

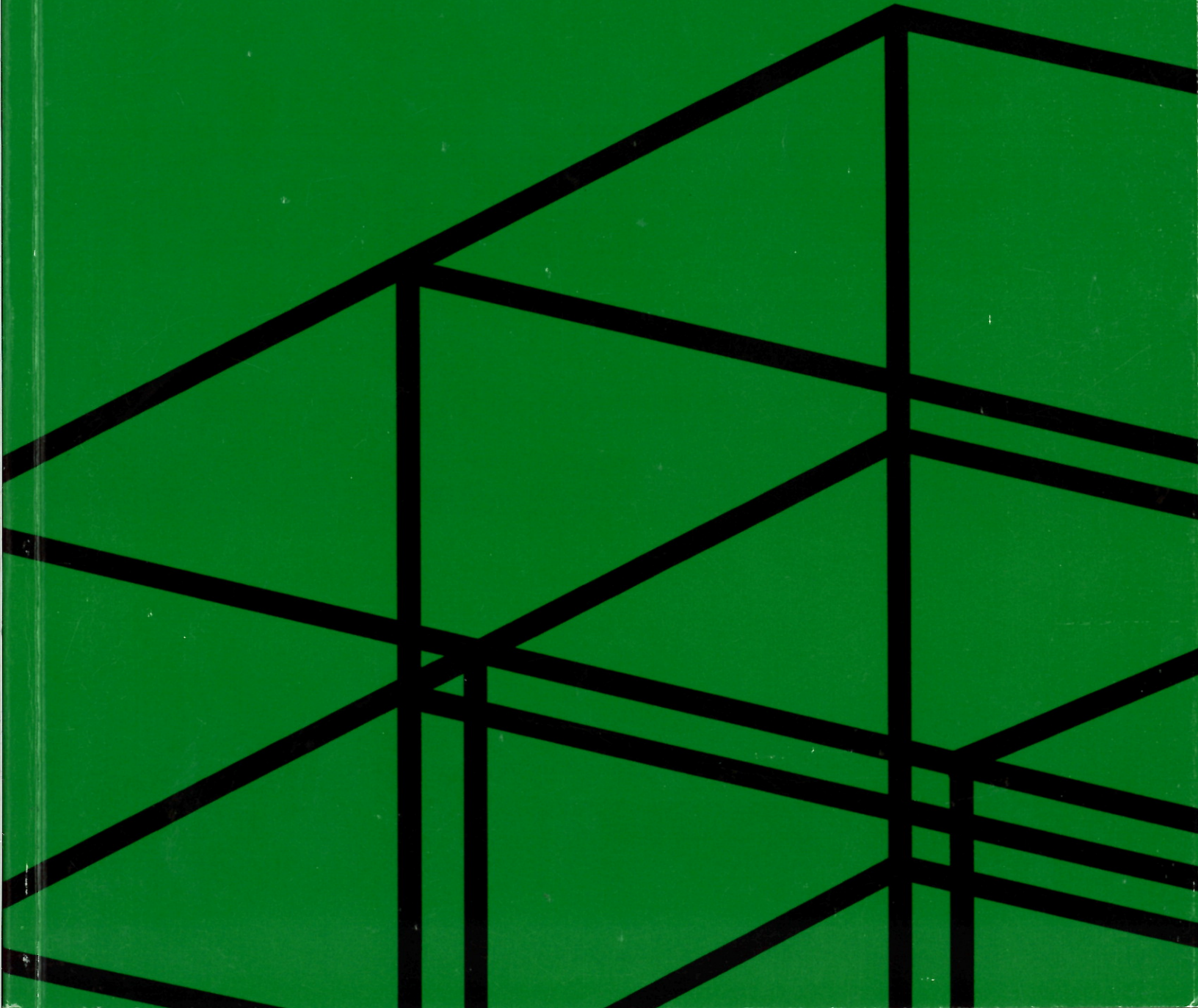
Campus Housing Construction

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CHAPTER

The Concept: What Should You Build?

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The Concept: What Should You Build?

The construction of a new residence hall is an important decision for campus leaders. Decisions regarding the design, location, and purpose of a new building not only will have an immediate impact on students attending their institution, but also will shape the educational experiences of students for decades after the hall is constructed. In many ways, decision makers must serve as stewards of the residential experience for generations of students who will be attending their institutions.

As decisions are being made about the design of a new residence hall, the concept of the building may be one of the most important components of the planning and construction process in terms of generating campus-wide ownership and enthusiasm for the project. A hall concept that fits the unique educational and community needs of a particular campus should generate broad-based excitement about and commitment to the facility. Announcing the concept for a new hall generates more excitement within the campus community than simply announcing that a new dormitory is being built. The concept humanizes the building, gives it educational purpose, and enriches the dialogue as the process moves through the planning and construction stages.

Above all, the concept gives the residence hall an identity that defines the educational experiences students will have while they are living in the building. New residence halls must have a greater purpose than simply being places where students are housed while they are pursuing their educational endeavors. Modern residence hall facilities must be designed to complement the educational and curricular mission of their institutions, and should intentionally be designed to fulfill this objective. A clear concept articulates behavioral expectations to students who will choose to live there, and can more clearly describe the types of experiences students will have.

What exactly is a residence hall concept? In many ways, it is the primary identity given to a residence hall facility. The concept is the lens that shapes the image of the facility within the campus community. It impacts function, purpose, and design focus. It affects architectural programming, internal and external space configurations, and site location. The concept determines who will live there, the type of staff that will be needed, and the role of the building in the campus community. Above all, the concept gives the facility an educational purpose, and articulates linkages between students' in-class and out-of-class experiences.

Over the past decade, new and unique residence hall concepts have emerged on campuses across the United States. These range from halls designed specifically for first-year or upper-level students to other special populations, such as international students. Other halls have been built to support specific living-learning programs and residential colleges. The growing numbers of nontraditional students attending college are pushing hall concepts into

totally different directions, such as residences for single parents.

The notion of a specialized residence hall concept is a relatively new phenomenon. Previous generations of residence hall designers generally worked to build a dormitory, and added or subtracted amenities to the facility based upon the needs and interests of the campus. In general, there was not an attempt to give the facility a specialized purpose or focus. The range of designs, sizes, and locations of residence halls on campuses across North America illustrates how prevailing attitudes shaped the concepts for residence halls designed and built during a particular period.

Historical Overview of Residence Hall Concepts

The earliest campuses in the United States drew directly from the English Oxbridge models when designing student residential facilities. The residential college was a building or group of buildings where students studied, lived, and worshiped in communities with their teachers. In that way, education became not merely a training of mind or preparation for a profession, but a comprehensive experience meant to develop character, to develop the whole human being in all its dimensions—intellectual, moral, and personal (Ryan, 1995). This student residence model greatly influenced the design of residence halls at Harvard and Yale, the first U.S. campuses, and this influence continued up through the beginning of World War II.

The older residence halls on college campuses today reflect a great deal about the role and scope of residential facilities prior to 1950. The concepts for residence halls that were designed during the first half of the 20th century were greatly influenced by the original residential college concepts at Harvard, Yale, and other Ivy League institutions. In addition, higher education during this period was still viewed as an opportunity for the privileged, and concepts and designs for student accommodations reflected this attitude. Students started college as young as 15 years of age, so the residential college and the dean provided a familiar and stable environment. Because of the influence of the English model, the residential experience was viewed as an important component of the educational function. Although higher education in the United States moved away from the model of having students and faculty living and teaching in the same facility, the residential experience was viewed as an important component of the institution's educational mission.

This importance can be observed when one looks at the older residence halls on many campuses. Campus planners placed a priority on locating residence halls in close proximity to central campus with the intent of providing quality interactions between students, faculty, and the campus community. The concepts of residence halls during this period thus reflected a more contiguous residential and edu-

cational experience than facilities that were designed after World War II. The residential facilities that often are identified as “heritage” buildings today were built during this period.

The concepts of residence halls that were constructed prior to 1950 reflect the prevailing attitudes and values of the campus leadership during this time. Room sizes typically were larger than those designed after 1950. There were greater amounts of public spaces in the building, and these spaces often were of a higher quality. Building sizes were smaller, and consideration was given to the impact of density. Typically, each building had its own dining room. The “collegiate Gothic” architectural design often was used, with the intent of creating an image for the facility of educational quality and connectedness to the core mission of the campus.

Residence hall facilities that were designed after 1950 had concepts that reflected very different institutional values and priorities. World War II impacted higher education in three significant ways. First, the G.I. Bill in the United States opened the doors of colleges and universities to large numbers of students who otherwise would not have had access. This shift to “democratizing” higher education influenced student housing design concepts for a number of reasons. The G.I. Bill brought an influx of students whose needs differed from those of previous generations. They were older, and many had families. In order to create places for them, campuses quickly constructed new housing facilities without the care or consideration that was given to earlier residence halls. Many of these facilities were located away from the campus center. Although they probably were viewed as temporary, these facilities were in existence for many years on a number of campuses.

The second influence of World War II was the impact it had on shifting faculty priorities from teaching to research. In the U.S., federal funding became available to universities after the war to conduct research that supported national priorities. In order to compete effectively for these funds, faculty achievement and promotion practices began to place greater emphasis on research and the attainment of external funds. This shifted faculty priorities away from teaching. The importance of teaching, and the expectation that faculty would connect with students in and out of the classroom, became a lower priority. Thus, the undergraduate experience was impacted as faculty-student interactions became confined to the classroom.

The concept of the student residence began to shift accordingly. With larger numbers of students to house, and the philosophy of teaching changing, student residential facility concepts changed to larger, more efficient facilities that did not have to be connected to the core of the campus.

The third outcome of World War II that shaped residence hall design concepts was the “Baby Boom.” By the mid-1960s, another influx of students began to arrive on

campuses that was much larger than the postwar wave created by the G.I. Bill. Once again, there was a need to quickly construct a large quantity of housing. With the shifting nature of undergraduate education, campus decision makers no longer viewed the residential experience as critical to the educational mission of the institution. Residence hall concepts moved from providing quality residential and educational experiences to housing as many students as possible in the quickest and most efficient fashion.

The “modern” high-rise facilities of the late 1950s and 1960s began to emerge. They were designed in many ways to be warehouses for students. They often were located on the campus perimeters; they were disconnected from the central campus and the academic core. They had smaller sleeping rooms and minimal public space, and were not designed to provide quality student interactions, much less quality student-faculty interactions. Generally, the concept of many of these buildings was to house as many students as possible, efficiently and inexpensively, on as little land as possible rather than having any kind of an educational purpose.

The ramifications of these design concepts began to have a significant impact on the undergraduate experience at colleges and universities everywhere. Student life outside the classroom became disconnected from the classroom experience. By the mid-1980s, leaders in higher education began to be concerned about the quality of undergraduate education and called for reform. In *College, the Undergraduate Experience in America*, Ernest Boyer wrote, “We found a great separation, sometimes to the point of isolation, between academic and social life on campus” (1987, p. 5). He concluded that “the college of quality remains a place where the curricular and cocurricular are viewed as having a relationship to each other” (p. 195).

The reform movement that emerged from such reports began to shape new concepts for residence hall design from the late 1980s to the present. Departments of residence life consider it essential that residence halls be designed to be educationally purposeful, and to support the academic success of students. Although living-learning concepts have emerged as the most effective way of achieving these goals, it is important that each campus select a concept for a new hall which best supports the unique educational and community development needs of its students. Several design concepts that are prevalent today have emerged on campuses during this reform movement.

Overview of Current Design Concepts

Over the past decade, many campuses have conducted major residence hall renovation and new construction projects. The retirement of the bonds that were issued to construct new residence halls in the 1960s allowed campuses to begin to secure new financing for both construction and

renovation. For many campuses, there has been an opportunity to create facilities that support a higher quality of student life and are more academically purposeful.

“On an unprecedented scale, U.S. colleges and universities are examining the quality of their residential facilities. What have they found? A need to improve not only the conditions of their residence halls, but also what the facilities offer to support the mission of education. As a result, residence halls—once some of the simplest buildings on campus—are becoming some of the richest and most complex in scope and purpose” (Godshall, 2000, p. 150).

The complexity of the modern residence hall has been brought about by the experiences and expectations modern students bring to our campuses. Most students grow up in homes where they have their own bedroom, and often their own bathroom. They have increased needs for technology, including computers with Internet access, televisions with cable access, and other equipment, such as stereos, refrigerators, task lighting, and cooking devices. They need more items in their rooms than previous generations. They also want convenience and variety in room layout, privacy, services, and academic resources.

In addition, campuses that are attempting to respond to calls for reform in undergraduate education often view the design of new residence hall facilities as a means to achieve educational goals and to build connections between curricular and cocurricular experiences. Campus discussions around the design of new residence halls often have led to the creation of new design concepts. In order to make residence halls more educationally purposeful, the general design has changed to allow students to interact with one another and with faculty in a variety of settings.

All of this has led to a conceptual shift in the design of new residence halls. First, emerging design concepts being incorporated into new residence halls allow them to fulfill more educational purposes. According to Godshall (2000), these concepts include (a) variety and flexibility in rooming arrangements to accommodate the spectrum of student needs, (b) the development of a shared common path or “Main Street” concept which serves as the spine of circulation along which the public spaces—academic, social, or recreational—are arranged, (c) spaces in between along the common path which promote interaction, and (d) the development of residential neighborhoods which cluster student rooms in ways that promote interaction and avoid isolation.

In addition, many campuses are developing specialized design concepts that differentiate one residence hall from the next. Unlike previous generations of residential facilities whose main purposes generally was to fulfill the institution’s needs for housing many students, these residence hall concepts are being developed to address the needs of specific student populations or specific academic programs.

Specialized Concepts

As institutions have moved to develop new residential facilities, a number have chosen to create specialized concepts for their facilities. The following are some of the most prevalent new concepts that are emerging on campuses today.

Residence Halls for First-Year Students

Many institutions have given greater priority to improving the quality of experiences and support systems for first-year students. Residence hall communities are viewed as a critical component of these initiatives. Many institutions require first-year students to live on campus in order to best facilitate their transition into the campus community and establish a foundation for a successful undergraduate career.

In the past, many campuses often assigned first-year students to the least desirable residential facilities, giving priority to returning students who filled the halls that were the most attractive. This led to many first-year students living in unhealthy and nonsupportive residential communities. In response to this, campuses have begun to design facilities that support the particular transitional and academic needs of first-year students. In addition, these concepts are being developed with the intent of creating healthier communities.

Different campuses have developed different models for addressing the needs of first-year students. Some campuses, such as Cornell University and Duke University, have decided to house all first-year students together in one area of campus. Other campuses have chosen to provide specialized housing for first-year students while still merging first-year students with upper-level student populations. In both models, residence halls are being designed with the intent of supporting the specialized needs of new students.

The following are elements of a specialized residence hall concept for first-year students:

1. Double-room configurations. First-year students and campus decision makers indicate that assigning first-year students with a roommate is still their first choice.
2. Quality social spaces. First-year students want high levels of interaction with their peers. Quality gathering places that are intentionally designed to promote interaction is a critical design element of a residence hall concept for first-year students. Spaces should be designed to accommodate groups of many different sizes.
3. Academic support resources. First-year students benefit greatly from having academic support services conveniently offered within their residential facilities. Spaces for academic advising, tutoring, technology utilization, and faculty mentoring are all being incorporated into design concepts for first-year students.
4. Quality study spaces. First-year students have different study needs and expectations. Some need to study alone

in isolation; others study best in public spaces around other students. Others are developing study groups either on their own or through their class assignments. Other students are in need of formal tutoring while studying. Design concepts for first-year students should provide spaces that accommodate different study needs and expectations and allow students to stay in their residence halls to study.

5. Campus resource centers. In order for students to make a successful transition into the campus community, they need to obtain information quickly about involvement and leadership opportunities. Quality information centers that provide this information and can guide students toward involvement opportunities are an important element of a residence hall for first-year students.

6. New dining concepts. Dining facilities for first-year students should promote quality interactions between students, and between students and faculty, while addressing the modern student's need for quality, variety, and convenience.

7. Building image. Residence halls for first-year students should reflect an image that communicates a sense of welcome, community, and high levels of interaction.

Residence Halls for Upper-Level Students

Another priority that has emerged in new residence hall design concepts is the desire to create facilities and room configurations that would be attractive to upper-level students to keep them interested in staying on campus for a longer period of time. Upper-level students bring maturity and experience to the campus community that contributes to the overall academic experience for all students. In the past, traditional residence halls with double rooms, public bathrooms, inflexible meal plans, and immature first-year students were not attractive to returning students. In response to this, campuses have become more intentional in their design concepts for returning students and are creating facilities that specifically address their needs. The design elements of the upper-level hall concept include:

1. A variety of room configurations. Upper-level students have different needs and subsequently choose different room types. Generally, however, they have greater needs for space and privacy. Residence halls for upper-level students may include a variety of room configurations, such as single rooms; double rooms; suites; and apartments with kitchenettes, living rooms, and bedrooms.

2. Semiprivate or private bathrooms. Design concepts for upper-level residence halls include much more privacy in bathroom configurations.

3. Dining concepts. Upper-level students want to have a choice of whether to eat in a dining hall or restaurant, or cook for themselves. Options such as a marketplace, a convenience store, or room service provide upper-level students with variety while keeping them in the dining system.

4. Public spaces for small group interactions. Upper-level students do not rely on their residential communities

for their social interactions and have a reduced need for large social gathering spaces in their residence halls. However, students still gather in smaller groups for study or social purposes.

5. Building image. Residence halls for upper-level students should reflect an image of maturity and independence.

Specialized Educational Concepts

As campuses have worked to make the residential experience more educationally purposeful, residence halls are being designed to support academic programs and curricular outcomes. Living-learning centers are becoming more and more prevalent on college campuses, and often are the residence hall of choice when funds and resources are available. These facilities often are developed in collaboration with an academic sponsor or are designed in close collaboration with faculty and academic administration. The design elements of living-learning centers often include:

1. Public spaces that promote interactions with faculty. Gathering places and social spaces that promote quality faculty-student interactions are needed in order to fulfill the goals and expectations of the living-learning program.

2. Formal spaces for faculty. Office space, faculty conference rooms, and lounges are common elements of a living-learning design concept.

3. Quality classroom space. Living-learning programs have different curricular and pedagogical outcomes. The design of classrooms should focus on creating an environment that supports the unique academic goals of a living-learning program.

4. Seminar rooms or "break-out" rooms. Spaces where small groups can meet with or without faculty often are incorporated into living-learning facilities.

5. Specialized spaces. Different programs have different educational space needs. Art studios and galleries, performance spaces, libraries, specialized computer sites, tutoring centers, and other spaces all have been incorporated into living-learning concepts.

6. Building image. Specialized educational concepts should reflect an academic purpose, a connection to the mission of the institution, and to students' in-class and out-of-class experiences. If a particular academic sponsor exists, the building should reflect a connection to the sponsor.

Continuum of Residence Hall Design Concepts

An analysis of housing across North America will reveal a continuum of six types of student residential buildings, from basic hall requirements to complex multiple-use buildings. The continuum includes dormitories, residence halls, hybrid apartments, generic living-learning centers, program-specific living-learning centers, and residential

The Concept: What Should You Build?

colleges (Table 3-1). This continuum, arranged from the simplest type of hall to the most complex, represents the priorities of the institution and the understanding of the relationship of housing and education at the time of design. Dormitories were constructed at a time when housing was in great demand and halls needed to be built quickly. Residential colleges are planned with a more holistic attitude between housing and education.

During the concept development process the planning committee can use this continuum as a tool to clarify the type of hall that will best meet the needs of the campus. The biggest and most equipped halls are not necessarily the best solution for a campus, even if cost is not a consideration.

Dormitory

This is the simplest of the residence hall building types. The layout usually consists of double rooms on a double-loaded corridor with gang bathrooms located down the hall. There is a minimum of public space that usually includes a game room and laundry room. A dormitory can be built quickly and for the lowest cost. This residence type represents the largest separation between students' academic and nonacademic lives. Based on our current understanding of the potential benefit of the living environment on learning, the dormitory can be considered only as a very temporary solution.

Table 3-1. Continuum of Student Residential Buildings from Simplest to Most Complex Use of Space

Dormitory	Residence Hall	Apartment Hybrid	Generic Living-Learning Center	Program-Specific Living-Learning Center	Residential College
Student rooms	Student rooms	Student apartments with living room, kitchenette, bathrooms	Student rooms	Student rooms	Student rooms
Rooms for resident staff	Rooms/apartments for resident staff		Rooms/apartments for resident staff	Rooms/apartments for resident staff	Rooms/apartments for resident staff
					Apartments for resident faculty
Bathrooms	Bathrooms		Bathrooms	Bathrooms	Bathrooms
Building administrative offices	Building administrative offices	Building administrative offices	Building administrative offices	Building administrative offices	Building administrative offices
Building support rooms	Building support rooms	Building support rooms	Building support rooms	Building support rooms	Building support rooms
Storage	Storage	Storage	Storage	Storage	Storage
	Front desk	Front desk	Front desk	Front desk	Front desk
	Dining room	Dining room	Dining room	Dining room	Dining room
		Library	Library	Library	Library
	Computer room		Computer room	Computer room	Computer room
	Social spaces	Social spaces	Social spaces	Social spaces	Social spaces
	Study spaces	Study spaces	Study spaces	Study spaces	Study spaces
			Academic program offices	Academic program offices	Academic program offices
			Faculty offices	Faculty offices	Faculty offices
			Classroom space	Classroom space	Classroom space
				Space configured for the special needs of the program(s)	Space configured for the special needs of the program(s)

Residence Hall

This residence type provides shelter and a place for some minor social interaction as well as some amenities, such as a computer room and a library. Rooms still are arranged on a double-loaded corridor but may be in a suite configuration with two rooms sharing a bathroom. This type of residence hall does not provide any academic spaces. The separation between students' academic and nonacademic lives is still strong.

Hybrid Apartment

This type of residence is a transitional housing alternative to keep upper-level students or older nontraditional students on campus. The public amenity spaces are similar to a residence hall, including a single main entrance with a front desk, mailboxes, game room, computer room, and laundry. Private living spaces include a living room, kitchenette, two bathrooms, and single and/or double rooms for up to six students. This type of hall provides additional privacy as well as a lot of flexibility in living and dining arrangements.

Generic Living-Learning Center

This is the first step toward a living-learning environment. In addition to building administrative offices, space is provided for academic program administrators and faculty members. Also included is classroom space that will be flexible enough for a variety of uses, such as classes, meetings, workshops, and social gatherings. This generic living-learning center will have constant "fit" problems since it is not designed with a specific program in mind.

Program-Specific Living-Learning Center

This residence type is designed to meet the academic needs of students in specific programs. The program already may be well established and a part of the campus culture. The program may be housed in a generic living-learning center until its popularity or additional programming requires more and specifically designed spaces. It is the addition of the spaces configured for special needs, such as specially equipped computer rooms, art studios, or music practice rooms that separates this type from the generic type.

Residential College

The residential college offers a complete living and academic package within a single complex. This environment provides the student and faculty member a place to live, work, eat, and socialize in one complete package. The original U.S. model for this is Thomas Jefferson's plan for the University of Virginia. In this model, students and faculty live in an environment totally immersed in the academic setting. Offices, classrooms, and specialized teaching spaces are designed to fit the needs of a specific program. These spaces may include an auditorium, practice

spaces, a laboratory, visual arts studios, and/or computer technology spaces.

Elements of a Concept

Successful concepts are developed in response to influences from cultural, physical, and financial constituencies. These influences define the character of the institution and contribute to the unique residence life experience on a particular campus. The complexity of these influences can be broken down into elements to better clarify and unify the concept. Elements of a concept include institutional culture, purpose, scale or size of the proposed building, architectural style, physical characteristics of the site, and physical location in relation to the campus center and adjacencies.

Cultural influences are broadly described in the institution's mission statement. That statement usually defines the goals and purpose of the institution as well as the type of students, faculty, and staff that will make up the population. An institution whose primary role is to provide research and scholarship will require different residence life concepts than a liberal arts institution with a focus on undergraduate education. Additionally, within the institution the department of residence life will have its own mission and goal statements to complement and support the institutional mission. An example is the mission statement from University Housing at the University of Michigan (2002):

The mission of University Housing is to create and sustain diverse learning-centered residential communities that further the goals of the University. Through partnerships with others we provide quality programs, services, and facilities for those we serve in a caring, responsible, and cost effective manner.

Many developments in campus housing, both theoretical and applied, are aimed at improving the quality of life for students. These external influences and trends should be considered for their appropriateness to the needs of the individual institution. The success and acceptance of a concept depends on the ability of the concept to support and complement the institution it serves.

A team including university administrators, the academic leadership, the housing department, and other stakeholders should determine the purpose and function of a new residence hall. The conceptual design of the facility is made more complicated if hidden agendas or conflicting ideals are communicated late in the process—or worse, as construction documents are being prepared. Instead, these decision makers in the design and building process must support a single concept before the building can be designed. The building design will complement the special and technological requirements of the concept. The strongest design will emerge from a unified concept.

When to Begin Design

The facility concept should include a detailed description of the activities and services that will be provided. The Architect calls this the "program." Based on the program, the Architect, or a programmer, typically will work with a design committee to determine the types and sizes of rooms that will be needed to meet the requirements and activities. The strongest program will come from a clear and simple concept. The program is a written document that describes the facility room by room. The format should include the room name; ideal room dimensions (length, width, and height); a description of the room function; a list of rooms that should be adjacent to each other; materials; and mechanical, electrical, and technological requirements. Based on this document the Architect can begin to assemble the parts to create the facility design. In many cases, the ideal program will not fit into the design and compromises will be necessary. The design committee is the most qualified to make decisions regarding which elements stay and which ones can be eliminated due to site restrictions, adjacency conflicts, or costs.

The Universal Facility

A universal facility is one that can easily and inexpensively be transformed from one function to another. Requirements for housing are consistently changing as students' expectations and technological requirements reshape the landscape. In theory, the solution to the ever-changing program is to plan the "universal facility." This facility can serve as a residence hall for some years and then if enrollment changes or the campus plan moves in a different direction, the facility can easily be renovated to meet a different need, perhaps as a conference hall or an academic facility. Buildings designed with the goals of "universality" either are filled with so many compromises that they will never fulfill their intended use or are too expensive because they are designed to meet all requirements for all time. Even within the narrow category of housing, first-year living-learning communities will look and function dramatically differently from apartment complexes for upper-level students.

Site Characteristics and Location

The location of campus housing will have a major impact on the concept. The ideal location of a building for first-year honors students will be different from the ideal location for couples and families. A building site that is selected because it is vacant or because it is easy to access may be inappropriate for the type of campus housing that the institution desires to build. The best sites are selected based on an overall campus master plan that describes the complex array of building locations, circulation patterns,

and future growth patterns. Campuses should have sites selected for building projects long before the money or facility concept is established.

The concept and the site are to be developed together. The site will help to define the opportunities and limits of the concept. The physical and functional attributes of the site will determine whether the concept thrives or fails. Site proximity adjacent to academic and educational resources can strongly influence the concept. Physically, the site can be flat or rolling, on a busy street or in the country. The site can be surrounded by low brick academic buildings or by steel and glass laboratories. The site also may be an existing facility that needs to be renovated. Functionally, the site may need to be adjacent to the science complex or athletic fields. The site may be isolated from places to eat and entertainment or adjacent to the central student union. These physical and functional realities must be combined with conceptual and architectural ideals if the housing is going to succeed in its original goals and intentions.

Stages for Developing a Concept

The decision to build a new residence hall usually is made to fill a need. The need can be as simple as an increased demand for housing. New housing also can be proposed to fill an academic need, such as an honors program or a residential learning environment (e.g., "Women in Science and Engineering"). As the nontraditional student population continues to grow, new housing also may be built to support and recruit this kind of student (e.g., international students, couples, or single parents).

The decision to build frequently comes out of the development of a concept driven basically by need and optimistically by a philosophical idea about how students should live in an academic environment. If the decision to build is to meet demand and not given a specific directive by university officials then there is an opportunity for the housing administration to assert a creative hand in shaping the concept for the new hall.

The importance of matching the location of the proposed residence to the concept cannot be emphasized enough. As the residence department considers the role of the new residence hall within the system of existing halls it also must test the concepts against the site. The hall will not succeed if the concept is "first-year honors students," and the hall is located in an isolated area away from the campus center.

From the decision to build a new hall through the development of the concept and the program to the point when there is enough information to begin the physical design of the building, input from a variety of constituents, including faculty, students, administrators, parents, and housing staff, should be collected. The better the lines of communication and the clearer the concept the easier it will be to move the

concept through the process to design without it becoming watered down or overly complex.

Emerging from these campus discussions will be a strong concept that captures the imagination of the university community so that political support and financial backing will move the concept into design. As the concept is developed, the determination of what is to be included in the building will emerge. What types of rooms are needed? How many rooms? What are the dimensions of those rooms? The types, sizes, functions, and adjacencies of the rooms desired must be carefully tested against the concept to make sure the building will accommodate the activities that the concept requires. A successful design will assemble the parts into a physical form that closely resembles the written concept, the descriptions of the rooms, their functions, and the relationships they have with each other.

Conclusion

The minimal expectation of collegiate housing is that it provides a place that is safe and comfortable. Students and their parents want housing that provides adequate space and privacy, up-to-date technology, amenities for entertainment, and an environment that supports the academic life of the student. Market demands and theoretical developments in campus housing concepts have brought student housing into a more central role within the university. A strong concept in student housing can elevate housing to a position where it contributes to a student's social, physical, and intellectual well being. The concept will define the role of student housing within the institution, humanize what has become a complex building, and communicate to students and their families, administration, and the academic community the role of housing in the student's living-learning experience.

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