

AN ANALYSIS OF THE PHYSICAL
CHARACTERISTICS OF STUDENT HOUSING IN THE
BIG EIGHT CONFERENCE

by

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TABLE OF CONTENTS

	<u>Page</u>
Foreward	1
Chapter I. The Role of Student Housing at the University Level	6
A. Importance of Student Housing	7
B. Types of Student Housing	9
1. Residence halls	9
2. Foreign or international students	9
3. Fraternity and sorority housing	11
4. Graduate student housing	11
5. Married student housing	12
6. Off-campus housing	13
7. Scholarship and cooperative housing	14
8. Faculty and staff housing	14
Chapter II. University Policy, Campus Planning, and Student Housing	18
Part I. The Role of University Policy	20
A. Purpose of University Policy	20
B. Elements of University Policies	20
1. Admission policies	20
2. The curriculum	20
3. The graduate programs	21
4. Student productivity	22
5. University calendar	22
6. Policy on parking and circulation	23
7. Housing policies	23
8. Other university policies	24

TABLE OF CONTENTS

	<u>Page</u>
Part II. The Campus Master Plan	25
A. Purpose of Campus Master Plan	25
B. Approach	25
C. Elements of Campus Master Plan	26
1. Land use	26
2. Circulation and parking	26
3. Density or intensity of land use	26
4. Landscape and environmental design	28
5. Capital improvement programs	29
D. Implementation of Campus Master Plan	29
Part III. The Housing Master Plan	30
A. Purpose	30
B. Factors to Consider	30
C. Selecting Building Sites	32
1. Purpose	32
2. General factors	32
a. Parking	32
b. Accessibility and circulation	33
c. Access for emergency and service vehicles	33
d. Outdoor recreation	33
e. General breathing space	34
f. Natural features	34
g. Utilities	35
3. Relationship to other buildings	35

TABLE OF CONTENTS

	<u>Page</u>
4. Relationship to the community	35
D. Developing Building Program	35
1. Purpose	36
2. Contents of a building program	36
3. Rehabilitation	37
Part IV. Procedures for Student Housing	37
A. Relationship Between University Policy, Campus Planning, and Student Housing	37
1. General discussion	37
2. University policy	38
3. Campus planning	38
4. Student housing	39
B. Planning for Student Housing	39
C. Conclusion	41
Chapter III. Trends in Student Housing	43
Part I. Current Trends	44
A. Evaluation of Trends Identified by Richard Dober	44
B. Other Trends by Other Writers	47
1. Elizabeth Greenleaf's ideas	47
2. Trends in residence hall construction	47
3. Trends in programs	48
4. Trends in rules, regulations, and controls	48
5. Trends in the staffing of residence halls	48
6. New trends in mobile housing for students	49

TABLE OF CONTENTS

	<u>Page</u>
C. Observations from the Big Eight and Selected Schools	50
1. Coeducational housing	50
2. Private residence halls	52
3. Residential-academic program	53
4. Center for continuing education	54
5. Use of student housing during the summer	55
Part II. Future of Student Housing	55
A. General Comments	55
B. Variety in Student Housing	56
C. Flexibility in Student Housing	58
D. Conclusion	59
Chapter IV. Results of Interviews, Questionnaires, and Visitations to the Big Eight Universities and Selected Universities Across the Nation	61
Part I. Comparison of Types of Housing and Other Facilities Available	63
A. Residence Halls	63
B. Scholarship Houses and/or Cooperatives	69
C. Fraternities and Sororities	70
D. Foreign Student Housing	71
E. Co-ed Residence Halls	72
F. Private Residence Halls	73
G. Graduate Students	75
H. Married Student Housing	75
1. Married student apartments	75
2. Mobile homes	77

TABLE OF CONTENTS

	<u>Page</u>
3. Low-income public housing	77
I. Faculty Housing	77
Part II. Comparison of Housing Costs at the Various Schools	79
A. Residence Halls	79
B. Scholarship Houses and/or Cooperatives	79
C. Fraternities and Sororities	79
D. Foreign Student and Graduate Student Housing	81
E. Private Residence Halls	81
F. Married Student Housing	81
G. Faculty Housing	84
Part III. Relationship of Room and Board to Student Fees and Tuitions	84
A. Residence Halls	84
B. Scholarship Houses and Cooperatives	84
C. Fraternities and Sororities	84
D. Married Student Housing	84
Part IV. Off-campus Housing	86
A. Comparison of Off-campus to Campus Housing	86
B. Status of Central Information Service for Locating Private Housing	87
Part V. Housing Policies at Various Universities	88
A. Parking	88
B. Residence Policy	88
Part VI. Trends in Student Housing	90
A. List of Likely Trends in the Future	90

TABLE OF CONTENTS

	<u>Page</u>
B. Future Expansion Need in Student Housing	93
Chapter V. Conclusion and Recommendations for the Future of Student Housing	95
A. Personal Opinion	96
B. Observation	98
1. Single residence halls	98
2. Co-ed facilities	99
3. Scholarship house and/or cooperatives	99
4. Foreign student housing	99
5. Graduate student housing	100
6. Private residence halls	100
7. Fraternities and sororities	100
8. Married student housing	100
C. Recommendations for the Future in Student Housing	100
1. Single student housing	100
2. Married student housing	101
D. Types of Research that Should Follow this Study	102
E. Value of this Study	103
Bibliography--Sources Cited	105
Supplementary Bibliography	106
Bibliography-Interviews with Directors of Housing (Big Eight Schools)	108
Bibliography-Questionnaires Sent to Directors of Housing (Selected Schools)	109
Questionnaire for the Director for Student Housing	110

TABLE OF CONTENTS

	<u>Page</u>
Appendix	
Viewer's Guide to Pictorial Survey of Student Housing in the Big Eight Universities	113
Charts and Tables	
Chart 1 - Model of a Successful University Housing Program	3
Table 1 - University vs. Privately Operated Room and Board Rates	15
Table 2 - Co-ed Facilities	74
Table 3 - Male and Female Graduate Student Housing	76
Table 4 - Married Student Housing	78
Table 5 - University Owned Faculty Housing	80
Table 6 - Board and Room Rates for University Housing	82
Table 7 - Married Student Apartment and Mobile Home Lot Rental Rates	83
Table 8 - Comparison of Fees and Tuitions to Room and Board Rates	85
Table 9 - Student Housing Parking Policies	89
Table 10 - Single Resident Student Housing Policy	91

FOREWARD

In its broadest sense, student housing can be interpreted to mean any housing occupied by individuals associated with the college or university, whether or not the housing is owned by the college or whether it is located on or off campus. Types of student housing include the following: (1) Residence halls, often referred to as dormitories; (2) Scholarship houses and/or cooperatives; (3) Fraternities and sororities; (4) Various types of housing for graduate students and foreign students; and (5) Married student housing--usually apartments.

According to Richard Dober, a well-known authority in the area of campus planning, "in volume housing represents the largest single capital investment among various types of buildings on campus. Though not all institutions provide campus housing, half the total of college and university buildings are devoted to this use."¹

I decided to study college housing because it was a subject of great interest to me. Granted there have been numerous studies, surveys, and questionnaires covering virtually every aspect of college housing; however, in order to familiarize myself with the techniques of data collecting in planning, I decided to make an extensive physical inventory of existing student housing conditions in the early 1970's, and then to make some recommendations on ways to improve this and future student housing. In order to limit the subject and to give it local meaning, I decided to concentrate this study on the Big Eight Universities. These include the following: (1) University of Colorado (Boulder); (2) Iowa State University (Ames); (3) University of Kansas

¹ Richard Dober

(Lawrence); (4) Kansas State University (Manhattan); (5) University of Missouri (Columbia); (6) University of Nebraska (Lincoln); (7) University of Oklahoma (Norman); and (8) Oklahoma State University (Stillwater).

University Student Housing seems to this author to include three inter-related components. These are: (1) The physical housing structures (2) Program and Policies for University student housing at each school and (3) Financing of the student housing structure and program. For a clearer understanding of this relationship of University student housing, see Chart 1: Model of a Successful University Housing Program.

As the reader can see, each of these three components are interrelated to each other to form the complete area of University Student Housing.

Therefore, when considering University Student Housing, I felt it is a rather broad subject to deal with in a single project. For basically this reason, I have concerned myself mainly with the first component: the physical inventory of existing housing. In addition, some comments were made on the particular program and policies at each school. Very little was dealt with in the area of financing other than finding out what the various room and board rates were at each school for each type of student housing.

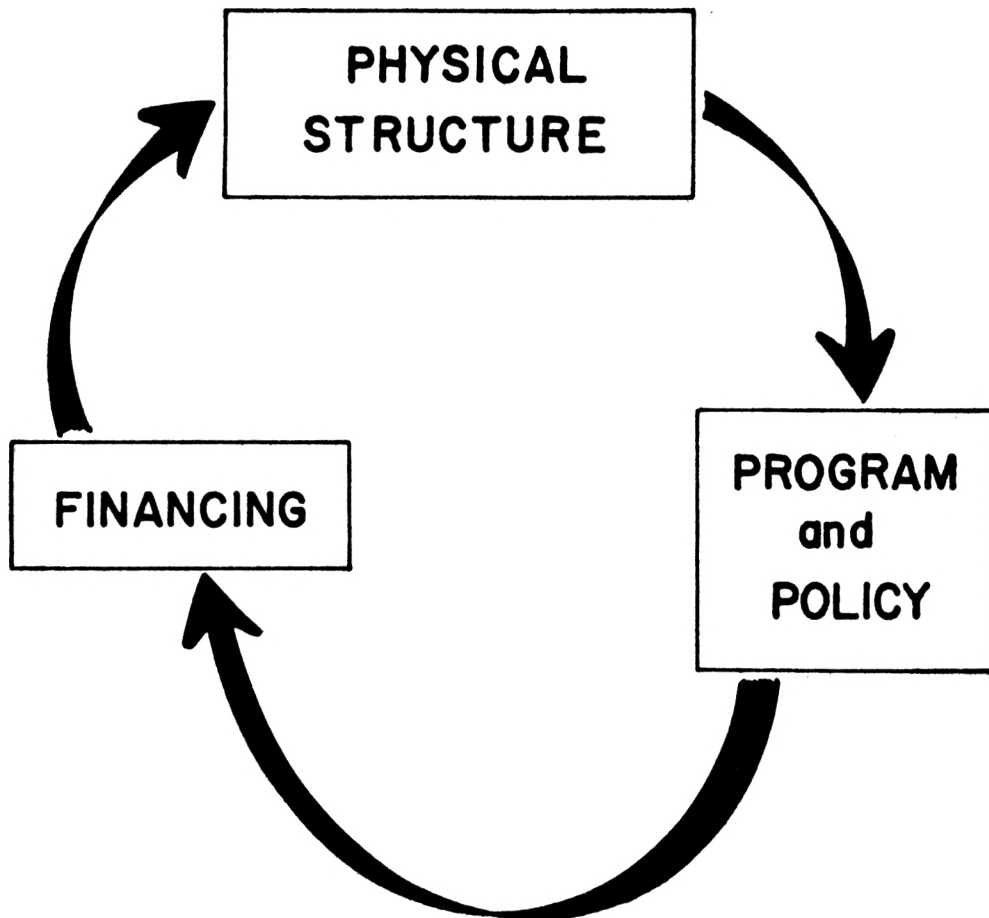
To gain a better understanding of this project, it is necessary to explain the methodology used:

1. In the summer of 1970, I visited each of the Big Eight Universities in order to get a first-hand look at student housing facilities through the process of direct observation.

2. While at each university, I interviewed the Director of Student Housing in order to gain further insight into how he felt the area of student housing fits into the total picture of university growth; I also asked about

Chart 1

***MODEL OF A SUCCESSFUL UNIVERSITY
HOUSING PROGRAM***



the kinds of improvements or modifications he saw as necessary in the future.

3. Other information collected at each Big Eight University included pamphlets and booklets indicating the housing policies at each school, as well as maps of each campus, showing the relationship of the various types of housing to the rest of the campus.

4. A number of 35 mm. colored slides were taken of the different types of student housing at each university, as well as selected slides of each campus; these slides were taken in order to show the present conditions of student housing, as well as to make recommendations for future improvements.

5. In addition, a questionnaire was sent to seven selected universities throughout the United States in order to compare the findings of the interviews and visits to the Big Eight schools with the conditions at these other universities. One school was selected from each of seven regions in the country. The types of institutions to which questionnaires were submitted included the following: (1) State-run universities (as opposed to private universities); (2) Residential schools with a relatively low percentage of commuters; and (3) schools with approximately the same enrollment as that at the Big Eight schools.

Universities selected were these: (1) New England region--University of Massachusetts (Amherst); (2) Eastern region--Penn State University (State College); (3) Southern region--University of Georgia (Athens); (4) Midwest region--Indiana University, Big Ten School (Bloomington); (5) Southwest--University of Texas (Austin); (6) Rocky Mountain--Montana State University (Bozeman); (7) Pacific Coast--Oregon State University (Corvallis).

Questionnaires were sent to the directors for student housing at these selected schools; these questionnaires duplicated those used in the interviews

of the people holding the same positions at the Big Eight schools. Of the seven questionnaires sent out to the directors for student housing, six were completed and returned for a 84.7 per cent response.

Contents of the Paper

The paper is divided into five chapters:

Chapter I. "The Role of Student Housing at the University Level." This familiarizes the reader with the various types of student housing.

Chapter II. "University Policy, Campus Planning, and Student Housing." This shows how both university policy and campus planning affect student housing.

Chapter III. "Trends in Student Housing." This lays some background for the current types of housing, and for immediate future housing, as seen by other writers.

Chapter IV. "Results of Interviews, Questionnaires, and Visitations to the Big Eight Universities and Selected Universities Across the Nation."

Chapter V. "Conclusion and Recommendations for the Future of Student Housing." This gives recommendations for student housing in the future, as well as the writer's opinions about the results of the survey.

Appendix. The appendix contains a selection of slides of the various types of student housing in the Big Eight Universities.² In addition, a copy of the questionnaire that was used both for the personal interview with the director of student housing at each Big Eight University and the mailed questionnaire sent to directors of housing at the selected universities is included.

² These slides are explained by a written text which is included. The slides are not simply a collection of good housing, but give a true picture of the types of housing that are currently found on the Big Eight campuses. Therefore, these slides should be of value to directors for student housing, campus planners, and other college administrators in helping them to survey the current housing situation and in aiding them in making recommendations for future housing.

CHAPTER I. THE ROLE OF STUDENT HOUSING AT THE UNIVERSITY LEVEL

A. Importance of Student Housing

B. Types of Student Housing

1. Residence halls for single students (undergraduates)
2. Foreign or international students
3. Fraternity and sorority housing
4. Graduate student housing
5. Married student housing
6. Off-campus housing
7. Scholarship and cooperative housing
8. Faculty and staff housing

A. Importance of Student Housing

Famous architect, historian, and educator, Albert Bush-Brown described the needs of the university student in residence in this manner: (1) ". . . his needs as an individual for privacy, domestic scale and identification with a small environment, and (2) his need for collective identity with groups of students and the educational benefits attendant upon such identity."¹ Bush-Brown further states that there are five major reasons for supporting the idea of having a good residential system:

1. The absence of a residential system may be one factor in lowering academic performance.
2. Still another result of the absence of a good residential system is division among students.
3. Adequately planned residential systems foster life in common, with desirable educational effects.
4. It also decreases emphasis upon certain other aspects of college life.
5. The residential system which encourages a common institutional life may realize some incidental financial benefits.²

Byron Bloomfield uses the following objective as typical of colleges and universities in providing housing for their students: "Our basic objective is to guarantee that student residences provide clean and safe environment and one that is conducive to personal academic and social training of mature quality. Student government is given free exercise, with the idea that responsibilities as well as privileges of a democratic society ought to be made apparent."³ While these views on campus housing were recorded in 1956, they are worthy of consideration today. In attempting to show the meaningful relationship between student housing and individual development, the Department of Student Housing at Arizona State University posed two general questions, and then attempted to answer these questions with their housing program:

1. What should a campus residence do for students? Campus residence should promote maximum opportunity for student growth in responsible citizenship for group and community living through:

- .self-government
- .self-direction
- .self-discipline

and by dealing with all students as individuals.

- .In development of sharing in purposeful activity and living together
- .In development of desirable social attitudes and interests
- .In providing opportunities for spiritual development of students
- .In scholastic development
- .In development of leadership through participation in programs of first three above
- .In development of highest possible potential of each individual

2. What should campus residence do for college? Campus residence program can contribute to college through:

- .building campus morale
- .setting moral tone of campus life
- .influencing public relations
- .setting social standards on campus
- .training campus leaders
- .developing potential alumni leadership⁴

One of the best ways in the area of housing that a college or university can help students develop as individuals is to provide a varied type of housing for its students. This can be shown in that universities recognize the differences in the needs and desires of individual students, by providing for different housing styles and types such as those at the University of Colorado. These include different types of rooms in residence halls and varied apartment types such as the buffet and married student. (For a more complete discussion see Chapter III.) To be able to live in harmony with fellow students is one of the greatest lessons an individual can learn. In college, the student can form new friendships and have an opportunity to find security and a sense of belonging in new surroundings. The transition from home life to life at college can be made easier if housing arrangements are conducive to mature development as individuals. Living together with other students provides exposure to various viewpoints and also impetus in the development of confidence and social status.

Student housing provides a vital part of the education of a student, for education is more than merely mastering subject matter--it is learning how to live with others.

B. Types of Student Housing

1. Residence Halls. These make up the largest type of student housing on college and university campuses. Formerly, many schools required all students to live in college residence halls during their freshman year. It was felt that the student would be more likely to be exposed to the resources of the college or university during this initial period of adjustment. Many college and housing administrators believed that during this period, the freshmen students could be helped to learn the ways of the college through residence life, and thus they would become more closely identified with the institution itself. Robert M. Strozier says, "In addition, it was felt by many administrators that students were able to make more, and a wider range of friends than in other living arrangements."⁵

Many colleges and universities have changed this policy. They have expanded their requirements to include the following: any university supervised housing (i.e. scholarship houses, cooperatives, fraternities, or sororities). Other schools have placed no restrictions on where the freshman students should live, and have allowed them to live where they choose.

2. Housing for Foreign or International Students. Providing housing for these students is an area of student housing planning that deserves special attention. The so-called ideal housing arrangement for foreign students would provide a variety of housing alternatives with differing facilities that will accommodate the diverse needs, habits, and distinctive tastes of the foreign student population. Since very few campuses have such facilities available for

students from other countries, adaptations and new directions must be developed. The Guidelines pamphlet written by the Cleveland, Ohio foreign student study group describes their needs:

The advantages in any type of on-campus housing for foreign students should be considered from two points of view--the needs and preferences of the foreign student, and the structure, character, and purpose of the housing unit itself, including considerations of the other people who reside there. To the foreign student, personal comfort, study conditions, location in relationship to campus and community facilities, cost, and opportunities for association with Americans and other foreign students, particularly countrymen, may be important. To the institution, the major consideration should be how effectively each type of housing supports, satisfies, and brings together the individuals who reside there.⁶

Besides providing a place to sleep, eat, and keep one's belongings, housing must provide the right atmosphere, one which allows for a psychologically comfortable place to live, relax, be oneself, and enjoy others. The opportunity for exchange is equally important. Any time foreign students and American students are housed together, unique opportunities for special learning experiences are created, provided proper effort and planning have gone into making the most of such situations.

Two schools of thought are evident in the analysis of data from the interviews and questionnaires. One group of answers says that foreign students should be provided with special housing units specifically designed for them, where they can cook their own meals and live together. On the other hand, the majority of administrators said that foreign students should be integrated with in the residence halls; this way they can learn more about this country through their close proximity to American students, and American students can gain a richer understanding of foreign students' various cultures.

This writer thinks that the majority opinion is not the best way. Rather, the universities should be constructing apartment-like complexes with cooking

facilities for both foreign and American students. This, to a great extent, would make the transitional period easier for foreign students; they would be able to preserve their eating habits and have privacy which residence halls often lack, while allowing them to meet and become friends with American students who live in the same complex. Changes must be made for existing residence halls; for example, small residence halls could be adapted into facilities which would give interested American students the opportunity to live with foreign students. Kitchen facilities could be provided for the group, allowing the students the opportunity to make their own meals when they prefer. Required use of the cafeteria is not in the best interests of foreign students.

3. Fraternity and Sorority Housing. According to Ricker and Lopez in College Students Live Here, about 15 per cent of the total undergraduate students nationwide in 1961 were housed in fraternity or sorority houses. Although fraternities and sororities are no longer as strong as they once were, it is obvious that fraternities and sororities financially assist many colleges and universities in helping solve their housing problems. The numbers of students living in Greek housing varies widely from none or very few to well over 50 per cent:

It is important, therefore, that the college which intends to make student life outside the classroom a part of a broad educational program must develop a system of close cooperation between its student personnel administration and the fraternities and sororities on its campus. The minimum purposes to be achieved through such cooperation should be: (1) to assure the financial integrity of the group; (2) to insure adequate and appropriate housing for the members; and (3) to secure adult guidance through a satisfactory personnel staff . . .⁷

4. Graduate Student Housing for Single Students. Since there is a rapidly increasing number of graduate students enrolled today, there is a need for more and improved housing for them. Generally, this student group is older and

more socially mature than undergraduate students. Graduate students also have different needs; for example, they need more space and often more equipment for study than do undergraduates. Their preferences also differ, as some prefer a single room, while others would rather share an apartment with one other student.

Colleges and universities differ in their approaches to housing graduate students. Some schools provide separate housing, either in the form of apartments or in special residence halls, while other institutions assign graduate students to a designated area in undergraduate residence halls. Being a single graduate student who lived in an undergraduate hall for two years, I believe that universities should try to provide separate housing facilities for graduate students. After all, there is much difference between an 18-year-old freshman and an older, more mature graduate student. (For more detailed comparison of housing facilities for graduate students, see Table 3 "Male and Female Graduate Student Housing" in Chapter IV.)

One successful way of providing sufficient housing for graduate students is the versatile plan that Claremont College (Claremont, California) is currently using. This plan includes apartments that can be used either as two-bedroom units for married students or three-student-suites for single graduate students.

5. Married Student Housing (Graduate and Undergraduate). Providing housing facilities for married students is difficult at many colleges and universities. Since this segment of the student population is growing, both in numbers and in per cent of total students, many schools have found that they do not have a sufficient number of apartments to supply the demand. Still a problem at some schools is the quality of housing available, and some barracks or

quonset hut-type housing is still being used. Currently such low quality housing is used at these Big Eight Universities: the University of Colorado, which has quonset huts and Butler steel buildings; Iowa State University, which has very old barracks-type buildings; University of Missouri, which is rapidly phasing out its old, inadequate housing; and Oklahoma and Oklahoma State Universities, which both have barracks-type buildings.

It is evident that providing sleeping and study facilities is not enough; rather, a married student apartment must also be a suitable place in which to rear children and to carry on congenial family life.

Most institutions which do provide apartments, usually have both one-bedroom and two-bedroom units, while a few schools also provide three-bedroom apartments. Some schools also provide efficiency apartments; however, these are usually not adequate because of the lack of storage space, the general overall lack of space, and the lack of privacy. In fact, most married student housing lacks in storage and space and privacy, and it seems that this area should be improved upon. Actually, minimum facilities for an apartment for married students should be the same as for any apartment; i.e. living room, dining area, kitchenette, bath, one or more bedrooms, and storage space. Laundry equipment is also essential, but often this is located in a separate area outside the apartment itself.

6. Off-Campus Housing. This covers all types of housing, ranging from the single room to a complete house. Some schools provide a referral service for housing inspection of rental properties, as well as assistance in working with conduct problems. Other schools prefer to stay out of off-campus housing altogether, and to let the students find their own housing.

A recent movement in college housing has been the presence of the private developer, who builds housing, usually apartments near the college, with his main customers being college students. Other developers have built structures very similar to dormitories, except for added luxuries such as outdoor swimming pools. These types of housing are generally more expensive for the college student. (See Table 1 "University vs. Privately Operated Room and Board Rates" at the end of this chapter for a complete comparison between college-operated residence halls and private residence halls.)

7. Scholarship and Cooperative Housing. Scholarship housing is provided at some universities, and, as the name indicates, is limited only to students with scholarships. Usually, these houses are funded through endowments. Therefore, the students pay a reduced board and room rate in return for cooking privileges and housekeeping duties.

Cooperative student housing varies from none at some colleges to a rather substantial number of units at other colleges. A student cooperative, as described in a pamphlet at the University of Nebraska, is "a fraternity of students who work together to maintain self-sufficient needs during their stay at the University. The student co-op provides benefits to its members, including inexpensive room and board, study and counseling facilities, social contact with campus life, athletic opportunities, and companionship."⁸ Advantages of the co-op include the following: (1) Money is saved by members through quantity buying and cooperative effort; (2) Most of the work necessary to keep the house functioning is done by the members, thus limiting the employment of outside help, which in turn keeps the expenses down.

8. Faculty and Staff Housing. Although this is not student housing, some colleges and universities do include on their campus housing for the members of

Table 1
**UNIVERSITY vs. PRIVATELY OPERATED
 ROOM and BOARD RATES ***

	University Operated Residence Halls	Private Residence Halls
COLORADO	\$ 950-1,000	\$1,200
IOWA STATE	870	None
KANSAS	900	1,248
KANSAS STATE	900	430 (Room only)
MISSOURI	940	1,390**
NEBRASKA	880	None
OKLAHOMA	740-950	None
OKLAHOMA STATE	773-863	None
PENN. STATE	1,035	None
MASSACHUSETTS	1,030-1,180	None
GEORGIA	345 (Room only)	1,284
INDIANA	1,000	None
TEXAS	827 1,158	1,448
MONTANA STATE	976	None

*Determined for a nine-month period.

**Addition to: \$10 social fees, \$30 optional linen rental, and \$40 optional parking.

Source: Campus interviews and questionnaires 1970.

the faculty and staff. In the past, most colleges and universities have felt it unnecessary to provide such housing; however, some university officials have attempted to provide limited housing for their employees. In general, faculty housing has been taken care of through individual rental or purchase in the local community, assignment to rental apartments or houses on campus, construction of housing projects, or development of off-campus home building sites for lease or purchase.

FOOTNOTES--CHAPTER I.

¹ John Bland and Norbert Schoenauer, University Housing in Canada (Montreal: McGill University Press, 1966), p. 10.

² Albert Bush-Brown, Apartments and Dormitories (Concord, N.H.: F. W. Dodge Corporation, 1958), pp. 177-8.

³ Byron C. Bloomfield, "College Housing," Bulletin of the American Institute of Architects (July-August, 1956), p. 8.

⁴ Ibid., p. 9.

⁵ Robert M. Strozier, Housing of Students, XIV, (Washington, D. C.: American Council on Education, 1950), pp. 55-56.

⁶ Guidelines: Housing of Foreign Students (Cleveland: National Association for Foreign Student Affairs, 1967), p. 5.

⁷ Strozier, Housing, XIV, p. 55-56.

⁸ A Look at Co-ops (Lincoln, Neb.: The University of Nebraska Press, 1970), p. 2.

CHAPTER II. UNIVERSITY POLICY, CAMPUS PLANNING, AND STUDENT HOUSING

PART I. The Role of University Policy

- A. Purpose of University Policy
- B. Elements of University Policies
 - 1. Admission Policies
 - 2. The Curriculum
 - 3. The Graduate Programs
 - 4. Student Productivity
 - 5. University Calendar
 - 6. Policy on Parking and Circulation
 - 7. Housing Policies
 - 8. Other University Policies

PART II. The Campus Master Plan

- A. Purpose of Campus Master Plan
- B. Approach
- C. Elements of Campus Master Plan
 - 1. Land Use
 - 2. Circulation and Parking
 - 3. Density or Intensity of Land Use
 - 4. Landscape and Environmental Design
 - 5. Capital Improvement Programs
- D. Implementation of Campus Master Plan

PART III. The Housing Master Plan

- A. Purpose
- B. Factors to Consider
- C. Selecting Building Sites
 - 1. Purpose
 - 2. General Factors
 - a. Parking
 - b. Accessibility and Circulation
 - c. Access for Emergency and Service Vehicles
 - d. Outdoor Recreation
 - e. General Breathing Space
 - f. Natural Features
 - g. Utilities
 - 3. Relationship to Other Buildings
 - 4. Relationship to the Community

- D. Developing Building Program
 - 1. Purpose
 - 2. Contents of a Building Program
 - 3. Rehabilitation

PART IV. Procedures for Student Housing

- A. Relationship Between University Policy, Campus Planning, and Student Housing
 - 1. General Discussion
 - 2. University Policy
 - 3. Campus Planning
 - 4. Student Housing
- B. Planning for Student Housing
- C. Conclusion

PART I. The Role of University Policy

A. Purpose of University Policy. As defined in Webster, a policy is any governing principle, plan, or course of action. A policy is a statement of the general intentions of the university and thereby, it serves as a guide in matters that the university has set forth. The various policies which will be discussed in Part I include the admissions policy, policies on the curriculum including graduate programs, the university calendar, parking and circulation, housing policies, and others such as policies including tuition and fees. Together all these make up the campus plan and specifically the housing program at any college or university.

B. Elements of University Policy.

1. Admissions Policy. To a large degree the admissions policy determines the type of student the university will educate. This in turn can largely determine the type of housing needed. Policies on the ratio of men to women, of married students to single, and others of this type also have a direct effect on the amount of housing needed. The quality of students will help determine the quality of education granted by the university. A selective admissions policy will usually result in a higher per cent of students staying at the university, with a higher utilization of the instruction as well as of the university student housing facilities. In other words, more students will likely continue their educations and utilize university and housing facilities. A related problem, that of multiple application, tends to inflate the demand for university facilities. In order to resolve this, many schools are resorting to non-refundable application fees and earlier deadline dates.

2. The Curriculum. The curriculum has a large effect on the kinds of students attracted to the university; in turn, housing is influenced. A uni-

versity concentrating on engineering and other technological and scientific fields, would draw a heavy male enrollment with a corresponding need for facilities for men. On the other hand, a school specializing in education and home economics would need facilities for women. The curriculum, besides influencing the physical facilities needed on the campus, could have a more direct bearing on different housing requirements: architectural students would need additional room for drawing tables, while music students would need practice rooms. In addition, the popularity of a particular program at a specific point in time also influences university size at a specialized university. For example, a school with a good engineering program tends to be less attractive today than one with a good program in ecology. Therefore, enrollment would tend to drop and there would not be as great a need for housing at the engineering school. As a result of such shifts in curriculum popularity, school size fluctuates, with a corresponding fluctuation in housing demands.

3. The Graduate Programs. The type of graduate program offered at the university to a great extent determines the type of graduate attending. This would in turn have an effect on the type and amount of housing needed. A school that has a good engineering program would tend to draw graduate students from many geographical areas, and thus there would be a great demand for housing facilities both for single graduate students and married graduate students. On the other hand, a school that has a strong Latin Department, for example, would not have as great an enrollment nor need for housing facilities. Currently, schools are continually adding to or expanding their graduate programs and admitting more students, who need housing. By continually adding new programs and expanding present graduate programs, the college or university will be faced with additional housing needs. Since proportionately more graduate

students are married than undergraduate students, a university with a large graduate program will need facilities for these married students; however, single graduate students with their special needs, should not be slighted.

Ideally, apartments with cooking facilities are best for the single graduate student (rather than residence hall facilities), because he generally requires more privacy and time for himself.

4. Student Productivity. This is a factor that has often been overlooked. If students are permitted to enroll in only the minimum number of courses in order to remain enrolled, it may take them five years to complete work normally done in four. Thus this extends the use of the university facilities and its housing by 25 per cent. Only about 40 per cent of the nation's students, however, do graduate at the date scheduled for the class of their matriculation.¹ To reduce the number of stragglers, some universities have begun to make more stringent requirements to help increase productivity. Nevertheless, it is still the individual student's decision and personal circumstances that determine his date of graduation, such as needing a job to help supplement his education. This may require taking a lighter load of courses in order to work part-time or drop out a semester or two in order to earn a sufficient amount of money to continue his education.

5. University Calendar. Colleges and universities differ; many schools prefer the traditional two-semester calendar, with a summer school session. Other schools utilize a tri-semester approach, which enables the university to enroll up to a third more students with no change in the existing physical plant, therefore reducing the need for additional instructional space and housing. To be effective, however, the tri-semester plan must be implemented into an actual change in university policy. This generally takes a great deal

of planning and effort, with political lobbying at the university.

6. Policy on Parking and Circulation. This particular policy determines, to a large degree, where the university will grow and develop; hence, it has a strong relationship to housing. If the university is largely commuter-oriented, it will certainly have different needs than a school that supplies living accommodations for many students. Research has revealed the following:

Presently, some of the larger universities are restricting the automobile altogether or at certain hours and have some form of mass transportation for the students, who park on the edges of the campus, such as the shuttle bus service at the University of Wisconsin. The University of Minnesota, through an aggressive and realistic policy of providing off-street parking space in numerous lots and parking structures, has been able to keep up with the demand, and also prohibits curb parking throughout the University.²

Policies on parking are directly related to student housing as well. All of the schools in the Big Eight allow students to have cars on the campus, although in some areas on campuses such as Kansas State, Nebraska, and Oklahoma, cars are either restricted all the time or between certain hours of the day. The policy of many universities is to try to best accommodate the students and the areas that they can park in. For example, if a student lives in a residence hall, the university will assign him a parking spot close to his hall, while the commuter will be allowed to park near his major classroom, if at all possible. (This policy more likely applies to upperclassmen or graduate students than to underclassmen.)

7. Housing Policies. Housing policies have a direct influence on the growth and development of the university, and are directly related to all six of the preceding. Many universities require their freshmen, and sometimes sophomores, to live in university housing. The University of Massachusetts requires both freshmen and sophomores to live in campus housing; thus it houses

10,500 of its nearly 19,000 students in the residence halls. Meanwhile, the University of Texas has no restrictions on where students can live, and thus houses only 5,630 or about 14 per cent of its nearly 40,000 enrollment in residence halls. The universities' policies on fraternities and sororities help determine the amount of housing needed. A school opposed to the Greek system will need to supply more housing than a school that supports it. Virginia Polytechnic Institute is a state-supported, land-grant university that does not allow fraternities or sororities. V.P.I.'s housing policies require male freshmen and sophomores to live on-campus in residence halls, while females under 21 must also live in halls. Thus, out of its approximately 9,500 students, over 65 per cent are housed in university residence halls. Policies toward private developers building residence halls and apartments have, also, an effect on the amount of housing a school needs. The University of Kansas, with its private Naismith Hall, which houses 500 students, and Jayhawk Towers, which houses considerably more, eliminates the need for at least one additional large residence hall, plus some married student housing. Price of room and board is another factor that should not be overlooked. A university that has good housing accommodations, plus moderate room and board rates (for example, Iowa State), will need more housing than a school with much higher rates (University of Texas). Iowa State houses nearly 44 per cent of its 19,600 students in the residence halls, with rates of \$870 per year (1970-71) for a double room, while the University of Texas has much higher rates of \$1,158 per year (1970-71), and houses only 14 per cent of its almost 40,000 students.

8. Other University Policies. Tuition and fees, to a large extent, affect enrollment. A very high-priced tuition fee will tend to control the enrollment, while a lower fee will often help a university to grow. This growth

would include an additional need for housing. Many other policies have an effect on a number of things on campus; however, nearly every individual policy mentioned here is related to housing in some way.

PART II. Campus Master Plan

A. Purpose of Master Plan. At today's college and university, the Campus Master Plan is a necessity. Its basic purpose is to guide the orderly physical growth and development of the college or university.

B. Approach. A successful campus plan must achieve a sensible balance of the following: 1. Program; 2. Design; 3. Cost; 4. Time.³

1. Program is all important. It is the reason for the campus. The program reflects the philosophy, goals, teaching methods, and procedures of the university and each department, plus the space requirements and other facets of the operation of the institution.

2. Design considers the function and environment and is basically an expression of the physical character and arrangement of the campus. Such considerations affecting the design include functional grouping of buildings, relationships of campus and surrounding neighborhood, circulation and land use patterns, adaptations to climate, topography, and existing facilities, and concepts of space, form, color, and texture. Thus it is necessary for a campus to provide a pleasant and stimulating environment in which students and faculty may live and work.

3. Cost is concerned with many things, including land acquisition for expansion, initial and continuing costs of buildings, landscapes, and services, and even the economic feasibility of renovating or abandoning old structures.

4. Time determines the sequence of projects necessary to implement the plan. The feasibility and staging of construction is affected by such fac-

tors as the useful life of buildings, availability of land, the effect of expansion on the community, utilities systems, and requirements in the circulation system. A plan to a large extent determines how a campus must function properly both now and in the future.

C. Elements of Campus Master Plan.

1. Land Use. This section of the plan summarizes existing uses of land on campus and outlines proposals for the future. This involves land that is devoted to such major uses as academic, housing, recreation and athletic, open space, and cultural.

2. Circulation and Parking. In a campus plan, circulation involves moving people as well as goods over different routes, mainly streets. Automobiles are the principle vehicles of movement; however, trucks, buses, bicycles, and pedestrians are also involved. Pedestrians should also be considered to be part of the circulation system. This is especially evident shortly before classes begin or after they dismiss, as there usually is a sudden increase in pedestrian traffic. Largely because of the narrow streets and crowded universities, cars are often banned and only pedestrian traffic is allowed.

Parking is the temporary storage of vehicles while drivers and passengers are occupied elsewhere. The main objective is to provide a balance between the circulation of automobiles and the parking facilities, with due regard for other types of transportation for buildings and land values.

3. Density or Intensity of Land Use. Density is the measure of the designed population and land use capacity of the land. Intensity refers to the ratios of building coverage to land area. Density and intensity are measured in terms of floor area ratio (FAR) and ground area coverage (GAC). FAR is the ratio of total floor area within buildings to the land area in the zone in

which they are located. GAC is the ratio of land covered by the buildings (i.e., by the first floor of a building to the total land area in the zone. Thus FAR and GAC are guidelines for the development of the campus within a framework that will allow more than adequate expansion, yet prevent overcrowding of land areas and unnecessary consumption of available building spaces.

The ratios of building coverage to land area vary widely from campus to campus. This includes the compactness of the urban university to the sprawl of the rural land grant school. A good example of an urban university in the Big Eight is the University of Nebraska. The City Campus has the vast majority of its buildings cramped in and even scattered around, with many of them several stories high. To compensate for this lack of space to expand, the University of Nebraska found it necessary to develop another campus--East Campus--to accommodate the Agricultural Area, Home Economics School, and new Dentistry School. Although the University of Nebraska is a land-grant school, it provides the best example of urban university in the Big Eight. Iowa State represents a much larger, sprawling land grant, rural school, with much open space currently available, and more room to expand.

Factors influencing the density and intensity of land use include the following: (1) the enrollment; (2) the size of campus; (3) the location; (4) the amount of open space available; (5) the amount of land available for expansion; (6) land use in and around the university; and (7) layout of the university.

The amount of floor space provided for each student also varies widely from school to school. This to a large degree is determined by the adequacy of existing buildings and classrooms, age, number of classrooms and laboratories, plus the total square feet in classrooms and laboratories. Other points to

consider when determining amount of floor space include the utilization of instructional space for the entire school week; at many colleges and universities the classrooms and laboratories are not utilized to their greatest potential, nor does utilization even approach it. In a survey done by Russell and Doi, it was found that the total square feet per full-time student enrolled varied from a low of 6.7 sq. ft. to a high of 60.5 sq. ft.; the average provision should be about 20 square feet.⁴ In the same survey, Russell and Doi found that the average square feet per full-time student for laboratories varied from 28.3 all the way to a low of 1.7. This averaged out to about 9.5 (although it must be noted that not all full-time college students are enrolled in any laboratory classes, and in addition, these laboratories are on the whole very poorly utilized). Therefore, this 9.5 sq. ft. per student should be considered adequate. The kind and level of instruction affect the academic facilities, but the residential facilities depend on the kinds of students at the institution.

4. Landscape and Environmental Design. Design may be described as the imaginative creation of possible forms and arrangements, together with the means of achieving them for human purposes. Landscape and environmental design give character to the open spaces as part of the total physical environment. Various landscape design planning principles include concern for walks and terraces, steps, platforms, walls and exterior lighting, besides the general selection and placement of plant materials. Landscaping should in no case occur as an afterthought or filler of blank spaces, but rather should relate to the site. Environmental design deals with the spatial and temporal pattern of human activity and its physical setting. It is concerned with such areas as signs, directional markers, location maps, plaques, and building titles as they fit naturally into sites and spaces. Wastebaskets and trash collection bins

should be gracefully designed to conceal a mess rather than contribute to it with visual clutter; all utilities, if at all possible, should be installed underground and out of sight. Landscape and environmental design are both integral aspects of the architectural design and exterior spaces of each building; and they further the objectives of the master plan.

5. Capital Improvement Programs. This is a statement of improvements which should be made on the campus over a period of years, and is related to the campus master plan, the ability to finance, and the apparent need for projects. Often these improvements are given priority ratings and then are put in various phases for future development. Various projects considered to be capital improvement programs include: (1) New buildings; (2) Additions; (3) Renovations, modernization, and repair; (4) Miscellaneous items (these may involve smaller but essential projects such as lighting, water lines, sidewalks, and landscaping. It is customary to have a Capital Improvement budget and Capital Improvement Program annually, revising the entire program and adopting the capital improvement budget each year as part of regular operating budget. Since this is often the case, at least this element of the campus master plan must be made available so it can be kept current and operable.

D. Implementation of the Campus Master Plan. The Campus Master Plan serves as a guideline for the evolution and growth of the University. Flexibility is a key word, as plans must be reviewed and altered to respond to current situations, but the basic concepts must remain. For any Campus Master Plan to be effective, continuous effort must be directed toward implementation:

The implementation of the plan will to a large degree depend upon continued administration of planning functions and processes. The university should continue to reinforce the Central Planning Committee by, first, requiring that all matters relating to planning be reviewed by this committee and second, by supplying the committee and the university, as a whole, with competent planning staff members

to serve in an advisory capacity to the Central Planning Committee. It is strongly recommended that the university include a planner, architect, and landscape architect on staff to assist in the implementation of the campus development plan.⁵

In addition, it may be necessary that a university add an interior design architect to work on designing interior spaces. It should be further pointed out that some people claim we spend as much as 90 per cent of our time in enclosed man-made space; therefore, this is an important aspect of architecture which should continue to be emphasized.

PART III. The Housing Master Plan

A. Purpose. "Housing is a vital part of the total college program. . . . As such it must be incorporated smoothly into the whole--a process that demands careful attention to the institution's over-all pattern of physical growth and to its policies and aims, as well as to its specific housing requirements."⁶ In order to have a successful student housing program at the university, it is essential to have some type of housing master plan. This housing master plan must be part of the campus master plan, for it must serve as a guide to develop and maintain an adequate housing program that will facilitate orderly change and expansion. This Housing Master Plan must be flexible enough to accept new, creative ideas and programs, but still must be kept in harmony with the total university's goals and objectives.

B. Factors to Consider. In order for this housing plan to be effective, it should be based on sound answers to some specific questions:

1. "Who is to be housed?"⁷ Areas of consideration of this question are directly related to the admissions policy of the university, and concern such elements as percentage of student body housed, number of married student facilities available, and relationship of on-campus to off-campus housing. A

consideration that is often used at a private college or university is the availability of housing. This, to a large extent, serves as a control in the enrollment at an institution. This consideration, however, is rather difficult to justify at a state college or university.

2. "How are housing construction and operations to be financed?" The university must consider such factors as the following: rentals should be kept at levels that students and faculty can afford; recruitment and compensation devices should be used to supplement faculty salaries with available housing; there should be ways to increase the potential revenue of the building. Another consideration is to prevent imposing an undue burden on the university budget in the area of housing operations.

3. "How is housing related to the overall aims of the institution?" This question gives some consideration of the general academic and social tone of the university, as well as its type, size, and composition. In addition, one should find out as much as necessary about the institution's existing teaching methods, curriculum, faculty, and future plans. It is important to point out that housing often determines the image of the university; at least, housing is often responsible for how a student relates to his university and how he responds to it. Therefore, housing is much more important than we have allowed ourselves to realize in relating people to the institution.

4. "What are the general directives for the physical master plan?" Areas of concern in answer to this question will indicate how future expansion will take place, whether additional land will be needed for expansion, as well as the density of development and the relationship of housing to academic areas.

5. "What level of quality is to be maintained in the building?" The

answers to this question to a great extent determine the policy of the university toward the maintenance and upkeep of its buildings. In addition, the compatibility and usefulness of the other buildings are related to those facilities used for housing, and therefore are largely determined by the way these facilities are maintained.

6. "To whom are the various responsibilities delegated?" This question should, in its answering, provide insight into the operation and maintenance of the housing program as a whole--to the successive states of programming and planning the building as well as to the intended use of the building.

C. Selecting Building Sites.

1. The Purpose. The purpose of selecting proper building sites is basically to locate the building in the best possible place. Factors to consider are these: convenience; making certain the building will not be in the way of future university development; maintaining enough flexibility to change the approach to siting in response to new ideas and techniques; and allowing enough space to expand as needs increase. The suitability of a site depends on the following general factors.

2. General Factors.

a. Parking. The site must be large enough to adequately accommodate the automobiles of the students, staff, and visitors. University policy will to a great extent determine the ratio of parking spaces to students housed. This varies greatly in the Big Eight, from 1:2 at both Iowa State and Kansas State, all the way to 1:5 to 1:7 at Oklahoma State (e.g. one parking space is provided for every seven residents). I believe an acceptable ratio would be about 1:3. A ratio of 1:3 would seem to allow enough parking for the students with cars, but at the same time would not make it necessary to in-

crease the number of parking spaces. Besides determining the number of parking spaces, provisions for screening the parking lot from the rest of the site should be made. There are various ways of doing this; for example, using bushes and trees to blend the parking lot into the natural setting, or partially submerging the lot.

b. Accessibility and Circulation. Accessibility refers to ease with which a building is reached, while circulation has been defined above. Therefore, the housing facility must be made easily accessible with reference to existing circulation systems. This may involve some alterations and improvements. However, the money spent on these must be justified and not out of proportion to the project; otherwise, a different site may have to be found.

c. Access for Emergency and Service Vehicles. Emergency vehicles include fire-fighting equipment, ambulances, and law enforcement vehicles; service vehicles are the various types of trucks carrying food and other supplies, waste and garbage, and providing repair and maintenance. These emergency and service vehicles are essential to the operation, maintenance, and protection of the housing facilities. Times of use may be quite constant for service vehicles, but emergency vehicles need access at all necessary times. Therefore, it is necessary to provide proper access for these vehicles, as well as proper circulation and convenient parking. These areas should be properly marked and kept open in order to assure proper access at all times.

d. Outdoor Recreation. Sufficient recreational facilities and space for them is a necessity for the residence hall or married student apartment complex. Basic considerations for recreational facilities are the types of students being housed, the numbers housed, and the possibilities of site itself. Combination all-weather courts for such sports as basketball, volleyball,

and tennis are important, as large, grassy areas can be rather versatile and can be used for many types of recreation such as football, softball, and soccer, or just for studying, relaxing, or sunbathing. These types of recreation facilities are needed around residence halls. An example of not providing sufficient recreation space, mainly in large grassy areas, is evident at Kansas State. Many of the students play football on an area rather close to the residence halls, on the lawn in front of Weber Hall. There has been some attempt to solve this problem by reseeding a portion of an old gravel parking lot.

Married student housing, in addition to the above types of facilities, needs playground equipment for young children such as swings, slides, monkey bars, and sand boxes, as well as safe places for them to play.

e. General Breathing Space. Adequate open space around the student housing development is essential to provide for recreational opportunities, as well as to provide a buffer from nearby parking areas and other development zones, some of which are in the city. This can be done with good landscaping techniques and with grass, trees, bushes, and even flower gardens. An example of a large open space is the picturesque pond in the Kittredge Residential Complex at the University of Colorado.

f. Natural Features such as Trees, Grades, Soil Conditions, and View. All these physical features of the site must be taken into consideration, because each is rather essential, in its own way, to the site. For example, a new residence hall without trees looks rather institutional and barren. However, proper landscaping with trees and bushes, plus gardens, makes the building much more appealing. Moderately sloped sites are preferable to either steep or very level land, as heavy grading creates settlement and erosion problems. Soil conditions such as clay-loam, sand, gravel, or porous materials al-

low the best soil drainage and economical construction. The view from the site is another factor that adds to its appearance and liveability.

g. Utilities. Adequate utilities such as sanitary and storm sewer systems, water, electricity, gas, telephone, security alarm systems, heating and ventilating systems, are often required for student housing. The location of existing facilities, their workability, and the necessity for new utilities are factors that must be considered.

3. Relationship to Other Buildings. The location of residence halls and other student housing has a definite relationship to other buildings. Ideally, the housing facilities are within a reasonable distance from both the library and from the student union. This cannot always be possible at some of the larger universities. For example, at the University of Colorado, in order to better serve the student it is necessary for each residential complex to have a branch library, recreation area, and snack bar. The same is true at many other Big Eight schools, where the residence halls are some distance from the library and union.

4. Relationship to the Community. When selecting building sites for student housing, the relationship of the community is often overlooked. Actually, since the community to a great extent derives much of its income from the university, and the university in turn employs many people from the community, there should be a good relationship between the two. Therefore, for convenience sake, it is necessary to develop mutual planning efforts between the community and the university.

There is a strong, natural relationship developing between the University of Nebraska and the city of Lincoln in their joint effort in planning the development of the campus-community mall project. The former hard line between

the campus and the urban area will continue to disappear, as the major thoroughfare, R Street, will be designated as a pedestrian way. Currently in use are the Sheldon Art Gallery and the Westbrook Music Building. Plans for completing the project involve the construction of Hall for Performing Arts, as well as other student housing facilities, academic buildings, speech clinic, and campus-related social and religious organizations. The community uses will include housing, churches, commercial shops, and services, and these will be compatible with the university.

D. Developing Building Programs.

1. Purpose. A building program should be developed to serve as a guide to the architect as to what the basic requirements of the building should include; such areas as types, sizes, and organization of spaces, critical dimensions, and various environmental controls as well as desired colors, finishes, and furnishings are some of the essentials to follow. In addition, a good building program should include reasons for specific requirements; these in turn will give the architect a better understanding of the projects. Also, the program should present a philosophy about the need for the buildings.

2. Contents of a Building Program.

- a. Objectives and policies: Concept of use and operation.
- b. Project description: Number, capacity and desirable height of proposed building.
- c. Outdoor areas: Pedestrian and vehicular traffic, parking, educational and recreational uses, landscaping.
- d. Utilities: Including telephone system and facilities for trash disposal.
- e. Administration and staff: Number and living accommodations required, student organization, housekeeping procedures.
- f. Food services: Type and numbers to be fed, type of layout and equipment for kitchen, dining rooms, and snack bars.

- g. Student rooms: Number, type, size, equipment, lighting, decoration, arrangement of rooms to establish social groups.
- h. Circulation: Corridors and stairs, elevators.
- i. Housekeeping facilities: Storage, location, and equipment.
- j. Student services: Storage, laundries, lounges, recreation areas.
- k. Educational facilities: Study areas, library meeting rooms, display areas.⁸

Some campus planners find it useful to prepare a more detailed check list for all aspects of the project for use by the architect and as a reference by planners.

3. Rehabilitation. The program of building requirement should also serve as a guide for the rehabilitation of existing programs, although certain changes and adaptations will have to be made. If the university is to avoid unfavorable contrasts between old and new and thus pour unnecessary operating funds into substandard units, rehabilitation may be the answer provided the structure is sound, is needed, and it is economically feasible to rehabilitate. It appears that rehabilitation programs have very little potential if you look at economy and function. Kansas State's experience is that it is far less expensive to tear old buildings down than it is to attempt to renovate them. Fundamentally, new buildings should operate more effectively than renovated old structures.

Rehabilitation seems to be related more to culture and aesthetics than anything else. This, of course, depends upon the stability of the buildings.

PART IV. Planning Procedures for Student Housing.

A. Relationship Between University Policy, Campus Planning, and Student Housing.

1. General Relationship. For a successful housing program, each col-

lege and university must develop a three-way relationship. This includes a composite of the university policy, the Campus Master Plan, and the Housing Master Plan. In other words, the college or university must have definite policies on how the planning for both the Campus Master Plan and the housing section of it will be handled. This is known as a campus growth policy.

2. University Policy. The policies of the university to a great extent determine how student housing will be planned. In the Big Eight, it is a policy that all freshman students at all the schools, except Iowa State (women students only) must live in university housing. This policy is essential in determining the amount of housing that will be needed and planned for. The admissions policy of the particular university will also affect the number and type of students enrolled and thus indicate the types of housing needed. Some of the other university policies, such as curriculum, university calendar, parking and circulation, tuition, and fees, all affect student housing, especially the amount of student housing needed.

3. Campus Planning. There are various ways the planning can be done at each university. Some colleges and universities employ a full-time Campus Planner and staff to work on planning pertaining to the institution, while others either use planning consultants full-time or part-time. The planning consultants are used to relieve college officials of work loads, to supplement local knowledge with broader experience, or to resolve planning conflicts.

Usually every college or university has some type of committee that assumes the responsibility for planning. This serves as a coordination between the Campus Planning Department and the president of the university or the Board of Trustees. This, of course, varies from school to school, but essentially it is a steering committee made of an administrative officer (often the university

president or one of the vice-presidents), several faculty members representing major departments of instruction, the business manager or his representative, the student personnel officer, a representative from the housing and food service, and an architect, as well as a few university students. If it is to function successfully, the committee needs authority delegated by the university president and board of trustees, plus a clear definition of responsibility.

4. Student Housing. Student housing is related to both university policy and to campus planning. The Campus Master Plan is the major instrument for guiding the successful physical growth and development of the university. The Student Housing Section of this plan is quite vital to the rest of the university development. The major elements of the Campus Master Plan are these: land use, of which housing is one vital factor; circulation and parking; capital improvement program; density and intensity of land use; and landscape and environmental design. These are all involved in the Student Housing Plan, also. The importance of housing in long range planning is shown, as a representative of the housing and food service is nearly always represented on the steering committee at most colleges and universities.

B. Planning for Student Housing.

Specific planning procedures for the development of student housing will vary from school to school. In general, the following is a composite of procedures used by many institutions.

1. Determine general enrollment needs and long-range future projections. The purpose here is to determine how many students will be attending the university currently and in the next few years. Then the future projections as well as the general policy on optimum enrollment, if any, for the university must be considered. Another area to consider is the long-range policy

on future expansion of the university.

2. Define what type of student housing is wanted or needed, as well as the scope and objectives of student housing at the university. The basic aim is to put in numerical terms the types of student housing the school should be planning for. These projections should be flexible enough so that they can be changed to meet whatever situation actually arises.

3. Use the Campus Master Plan to coordinate the existing and future land use for student housing and necessary future land acquisition. The building committee and the university planning commission should be reviewing the university policies, as well as the plan, with the Campus Planners and/or planning consultants, keeping them current and up-to-date, and making changes when necessary.

4. Investigate sources of finance available and develop a financing program. The objective of this procedure is to first of all work out the student housing plan with the Capital Improvement Program section of the Campus Master Plan, as well as all possible sources of financing. This plan will have to be approved by the Board of Regents and may also require approval by the State Board of Education. A proposal for funds may be submitted to the State Legislature at this point, or between steps two or three. In addition, arrangements may be made for a loan through the bank or a loan from HUD to use for additional construction of college housing.

5. Visit other recently completed student housing facilities at other schools. In order to gain a broader outlook on other student housing facilities, visits to other campuses are often made. This may be before or after the selection of the architect for a specific project. Often the visits take place at both times.

6. Select an architect for the project. This is one of the most important procedures, for an architect can make or break the project. The criteria for choosing an architect for college housing include ability, reputation, experience in designing similar projects, willingness to cooperate with the college planners, and accessibility. Unless the selection of an architect is predetermined, the above criteria should be used.

7. Development of plans by architect and committee: This usually involves at least a three step process: (a) schematics--a rather crude working drawing or design of the project; (b) preliminaries--a more refined, accurate plan to follow the schematics. (This is subject to change); (c) final working drawing--final, accepted plan (almost ready for construction).

8. Approve plans in all above listed steps. Preliminaries and final working drawings usually require approval by the university planning commission and Board of Regents, along with the financial sources, before the next step.

9. Adjustment of plans and specifications before final approval is granted. Some adjustment may have to be made to the plans and specifications to meet the needs of the parties concerned. Final approvals by the administration committee must be made to meet all requirements and costs.

10. Let bids. Most state universities require a minimum of three bidders before any bids can be let. This is done in order to insure a more accurate and fair construction cost. Usually, the lowest bidder is awarded the contract, provided he meets all other requirements.

C. Conclusion. As the title of this chapter suggests, there is a close relationship among the three areas of university policy, campus planning, and student housing. Each in itself is essential for the functioning of the university; however, to have a successful university-run housing program, it is necessary to develop a good rapport among the three.

FOOTNOTES--CHAPTER II.

¹ Lewis B. Mayhew, ed. Higher Education in the Revolutionary Decades (Berkeley, Calif.: McCutchan Publishing Corp., 1967), p. 229.

² _____, Parking Programs for Universities, (Madison, Wis.: Educational Facilities Laboratories, Inc., 1961), p. 6.

³ _____, The University of Nebraska Comprehensive Campus Plan (Houston: Caudill, Rowlett, and Scott, 1967), pp. 8-9.

⁴ John X. Jamrich, To Build or Not To Build--A Report On The Utilization and Planning of Instructional Facilities in Small Colleges (New York: Educational Facilities Laboratories, Inc., 1962), p. 28.

⁵ U. of Neb. Comp. Plan, p. 53.

⁶ Harold C. Riker and Frank G. Lopez, College Students Live Here (New York: Educational Laboratories, 1961), p. 89.

⁷ Ibid., pp. 99-101.

⁸ Ibid., p. 103.

CHAPTER III. TRENDS IN STUDENT HOUSING

PART I. Current Trends

- A. Evaluation of Trends Identified by Richard Dober
- B. Other Trends by Other Writers
 - 1. Elizabeth Greenleaf's Ideas
 - 2. Trends in Residence Hall Construction
 - 3. Trends in Programs
 - 4. Trends in Rules, Regulations, and Controls
 - 5. Trends in the Staffing of Residence Halls
 - 6. New Trends in Mobile Housing for Students
- C. Observations from the Big Eight and Selected Schools
 - 1. Coeducational Housing
 - 2. Private Residence Halls
 - 3. Residential-Academic Program
 - 4. Center for Continuing Education
 - 5. Use of Student Housing During the Summer

PART II. Future of Student Housing

- A. General Comments
- B. Variety in Student Housing
- C. Flexibility in Student Housing

CONCLUSION

PART I. Current Trends

A. Evaluation of Trends Identified by Richard Dober. One of the best sources of current trends in student housing is Richard Dober's Campus Planning (1963). The trends and this writer's evaluation of them follow:

1. "Expansion of the institution's role in housing to encompass all segments of the campus population, including graduate students, married students, faculty and staff as well as the undergraduate body."¹ Currently, many universities are housing all segments of the campus population. However, many of them have failed to provide separate housing for the graduate student (only Colorado, Iowa State, and Nebraska of the Big Eight have complete, separate facilities for graduate students, although the rest of the Big Eight schools have some type of separate area for them). The selected universities have treated graduate students somewhat better; Penn State, Massachusetts, and Georgia provide separate facilities for the graduate students.

There is a definite need to provide housing for a rapidly growing segment of the student body, the married student. At least in the Big Eight visitations I noticed much recent expansion in the area of married student housing. Many of the directors for student housing felt that additional facilities for married student housing must continue to be added. This is especially true at the University of Colorado, which currently finished adding 96 additional modular units, and at Iowa State, which has some immediate plans for replacing some of its temporary married student apartments. The University of Texas is also currently building additional married student apartments.

All of the Big Eight schools have made some arrangements for providing faculty and staff housing, but to a very limited degree; all of the selected universities except Georgia and Texas have, also. It is rather doubtful if

many of the universities will provide additional faculty housing due to the present cost of providing housing for the student.

In the Big Eight, only Iowa State is currently building additional residential halls for undergraduate students in the immediate future. None of the schools contacted by questionnaire are planning any additional residential halls for undergraduates in the immediate future. Among the various reasons given for not providing additional housing were these: problems in keeping the residence halls filled because students prefer off-campus housing; the great cost of constructing residence halls; problems in management of the halls; and problems in providing enough qualified personnel to run the hall.

2. "Diversity in types of accommodations on campus, including high-rise facilities, 'villages' for married students; the mixture of male and female students on one site; cooperative housekeeping units; the enrichment of the undergraduate housing environment through the addition of interior common rooms, dining facilities, sophisticated programming techniques for deciding the number of students to be accommodated on each floor in each unit, and in each housing group. Greater attention is also being paid to the location of housing in relationship to playfield and recreation areas, the campus libraries, and other common facilities. On the larger campuses, housing units are now being scattered, rather than concentrated in one area as they were in the past."²

The element of diversity in type of accommodations in student housing was rather evident in the Big Eight; Colorado, Oklahoma, and Oklahoma State all had high-rise facilities of twelve or more stories, as well as the older, traditional low-rise residence halls of three or fewer stories. Iowa State, Missouri, Oklahoma State, and Colorado all have their "village apartments" for married students. All of the Big Eight Universities, as well as the selected

universities, have some type of coeducational housing for some students. Co-operative housing is currently in operation at Kansas State, Missouri, Nebraska, and Oklahoma of the Big Eight, and at Texas and Montana State of the selected schools. The enrichment of the undergraduate housing environment was evident in all of the Big Eight Universities; some type of library and dining facilities were provided for the students in their residence hall complexes. More schools are locating housing in relationship to playfield and recreation areas as well as to libraries and other common facilities, but more effort is needed here. For example, some of the newer residence halls are located too far away from the library and union. To compensate for this, some schools provide facilities in the residence hall complexes. Due to expansion needs, many of the residence halls and much married student housing must be scattered rather than concentrated in one area. This is especially true for married student housing, which is located away from the main campus at both Nebraska and Oklahoma.

3. "The operation of student housing as an income-producing venture."³

This point by Dober is quite limited, as the great majority of colleges and universities are operating their campus housing program as a break-even venture. Presently many of the directors for student housing are wondering if they can even break even, especially if the student facilities are not utilized to nearly full capacity. Dober cited Parsons College as using housing as an income-producing venture, with a very successful management program. However, this trend is of such limited scope nationwide that it scarcely deserves mention.

4. "Participation by the institution in the quality of off-campus housing through direct participation in urban renewal, the policing and inspection of such units not owned by the university, the provision of low interest loans for off-campus construction, and occasionally the construction of off-campus hous-

ing itself."⁴ There has been some participation in urban renewal by the university, particularly in urban areas. There has also been an attempt at least to improve off-campus housing, although this remains a large problem. Finally, since many universities are not currently building additional housing, provisions for low interest loans must take place, in order to cut down on the excessive demand to house students.

B. Other Trends by Other Writers.

1. Elizabeth Greenleaf states that "across the country, students are resisting living in these halls. Campus after campus students demand to move out of the residence halls into newly built apartment housing. In spite of this fact, most institutions follow the policy established by the early colonial institutions of requiring all undergraduates to live in approved housing."⁵ Greenleaf's first point is true; at all of the Big Eight Universities, freshmen are required to live in university housing. Despite these policies, the universities of Kansas, Missouri, Nebraska, Oklahoma, and Oklahoma State in the 1970-71 school year did not fill their residence halls to full capacity. In fact, the University of Kansas has converted one of its former residence halls into much-needed faculty office space.

2. Trends in Residence Hall Construction. "The rate of construction of new halls is declining. Those halls which will be built will be unique in design and facilities. The corridor of fifty students built to avoid noise will give way to grouping of students of various numbers to provide privacy, stimulate the formation of close friendships, and facilitate the interaction of students with varying experiences and backgrounds to take advantage of peer learning."⁶

As previously pointed out in the discussion of Dober, very few addi-

tional residential halls are being built; only Iowa State is currently building any new facilities. Presently at least, in the Big Eight, there has unfortunately been few, if any, facilities built as suggested above.

3. Trends in Programs. "Present residence halls on many campuses will become residences for freshmen and sophomores. Juniors and seniors will remain in the halls on campus where facilities and programs meet their needs. Otherwise they will strive to live in off-campus apartments. The program emphases in residence halls will be three-fold: Orientation to college and the intellectual world; the development of activities to provide students with learning experiences; and the integration of residence halls into the academic community."⁷

These trends are rather evident in the Big Eight, where the bulk of students housed in residence halls are freshmen and sophomores, while juniors and seniors often live in off-campus apartments. The program emphases in residence halls are beginning to follow the three-fold approach, also.

4. Trends in Rules, Regulations, and Controls. "There will be fewer and fewer rules and regulations in residence halls as students reflect greater responsibility."⁸

This is especially true at some of the selected schools, for students at both the University of Indiana and the University of Texas have a choice where they can live. There are no specific policies regardless of the student's age, class standing, or sex governing his choice of residence. Many of the other universities in both the Big Eight and the selected schools are doing away with part or all of the rules relating to curfews or closing hours for women students.

5. Trends in the Staffing of Residence Halls. "The roles of resi-

dence hall staff will be redefined to place emphasis upon student self-discipline, self-responsibility, and educational interaction. Fewer but better prepared professional staff members will be expected to facilitate the development of educational programs, to provide counseling for individual growth, to administer a program integrating facilities and personnel in a unified educational subsystem of the institution and to evaluate results as a basis for educational and administrative decisions."⁹

This trend is one of the most vital of those taking place in student housing, as it is necessary to give the opportunity for more self-discipline and more responsibility to the student. It is also rather difficult to find enough qualified professional staff members, but many of the ones currently running the programs are better trained and better prepared to accept their responsibility.

6. New Trends in Mobile Student Housing. These include the following.

a. Module apartments constructed of individual manufactured modules either stacked on top of each other or placed side by side to make a complex or as few as two units. Presently the units are being used at the University of Massachusetts and Amherst College, as well as at the University of Colorado, which is using them for additional married student housing.

b. Mobile home communities are much faster to build than apartment houses, and they give students much more privacy. These are currently in use at many universities throughout the country such as Kansas State of the Big Eight, and Penn State, Indiana, and Texas of the selected schools.

c. Another concept, used at Jarvis Christian College in Hawkins, Texas, is to utilize temporary housing fashioned from 60' X 12' mobile homes,

while permanent housing is being constructed.

C. Observations from the Big Eight and Selected Schools. As previously mentioned in the Foreword, this writer visited each of the Big Eight Universities and personally interviewed the Director for Student Housing at each university, as well as taking various pictures of housing facilities. Questionnaires were sent to various selected state universities throughout the country, to provide points of comparison with the observations of the Big Eight schools. The universities selected from each of seven geographical areas were chosen on the basis that they housed many students on campus, rather than being large commuter universities.

1. Coeducational Housing. While visiting the Big Eight Universities, the writer observed that coeducational housing has begun to gain acceptance, to some degree, at all of the schools. There are various ways of facilitating coeducational housing:

a. Having men and women housed in separate buildings with public rooms such as lounges, libraries, dining rooms, and recreation areas in a central structure for joint use.

b. Providing common-use rooms in the separate residence halls, which are open to both men and women.

c. Dividing a single coeducational building either vertically or horizontally into separate living sections for men and women.

It appears to me and to others that it is important for men and women to live close enough together so that each gets an appreciation or understanding of the other species. This is part of the total educational experience.

We males spend a great part of our lives living with a female.

Outside of a general understanding of her basic anatomy, we have absolutely no experience in understanding a woman's moods, reaction to pressure, stresses caused by physiological cycles, etc. Nor does a female understand or have much experience with male characteristics. Since most of us will spend 50 to 60 years living with a woman, we should somehow have preparatory experience.

None of the things I am talking about are directly related to, or require, sexual activity. Therefore, coeducational housing is one of the means of achieving this total learning experience.

Coeducational housing has a number of advantages. These include the following:

- a. The elimination of duplication of facilities such as in dining and recreation, which contributes savings in construction costs.
- b. With proper design, there is greater flexibility in reallocating space to meet changing demands, such as the conversion of men's housing into women's or vice-versa.
- c. More mature relationships between men and women, both in manners and in appearance, as well as a lower noise level and less destruction in the buildings. The level of conversation is higher, and there is more joint participation in educational and social activities.

There are a few disadvantages in coeducational housing:

- a. Not every student wants co-ed living all the time; within a coeducational center there must be lounge and recreational places for just men and just women to provide for privacy.
- b. There may be difficulty in establishing student government in a co-ed residence, as often women lose their opportunity for leadership experiences.

c. Parents often oppose co-ed living because they feel it could lead to an increase in promiscuity.

On a whole, however, the advantages seem to outweigh the disadvantages, and thus co-ed housing is basically very successful and is gaining in acceptance.

2. Private Residence Halls. Private developers build and often run private residence halls as money-making ventures. Enterprising firms have entered the student housing field, in order to help accommodate the growing needs of universities in the area of student housing. These private residence halls provide certain advantages for the students, such as more comfort, more freedom, privacy, and variety in housing. A description of a private residence hall follows:

Student rooms are designed for variety and flexibility with movable furniture, shelves, and tack strips for hanging and storing things. Closets are large (college students seem to need extensive wardrobes), and each room has a private bath. Most rooms are double, but singles, triples, and suites are available. . . . The private dorms are more like apartments. Balconies, wall to wall carpets, air-conditioning, private baths, a maid, telephones, sound proof typing rooms on each floor, swimming pools and sun decks are some of the major features . . .¹⁰

The most popular type is the residence hall owned and operated by the builder. His building conforms to the regulations of the college or university, and also to the students' needs. Some colleges and universities allow the private investor to operate and run the residence halls. Currently, as cited in Bricks and Mortarboards, there are three plans which involve the private investor and the college:

- a. The firm will build a residence hall on the college's land, furnish it, and turn it over complete and ready for occupancy for a set price.
- b. At present, the most popular plan is the off-campus dormi-

tory which is built with the college's blessing and operated according to its regulations, but without entangling the college itself financially or administratively.

c. The third option is a lease-back arrangement under which a residence built on land the college deeds to the builder is leased back to the school for an annual rental equal to a certain per cent of the construction price of the building; the land, and the building on it reverting to the school at the end of a designated lease period.¹¹

The trend toward private residence halls became most evident during the middle and late 1960's. In the Big Eight, four of the schools had at least one type of private housing. These four facilities were found at Colorado, Kansas, Kansas State, and Missouri, while among the selected schools, only Georgia and Texas had private residence halls.

One article discussed the trend thus:

Of the four companies in the dormitory business none are building any more private student housing. At the same time, none of the privately run dormitories are in financial trouble. The simple reason for the lack of further interest is purely a matter of business: private dorms, as much in demand by students as they are, are not the biggest money-makers for real estate investors; more money can be made with other types of properties.¹²

3. Residential-Academic Program. A rather new residential academic program currently is in operation in several colleges and universities throughout the country. The University of Nebraska, with its Centennial Educational Program, and the Sewell-Hall Residential Academic Program at the University of Colorado are two new programs in operation at Big Eight Universities. Both of these have similarities. The main goal of a residential academic program is to offer an environment in which students can become involved as a community in carefully designed academic offerings and in opportunities related to their personal development. A program such as this offers much flexibility and a low teacher-student ratio. In addition, this program requires students to take courses outside the residence hall. Actually, both of these academic residen-

tial programs have two important facets--residential and curricular. At Nebraska, for example:

1. Residential--no sharp division is made between the students' living experience and their learning experience. The students live in close scholastic companionship in the Centennial Center on the Lincoln City Campus. Many classes and seminar groups meet in conference rooms in buildings formerly known as the Women's Residence Halls on 16th. The rooms are available for study, conversation, good times, and informal meetings with teachers, who have offices in the Center. Language and mathematics, as well as specially designed Centennial Courses are taught here.

2. Curricular--One-third of the freshman scholar's work life is devoted to a distinctive curricular unit, 'The Centennial Course.' This course is a seminar-type study of special problems combining social sciences, literature and the arts, philosophy, science, and the humanities. In the Centennial Course, the Scholar elects the area he wants to investigate, sets his own problems, discovers his own information, and comes to his own conclusions. . . . A second third of the freshman's time normally is devoted to the study of a language or mathematics, whichever the Scholar elects. . . . The final third of the Scholar's time is devoted to the pursuit of his major in the regular mainstream of the University's standard instructional program.¹³

This residential-academic program seems to have much merit, and hopefully other colleges and universities will try it. This seems like one way to keep the student at a large university from becoming more than a mere statistic.

4. Center for Continuing Education. Although not actually a type of student housing per se, a relatively new trend utilizing housing as a center for continuing education is being facilitated on the campuses of the universities of Nebraska and Oklahoma. This is used both by adults and youths for various conferences, workshops, institutes, short courses, or seminars, and is funded primarily by the Kellogg Foundation. The facilities at each university differ somewhat, but each center has modern, up-to-date living facilities, plus a dining area and a large auditorium and conference rooms of varying sizes. These rooms are all equipped with the latest audio-visual aids, teaching and learning devices available. Thus the educational resources of the entire uni-

versity are at the service of groups in the educational activities at the Center. Besides housing people attending the conferences, the Center accommodates prospective staff, alumni, parents of students, and other visitors, provided there is sufficient room available.

5. Use of Student Housing During the Summer. The six other universities in the Big Eight besides Colorado and Nebraska are trying to utilize their student housing in a more efficient way, especially during the summer. Besides housing summer school students, many of the residence halls are used to house other adults and youths for various conferences, workshops, institutes, and short-courses. There are certain problems that arise; for example, sometimes there is not enough supervision, especially for youth groups.

A possible solution to more efficient use of student housing facilities would be to utilize campus housing which is either in suite arrangements or actual apartments. Two potential problems could be solved in such an operation: (1) More students would prefer this type of arrangement during the regular school year; and (2) These facilities would be used to a greater extent during the summer months.

Families are rarely housed in residence halls, mainly for two reasons: (1) There is not enough room in the normal, two-man dormitory room; and (2) Providing rest-room facilities is often difficult. Because there is a need to provide summer housing for families, this problem needs working on. Possibly the only form of student housing that families could use during the summer would be an apartment or suite-type rooms with separate baths.

PART II. Future of Student Housing

A. General Comments. For the most part, colleges and universities are no longer considering building the so-called traditional residence halls with the

double room and central rest room, mainly because today's students do not want this type of accommodation, and would prefer more choice in student housing. (This includes choice of type of residence halls, choice of roommates, choice of room costs, choice of meal facilities.) Rather, they want to be able to choose between on- or off-campus living, between residence halls or apartments, between luxury or the bare necessities. University housing will probably not house as many students in the future unless its administrators make some changes.

The suite-type apartments currently found on some campuses will no doubt be among the most popular forms of future student housing. Students seem to want privacy, and do not especially appreciate the large institutional feeling that sometimes prevails in more crowded residence halls. Suites offer students an opportunity to cook their own meals and to have more room, as well as privacy. A definite advantage for the university in this type of arrangement is that suites easily house families for summer school or for conferences or short courses.

Variety and flexibility will be the key elements in the future. Many trends will no doubt occur, but it seems that no longer will there be one answer to the problem of housing students.

B. Variety in Student Housing. The element of variety is rather important in a successful university housing operation, and this is especially evident at the University of Colorado. The University offers a wide range of housing facilities for all of its students. The traditional residence hall is available for those who prefer that type of accommodation. If the student prefers a co-ed arrangement, Kittredge Complex has two halls each for men and women, located beside a picturesque pond, and designed to provide maximum quiet

and privacy. The Kittredge Commons Building contains a dining room, snack bar, and recreation facilities to serve the complex. Williams Village is a group of four high-rise buildings thirteen to fifteen stories, containing a wide variety of accommodations in double and single rooms, suites, four-student apartments, triple rooms, and double and triple suites. As previously mentioned, there is also Sewall Hall, which will be used for the Residential Academic Program, and which will house 300 freshmen, 150 men and 150 women.

Variety is also available for the single graduate students. There are double occupancy buffet apartments available for graduate women, with a kitchenette or some type of cooking facility. In this type of arrangement, the student pays only for the room. Graduate men have a choice of single or double rooms with room and board, or room only. Reed Hall provides a limited number of buffet apartments for both graduate men and women.

There is also plenty of variety for the married student at Colorado. This ranges from University Village, consisting of low rent, two-bedroom apartments in Quonset and Butler buildings, to efficiency apartments and one- and two-bedroom apartments in a variety of styles and locations. Just completed in the fall of 1970 were 96 modular apartments for married students.

Although variety in student housing is provided to some degree at each of the Big Eight schools, this variety is not as extensive as at Colorado. For example, some type of co-ed residence facilities are found at each of the Big Eight schools, besides different arrangements in traditional residence halls. Cooperatives are available at Kansas State, Missouri, Nebraska, and Oklahoma, with scholarship houses at both Kansas and Kansas State. In addition, there are private residence halls available at Colorado, Kansas, Kansas State, and Missouri. There is also variety in married student housing at each of the Big Eight schools.

C. Flexibility in Student Housing. In order to have a successful university housing program, it is necessary to allow for some flexibility in student housing. This involves converting some facilities from men's to women's housing or vice-versa, whenever necessary, without undue trouble. Flexibility is also desirable within living areas; different living arrangements should be possible with a minimum of trouble. There should also be flexibility according to need in the prices of the facilities, for both unmarried and married students.

Iowa State has just recently renovated some older women's halls, changing them into men's halls; they are also in the process of creating a co-ed complex. Many residence halls were designed in such a way that they can be easily converted into housing for men or for women, depending on the enrollment and the demand. The University of California at Berkeley has devised flexible living areas with a wide range of possible arrangements of a partition system. Single or double rooms, suites, married student apartments, and lounges can be created with partition changes. Furnishings are also designed for flexibility. Storage units come in a range of sizes, with interchangeable counters, drawers, and shelves.¹⁴ At M.I.T., students will be able to select various combinations of modular shelving and storage units to meet their own needs; these can be checked out for a year. The units will be hung on tracks in plywood panels, and may be stacked up and fitted with drawers to form cabinets. These are just some of the current, flexible housing practices at American universities.

A rather new form of flexible student housing is the use of the prefabricated, modular married student apartments. Currently, the University of Colorado just recently finished building 96 of these units. No doubt this method could be put to use for smaller, suite-type apartments in residence halls, as

well. Moderately-priced married student apartments will no doubt continue to be in demand. Perhaps another likely area of student housing would be to provide separate facilities for the graduate student. This would most likely be in the form of apartment units with separate cooking facilities. Nevertheless, it is most likely that residence halls will have declining use, and off-campus housing will have to be more available.

Conclusion: Variety and flexibility will continue to be important, as universities consider student needs more and more. Instead of the old-fashioned policy of requiring students to live in university housing in order to keep residence halls full, universities should try to provide the types of housing the students want and will pay for willingly, especially apartments or suite-type apartments. Granted, most universities will not make much profit on their housing, but they should continue to house their own students with a break-even philosophy. With successful planning and insight into the future, the university can accomplish this and provide a good, sound environment for the students it houses.

FOOTNOTES--CHAPTER III.

¹ Richard P. Dober, Campus Planning (New York: Reinhold Book Corp., 1963), p. 119.

² Dober, p. 119.

³ Dober.

⁴ Dober.

⁵ Elizabeth A. Greenleaf, "Residence Halls 1970's," NASPA, vol. 7 no. 2 (October, 1969), p. 65.

⁶ Greenleaf, p. 66.

⁷ Greenleaf, p. 67.

⁸ Greenleaf, p. 68.

⁹ Greenleaf, p. 69.

¹⁰ _____, "College Was Never Like This," Architectural and Engineering News, II (August, 1969), p. 24.

¹¹ _____, Bricks and Mortarboards (New York: Educational Facilities Laboratories, 1964), p. 128.

¹² "College Was Never Like This," pp. 24, 26.

¹³ _____ "The University of Nebraska Centennial Educational Program," (Lincoln, Nebraska, 1970), p. 3.

¹⁴ "College Was Never Like This," pp. 28-29.

¹⁵ Ibid., p. 29.

CHAPTER IV. RESULTS OF INTERVIEWS, QUESTIONNAIRES, AND VISITATIONS TO THE BIG EIGHT UNIVERSITIES AND SELECTED UNIVERSITIES ACROSS THE NATION

PART I. Comparison of Types of Housing and Other Facilities Available

- A. Residence Halls
- B. Scholarship Houses and/or Cooperatives
- C. Fraternities and Sororities
- D. Foreign Student Housing
- E. Co-ed Residence Halls
- F. Private Residence Halls
- G. Graduate Students
- H. Married Student Housing
 - 1. Married Student Apartments
 - 2. Mobile Homes
 - 3. Low-income Public Housing
- I. Faculty Housing

PART II. Comparison of Housing Costs at the Various Schools

- A. Residence Halls
- B. Scholarship Houses and/or Cooperatives
- C. Fraternities and Sororities
- D. Foreign Student and Graduate Student Housing
- E. Private Residence Halls
- F. Married Student Housing
- G. Faculty Housing

PART III. Relationship of Room and Board to Student Fees and Tuitions

- A. Residence Halls
- B. Scholarship Houses and Cooperatives

C. Fraternities and Sororities

D. Married Student Housing

PART IV. Off-campus Housing

A. Comparison of Off-campus Housing

B. Status of Central Information Service for Locating Private Housing

PART V. Housing Policies at Various Universities

A. Parking

B. Residence Policy

PART VI. Trends in Student Housing

A. List of Likely Trends in the Future

B. Future Expansion Need in Student Housing

PART I. Comparison of Types of Housing and Other Facilities Available

A. Residence Halls

1. Characteristics--the typical residence has the following facilities:

a. Double rooms with these furnishings:

1. Separate beds
2. Dressers
3. Closets and wardrobe storage
4. Mirror
5. Study desks
6. Study lamps
7. Towel racks
8. Bulletin boards
9. Book shelves
10. Window blinds or drapes
11. Wastebasket
12. Chairs

b. Lounges usually located on each floor, plus a large lounge on the main floor.

c. Central restroom area on each floor, with toilets and showers

d. Dining facility

e. Recreation area

1. Television lounge
2. Card rooms
3. Snack area, often with vending machines
4. Game room for ping pong, pool, etc.
5. Weight or exercise room

- f. Laundry facilities
 - 1. Washers
 - 2. Dryers
 - 3. Ironing boards
 - 4. Sewing-pressing room
- g. Entrance and main floor area
 - 1. Reception desk
 - 2. Telephone switchboard
 - 3. Paging system
 - 4. Public telephone
 - 5. Mailboxes and package delivery
 - 6. Storage for office supplies
 - 7. Coat room
 - 8. Administration offices
 - 9. Main floor lounge
 - 10. Restrooms
- h. Maintenance facilities
- i. Student counselor rooms on each floor
- j. Residence director's suite
- k. Library and study facilities

2. General observations of residence halls in the Big Eight

a. Similarities. Many of the residence halls, built especially in the 1950's and 1960's, very closely resemble the so-called "typical residence hall" previously described.

b. Buildings. These generally are in good condition and are well-maintained.

c. Recent construction. Most of the halls are part of a large residential complex, with separate dining facilities, recreation areas, and often branch libraries. Many of the more recent halls are high-rise, from five to fifteen floors tall.

d. Traditional style. The so-called "traditional" style residence halls of the pre-1950's are generally no more than four stories, and as the name suggests, more traditional in style.

e. Design. Until recently, many of the residence halls had an institutional appearance and were usually constructed out of bricks. Recently, some of the Big Eight schools, such as Iowa State and Nebraska, have added a more modern look with pre-cast concrete constructions.

3. Specific observations about housing and residence halls at each Big Eight school.

COLORADO

a. Variety of living accommodations for single students.

1. Single room
2. Traditional double room
3. Triple room
4. Two-student suites
5. Three-student suites
6. Two-student apartments
7. Three-student apartments
8. Four-student apartments
9. Two private residence halls

10. Sewall Hall Residential Academic program began in the fall of 1970, with 300 freshmen involved--150 men and 150 women.

b. Variety of room sizes and shapes. This is especially evident at Williams Village.

c. Very aesthetic site locations. This is especially true of Kittredge Village, with its four small residence halls and commons planned around a beautiful artificial lake.

d. Married student housing--many choices:

1. Standard one- and two-bedroom apartments at Athens Court and East Campus Courts.
2. Much more economical, but crowded: Quonset and Butler type buildings.
3. Beautiful Marine Court Apartments.
4. New economical modular units.

IOWA STATE

a. Nearly 4,900 students are housed in residence halls at Iowa State, which makes it first in the Big Eight in this category.

b. Friley Residence Hall is still considered one of the largest residence halls in the U. S. in number of students housed.

c. A large number of married students are housed in a variety of housing available, from relatively inexpensive, barrack-type housing all the way to the more expensive, townhouse apartments.

KANSAS

a. Small per cent of students housed in residence halls for several reasons:

1. Many fraternities and sororities on the campus of Kansas house a large number of students.
2. Large, private residence hall, plus the Jayhawk Towers with apartment-type arrangement near campus.

3. Large number of scholarship houses available (eight--four each for men and women).
4. Conversion of former residence hall into badly needed office space.
5. Relatively smaller number of apartments available for married students.

KANSAS STATE

- a. Great variety of types of housing available.
 1. Modern residence halls (as is true at all Big Eight campuses).
 2. Large number of fraternities and sororities.
 3. Choice of three scholarship houses, plus one cooperative.
 4. Relatively large number of married student apartments.
 5. One private facility available.
 6. Only campus in Big Eight that provides lots for mobile homes.

MISSOURI

1. Variety of residence halls available, both in age and design.
2. Many students housed in fraternities and sororities.
3. Five cooperatives (four for women, one for men).
4. Two private residence halls (one has been taken over by the university).
5. Married housing seems adequate.

NEBRASKA

1. Variety in residence hall living, from the standpoints of location and type of hall available.
2. Separate residence halls for graduate students.
3. Five cooperatives (four for men, one for women).
4. Inadequate housing for married students (only 61 units available).
5. Unique innovation for four of the Greek houses (two fraternities

and two sororities are located near residence halls--the Greek houses utilize and share dining facilities at the Harper-Smith-Schram Residence Hall Complex).

6. Centennial Educational Program at Nebraska just completed its second full year of operation in the spring of 1971. This program is for both freshmen and sophomores.

7. Kellogg Center for Continuing Education is available for various conferences, short courses, and workshops.

OKLAHOMA

1. Variety in residence halls, both old and new.
2. Many fraternity and sorority members are housed.
3. Large number of married students housed (in housing ranging from old Army-type barracks to beautiful modern apartments.
4. One cooperative house houses 250 students.
5. Kellogg Center for Continuing Education is available for various conferences, short courses, and workshops.

OKLAHOMA STATE

1. Choice of room and board options.
 - a. Contract meals (guarantees twenty meals per week for the semester).
 - b. A la Carte food service (although this is more expensive per item, it offers a greater selection and students purchase only items and meals desired. Students are issued meal coupon books for making purchases of food in cafeteria or snack bar in the hall for which the books are issued.)
2. Apartment living is offered to single women on campus, as well as for married students. There are a large number of apartments for married students, all of which are two bedrooms.

3. There is a choice of either the traditional residence halls or the modern type.

B. Scholarship Houses and/or Cooperatives

1. General observations of scholarship houses and cooperatives.

a. Scholarship houses are more prevalent at Kansas University and at Kansas State University than at any of the other Big Eight schools.

b. Kansas has four scholarship houses for men, and four for women, while Kansas State has three scholarship houses, two for men and one for women.

c. Nebraska emphasizes cooperative housing rather than scholarship housing. They have five cooperatives and no scholarship houses. Kansas State, Missouri, and Oklahoma also have cooperative houses.

d. Colorado, Iowa State, and Oklahoma State are without scholarship or cooperative houses; of the schools selected for questioning in other parts of the country, only Texas, Montana State, and Indiana have scholarship or cooperative houses.

2. Scholarship houses have these characteristics:

a. Funded through endowment.

b. Limited to students with scholarships or need.

c. Students pay reduced room and board in return for cooking and housekeeping duties.

3. Cooperatives have these characteristics:

a. Money is saved through quantitative buying and co-operative effort of the members.

b. By working together, the members can save operating expenses.

c. Members have equal rights and privileges.

d. Each cooperative offers a wide range of social opportunities.

4. Building characteristics of scholarship houses and cooperatives.

a. Size. Most hold less than sixty, with thirty to thirty-five being the typical size.

b. Variety of building materials. (wood frame, brick, stone)

C. Fraternities and Sororities

1. General characteristics of fraternities and sororities.

a. Availability. All of the Big Eight Universities, plus the selected universities have fraternities and sororities.

b. Help universities. Fraternities and sororities greatly relieve much of the housing burden, by housing many students. Although there is a strict membership limitation by Greek groups, they accommodate many of their members, and help alleviate the housing problem.

c. Quality. Generally, the quality of the Greek houses, at least from the outside, appeared to be quite good; they seemed well maintained, even though maintenance is expensive and is sometimes neglected for financial reasons and for lack of time.

d. Age. Houses range in age from brand-new to 1920 vintage.

e. Supervision. Most of the Greek houses have a housemother, as supervision is required at most universities.

f. Location. Fraternities and sororities are usually located off-campus, but within a reasonable walking distance.

g. Food service. Most Greek houses have food service within the houses.

h. Joined together. Some Greek groups have joined with each other to buy food in large quantities and to get better rates, even though the food is usually served in each individual house.

2. Observations and Results of Questionnaires.

a. New innovation at Nebraska. The University of Nebraska is experimenting by having four Greek houses--two fraternities and two sororities--located in the Harper-Smith-Schram Residence Hall complex. Each group has a separate house, but they use dining facilities in the complex.

b. Sorority housing at Penn State. Penn State is housing its sorority members in suites in the residence halls.

D. Foreign Student Housing

1. Characteristics of typical foreign student.

- a. Often older than the typical U. S. student.
- b. Accustomed to a degree of privacy.
- c. Less tolerant than U. S. students of disturbances of his work.
- d. Less interested in extra-curricular activities.
- e. Prefers to live with people of his own age and country, if

possible.

2. Consideration given to following:

- a. Provision of single rooms.
- b. Quiet reading rooms and study areas.
- c. Common lounges or areas for conversations, recreation, and relaxation.
- d. Common dining facilities.
- e. Provision of basic cooking facilities for individual use on a

reservation basis.

3. Observations and results of questionnaires.

- a. Separate foreign student housing is limited.
- b. Foreign students are generally housed within all types of campus facilities.
- c. Housing directors' opinions. Most of the housing directors in

the Big Eight, as well as those from the selected universities, preferred to house foreign students with American students throughout various types of housing facilities. This policy seems to be for the convenience of the housing director rather than the well-being of the foreign student.

d. Iowa State. Iowa State University has a separate facility for foreign students and graduate students in Buchanan Hall. Foreign students may stay in other residence halls if they prefer.

e. Oklahoma. The University of Oklahoma has Whitehead Hall for foreign male students, as well as Hestor-Robertson Cooperative, or any of the other student housing facilities.

f. Nebraska. In addition to housing students within its residence halls and cooperatives, the University of Nebraska is considering separate housing for foreign students.

g. Other Big Eight Universities. Colorado, Kansas, Kansas State, Missouri, and Oklahoma State Universities all house foreign students within their student housing facilities, but have no separate housing available for foreign students.

h. University of Texas. Besides housing foreign students in present campus housing, the University of Texas provides an International House. This International House is limited, as it is only available to intran-sit foreign students (i.e., students staying only for a short duration).

E. Co-ed Residence Halls

1. Ways of facilitating coeducational housing.

a. Housing men and women in separate buildings, but sharing facilities such as dining rooms, lounges, libraries, and recreation areas in a central structure.

b. Providing common use rooms in the separate residence halls, open both to men and women.

c. Housing men and women students in the same building but in separate wings or floors.

2. Observations and results of questionnaires. (For more detailed information about co-ed residence halls and types of arrangements at each university, see Table 2 - "Co-ed Facilities.")

F. Private Residence Halls

1. Characteristics.

a. Private concerns build and run the residence halls.

b. Private residence halls conform generally to the regulations of the school and also to school needs.

c. Private residence halls generally provide more comfort, freedom, privacy, and variety. Private halls generally provide more comfort in the form of larger, more luxurious rooms with more expensive interiors and furniture. Freedom and privacy are, especially, reasons that private residence halls remain popular; they also offer more room and better bath facilities. Variety is offered in the area of comfort (better quality and non-uniform furnishings), recreation (they often have private swimming pools), and extras (some private facilities offer such things as balconies for each room.)

2. Observations and results of questionnaires.

a. Big Eight schools are evenly split on the subject of private residence halls.

1. The following have private residence halls or apartments:
(a) Colorado; (b) Kansas; (c) Kansas State; (d) Missouri.

2. The following do not: (a) Iowa State; (b) Nebraska; (c) Oklahoma; (d) Oklahoma State.

Table 2
CO-ED FACILITIES

	Common		Co-ed Housing	
	Cafeteria	Lounge Recreation	Separate Floor	Separate Wing
COLORADO	X	X		X
IOWA STATE	X	X		
KANSAS	X	X		X
KANSAS STATE	X	X	X	X
MISSOURI	X	X		
NEBRASKA	X	X		X
OKLAHOMA	X	X		
OKLAHOMA STATE	X	X		
PENN. STATE	X	X		
MASSACHUSETTS	X	X	X	X
GEORGIA	X	X		
INDIANA	X	X		
TEXAS	X	X		X
MONTANA STATE	X	X		X

Source: Campus interviews and questionnaires 1970

b. Selected schools are also split.

1. These schools have private residence halls: (a) Georgia;

(b) Texas.

2. The following do not: (a) Penn State; (b) Massachusetts;

(c) Indiana; (d) Montana State.

G. Graduate Students (single)

1. Characteristics of graduate students and their needs.

a. Generally many colleges and universities need additional housing for the graduate students.

b. Graduate students need more space and equipment.

c. Many graduate students prefer single rooms, or apartments.

d. Many graduate students prefer buffet apartments: these provide more flexibility for meals and other needs.

2. Types of facilities available.

a. Residence halls with no specific area of concentration of graduate students.

b. Residence halls with either special sections or the entire residence hall for graduate students.

c. Graduate apartments.

d. Cooperatives or scholarship houses.

e. Fraternities or sororities.

3. Observations and results of questionnaires. (For more detailed information about types of facilities available for graduate students at each university, see Table 3 - "Male and Female Graduate Student Housing.")

H. Married Student Housing

1. Married student apartments.

a. Vary in quality from poor World War II barrack-type apartments,

Table 3
MALE and FEMALE GRADUATE STUDENT HOUSING

	University Apartments		Separate Residence Hall		Combined Residence Hall		No Special Area	
	M	F	M	F	M	F	M	F
COLORADO	X	X	X		X	X		
IOWA STATE			X					X
KANSAS							X	X
KANSAS STATE					X	X		
MISSOURI					X	X		
NEBRASKA			X	X				
OKLAHOMA					X	X		
OKLAHOMA STATE	X	X			X	X		
PENN. STATE			X	X				
MASSACHUSETTS			X	X				
GEORGIA			X	X				
INDIANA			X	X				
TEXAS							X	X
MONTANA STATE							X	X

Separate: Graduate Students Only

Combined: Graduate and Undergraduate Students (may have separate section set aside for graduate students)

Source: Campus interviews and questionnaires 1970

to brand-new, very good quality apartments.

b. Vary in size from efficiency to one-, two-, or three-bedroom units.

c. Apartments are both furnished and unfurnished.

2. Mobile home parks. Most schools do not provide separate facilities and lots for mobile homes.

3. Low income public housing.

a. Although not operated by the universities, it is available in the cities, where some of the universities are located.

b. Kansas State: Prairie Glen Townhouses are available to any moderate income family. The family may either buy the home on the cooperative plan or not.

c. Nebraska: Former Air Force Base housing available at Lincoln Air Park West, which contains housing rented to low income families.

d. Oklahoma: Low income families in Norman are eligible to purchase homes under the HUD Act of 1968--Section 235. This allows assistance payments or interest reduction payments to low income home purchasers.

e. Selected universities: Only Georgia and Texas have low income public housing available in their cities, while Bloomington, Indiana, is planning low income public housing in the future.

4. Observations and results from questionnaires. (For more detailed information about types of married student housing available at each university, see Table 4 - "Married Student Housing.")

I. Faculty Housing

1. Characteristics of faculty housing.

a. Some colleges and universities provide housing for the faculty and staff.

Table 4
MARRIED STUDENT HOUSING

	Efficiency	Apartments			Mobile Home Lots
		One Bedroom	Two Bedroom	Three Bedroom	
COLORADO	X	X	X		
IOWA STATE		X	X		
KANSAS		X	X		
KANSAS STATE		X	X		X
MISSOURI		X	X		
NEBRASKA	X	X	X	X	
OKLAHOMA	X	X	X		
OKLAHOMA STATE			X		
PENN. STATE		X	X		X
MASSACHUSETTS		X	X		
GEORGIA		X	X		
INDIANA		X	X		X
TEXAS		X	X		X
MONTANA STATE		X	X	X	

Source: Campus interviews and questionnaires 1970

- b. A major reason for providing faculty housing is as a recruitment measure.
 - c. Generally, faculty housing is provided on a limited basis, which is usually less than 100 units per university.
 - d. Most of the faculty housing is for the newer faculty, as they are limited to about two years on the faculty.
 - e. Most faculty members obtain housing in the local community.
2. Observations and results of questionnaires. (For information on types of faculty housing offered at each individual university, see Table 5 - "University Owned Faculty Housing.")

PART II. Comparison of Housing Costs at the Various Schools

A. Residence Halls

- 1. Traditional double room. Room and board seems to be rather uniform in cost at the various schools, averaging about \$900 per year.
- 2. Single room. Cost of room and board is approximately an additional \$100/\$200 per year over that of the double room.

B. Scholarship Houses and/or Cooperatives

- 1. Costs are considerably much lower, as residents often must share in preparing meals and in the general upkeep of the house.
- 2. Vary in cost from about \$60 per month to \$75 per month.

C. Fraternities and Sororities

- 1. Compared to residence halls, fraternities and sororities seem to cost anywhere from \$200 to \$300 more per year.
- 2. Reasons for higher cost include pledging costs, initiation costs, dues and fees, both national and local, and possible assessments for other miscellaneous costs for various parties and other events.

Table 5
UNIVERSITY OWNED FACULTY HOUSING

	Faculty Only	Faculty Married Students	Without Faculty Housing
COLORADO	X		
IOWA STATE		X	
KANSAS		X	
KANSAS STATE	X		
MISSOURI		X	
NEBRASKA	X		
OKLAHOMA	X		
OKLAHOMA STATE		X	
PENN. STATE			X
MASSACHUSETTS			X
GEORGIA			X
INDIANA		X	
TEXAS			X
MONTANA STATE	X		

Source: Campus interviews and questionnaires 1970

3. Note: For a more complete financial analysis of room and board costs, for various types of student housing at each university, see Table 6 - "Board and Room Rates for University Housing."

D. Foreign Student and Graduate Student Housing

1. No cost comparisons will be made, because costs for these students depend on whether they stay in a residence hall, cooperative, scholarship house, etc., and these costs have been detailed above.

2. For more specific information, see Table 6 - "Board and Room Rates for University Housing."

E. Private Residence Halls

1. Compared to university-operated residence halls, private residence halls are somewhat higher--at least \$250 more per year. NOTE: For more complete cost comparison, see Table 1, Ch. 1 - "University Vs. Privately Operated Room and Board Rates."

2. Reasons for higher cost: more luxury, larger rooms, better food, more recreation (such as outdoor swimming pool), and most likely, more convenient parking.

F. Married Student Housing

1. Apartments and mobile home parks: Married Student Housing varies more in quality and price than any single type of student housing.

2. For a more complete financial analysis on Married Student Housing, see Table 7 - "Married Student Apartment and Mobile Home Lot Rental Rates."

3. Low income public housing.

a. Generally, low income public housing rents for what the student is able to pay.

b. Therefore, no actual comparison can be made.

Table 6
BOARD and ROOM RATES FOR UNIVERSITY HOUSING*

	Residence Hall				Frat. & Sorority**	
	Single Room	Double Room	Co-op Hall	Scholar Hall	F	S
COLORADO	1050 1100	950 1000	None	None	1100	1250
IOWA STATE	870	870	None	None	885 1020	819 990
KANSAS	1080	900	None	540	1100	1100
KANSAS STATE	1180	900	630	545	1000	1080
MISSOURI	1130	940	585 675	None	810 1158	855 1197
NEBRASKA	1080	880	400 600	None	1030	1030
OKLAHOMA	836 1116	740 950	340+	None	1000	1000
OKLAHOMA STATE	953 1089	773 863	None	None	1000	1000
PENN. STATE	945 1100	1035	None	None	1200	1035
MASSACHUSETTS	1160 1310	1030 1180	None	None	1200	1200
GEORGIA	408+	345+	None	None	445+	445+
INDIANA	1100	1000	680	560	1200	1200
TEXAS	965.50 1462	827 1158	720	None	1448	1448
MONTANA STATE	1037	976	None	None	976	976

*Determined for a nine-month period.

**Figure is for typical (average) frat. or sorority.

+Figure is for room only.

Source: Campus interviews and questionnaires 1970.

Table 7
**MARRIED STUDENT APARTMENT AND
 MOBILE HOME LOT RENTAL RATES**
 Apartments

	Efficiency	One Bedroom	Two Bedroom	Three Bedroom	Mobile Home Lot
COLORADO	82	100	120	None	None
IOWA STATE	None	85	85 100	None	None
KANSAS	None	75	85	None	None
KANSAS STATE	None	72.50	85	None	22.50
MISSOURI	None	75 85	90 95	None	None
NEBRASKA	40	55 85	80 90	90 100	None
OKLAHOMA	55	65	77.50 120	None	None
OKLAHOMA STATE	None	None	90 125	None	None
PENN. STATE	None	82.50 92.50	90 100	None	35
MASSACHUSETTS	None	90 150	105	None	None
GEORGIA	None	70 82	82 94	None	None
INDIANA	None	90	105	None	*62.50 *72.50
TEXAS	None	34 88	39 98	None	18
MONTANA STATE	None	40 90	50 110	123	None

Note: All rates are figured on a per month basis.

*Rent includes both lot and mobile home. The top figure is for a one-bedroom mobile home and the second figure is for a two-bedroom mobile home.

Source: Campus interviews and questionnaires 1970.

G. Faculty Housing

1. Very little information is available on the rent paid for faculty apartments.
2. The rent is generally slightly higher than that married students must pay for university apartments.

PART III. Relationship of Room and Board to Student Fees and Tuitions

A. Residence Halls

1. Room and board rates for resident students are generally somewhat more expensive than tuition and fees, ranging from slightly more to over twice as much.
2. For more specific information on each school, see Table 3 - "Comparison of Fees and Tuitions to Room and Board Rates."

B. Scholarship Houses and Cooperatives

1. Room and board are somewhat less than the residence halls, but still slightly higher than tuition and fees.
2. For more specific information on each school, see Table 8.

C. Fraternities and Sororities

1. Room and board is generally at least the same or higher than residence halls.
2. Therefore, room and board is often more than double the fees and tuition.
3. For more specific information on each school, see Table 8.

D. Married Student Housing (Figured on a 9 month basis to make comparisons)

1. On a comparison basis, the rent for a one-bedroom apartment was generally lower than residence hall and Greek living.

Table 8
**COMPARISON OF FEES and TUITIONS TO
ROOM and BOARD RATES***

	Fees & Tuitions	Double Room	Room and Board				
			Co-ops & Scholar Halls		Frat & Sorority		One Bedroom Apartment
			C	S	F	S	
COLORADO	426	950 1000	None		1100	1250	900
IOWA STATE	600	870	None		885 1020	819 990	760
KANSAS	476	900	None	540	1100	1100	675
KANSAS STATE	476	900	630	540	1000	1080	652.50
MISSOURI	500	940	585 675	None	810 1158	855 1197	675 720
NEBRASKA	458	880	600	None	1030	1030	505 720
OKLAHOMA	420	740 950	340+	None	1000	1000	585
OKLAHOMA STATE	420	773 863	None		1000	1000	None
PENN. STATE	675	1035	None		1200	1035	742.50 832.50
MASSACHUSETTS	400	1030 1180	None		1200	1200	810 1350
GEORGIA	477	345+	None		445+	445+	630 738
INDIANA	750	1000	680	560	1200	1200	810
TEXAS	220	827 1158	720	None	1448	1448	306 792
MONTANA STATE	250	976	None		976	976	360 810

*All fees and tuitions plus room and board rates are calculated for resident (in-state) students and are determined for a nine-month period.

+Figure is for the room only.

Source: Campus interviews and questionnaires 1970.

2. However, this includes only the rent for the apartment, without board costs, which makes it considerable higher than tuition and fees.

3. For more specific information on each school, see Table 8.

PART IV. Off-campus Housing

A. Comparison of Off-campus to Campus Housing

1. Off-campus facilities available

a. Sleeping room--no board

b. Apartments

c. Mobile homes

d. House rented or purchased

e. Staying at home with parents

2. Cost comparison: Off-campus to campus housing

a. Sleeping room: Even with food costs involved, a sleeping room would be considerably less than others discussed above. Costs for room only range from \$30 to \$50 per month.

b. Apartments for single students: Depending on the number sharing the apartment, the cost per person would generally be lower off-campus than on. The quality of the apartment can raise or lower the cost considerably.

c. Apartments for married students: Off-campus apartments generally cost more than married student apartments on campus. This varies considerably, depending on type and location.

d. House rented or purchased: It is usually higher in cost to rent or purchase a home, unless the student is involved in a low-income, public housing project.

e. Mobile home: Generally, mobile home living is more economical than living in campus housing; this depends on the type of financial arrange-

ments that must be made concerning the payment for the mobile home and the lot.

f. Staying at home with parents: This is generally much more economical than all the above.

B. Status of Central Information Service for Locating Private Housing

1. Description of a Central Information Service or listing service.

a. Off-campus housing office: This is available for people connected with the university who desire off-campus housing. It generally is nothing more than a referral service.

b. Listing or referral service through housing office: The typical listing service is basically what the name implies, a list of available off-campus housing. The person looking for off-campus housing must make the inquiry and arrangements himself.

2. Status of services available for off-campus housing in Big Eight.

a. The following universities had a listing service through their housing office: Colorado, Iowa State, Kansas, Kansas State, Missouri, and Nebraska.

b. No listing service nor aid for locating off-campus housing at these universities: Oklahoma and Oklahoma State (they formerly had a listing service).

3. Status of services available for off-campus housing in the selected schools.

a. All of the universities reported that they had some type of off-campus housing service available to their students. This varied from an off-campus housing office to a listing service either through the housing office or the student association.

b. The following universities had a separate off-campus housing office: Massachusetts, Georgia, and Indiana.

c. These schools had a listing service through their student association: Penn State and Texas.

d. Montana State had a listing service through its housing office.

PART V. Housing Policies at Various Universities

A. Parking

1. Policies differ from school to school in regard to students not being allowed to have cars on campus to plenty of parking available.

2. Space available for parking is one factor for determining school policy towards parking and varies from 1:2 (one space for every two students) at Kansas State and Iowa State to 1:7 at Oklahoma State.

3. All of the universities surveyed require some type of parking permit, although it is free at Iowa State.

4. Some universities provide parking facilities near all of their student housing; others do not have the room for all of their student housing.

5. For more specific information on each school's parking policies, see Table 9 - "Student Housing Parking Policies."

B. Residence Policy

1. Policy regarding where single students must live.

a. Policies differ greatly from school to school as to who is required to live in university housing.

b. Some universities require all their freshmen and sophomores to live either in residence halls or in some type of university student housing.

c. Some universities require all their freshmen under a certain age to live either in residence halls or in some type of university student housing.

d. Other schools require their freshmen to live in university

Table 9
STUDENT HOUSING PARKING POLICIES

	Total Parking Spaces	Number Reserved for Student Housing	Permit Cost Per Year
COLORADO	3,662	1,504	\$18
IOWA STATE	13,225	3,229	*None
KANSAS	10,000	1,750	10
KANSAS STATE	4,622	1,048	5
MISSOURI	8,100	1,658	24
NEBRASKA	7,000	1,500	15
OKLAHOMA	5,985	2,252	10 15
OKLAHOMA STATE	8,000	3,100	10
PENN. STATE	9,000	None	10
MASSACHUSETTS	8,200	1,800	2
GEORGIA	10,127	3,000	2 off campus 8 on campus
INDIANA	18,602	3,564	5
TEXAS	6,000	None	12
MONTANA STATE	3,000	2,500	4

*Note: Residence hall budget builds and maintains the lots, thus residents pay for it through their room and board rate.

Source: Campus Interviews and Questionnaires 1970.

housing but give them options as to the type. This includes residence halls, cooperatives, scholarship houses, or fraternities and sororities.

e. Recently, a few schools have instituted no policy governing where any person, regardless of age, class standing, or sex must live.

NOTE: For more specific information on residence policy at each university, see Table 10 - "Single Resident Student Housing Policy."

2. Policy regarding closing hours and curfews.

a. Until recently, almost all residence halls had curfews for when students, especially women, had to be inside. Although this varied from school to school, the women students had to be in at a certain time on week-day nights, and could be out somewhat later on the weekends.

b. Presently, many universities have relaxed these curfews to some degree, and have enforced them only for freshman women or first semester women students.

c. A few universities have done away with curfews altogether regardless of age or sex.

PART VI. Trends in Student Housing

A. List of Likely Trends in the Future

1. Suite-type apartments. This seems to be one of the most rapidly growing trends in student housing. This type of arrangement should contain these: (a) showers and bath facilities; (b) kitchenette; (c) common meeting area or lounge; (d) study area separate from individual rooms (this is optional); and (e) independent access (this is desirable).

2. Description and advantages of suites: There are different arrangements for a suite, but one of the best is the six-man suite. Each suite would consist of a lounge, two double-bedroom-studies, two singles, kitchenette,

Table 10
SINGLE RESIDENT STUDENT HOUSING POLICY
 On-Campus Housing Mandatory

	Freshman		Sophomores	No
	All	Under 21	All	Restrictions
COLORADO	X			
IOWA STATE	X			
KANSAS	X			
KANSAS STATE	X			
MISSOURI	X			
NEBRASKA	X			
OKLAHOMA	X			
OKLAHOMA STATE	X			
PENN. STATE	X		X	
MASSACHUSETTS	X		X	
GEORGIA	X		X	
INDIANA				X
TEXAS				X
MONTANA STATE		X		

Source: Campus interviews and questionnaires 1970.

shower, and toilets. Advantages of a suite are that it allows for more room, comfort, convenience, privacy, flexibility, and a closer living relationship.

3. Changes in the Traditional residence hall.

Since the traditional, cell-like residence hall is more economical than the suite-type unit, it will probably continue to be built. Changes must be made to keep students willing to live in such a hall. Following are some possible changes.

a. "Horizontal House." Divide the large, high-rise halls into two-story units, with two floors of double bedrooms at each end, and large living room or lounges in the center--joined at the upper level by bridges. The elevators stop only at the first level, with stairs leading to second level. This would tend to develop a closer knit living group than now is possible in large residence halls.

b. "Low Rise," three-story building: With the entrance at the second floor, the need for elevators is eliminated; this allows for better design (the lobby and entrance hall are on second floor, and the bedrooms are on the first and third floors). Thus a balcony could be created at the top level, and a walled garden could be made at the bottom level. This low-rise building could also be made into suites if desired in the future.

c. Movable furniture and provisions to allow students to personalize their own rooms.

d. Group study rooms located in less noisy area.

e. Co-ed residence halls either by wings or by floors would be desirable.

f. Variations in size and shape of rooms to provide more opportunity for individuality.

4. Another change would be to provide separate housing for graduate students and for foreign students.

a. Suite-type arrangements with kitchenettes would be the most versatile housing facility for these students.

b. Conversion of smaller residence halls to house exclusively graduate or foreign students is acceptable, providing cooking facilities are available for the students.

5. Additional housing should be built for the expanding numbers of married students.

a. More variety in housing should be provided to three areas: rooms, buildings, and rent rates.

B. Future Expansion Need in Student Housing

1. Big Eight Universities: Currently in the school year of 1970-71, there is a tendency not to build any additional housing in the immediate future at six of the Big Eight schools: Kansas, Kansas State, Missouri, Nebraska, Oklahoma, and Oklahoma State.

2. These two schools have current (1970-71) expansion projects.

a. Colorado is in the process of completing 95 modular apartments for married students.

b. Iowa State has these projects.

1. Renovation of three of the older women's halls, converting them to men's housing and creating a co-ed complex in the area.

2. A new residence hall for men is currently being completed.

3. Future plans include replacement of the temporary married student units.

3. Selected universities' expansion plans.

a. Three of the schools saw no immediate plans for expansion:

Massachusetts, Indiana, and Montana State.

b. Two universities would only expand under certain conditions.

1. Penn State doesn't plan to expand unless to replace some older housing.

2. Georgia has no future expansion plans, but will renovate present buildings and provide the best housing possible.

c. The only selected school with expansion plans is Texas, which is presently building additional married student apartments, but which has no other plans for expansion.

CHAPTER V. CONCLUSION AND RECOMMENDATIONS FOR THE FUTURE OF STUDENT HOUSING

- A. Personal Opinion
- B. Observation
 - 1. Single Residence Halls
 - 2. Co-ed Facilities
 - 3. Scholarship House and/or Cooperatives
 - 4. Foreign Student Housing
 - 5. Graduate Student Housing
 - 6. Private Residence Halls
 - 7. Fraternities and Sororities
 - 8. Married Student Housing
- C. Recommendations for the Future in Student Housing
 - 1. Single Student Housing
 - 2. Married Student Housing
- D. Types of Research that Should Follow this Study
- E. Value of this Study

A. Personal Opinion

I believe that there will be many innovative ideas for student housing in the future. If not, student housing will certainly suffer, and so will the universities. Student housing will continue to remain as an important element of the total university program. Most of my personal opinions have resulted from observations and decisions made after talking with others, mainly the University Housing Directors and Administrators. Additional interviews and talks with university students concerning their opinions and ideas pertaining to student housing probably would have improved this report.

One trend that seems to be presently occurring is that many students do not freely choose to live in student housing; they live there only if it is a requirement or as a final alternative when they cannot find other housing. If enough apartments are available, students will tend to choose those over residence halls. The question is why. Perhaps current housing directors should answer that question and seek to improve their university housing so that students will want to live there.

Students seem to want a housing facility that gives them more room, comfort, freedom, and privacy than is offered in traditional campus housing. They seem to want to make their own decisions and to do things their own way. If this is the case, then some alterations and improvements should be made to meet some of the students' desires.

Alternatives and choices should be given to students in housing. They should be given an opportunity to decorate and to arrange their own rooms, as well as to make more of their own decisions.

Another area in which some students would like more freedom of choice is in the type of meal arrangements available to them. Granted, there will always be some students who prefer to eat at the dining hall with the traditional meal

contract of twenty meals per week. However, there are other students who prefer such plans as the a la carte plan at Oklahoma State, which allows them to eat in the snack area or to choose the food they want from the dining facility. There should be provisions made for them to purchase meal tickets and to use the tickets at either the snack bar or dining hall. There is also the student who prefers more independence. He may want to cook his own meals in his residence rather than go out to eat. There should be kitchenettes available for these students and arrangements made for them to pay only for their rooms and for the privilege of cooking.

In the past the elements of design such as human scale, space relationships and proportions were often overlooked in preference to providing a large number of housing units for the students. Instead many of the residence halls were very box like structures with cell-type rooms. To a certain degree this has started to improve at some of the Universities such as at the University of Colorado - where the students have much more choice in style and type of living accommodation. Hopefully, any new facilities constructed will consider better human scale and liveability.

One way to improve student housing is offered by the new modular technology. Perhaps different sizes and types of housing modules could be built around large central facilities that provide separate dining and snack bar areas, recreation areas and lounges, as well as library and study places. Housing facilities around this central area could include such types as these:

1. Suite-type arrangements with combinations of single and double rooms sharing a common lounge and bathroom area. Some buildings would have kitchenettes in addition to the suites, while others would not.

2. Separate facilities for the graduate students and foreign students. These could vary from apartments for singles and doubles, in one facility, to

the above-described suite-type arrangement in others.

3. Conversion and renovation of some of the present facilities, to provide co-ed living arrangements for those who prefer them. This could be done with men housed in one wing and women in the other, or by floors. Another way to provide co-ed living is to convert and change some rooms into different arrangements, for even those who prefer the traditional set-up like moderate change.

4. Unchanged present facilities, for there always will be students who prefer these.

Variety and alternatives must also be available to married students. Besides the regular one- and two-bedroom apartments, there should be options such as these: (1) Townhouses or garden-type apartments--these give more comfort, room, and privacy; (2) Pre-fabricated housing--this should be available for those students who cannot afford student apartments or the more expensive townhouses; (3) Additional attractive mobile home lots, possibly constructed in joint effort with the city.

B. Observation

While touring the student housing facilities at each Big Eight University during the summer of 1970, this writer saw both good examples of each particular type of student housing as well as student housing needing definite improvement. A reminder, these are personal opinions and in no way upgrade or downgrade the opinion of the school or its administration, especially in the area of student housing.

1. Single Residence Halls - Colorado with its large variety of different types of residence halls and Iowa State with its large number of students housed were judged to provide the best living accommodations for the students. The other six universities all seemed to have good facilities and appeared to

adequately serve their student body.

2. Co-ed Facilities - Only four of the eight universities provide separate co-ed facilities. These include: Colorado, Kansas, Kansas State, and Nebraska. They seemed all about on even par with each having either separate wings or floors for the male and female students respectively.

The other four schools: Iowa State, Missouri, Oklahoma, and Oklahoma State share a common dining and recreation area, but are not co-ed in the real sense of the term.

3. Scholarship House and/or Cooperatives

a. Scholarship Housing - Kansas with its eight scholarship houses appears to have the best housing of this type as it has four houses for men and four for women. Kansas State also has a good program with three scholarship houses.

None of the other six universities have any scholarship houses of any type.

b. Cooperative Housing - Nebraska has a very good cooperative housing program with its five cooperative houses, while Kansas State, Missouri, and Oklahoma also have cooperative housing.

The other four schools: Colorado, Iowa State, Kansas and Oklahoma State do not provide cooperative housing at their universities.

4. Foreign Student Housing - Iowa State with its separate facility for male foreign students in Buchanan Hall and Whitehead Hall for foreign male students at the University of Oklahoma, are the only separate facilities for foreign students. Although foreign students are able to stay in any of the residence halls at each Big Eight schools, it may be a good policy to provide separate housing for them, if they so desire. More research needs to be conducted in this area before any positive statements either way can be made.

5. Graduate Student Housing - Nebraska with its separate residence hall for graduate students and the University of Colorado and Oklahoma State with separate university apartments all have good housing available for the single graduate students. The other five universities have no special building set aside exclusively for graduates, although they may have a separate wing or floor for graduate students.

6. Private Residence Halls - Although private residence halls are not considered part of university student housing, no specific recommendations concerning good or poor private housing will be made. Only these four universities: Colorado, Kansas, Kansas State, and Missouri allow private residence halls.

7. Fraternities and Sororities - Each of the Big Eight Universities have Fraternity and Sorority housing available on their campuses. Due to the fact that this is not university run housing no mention will be made of good or poor Greek housing.

8. Married Student Housing - Colorado with its great variety of different types and selection of married student housing and Iowa State with its numerous units available seemed to have the best married student housing available. Of the remaining six schools, only the University of Nebraska with its small total of 61 units seemed to have a distinct shortage of married student housing. Kansas State University is the only school in the Big Eight to provide mobile home lots for married students on its campuses, although each of the Big Eight Universities have students living in mobile homes in their respective communities.

C. Recommendations for the Future in Student Housing

1. The university should provide more variety and privacy in single student housing.

a. A suite-type arrangement allows for more room and privacy, as well as an opportunity to fix one's own room according to preference. This may involve renovation of some of the present residence halls into co-ed halls, and some into different size rooms and arrangements.

b. It may be necessary to leave some of the present residence halls as they are now, as there will always be some students who prefer this "traditional" type of arrangement with a roommate.

c. Another way the university can improve student housing is to provide single and double apartments for upperclass single students who prefer apartment living.

d. The university should provide separate housing for graduate and foreign students, as these students are generally a special, conscientious group, and they need more room and privacy and an opportunity to do their own research.

2. The university should improve married student housing.

a. The university should continue to provide present one- and two-bedroom apartments, but should offer more options on style, size, number of baths, and amount of rent paid. In addition, no matter what type or style of apartment, storage space or undesignated usage should be provided for each apartment unit in the basement.

b. The university could also provide townhouse and garden apartments for those students who are willing to pay for additional room and comfort.

c. Another way to improve married student housing is to provide less expensive, prefabricated apartments and homes for those who cannot afford either of the first two options.

d. A fourth way is to provide attractive mobile home parks, possibly in a joint effort with the city.

D. Types of Research that Should Follow this Study

1. There is a need to develop a new, innovative concept in student housing, possibly a whole set of different attitudes, including specially designed facilities which are attractive to a specialized group of students. This study could involve an extensive survey on present student attitudes and suggestions for improving student housing. It would also be necessary to find out how college administrators currently view the college's role in housing students and how they would improve student housing. Thus, the researcher should talk to student housing directors, campus planners, college presidents, registrars, Board of Regent members, other college personnel, community people, and, of course, those mainly concerned, the students. It appears there is a need for universities to evaluate just what they intend to do in the area of student housing, i.e. if they want to continue to provide student housing or if they would rather get out of this field and let the community take over housing for the university students.

2. Another area that needs more extensive research is the effect on the total university housing picture of private residence halls, cooperative houses, and scholarship houses.

3. Another study could deal with exploring the role of Greek housing in relationship to the universities' attitudes. There is a need for this type of study because of the continual change in the attitudes and fortunes of fraternities and sororities.

4. More investigation should be done in the universities' policy toward co-ed housing and consider such topics as: is co-ed living a real learning experience of how to get along with people or is immorality increased by this type of living.

5. Due to the large number of graduate and foreign students enrolled at the universities, there is a need for more consideration of their special housing needs. More study could be done in this area.

6. The numbers of married students are also increasing, and generally speaking, housing facilities for them have not met the need. More study of their special needs should be undertaken.

7. One of the most important areas for further research is that of design, in all areas of student housing. Perhaps this problem would interest some ambitious student with an architectural background.

8. A final area of possible investigation is to consider where the university goes from here, assuming it will remain in the field of providing student housing. Some possible areas would be to provide a village atmosphere with its student housing such as incorporating small shops and businesses in the same area as the student housing. To a certain extent, this is available at Oklahoma State University where shops and businesses are located in the student union.

E. Value of this Study

1. The problem, as stated in the Foreword, was to make an extensive survey of existing student housing the early 1970's at the Big Eight and selected schools. By doing this the researcher hoped to gain experience and insight into the problems of data gathering and reporting. This purpose has been accomplished. Another purpose of this study was to give recommendations to directors in housing, campus planners, and other college administrators about directions to pursue before building additional housing. Several suggestions were stated above.

2. While doing this study, the researcher took colored 35 mm. slides of existing housing at the Big Eight Universities. These slides are contained in

the appendix, and should prove valuable to the above-mentioned administrators in their assessment of current housing. These slides also contain an annotated written text which points out the location of the housing and which makes observations pertaining to it.

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BIBLIOGRAPHY--INTERVIEWS WITH DIRECTORS OF HOUSING (BIG EIGHT SCHOOLS)

<u>School</u>	<u>Directors of Housing</u>
Colorado	Dan Daniels, Assistant Director of Student Housing
Iowa State	Charles F. Fredericksen, Director of Residence
Kansas	J. J. Wilson, Director of Housing
Kansas State	A. Thornton Edwards, Director of Housing and Food Service
Missouri	Richard B. Caple, Assistant Director of Housing
Nebraska	Ely Meyerson, Director of Housing
Oklahoma	William C. Howard, Assistant General Manager of Housing
Oklahoma State	William Lynn Jackson, Director Single Student Housing Richard M. Williams, Director Married Student Housing

BIBLIOGRAPHY--QUESTIONNAIRES SENT TO DIRECTORS OF HOUSING (SELECTED SCHOOLS)

<u>Schools</u>	<u>Directors of Housing</u>
Georgia	Jerry L. Studdard, Assistant to Director of Housing Dr. Richard D. Armstrong, Director of Housing
Indiana	George R. Olson, Director, Halls of Residence
Massachusetts	James West, Director of Housing
Montana State	Andy Blank, Director of Housing
Oregon State	Thomas F. Adams, Director of Housing
Penn State	Otto Mueller, Director of Housing & Food Service
Texas	W. Firman Haynie, Associate Dean of Students, Director of Housing & Food Service

Questionnaire for the Director for Student Housing

1. What is the current enrollment of your University?

2. How many students (number and/or %) live in some type of student housing?
Of this, how many live in the Residence Halls?
How many live in Fraternities?
How many live in Sororities?
How many live in University Married Housing?
How many live in scholarship or Cooperative Housing or any other type of housing?

3. What type of facilities is available for married students? (Apartments, mobile home parks, etc.)

4. What type of facilities is available for single graduate students?

5. Is any housing available exclusively for international students?

6. What is your policy on CO-ED residence halls? Are there presently any at your University?

7. Do any private concerns run student housing at your University?

8. Are there any provisions for faculty housing?

9. Is there any low income public housing available for married students? If so, how much will it cost?

10. What is the cost of student fees and tuitions?
 - Undergraduate state residents
 - Undergraduate out-of-state residents
 - Graduate state residents
 - Graduate out-of-state residents

11. What is the cost of Campus Housing at the various levels? (What students pay)
 - Residence Halls
 - Fraternities
 - Sororities
 - Married Student Housing
 - 1 Bedroom
 - 2 Bedroom
 - Any other type
 - Scholarship or Co-operative

12. What is the cost of off campus housing in the area around the University?

13. Is there any information (Central Information Center) available for private housing around the campus?

14. Are there dining facilities available in the residence halls? Who runs them? (University or Private Concern)

15. What do you think are future trends in student housing?
16. What is your University's plan for Student Housing in the future? Is it planning to continue its role in providing student housing or phase it out?
17. What about variations in design of residence halls (instead of the typical cell-type arrangement)? Does your University have any plans for different designs for residence halls?
18. What is your policy on single women? Are they able to live off campus or are they required to live in student housing?
19. What is your policy on parking as related to student housing? Is it allowed for all students? Or just some students? Or for none at all?
20. How many parking spaces are available on your campus? (This includes all parking--faculty, students, staff, and visitors).
21. Of the parking available, how many spaces are reserved for students living in University housing?
22. Is a parking permit needed? If so, how much does it cost per year.

APPENDIX

Viewer's Guide to Pictorial Survey of Student Housing in the Big Eight Universities

This guide will attempt to aid the viewer by pointing out, first of all, the map of each Big Eight University showing the location of the student housing in relationship to the rest of the campus; and then each particular type of student housing, identified according to type and to residents. Periodically, observations will be made to aid the viewer. The slides included are not necessarily all examples of good student housing but are representative of the housing seen on each university campus by this observer.

The number both on the upper right-hand corner of the slide and the corresponding number after each universities' description on the following outline refers to the location of that particular type of student housing on the map.

Introduction: Student Housing in the Big Eight

A. University of Colorado--Boulder

1. Map of the University of Colorado Campus.
2. Sign of the University of Colorado.
3. Baker Hall for Women--#8. Baker Hall is rather typical of many of the residence halls at the University of Colorado. It has sandstone walls and tiled roofs.
4. Libbey Hall for Women--#48. This is the back courtyard of Libbey Hall.
5. Smith Hall (women) on the left, Kittredge Commons in the center, and Andrews Hall (men) on the right--#47. Kittredge Commons Complex is an example of some of the more modern residence halls at the University of Colorado. These halls are smaller than many of the high-rise dormitories and somewhat more "homey" in nature. The setting of this complex is enhanced by the artificial lake and by the mountains in the background.
6. Arnett Hall for Men--#5. Arnett Hall is one of the residence halls that make up the Kittredge Complex.
7. Williams Village Towers is Co-ed--#79. Williams Village Towers are very popular among the students basically because of the many different types of living arrangements possible (i.e. a wide variety of room sizes and shapes combined with a multitude of colors gives each living space a distinctive character). In addition, there are a wide variety of accommodations in double and single rooms, suites, and four-student apartments.
8. Williams Village Towers Area and Cafeteria on the right--#79.
9. Reed Apartments for both Men and Women Graduate Students--#62. Buffet apartments are available for graduate men and women, where they are able to fix their own meals.
10. Sewall Residential Academic Hall Program Co-ed Housing--#64. A co-ed residential academic hall program is housed in Sewall Hall. The goal of the program is to offer an environment in which students can become involved as a community in carefully designed academic offerings and in opportunities related to their personal development.
11. The Columbine--Private Co-ed Residence Hall (not shown on map). The Columbine is one of the two privately run residence halls for college students located off campus.
12. The College Inn--Private Co-ed Residence Hall (not shown on map). The College Inn is the other privately run residence hall.

13. University Village Apartments for Married Students--#75. This is the site of many low-rent apartments available for married students, of the Butler Building and Quonset Hut types. University officials would like to replace these, but they are very popular with the students.
14. University Village Apartments for Married Students--#75.
15. Marine Court Apartments for Married Students--#51. Very good looking, unique building design, that varies from two, three, and four stories to six stories. This provides a variety of one or two bedrooms. The apartments that occupy the six stories are served by an automatic elevator.
16. Marine Court Apartments for Married Students--#51. Inner Court View.
17. Pre-fab Module Apartments for Married Students (not shown on map). There are three differently designed pre-fab modular units, some are two-bedrooms and others three-bedrooms.
18. East Campus Court Apartments--For Married Students--#19. These are modern one- and two-bedroom apartments for married students.
19. University Faculty Apartments--Near Athens Court--#72. Some of the apartments located near Athens Court are available for faculty housing.

B. Iowa State University--Ames

1. Map of the Iowa State University Campus.
2. Sign of Iowa State University.
3. Friley Residence Hall for Men--#43. Friley Residence Hall is still considered one of the largest single residence halls in the United States in the number of students housed.
4. Friley Residence Hall for Men--#43.
5. Friley Residence Hall Courtyard Area--#43. This courtyard area is rather typical of many of the residence halls at Iowa State--especially those that are "traditional" in appearance.
6. Helser Residence Hall for Men--#45.
7. Westgate Residence Hall for Women--#103. Rather modern in appearance, Westgate Hall was built either in the late 1950's or early 1960's.
8. Wallace Road Dorms--(Barton Residence Hall for Women)--#9. Barton Hall is one of the traditional residence halls located in the Wallace Road Area. Note the colonial appearance which was common of residence halls built in the 1930's and 1940's.

9. Wallace Road Dorms--(Elm Hall for Women) left, Courtyard center, and Oak Hall for Women right--#33 and #70. Elm and Oak Halls are connected by a corridor with beautiful statues located in the inner courtyard.
10. Wallace Road Dorms--(Willow Hall for Women left, New Dorm for Men center, and Maple Hall for Women right)--#51 and #104. Willow and Maple Halls are modern halls located in a complex which has cafeteria facilities for both men and women students. The new dorm in the center for men is one of the few residence halls that has been constructed within the past year.
11. Alumni Hall--YMCA--#6. As the name implies, Alumni Hall is for former alumni men as well as for current men students.
12. Storm Street Dorms--Wallace Residence Hall left and Wilson Residence Hall--#106. Located at the Storm Street Complex are four very modern residence halls, two of which are shown in the picture. They have their own cafeteria to serve the complex.
13. Buchanan Residence Hall for Foreign and Graduate Men Students--#16. Buchanan Residence Hall houses foreign and graduate men students. The students have the option of room and board or room only as there is a complete vending area available.
14. Pammel Court--Married Student Housing--#107. This is temporary World War II barrack-type housing which is gradually being replaced. It is still popular due to the very economical rent charged and shortage of other housing.
15. Pammel Court, left, and Hawthorne Court, right--Married Student Housing--#108. Contrast in married student housing is shown with Pammel Court on the left and somewhat more modern, better quality--Hawthorne Court Apartments on the right.
16. University Village Apartments for Married Students--#109. Very modern, handsome looking townhouse apartments available for married students; both one and two bedroom apartments are available.

C. University of Kansas--Lawrence

1. Map of the University of Kansas.
2. Sign of the University of Kansas.
3. Corbin Hall for Women--#14. One of the old, traditional-type residential halls for women.
4. McCollum Hall--Co-ed, left, Ellsworth Hall--Co-ed, center, and Hashinger Hall--Women, right--#81, #82, and #85. Three of the larger modern residence halls are shown in this picture.

5. Templin Hall, Men--#89. Another large modern residence hall is located in the same area as the other three residence halls.
6. McCollum Hall, Co-ed--#81. A Y-shaped Co-ed residence hall that houses over 1,000 upperclass students.
7. Oliver Hall, Co-ed--#76. A new modern co-ed structure that houses many underclassmen.
8. Pearson Scholarship House for Men--#4. One of the four scholarship houses for men--very typical of the rest.
9. Watkins Scholarship House for Women--#30. One of the four scholarship houses for women.
10. Miller Scholarship House for Women--#31. Another good looking scholarship house for women.
11. Caruth-Cleary (Former Residence Hall)--#57. Caruth-Cleary was a former residence hall, that has been converted into space for the business office at the University of Kansas.
12. Jayhawk Towers--Private Housing (not shown on map). Jayhawk Towers is a private housing project that houses many of the athletes and other students.
13. Stouffer Place Apartments--Married Housing--#80. Stouffer Place Apartments is the site of many apartments for married students.
14. Sunflower Duplex Apartments for Married Students--#54. These are all modern duplex apartments for married students.
15. Sprague Apartments for Retired Faculty--#25. The University of Kansas is the only Big Eight school that provides apartments for its retired faculty, as these are located right on the campus.
16. Chi Omega Sorority House located back of the Fountain (not shown on map). The University of Kansas has one of the largest fraternity and sorority systems in the Big Eight and Chi Omega is typical of one of the sororities.
17. Pi Kappa Alpha Fraternity House (not shown on map). Pi Kappa Alpha is one of the fine looking fraternity houses at the University of Kansas.

D. Kansas State University--Manhattan

1. Map of Kansas State University Campus.
2. Sign of Kansas State University.
3. Boyd Hall for Women--#64. Traditional looking residence hall for women with complete cafeteria service in the basement.

4. Van Zille, Co-ed Residence Hall--#63. Another traditional residence hall with one wing for men and the other for women. It also contains its own cafeteria service.
5. Haymaker Hall for Men--#66. One of the modern residence halls that is served by Derby Food Center.
6. Derby Complex--#67. Four residence halls make up this complex, as well as library, dining, and recreation facilities.
7. West Hall, Women; Moore, Co-ed; Haymaker, Men; and Ford Hall, Women--#67. These four residence halls are served by the Derby Food Center.
8. Goodnow Hall for Women along with Marlett Hall for Men are part of the Kramer Complex.
9. Clovia Co-op House for Women (not shown on map). Clovia Co-op House is primarily for women 4-H students. It is modern in appearance and quite economical, as the girls share in work to keep the costs down.
10. Smurthwaite Scholarship House for Women (not shown on map). Smurthwaite is a modern looking scholarship house for women.
11. Athletic Dorm for Men--#41. One of the finest facilities of its type in the Big Eight, as it has its own food center and swimming pool.
12. Athletic Dorm for Men--#41.
13. Royal Towers--Private Apartment Housing for Students (Co-ed) (not shown on map).
14. Jardine Terrace for Married Students--#42. Good quality, reasonably priced one-and two-bedroom apartments for married students.
15. Evans Apartments--Married Students (not shown on map). Older, but structurally sound apartments located off campus for married students.
16. North Campus Court--Mobile Home Lots for Married Students--#43. North Campus Court is the only University lot for mobile homes in the Big Eight--although many students at all the Big Eight Universities live in mobile homes on private lots.
17. University Terrace Apartments for Faculty (not shown on map). Modern-looking townhouse type apartments for new faculty members who can stay a maximum of two years in the apartment.
18. Prairie Glen Townhouses for Low Income Housing--Some Married Students live there (not shown on map). Two- and three-bedroom units which are rented to low income families, some of which are married university students.
19. Tri-Delta Sorority (not shown on map). Very good looking sorority house which is typical of the Greek housing at Kansas State.

E. University of Missouri--Columbia

1. Map of the University of Missouri Campus.
2. Map-Sign of the University of Missouri.
3. Bingham Group: Hatch Hall--Men, left; Cafeteria, center; and Schurz Hall--Women, right--#84, #85, and #86. Bingham Group is the site of Hatch Hall and Schurz Hall. Very good looking cafeteria.
4. Hatch Hall for Men--#85.
5. Loeb Complex--McDavid Hall for Men--#69.
6. Dobbs Group: Lathrop Hall for Women, left; Jones Hall for Women, center; and Laws Hall for Women, right--#81, #82, and #83. These are all handsome looking residence halls. Notice the fact that part of the ground floor is set aside for covered walkways around the residence halls.
7. Wolpher's Hall for Women--#64. Old, "traditional style" residence hall for women.
8. Eva Johnston Hall for Women--#60. Another traditional style residence hall for women.
9. Rollin's Complex--Gillet Hall for Women--#88. A large modern residence hall for women that makes up part of the Rollin's Complex.
10. Pershing Complex: Stafford Hall for Men, left; Cafeteria, center; and Cramer Hall for Men, right--#72-#79. Pershing Complex houses mainly R.O.T.C. students in its residence halls.
11. Crest Co-op House for Men (not shown on map). The only active men's cooperative house on campus.
12. Campbell-Harrison Home Economics Co-op House for Women (not shown on map). Campbell-Harrison is one of the good looking Co-op houses for women; it houses economics students.
13. Rochdale Co-op House for Women (not shown on map). Another one of the three Co-op houses for women students at the University of Missouri.
14. Mark Twain Private Residence Hall (Co-ed)--#63. Mark Twain is one of the private residence halls with its own private swimming pool, more luxurious rooms and reserved parking spaces.
15. University Village Apartments for Married Students--#40. This is a view of some of the University Village Apartments that are available for married students. Note the utilization of hilly land on the university campus.

16. Faculty Apartments (not shown on map). Some of the older apartments that are available for University of Missouri faculty.

F. University of Nebraska--Lincoln

1. Map of the University of Nebraska--City Campus.
2. Map of the University of Nebraska--East Campus.
3. Sign of the University of Nebraska.
4. Selleck Quadrangle Area--Women's Section, left, Dining Area, center, and Men's Section, right--#36. The Selleck Quadrangle is an old traditional residence hall with its ivy-covered brick walls and grassy courtyards.
5. Women's Residence Halls (now Houses Centennial College--Co-ed)--#41. Centennial Educational Program is a co-ed academic program that is housed in the former Women's Residence Halls. This is mainly for freshmen and sophomores. One of the major purposes of this program is to provide an alternative to standard, departmentalized education.
6. Pound Hall for Women, left; Dining Area, center; and Cather Hall for Men, right--#42 and #43. This is a good looking modern high-rise complex located at City Campus.
7. Abel Hall for Men, left; and Sandoz Hall for Women, right--#45 and #46. Another good looking, modern high-rise complex constructed of pre-cast concrete.
8. Smith Hall for Women, left; Harper Hall for Men, right; and Greek Residence Houses in the foreground--#33. Also part of this complex is Schramm Hall (co-ed) housing that is located to the left of Smith Hall. A unique feature of this complex are the four Greek residence houses (two fraternities and two sororities) that are located here. The Greek residence halls make use of the dining facility at the complex.
9. Pioneer House--Men's Co-op (not shown on map). A large, older house that is currently being utilized for housing.
10. Brown Palace--Men's Co-op (not shown on map). Another men's cooperative house on the City Campus of the University of Nebraska.
11. Cornhusker--Men's Co-op (not shown on map).
12. Ag Men--Men's Co-op (not shown on map).
13. Love Memorial Co-op for Women--#2 East Campus. Love Memorial Co-op is the only women's cooperative at the University of Nebraska, and it is located on the East Campus.

14. Nebraska Center for Continuing Education (the Kellogg Center) on East Campus--#1. The basic purpose of this modern facility is to serve as a complete educational unit for adult learning. It not only has facilities for the various conferences, workshops, short courses, and seminars; but houses these people.
15. University Park Apartments for Married Students located at East Campus --#46. Modern looking apartments for married students located on the East Campus.
16. Colonial Terrace Duplex Apartments for Faculty on the East Campus (not shown on map). Good looking, duplex apartments for the University faculty located on East Campus.
17. Lincoln Air Park West--A Low-Income Housing Area (not shown on map). Many of these low-income housing units are occupied by married University students.

G. University of Oklahoma--Norman

1. Map of the University of Oklahoma Campus.
2. Sign of University of Oklahoma.
3. Wilson Center--Worcester House for Women left, and Boyd House for Men right--#A. Wilson Center contains several small houses used throughout the entire year. During the summer, this center is used for short courses and institutes. Wilson Center has its own cafeteria.
4. Adams Center, left; Walker Center, middle; and Couch Center, right--#B. These modern 12-story complexes have various wings that are used exclusively by male students and other wings used by female students. They all share the large dining facilities at the round white building in the center.
5. Glenn C. Couch Center and Cafeteria--#B.
6. Walker Towers--#B. Closer view of the Walkers Towers--one of the three large complexes that are served by the Couch Dining Center.
7. Whitehand Hall for Men--#C. Older structure that houses men.
8. International House (Franklin) for Men--#D. Formerly known as Franklin House and then housed women students. Now called International House and houses men.
9. Hester-Robertson Co-op--Co-ed--#E. Hester House used by women and Robertson for men, with the two houses joined by a common cafeteria. The cafeteria will operate for two meals Monday through Friday on an a la carte basis. Meals are optional.

10. Jefferson House--Athletic Dorm--#F. Older of the two athletic residence halls.
11. Washington House Athletic Dorm--#G. New, modern athletic residence hall which shares a common dining area with Jefferson House.
12. Niemann Apartments--Single Graduate and Married Students--#H. These are small efficiency apartments available for single graduate students and married couples.
13. Kellogg Center (Oklahoma Center for Continuing Education)--#I. People stay in the small, one-story buildings shown in the foreground while using the Kellogg Center for conferences, workshops, institutes, and seminars. Part of the Kellogg Center is shown in the background.
14. Sooner House for Visitors--#I. The Sooner House is a facility that is available for visitors to the University campus. This is also part of the Kellogg Center.
15. South Campus Apartments--Married Students (not shown on map). Older barrack type apartments for married students.
16. Logan Apartments--Married Students (not shown on map). These smaller, one-bedroom apartments are located off campus.
17. Parkview Apartments--Married Students (not shown on map). Older apartments for married students. Somewhat more modern than the South Campus Apartments.
18. Kraettli Apartments--Married Students (not shown on map). Modern apartments which are either furnished or unfurnished. Two different styles as shown in both slides.
19. Kraettli Apartments--Married Students (not shown on map).

H. Oklahoma State University--Stillwater

1. Map of the Oklahoma State University Campus.
2. Sign of Oklahoma State University.
3. Stout Hall for Women and Courtyard Area--#15. Traditional residence hall for women with large, spacious courtyard area.
4. Willard Hall for Women--#43. Another traditional residence hall for women.
5. Cordell Hall for Men--#54. Traditional residence hall for men.

6. Bennett Hall--Co-ed Living--#57. East Bennett Hall is for men and West Bennett Hall is for women. The residents have their choice of contract meals or a la carte food service.
7. Parker Hall for Men, left; Scott Hall for Men, far center; Cafeteria, center; and Wentz Hall for Women, right--#12, #13, and #14. This complex is modern and is served by the large cafeteria in the center of the picture.
8. Wentz Hall for Women, left; and Scott Hall for Men, right--#12 and #13.
9. Twelve-story for Men (close right), Kerr Hall for Men (far left), Willham for Women (close right), and Drummond Women (far right)--#10, #11, #21, and #22. These four modern residence halls are each 12 stories high.
10. Willham Hall for Women, left; Cafeteria, center; and 12-story Men, right--#10 and #11. The cafeteria shown in the center serves these two large residence halls.
11. Kerr Hall for Men, left; Cafeteria, center; and Drummond Hall for Women, right--#21 and #22. Similar to the previous slide, as these two residence halls are also served by the cafeteria.
12. Athletic Dorm--#23. New, modern facility built to house the athletes with its own dining facility included.
13. Brumley Apartments--Half are for Single Women Students and the other half for Married Students--#4.
14. Graduate Student and Married Student Apartments--#7. These are modern apartments used for graduate students, married students, and for faculty.
15. Village Apartments for Married Students--#67. Older army barrack type apartments used by married students.
16. Married Student Apartments--#29. Two-bedroom modern apartments for married students.