meaningful participation in the learning environment, with an acknowledgement of the diverse community, and a strong emphasis on stigma reduction and collaborative sharing of resources.” (ANU, 2016)

Overall an effective, diverse and collaborative communications strategy has been a massive way to reduce stress, build student engagement, disseminate information and overall – reduce risk.

Page Break

#### [Slide 11 – Consent Matters](#)

With the national context of the 'Respect. Now. Always.' campaign the ANU ran a new program for first year students called Consent Matters. This university wide approach was championed by Tania Willis the Deputy Director Access Inclusion and Wellbeing and involved an online training module, which we chose to facilitate peer-to-peer. Within the residences we wanted to ensure all new residents completed this course in a supportive environment therefore we delivered the course using a blended online and face to face method with the support of SRs (Ras) allowing time for questions and discussion, and we ensured that anyone who left the room was immediately followed up with to ensure they were not



distressed. After this training we enrolled the remainder of our residents into the course to give them the option of completing it. Approximately 75% of our first years have completed the module, in addition to our leadership team, and some of our returners opted in as well. Anecdotally, the core messages and language of the module seem to have positively disseminated throughout the Hall community.

Example? “I told him drunk girls can’t give consent”.

The aims are:

- to reduce risk in establishing what a healthy relationship looks like
- effective bystander intervention through positive intervention tools.
- To remind the community that standards they walk past are the standards they accept.

Having a first year community that understands the complexities of consent, and the risks of harassment and assault has gone a long way to promote a safe and respectful community where we look after each other and if something does happen, knowing that there are people and systems to help.

This is an image of one of the short films in the module that goes through a common situation and how one could be an effective bystander.

#### Slide #wedontsay

We also developed a campaign in the hall called **#wedontsay**

A poster campaign from Duke University (we think) and now run at several universities around the world shows a resident on a poster or meme stating what they don't say and the reason why. An example of one at the Hall says for "We Don't Say "dyke". The white text says "because one's sexual orientation shouldn't be labelled as a slur."

These posters are all around the Hall and a constant reminder to everyone that language prevents inclusivity and respect. Residents are asked to nominate topics/language for the campaign, thus playing a part in shaping the community and owning the content.

#### Slide 12 – Leadership Training

At ANU we work collaboratively to ensure a consistent standard of training for all student leaders regardless of ANU owned, affiliate or hybrid accommodation models.

Across each residence there is training specific to location, cohort, and student lifecycle. We review and refine this training annually.

**As per the ANU mental health strategy we're increasing the "Community capacity to respond to early indicators of concern - To improve early**

~~recognition of mental health issues and timely access to relevant resources and support, through the provision of related training programs and centralisation of mental health resources.” (ANU, 2016), similarly —~~

**We’re increasing our capacity for “Crisis management coordination —**  
~~To ensure a well communicated, coordinated, and timely campus response to mental health crises (situations of acute distress and imminent risk of harm to self or others), including the clarification of student role expectations and channels of emergency support.” (ANU, 2016)~~

Our main focus in the 2017 intake was the development of our New Student Induction Program, and through empowering the SRs (RAs) to facilitate much of this. In addition to the activities, events and groups they would usually run throughout the year. But despite this being part of their role, we had never included a facilitation module in our training. It’s assumed that as leaders, to some extent, they feel comfortable leading their peers and this is often true, but for the success of induction, and to get the outcomes we were looking for, we needed them to do this brilliantly. So we ran a 1 hour session on facilitation techniques, based on elements of the certificate 4 qualification on facilitation and then went about putting this into practice. To decrease their stress and anxiety on running a new program, we pulled out sessions from the program and practiced. They were practicing their facilitation techniques and at the same time, we were testing the program concepts to see what works and what doesn’t. We’re hoping to further develop this module for next year.

### Slide 13 – Strengths Finder

In empowering our leaders to empower other residents we also changed the way we look at how we see ourselves as leaders and how we work as a team of leaders. We invested in a module to develop and enhance the team's individual and group leadership capacity using a strengths-based development framework – Clifton Strengths Finder. The initial online assessment identifies what someone naturally does best and works to help them turn these innate talents into strengths. It enables you to understand who you are as a leader whilst providing you with the knowledge that helps you meet the needs of your team. Focusing on strengths alone, as opposed to strengths and weaknesses, works to build motivation and confidence. The module includes a range of workshops to be used throughout the year and our Community Coordinators facilitate these sessions as part of ongoing training and team

building. An individual module costs US \$15.00 per head, however overall costings are dependent on how many complete the module – realistically through, it's a years' worth of training.

So you can see here what our team map looks like. As an example, our most productive portfolio is our Communications and marketing portfolio, made up of an influencer, strategic thinker and executer. It works.

What I loved about our training this year however was our overall approach. In previous years we had a lot to fit in to a very structured program however this year we were much more flexible, gauging what our leaders needed and wanted as we went along. We shared the message of what we needed to achieve and had the leaders develop their own understanding of outcomes, relevant to their community. We took more of a bottom up approach, allowing time for reflection periods and the sharing of vulnerabilities, to extended team bonding sessions. By taking more of a back seat at times, we empowered them to take responsibility for their training and what they needed to get out of it to feel confident in the role.

#### Slide 14 – Leadership Structure and Community Coordinator roles

##### **(point to the positions)**

The Community Coordinators at ANU halls and colleges are employed as staff members and are the link between student leaders and staff. Changes in ANU financial arrangements at the end of last year led to the reduction of hours for our Community Coordinators, now capped at 15hrs per week including on-call. Previously the role incorporated team management, program development and implementation and on-call responsibilities. However now the role is primarily on-call. This has led to the empowerment of our senior residents and fellow leadership team members, taking on tasks and responsibilities previously performed by the CCs. In effect of the change, we've also re-assigned teams and projects, leading to greater efficiency and strengthened communication channels.

In terms of the leadership structure at the Hall, changes to the CC role acted as a catalyst for further role clarification and documentation, and forced us to re-examine our leadership organisation, whilst also leading to the addition of new positions thus creating opportunities for more residents.

Due to direct feedback from our residents as part of the review and consultation period at the end of last year, we developed new volunteer positions

(point them out)

**International student advocates**

**Access and Inclusion Residential Ambassadors**

**Gender and sexuality advocates**

**And alumni engagement promoters**

These positions work to advocate for areas or topics in the community felt to need more attention, whilst also creating new leadership positions, primarily for first years. We recognise that our first year residents have come from a role of being senior students in their school to having no cultural capital as they enter a new system which they are unfamiliar with. We wanted to provide opportunities for them to continue their leadership development and, if they want to, take on more of a role in their new community.

We worked to bolster the academic program, adding new roles and redefining existing ones, which I will go through in a minute.

In terms of our pastoral care team of scholarship holders, in October 2016 we reviewed our scholarship award methodology to ensure we reflected the diverse community across both wings. We have an inclusive community though this is not always apparent on the leadership team. We analysed the existing leadership teams for diversity including gender, nationality and academic stage. We then used a different method of grouping and ranking our applicants, largely promoting international applications. We have found that the enhanced diversity of our team has led to a stronger pastoral care offering. A better team cohesion through diversity.

[Slide 15 – Academic Program](#)

We orchestrated a program review with the experts on campus, the Academic Skills and Learning Centre. In acknowledging national trends and best practice in academic support, the academic program was redeveloped to incorporate elements of PASS and RES PASS (peer assisted study support), based at University of Wollongong, which primarily focuses on general academic skills, applicable to all learning streams. We needed to scale it right back and get the basics right first in providing an evidence based university endorsed program. To do this we changed the team structure; previously the team consisted of 4 Academic Team organisers. In order to provide more direction and leadership to the portfolio we developed an academic program coordinator position, in addition to the existing 4 Academic Team organisers thus raising the academic profile within the Hall.

The Academic Team (scholarship holders) is complemented by an Academic Mentor Team (volunteers) who have traditionally facilitated academic hubs or academic stream specific study sessions. This has been pared back to structured peer learning initiatives focused on general academic skills development, leaving stream specific study sessions to the experts. In ensuring

the effective coordination and implementation of the academic program, training for the Academic Team and Academic Mentor Positions was coordinated by ASLC.

We also developed Academic Ambassador roles – tasked with the development of our speaker series program, engagement with our academic fellows and work to support our alumni engagement promoters.

Changes to our academic program are working to increase retention and academic outcomes, with increased levels of academic support working to decrease anxiety and stress.

Page Break

#### Slide 16 – Timeframes

To design and implement our student support plan we had to change our timeframes, everything needed to be moved up!

- Conceptual planning for the new student induction program started from July 2016.
- Consultation and review of existing programs and structures from really started from September with additional consultation and research continuing through October.
- We worked on the development of the website and additional communication platforms from October, website in particular was operational from October and trialled and contributed to by the student leadership team over Summer. This included the calendar (operation Rooster) which was the result of September consultations.
- Leadership training at the ANU actually starts from October, as soon as positions are appointed – Leadership induction commences with a campus wide leadership day in October in which leaders are addressed by the VC, and given an overview of key issues as relatable to their role.
- Leadership training then continues over the Summer period with the provision of online modules including; Clifton Strengths, drug and alcohol, sexual assault policy and consent matters module, and the first aid certificate online component.
- Our student leaders checked in earlier than in previous years to allow for the addition of a new 3 day induction program. This meant that our new residents also checked in earlier to participate in the program.

Moving everything forward worked to reduce stress and made for more effective planning and preparation. We were able to do things with purpose, more so than we ever had. This has shone through in our outcomes.

Page Break



## Slide 17 – Measuring Success

### **So what's been the result of induction and the student support plan at Ursula Hall? Did we achieve our aims?**

**Incidents** – During induction/Orientation week we had 3 underage drinkers which is 1.5% of the undergraduate population. There were no critical incidents. Whilst incidents are inevitable, we didn't get a critical incident requiring emergency attention until the end of March (almost 6 weeks into semester). Hopefully that says something about the help seeking culture we're developing.

**Retention** – At this stage we have had no students leave the hall or university. By the end of April in 2016 we had 3, and in 2015 we had 4 by this point. Whilst this is positive though we cannot determine the reasons students are not dropping out. There are a number of determining factors for student retention, we do know that student residences play a large role in helping a resident feel connected with a sense of safety and purpose as they transition into university.

**First year engagement** – We've seen really positive engagement in all areas of the Hall. I asked for stats from each team/subcommittee and first years contribute to half, if not more, of all areas of the Hall community. Example – wellness subcommittee 25/12, social subcommittee 14/7. A key indicator, we feel, was the 1<sup>st</sup> year rep elections held week 2, 15 nominees and no clear winner, could show 'no leader of the pack' in group, rather a number of residents across the intake who are recognised and supported as leaders in their peer group, not just one popular person.

**Consultations** – So here we're referring to pastoral care discussions between deputy head and a resident or a member of the pastoral care team and a result.

The number of consultations with students for various reasons has increased, although yes, we acknowledge this is difficult to measure. These consultations are part of the overall program design to ensure residents are connected to staff and that we can identify any problems early.

By building relationships with staff and the pastoral care team during induction and O-Week we have found that residents are more willing to come forward, having developed trust and an understanding of supports available from day one. We've even needed to run time management, self-care and boundary discussions with our senior residents as residents appear to be accessing the pastoral care system on a more frequent basis.

Whilst we'll always have an open door policy, we're currently looking at a booking system for student meetings to make it easier for students to meet with staff and to reduce the number of emails and delays in processing requests. This would also make reporting easier.

We've also increased the number of volunteer roles which has increased the number of residents needing guidance and assistance.

Still it's a notable increase across the board and we see this as a good sign.

**Survey results** – We did a post induction survey, with close to 100% completion. Generally the responses were very positive which we were thrilled with, especially for a pilot program.

86% of students reported being more likely to seek help if they needed it

93% of students said they felt engaged or very engaged

When asked about the consent module, our residents rated the program an average of 3.5/4 out of 5 on the likert scale.

In terms of programming on academic preparedness, the average rating was 4 out of 5. A large number of students commented on how the academic sessions in particular helped reduce the confusion they had about academic matters and processes.

We asked if they felt prepared before induction, in comparison to following induction. The average pre-induction was 3 out of 5, after induction this rose to an average of 4.2.

#### Slide 18 – Areas for further research and development

- Working group 2018 has been formed with resident's committee exec, Academic Team and CC's to revise and reshape our 2018 program.
- Duration of program and clarify expectations for Induction vs O-Week, putting the two back to back was quite extensive, not to mention exhausting for staff and leaders.
- Pre-intake survey on help seeking
- Developing a facilitators module for Senior Residents, including more time to practice in training program.
- Researching additional ways to empower first years to take resp. for wellbeing, which is really the heart of what we're going for.
- We're working on areas which would benefit from change and in the future these we see these programs being run almost entirely by students.

#### Slide 19 – Conclusion

This is the beginning of a significant change in the philosophy of the first few weeks of residential life. Universities have a legal and moral obligation to ensure the wellbeing of residents whilst at the same time providing space and guidance for personal growth and development. And we believe that by developing a student support *that plan layers all residential life programming with elements of positive mental health and wellbeing, empowering students to deliver programs which promote mental health advocacy, literacy, and support – we're doing that.*