

# RESIDENTIAL CAMPUS TASK FORCE



## Topics for Discussion

(as generated at our December, 2008 meeting)  
and

## Definitions/Statements of Concept: The Residential Campus

As of January 22, 2009

### 1) The “Big Picture” issue

- a) How will ASU define “residential campus”?
- b) How will we define the “living learning concept” at ASU?
- c) How do other institutions define the concept?
- d) What kind of data do we need to support our recommendations?
- e) How will a residential campus enhance our students’ total educational experience?
- f) What type of students will we be housing? How are they different from students in years past, and how do those differences affect the type of housing we provide?

### 2) Academic

- a) Academic Programs
  - i) More degree types
  - ii) Academic master plan must consider impact of residential atmosphere
- b) Faculty
  - i) Faculty office hours
  - ii) Faculty involvement
  - iii) Hands on Academic advising and intervention
  - iv) Get faculty “Buy-in” by providing target group housing. Ex: Honor’s floor
- c) Course Scheduling and Formats
  - i) Expanded class schedule and hours
  - ii) More afternoon and evening courses.
  - iii) How on-line courses fit in the mix
  - iv) Alternative academic settings – online, distance, Saturday classes
  - v) Classes offered thru out the day – afternoons. Also for wider range of students, non-traditional students.
  - vi) Academic integration into the residence halls (on-site classrooms, seminars, etc.)
  - vii) Learning communities, esp. residential living/learning communities

### **3) Facilities – General**

- a) More space to accommodate groups
  - i) Study
  - ii) Meetings
  - iii) Class projects
- b) Construct facilities for versatility and long term use.
- c) Energy efficient facilities (green buildings)
- d) Building usage modifications (esp. afternoon, evening)
- e) Storage and meeting spaces for student organizations
- f) Facilities on campus (and in San Angelo) that will make students want to stay on weekends
- g) Construction of a defined games area on both east and west campus
- h) More student gathering areas
- i) Increased meeting, programming spaces
- j) Food, services, entertainment near university (not necessarily ASU funded, more city growth)
- k) Construction of a new medical clinic
- l) New recreation center
- m) Library hours and resources
- n) ADA compliance

### **4) Housing Formats**

- a) Housing priorities established by academic priorities (e.g., growth of graduate school)
- b) Housing and program for visiting parents/family
- c) Housing in the community
- d) Graduate housing
- e) Mandatory housing policies
- f) Alternative housing – family, older non-traditional students, international students
- g) Studio apartments built near university
- h) Mix of housing types (dormitory, apartment, etc.)
- i) Greek housing
- j) Special-interest housing (Honors, International, wellness, thematic, first-year learning communities, community service, etc.)

### **5) Residence Life (within the context of student development, support, and administration)**

- a) Residential programs
- b) Role of RAs, resident directors
- c) Any necessary policy/procedure changes
- d) Ongoing efforts in retention management
  - i) Sharing characteristics/needs/wants of incoming freshmen, transfer students
  - ii) Why are students leaving?

- iii) Staffing needs for continued/expanded intervention efforts (e.g., Baylor's Associate Director for Learning Initiatives to collaborate with faculty in developing programs)

## **6) Services**

- a) What services does a residential campus offer? More importantly, what services do students really want—and would pay for?
- b) Hours of service
- c) Making services easily accessible
- d) Food service options
- e) Child care for students and staff

## **7) Atmosphere**

- a) Communications within a mix of residential and academic areas
- b) Culture Changes – student body, more faculty, program
- c) Student activities (“wow” factor)
- d) The realities of students leaving even the fanciest on-campus accommodations to gain the “freedom” of living in an apartment without RAs, rules, etc.
- e) Establishing traditions

## **8) Community Issues/Challenges/Opportunities**

- a) Support city development of “social areas” closer to campus
- b) Retail services/agencies
- c) Privately-owned housing (what percentage will they host, what percentage will we host?)
- d) City transportation (commuter, international students)

## **9) Costs**

- a) Financial aid
- b) Affordable pricing (especially to be in competition with local housing)
- c) Funding sources for services
- d) Policy revisions regarding payment options for tuition fees, etc.

## **10) Fitness Issues**

- a) Recreation/wellness programs
- b) Collaborative efforts between university/food services/community agencies

## **11) Growth**

- a) How many bed spaces should ASU build within the context of projected enrollment growth?
- b) Is the enrollment target of 10,000 a true and “set” target?
- c) What will be the areas of enrollment growth (i.e., % freshmen, % transfers, % graduate students)?

- d) How will enrollment growth affect our desires for a “personal” atmosphere (e.g., the student to teacher ratio)?

## **12) Parking**

- a) Fees
- b) Parking services
- c) Pedestrians/shuttle service

## **13) Staffing**

- a) Increased staffing to support services (all areas; e.g., police, student activities, advising, residence life)
- b) Are other types of positions needed?
- c) Expansion of Student Affairs staff, presence to respond to the needs, issues, and challenges of a residential campus

## **14) Student Involvement**

- a) Accessibility
- b) Intramurals
- c) Service learning/community service programs
- d) Expanded leadership programs
  - i) Leadership retreats
  - ii) Opportunities where student leaders are “showcased”
    - (1) Builds prestige for those positions
    - (2) Increases # of applicants
- e) Diversity/multicultural programs
  - i) training, programs, staff
  - ii) Support for students of color
  - iii) Specific Latino issues/support (especially if ASU becomes an HIS [Hispanic-Serving Institution])
- f) Parent programs
- g) Student employment opportunities on campus
  - i) Alternative jobs for students
- h) Programming needs to keep students here.
- i) Medical, counseling and peer mediation services

## **15) Technology**

- a) An understanding of how students learn and how technology can support them
- b) Improve cell phone connectivity + campus -- Power up stations in multiple locations
- c) Technological growth (laptop stations, wireless availability, security access)
- d) Technology connections between residence spaces and classrooms

## Definitions/Statements of Concept: The Residential Campus

- a. The 2005 revision of the Carnegie Classification of Institutions of Higher Education, in its “Size and Setting Classification Descriptions,” establishes the following levels of residential campus for institutions the size and type of Angelo State University:
- M4/R: Medium four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor’s degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus
  - M4/HR: Medium four-year, highly residential. Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor’s degree granting institutions. At least half of degree-seeking undergraduates live on campus.

(Retrieved January 21, 2009, from

<http://www.carnegiefoundation.org/classifications/index.asp?key=790> )

- b. “Residential campuses by design are a means to integrate faculty and students, living and learning, and community and personal engagement over a multi-year period.” (Gleeson, T. [2006]. “Residential Campus Initiative.”
- c. “Many students arrive in the morning, go to class, and then they’re gone to a job or whatever. We’d like to find ways to engage them and keep them on campus longer, whether through innovative programs, after-class interaction with faculty, or by encouraging them to do more work at home electronically. Extending their time on campus is all part of building community.” (Sims, B. [2000]. “Tools of Engagement” in *Continuum* 10[1]. Retrieved January 10, 2009, from <http://www.alumni.utah.edu/continuum/summer00/engagement.htm> )
- d. According to Michael Eyster, Director of University Housing at the University of Oregon in 2001 (date of publication of this article), a residential campus is characterized by “vitality and vibrancy as well as a sense of community. It is not based simply on the percentage of the student body living on campus.” (Hager, H. [2001]. “Housing Struggles to Compete.”
- e. At Georgia State University, an aggressive development of residential facilities “is creating a thriving community that spills over into surrounding neighborhoods, drawing restaurants and retail into once empty streets. ‘Students say it makes it a ‘real university’, Georgia State President Carl Patton said....What they mean is, ‘you have sports, you have an honors program, you have fraternities and sororities, you have freshman housing, you have places to eat on campus and you have a theatre to go to.’” (Turner, D. [2008]. “Commuter Colleges Go Residential, Gain Enrollment.” Retrieved January 3, 2009, from [http://www.usatoday.com/news/education/2008-06-29-commuter-colleges\\_N.htm](http://www.usatoday.com/news/education/2008-06-29-commuter-colleges_N.htm) )
- f. Alma College’s “Philosophy of a Residential Campus” (quoted in part): “The education students acquire from the social and interpersonal experiences of residential life plays a vital role in their total development as concerned, inquiring human beings. Regardless of whether students live in a residence hall, small housing unit, or a fraternity/sorority house, the College retains a common set of goals—goals which promote students’ personal

development and right to realize their fullest potential.” (retrieved January 20, 2009, from [http://www.alma.edu/student\\_life/housing?REsLife/Philosophy](http://www.alma.edu/student_life/housing?REsLife/Philosophy) ).

- g. Why Notre Dame has one of the largest and most successful residence programs in the country (6,300 beds): “It’s core to what we do here,” said Father Mark Poorman, CSC, vice president for student affairs. “We’re trying to educate the mind, body, and spirit, and creating a community where students live together, learn together, and pray together is essential to this broader educational aim.” (Griffin, C. [2000]. “The Residential Campus.” In Notre Dame Magazine. Retrieved January 19, 2009, from [http://www.nd.edu/~w2000\\_01/hallsw00.html](http://www.nd.edu/~w2000_01/hallsw00.html) )

- h. On the concept of residential life and learning communities:

“Learning communities are not merely block programming, an administrative convenience that facilitates registration and use of rooms. Rather they are conscious intellectual structures that teachers create, and students participate in, to share a high quality and enduring educational experience . . . There are as many variations on the models of learning communities as there are institutions willing to participate. All, however, strive to provide an intense and supportive environment for intellectual growth and development.

“Campus residence halls provide one locale where college experiences that lead to gains in learning and intellectual development can converge. . . Residential learning communities were initiated in an attempt to create environments to ‘promote higher levels of student involvement in out-of-class activities, greater interaction between faculty and students, and a more supportive peer environment.’ Generally students living in these types of residential communities ‘have higher levels of academic achievement (i.e., grades), cognitive development, and persistence than do students in traditional residence halls. “

(Jackman, D., and Myles, M. [2006]. “Academic Degree Programs and Living-Learning Communities.” In Journal of College Teaching and Learning 3[1]. )

- i. Residential campus as defined by Washington University in St. Louis: “A college that provides or requires on-campus housing for most or all students. Many colleges require all first-year students (freshmen) to live in college housing; this is usually referred to as guaranteed housing.” (Retrieved January 21, 2009, from <http://admissions.wustl.edu/faq/RoadToCollege/Pages/Glossary.aspx> ).

- j. University of North Texas’s top ten reasons for a residential campus (somewhat tongue-in-cheek):

- a. You can roll out of bed at 11:55 and still get to class by noon—and in your slippers!
- b. Helps with Metroplex gridlock challenge.
- c. A plus for first generation/minority student recruitment.
- d. Nutritious and delicious meal plans eliminate food hassles and risk of ptomaine from eating 9-day-old takeout.
- e. Relationships formed that build friendships, a more involved student, noble citizens, and better alumni.

- f. Retention increased from better connections with the university.
- g. Increased academic success due to peer advisors, study halls, academic advising on location, supplemental tutoring in hall classrooms.
- h. Access to highest-speed internet access in Denton.
- i. Marketing opportunities through our summer conference program.

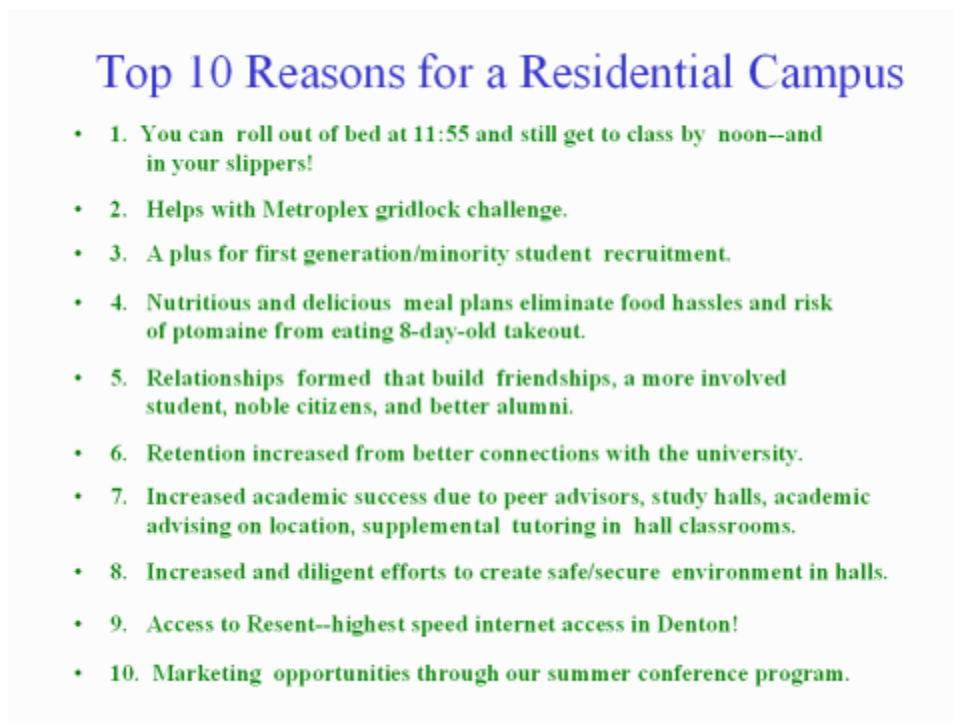
The following was submitted by Maurice Fortin for the committee to review.

## Residential Campus Definitions

### Washington University:

A college that provides or requires on-campus housing for most or all students. Many colleges require all first-year students (freshmen) to live in college housing; this is usually referred to as guaranteed housing.

### UNT:



**Top 10 Reasons for a Residential Campus**

- 1. You can roll out of bed at 11:55 and still get to class by noon—and in your slippers!
- 2. Helps with Metroplex gridlock challenge.
- 3. A plus for first generation/minority student recruitment.
- 4. Nutritious and delicious meal plans eliminate food hassles and risk of ptomaine from eating 8-day-old takeout.
- 5. Relationships formed that build friendships, a more involved student, noble citizens, and better alumni.
- 6. Retention increased from better connections with the university.
- 7. Increased academic success due to peer advisors, study halls, academic advising on location, supplemental tutoring in hall classrooms.
- 8. Increased and diligent efforts to create safe/secure environment in halls.
- 9. Access to Resent—highest speed internet access in Denton!
- 10. Marketing opportunities through our summer conference program.

### University of Alaska Southeast:

## Philosophy of a Residential Campus

Because UAS Student Housing residents willfully make the university their home, the Residence Life Staff will take great lengths to ensure that each student resident is provided with the security of community and personal boundaries, but at the same time encouraged to grow and learn to the fullest extent possible within this structured environment. The living/learning environment provides many educational opportunities that might otherwise not arise in the classroom.

### University of Colorado Boulder:

The Residential Campus Vision 2020 plan advocates for a major transformation in the educational experience for students at the University of Colorado at Boulder. The intent is to more fully engage students as active learners in an environment that supports their intellectual and personal growth. The vehicle for doing so is the residential campus concept, long provided by Cambridge and Oxford and today at such U.S. schools as Rice, Princeton, Vanderbilt, Washington University, and William and Mary.

The benefits of the residential campus concept for students are higher levels of autonomy, intellectualism, and personal growth. Studies conducted of residential campus models have found greater student gains in intellectual orientation, critical thinking, cognitive development, and sense of social responsibility. Students also report greater satisfaction with faculty, their peers, and the school in general.

The residential campus model addresses issues of academic rigor, retention, personal responsibility, and relationships with faculty, all of which are matters of importance for the University of Colorado. They address these issues because this model, by design, is a means to integrate faculty and students, living and learning, and community and personal engagement over a multiyear period. Within a residential campus model, students become a part of a greater educational whole and are actively engaged in supporting the enterprise.

Bandas, M. (2003). "Residential Colleges." In Guthrie, J. W. (Ed.). (2003). *Encyclopedia of education* (2<sup>nd</sup> ed.) (2043-2044). New York : Macmillan Reference USA :

Islamic in origin, the residential college may well be the oldest organizational model in Western higher education. Established as foundations to provide support for advanced students, residential colleges first appeared at the University of Paris and Oxford University in the twelfth century. From these medieval roots, the residential colleges of Oxford and Cambridge University evolved to become academic communities made up of students and faculty sharing living quarters, meals, and tutorial study. Oxford and Cambridge served as models for colleges and universities throughout the former colonies of England and beyond.

### **Defining Residential Colleges and Related Terms**

Residential colleges have evolved over the centuries and under different local conditions. As a consequence, there is a range of variation in their structures and a lack of consensus about the meaning of the term *residential college*. In its most generic sense, the term may be used to refer to an institution that houses most of its students on-campus as opposed to an institution with a large commuter or off-campus population. Many small, independent, liberal arts colleges conform to this definition of residential college. In a more restricted sense, the term residential college may be used interchangeably with terms such as *living-learning center*, *theme house*, and *residential learning community*. This usage, however, may obscure important differences between the classical model of residential college, conventional residence halls, and other types of contemporary residence education programs.