MacGregor Room-Assignment Action Plan

1. Please describe, in detail, your house’s updated room-assignment process for first year students. This should include details of the process over the summer and the process during REX and Orientation.

   1. Over the summer:
      a. First-year students fill out the housing survey and some are assigned to MacGregor by Housing and Residential Services.
      b. MacGregor Room Assignment Chairs (RAC) assign first-year students to temporary rooms based on students’ needs (quiet/loud, single-gender/coed, etc.) and interests/hobbies.
      c. RACs assign upper-level students returning from leave, study abroad students, etc.
      d. RACs notify first-year students assigned to MacGregor of the housing process and that their rooms will be temporary unless a first-year student decides to go through the opt-out process.

   2. During Orientation/REX (up until 8/28):
      a. MacGregor Exec and the House Team host a Welcome Breakfast & other events to welcome first-year students to the building and inform them of the housing process.
      b. Entries hold events so that first-year students can visit and learn about the entries’ hobbies and entry members’ interests.
      c. The front desk will have informational packets for first-year students and their parents that cover the following topics: What is FYRE?, What is EASE?, and the move-in schedule.
      d. Upper-level students will receive training and education about how the REX + EASE process works and how they can best support and welcome first-year students to the community.

   3. On the night of EASE (8/28):
      a. First-year students will visit all entries and the Head of House apartment. Dinner will be served. First year students may opt out. Please see the response to question (2) for information on the opt-out process.
b. Each entry will do their best to inform first-year students of what their entry is like (telling them about hobbies/interests/excursions, participating in activities together, etc.)

c. First-year students will rank all entries; upper-level students will NOT rank first-year students.

d. First-year students will fill out a survey separate from rankings indicating their preferences for noise level, living near a bathroom or kitchen, etc.

e. An algorithm will generate several possibilities for assignments based on first-year student preferences, and Entry Chairs will vote on which one to select based on Macgregor House values:

- We value inclusion, acceptance, and respect.
- We value and respect diversity of entry cultures.
- We value entries as student-defined and student-driven communities.
- We value four-year communities with strong relationships between first-years, upperclassmen, and GRTs.
- We encourage collaboration and friendships that bridge entries.
- We value student agency in the housing process.

f. Once students have been assigned to entries, Entry Chairs will assign rooms to each first-year student based on the surveys indicating noise level and room location preferences. These surveys will NOT be used to assign entries, only to assign rooms within an entry.

g. Final room assignments will be communicated to first-year students via a paper list posted at MacGregor’s front desk and via email, likely in the early morning of 8/29.

4. Move-in day (8/29):

a. First-year students will move out between 7 a.m. and 9 a.m., and will check into their new rooms between 9 a.m. and 1 p.m.

b. Upper-level students will assist with moving, helping supervise first-years’ stuff, etc.

2. How does the process allow for students who are overwhelmed to opt out of exploration and moving?

If students are overwhelmed, they should email the RACs, Assistant Director/Area Director (AD), or Heads of House (HH) to set up a meeting in person. The RACs, AD, and HH will work to find a way for that student to get a room in a way that works for them.
Options include:

a. Keeping their temporary room (requires the approval of an AD and RAC, and/or Entry Chairs of their temporary entry)

b. Visiting entries at a calmer time outside of exploration but still moving.

c. Participating in floor exploration but not moving (requires the approval of an AD and RAC, and/or Entry Chairs of their temporary entry)

d. Moving to a specific room/entry (requires the approval of an AD and RAC, and/or Entry Chairs of the entry they are moving to)

3. What is the level of upper-level student involvement? Are the first year students being assigned through an algorithm or another way?

Upper-level students are fairly involved. They will educate first-year students about their entry, select the final rooming assignments, and assist with moving.

However, upper-level students will NOT rank first-year students, and they will NOT exclude first-years from their entry.

First-year students will be assigned rooms through an algorithm taking first-year preferences into account as well as gender distribution of students (we aim for all entries to have 35-50% women so that students will feel comfortable). The algorithm will generate several possibilities (up to 10) with roughly equal first-year student satisfaction and upper-level students will select the one they feel most aligns with our house values as defined by the Macgregor House constitution. These values are:

- We value inclusion, acceptance, and respect.
- We value and respect diversity of entry cultures.
- We value entries as student-defined and student-driven communities.
- We value four-year communities with strong relationships between first-years, upperclassmen, and GRTs.
- We encourage collaboration and friendships that bridge entries.
- We value student agency in the housing process.

4. Please describe your house’s upper-level student room-assignment process. This description should include any information about mid-semester room switches.

- Students new to the building:
  a. RACs contact students with relevant information (which entries have vacancies and entry descriptions provided by each entry)
b. Students rank entries in their order of preference

c. RACs place students in their favorite entry, as long as there are vacancies. If not, students are placed on the waitlist for that entry and placed in their 2nd choice.

d. If there are multiple students who want the same spot in an entry, the RACs hold a lottery to determine who gets it, and those who did not get the spot are placed on a waitlist

• Students already in the building:

  a. Students notify RACs they would like to move

  b. Students send a list of entries they would prefer over their current entry

  c. RACs place students in their favorite entry, as long as there are vacancies. If not, students are placed on the waitlist for that entry and placed in their 2nd choice.

  d. If there are multiple students who want the same spot in an entry, the RACs hold a lottery to determine who gets it, and those who did not win the spot are placed on a waitlist

  e. These students get priority over students new to the building. Students may move mid-semester if there is a vacant room that they would prefer over their current room

• If an entry is uncomfortable with a transfer or has issues with someone who has just moved in:

  a. They should contact the Assistant Director/Area Director and/or Jen Hapgood-White from Housing and Residential Services

  b. RACs and GRAs will also try to assist with resolving conflicts once someone has moved in

5. What is the role of the AD in these processes?

• During REX/Orientation:

  o Meet with first-year students who are opting out of EASE, along with RACs

  o Along with GRAs and Head of House, host Welcome Breakfast & other events to welcome first-year students to the building
○ Assist with training upper-level students on how the REX + EASE process works and how they can best support and welcome first-year students to the community.

- During EASE:
  ○ Be present to assist if there are any issues

- For upper-level assignments:
  ○ Work with students if an entry is uncomfortable with a new student moving in
  ○ Help resolve conflicts and keep students informed about house policies, including no-smoking requirement.

6. What forms of evaluation are being considered for assessing the effectiveness of the new process? What ideas do you have for evaluation?

Last year, we surveyed all students after EASE to get qualitative feedback on how to improve the process. We would continue this in the fall.

Also, we would like to survey first-year students who move after their first semester (i.e. leave the building or move entries) and learn why they moved and how they could have been supported better during and after the room assignment process.

Thirdly, we would like to survey students after their first year and see how satisfied they were with room assignments, their entry, and if/why they chose to leave MacGregor after the first year. We could begin this work over the summer with the Class of 2022 and continue in spring 2020 with the Class of 2023 and compare the satisfaction levels of the two groups.