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**THE ENHANCEMENT OF COMMUNITY AND  
QUALITY OF LIFE IN A STUDENT RESIDENCE:  
A Case Study and Outline Management Plan for  
the University of Calgary Residence Complex.**

Submitted by  
**Alfonso López Ceseña**  
*Faculty of Environmental Design*

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## **ABSTRACT**

### **Master's Degree Project (MDP) Title:**

The Enhancement of Community and Quality of Life in a Student Residence: A Case Study and Outline Management Plan for the University of Calgary Residence Complex.

Prepared in partial fulfillment of the requirements for the Degree of  
Master of Environmental Design (Planning)

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**Date:** November, 1999

**Supervisor:** Thomas L. Harper

The purpose of this MDP is to prepare an outline management plan that will serve to enhance the quality of life and sense of community available to students living in residence at the University of Calgary.

The following tasks are undertaken: review history and contemporary research and studies about student residences; an exploration and examination of the physical environment and its conditions; an examination of the residence organization and management structure and functions, and the services provided; analysis of the roles of the Residence Life staff; a review and discussion of the community in residence; and a survey-questionnaire and analysis of the students' views on residence community, programming and quality of life factors.

Community is interpreted as an interacting population of various kinds of individuals in a common location or a group of people with a common characteristic or interest living together within a larger society. Quality of Life is based on the values and the expectations of the individual, as well as the community members; thus, certain values - the enjoyment of life, security, social comfort, success, availability and accessibility of services, and opportunities - have to be taken into consideration.

The recommendations are organized into five topics: management structure, policies, management personnel, processes and programs. Thus, the biggest challenge lies in balancing and reintegrating these factors, and determining the barriers to developing the capacity of the organization, to evaluating and monitoring its effectiveness. The author also found that community is an adaptive and responsive process that requires mutual consent. With the proliferation of activities in the residence complex, the planner can adapt and undertake different tasks to fulfill the increasingly demanding roles and to enhance the quality of life in the Calgary Student Residence.

**Key words:** community, sense of community, quality of life, management plan, university residence policies, university residence programs, university residence life.

## ACKNOWLEDGMENTS

---

### DON'T QUIT

When things go wrong, as they sometimes will,  
when the road you're trudging seems all uphill,  
when the funds are low, and the debts are high,  
and you want to smile but you have to sigh,  
when care is pressing you down a bit,  
rest if you must, but don't you quit.

Life is strange with its twists and turns,  
as everyone of us sometimes learns,  
and many a failure turns about,  
when he might have won had he stuck it out;  
don't give up though the pace seems slow,  
you may succeed with another blow.

Success is failure turned inside out,  
the silver tint of the clouds of doubt,  
and you can never tell how close you are,  
it may be near when it seems so far;  
so stick to the fight when you're hardest hit,  
it's when things seem worst  
that you must not quit.

The author wishes to express the deepest gratitude for their guidance and constructive criticism of Professor Thomas L. Harper, Professor Emeritus William T. Perks, and Dr. William L. Zwerman. Many thanks to the individuals and residence students who took time-off from their busy schedule to complete the surveys; their input into this project was extremely helpful, especially for feeling comfortable enough to talk to me about their experiences and expectations in residence.

This MDP is dedicated to the memory and inspiration of my mother Adela who lost the battle against her illness during the writing of this study. I will be eternally grateful to my family - Teofanes, Norma Alicia, Martha Irene and Alejandro - for their unconditional support throughout these hard times; and to my friends who stood beside me during the good and bad moments.

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## **CHAPTER 1: INTRODUCTION**

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### **1.1 PROJECT OVERVIEW**

The purpose of this Master's Degree Project (MDP) is to prepare an outline management plan that will serve to enhance the achievement of quality of life and sense of community available to students living in residence at the University of Calgary. The study is based on two comprehensive surveys and the author's personal experience of the residence community. It reviews background information concerning student residence, its management, structure, policies and decision-making processes, and the various players and their roles. An assessment is made with a view to formulating recommendations for improvements in the management environment. The Study culminates in an outline for a management plan that is consistent with the findings and that has the potential to enhance the residence environment.

The key elements of the MDP include reviews and critiques of the residence administration (personnel, their roles, effectiveness of the response to student demands for accommodation, etc.); the structure (composition of the organization, strategies and the decision process); the establishment of policies (administrative and within the community); and feedback provided by students on the Quality of Life Survey conducted in 1997.

The Survey was administered over a two-year period, by the Residence Services Office, and in 1997, by the author. It reveals how students' view the residence complex community, and aid in understanding the life experiences of students living in residence, and the impact this environment has on their lives. In the survey, students make suggestions on what improvements may be proposed to enhance the quality of life for the benefit of the residence environment.

The findings from this project will likely stimulate further studies on the relationship between the "residence experience" and the "learning process", both inside and outside the classroom. The University of Calgary residence complex was selected as a case study, as it provides an example of "theory in practice" of the planning process regarding student housing.

Because the author has actively participated in residence as a Community Assistant, a part-time student employee for the Residence Services Office, and as an

active community member for the past three years, the author's viewpoints as participant-observer will complement the more formal research.

## **1.2 BACKGROUND**

Student housing has always been much more than merely a service for a higher education. Residential housing has long been providing an opportunity for educational enhancement and personal growth, having the potential to positively affect attitudes and academic performance. Providing housing for students involves more than just throwing up a barrack and calling it "something or other hall" (Educational Facilities Laboratories, 1972). These residences also have the task of providing an opportunity for students to enrich their academic pursuits with a unique living and learning experience. Winston and Anchors (1993: xiii) summarize the role of student housing in the lives of residents:

*"Residence halls are not educationally neutral, but rather should promote student residents' development: academically, socially, physically, and spiritually, in addition to providing them with safe and comfortable living accommodations."*

For student residents, part of their personal growth is developed by the opportunities to meet other students with diverse backgrounds, and to learn from those experiences through interaction and community involvement. In practice, however, it is evident that while some students have long-lasting memories of meaningful experiences, others have less favorable impressions. Some touchpoints of the more positive are these: "Friendships with people with whom you share common interests, and accepting the views of those who are different than you" "The more you put in, the more you get out: it takes effort" "Mutual respect between residents and between those who work in Residence Services" (Lopez, 1998).

For a considerable number of students, living in a residence is their first time away from their parents' home, and their family environment. This experience may represent a rite of passage into adulthood and independence. For example, "I have no worries, my food is taken care of, so is cleaning. Everything is easy and no hassle" "Quiet, vegetated environment provides an atmosphere for good meditation on studies and mental health" "Nice dysfunctional family" (Lopez, 1998).

The reality for students will have both positive and negative aspects. As Pascarella and Terenzini (1991) point out, new benefits and new burdens arise from each social interaction. For example, when students have a difference of opinion regarding a recurring problem (security, residence room assignments, policies, etc.), such difference

may cause tension between the community members and a stressful situation for the individual student.

Professionals have pointed to the need to publicize the benefits of residence halls to students; they tend to arrive on campus with greater expectations of the amenities offered in their halls (Grimm, 1995). Students appear to be seeking greater privacy, larger spaces, more control over their living spaces, and total connectivity to a variety of communication options. They are no longer content with a roof over their heads, three meals a day, and a compatible roommate; they are demanding residences that are vital places in which to live and learn (Banning, McGuire and Stegman, 1996). According to Kinney (1996), students require “a place that provides them with privacy and (they) don’t relish the idea of sharing a room or bathroom with anyone else.” Others seek socialization opportunities, a sense of belonging and congruity.

Student demographics is the primary factor which determines the outcomes of actions taken in a residence community. Grimm (1995) notes that today’s student population is no longer 18 to 22 years old; at Calgary, it ranges from 16 to over 50 (Lopez, 1998). The potential “generation gap” between residents can have a psychological impact on the community members, as they strive to learn and co-exist.

Once it is understood that these student residents are human beings with rights, needs and feelings, the researcher can then see the value of studying the attitudes of students towards their residence environment (Winston and Anchors, 1993). Residence administrators can also examine the difference in students’ attitudes, between those who live in dormitories and those who live in apartments. Residence administrators must better understand students’ needs and expectations. And, at least equal weight must be assigned to less quantifiable factors making up quality of life and sense of community. Residence administrators across Canada have reflected their interests in improving the quality of life and the sense of community in a student residence and “Slogans and “mission statements” have been developed and promoted; for example:

*“Our community oriented residence are made-up of people who share similar goals and concerns and who want to work cooperatively for the benefit of their community. Therefore, our mission is to provide a learning environment with related academic and educational programs which support the educational goals of students and the University by providing growth, development and leadership opportunities.”*  
(The University of Alberta, 1998)

*“Residence life is enhancing the student experience. We provide programs and services to support students’ development of knowledge, skills and values. Residence life is truly everything you experience in residence between check-in and check-out. We want to ensure that your stay with us is not only comfortable, safe, and successful, but we want you to leave a different person than you were when you came in. Different, how? Call it “development”, or “growth”, etc., but whatever term you choose to explain how students change while at university, residence life is an intentional part of supporting that change.”*  
(Simon Fraser University, 1998)

At the University of Calgary residence, the complexes meet the accommodation needs of 6% of the total student populations - 1190 students living in seven buildings in either traditional dormitory- or apartment-style residence. The administration has a clearly worded mission statement; and it recognizes community life as follows:

*The students and staff of the residences are a community of diverse backgrounds and origins. Our views encompass a broad spectrum of beliefs and activities. In living together, we strive to learn from one another, and to create an atmosphere conducive to mutual respect and academic and personal growth. We are committed to behaving in ways, which demonstrate our beliefs, about the respectful treatment of each member of the community. We believe that we are individually and collectively responsible for our behavior and are fully accountable for our actions. We take the initiative and responsibility for our own learning and maintain an awareness of the differences which exist in our community, in order to avoid actions which devalue others. Bigotry has no place within our community, nor does the denigration of another human being on the basis of age, physical disability, national origin, sexual orientation, race, gender, or religious affiliation.*  
(The Community Review Board, 1996).

The residence mandate and community agreement are intended to enhance the living and learning experiences in the student residence – consequently, improving the quality of life and develop a stronger sense of community.

### **1.3 GOALS AND OBJECTIVES**

The goal of this MDP is to develop a management plan for the University’s student residence complex, with the aim of improving the quality of life and developing a stronger sense of community in the student residence.

The Study objectives are:

- To briefly examine the concepts of community and university residence, and gain an appreciation of their contemporary and historical terms.
- To determine the influence of the residence -- its amenities, services and policies -- on the quality of the students' daily lives, including examining the type, quantity, and availability of these components.
- To determine the multiple demands being placed on the Residence Services Office.
- To develop an overview of the present services, the activity programming, and the community atmosphere, based primarily on the Quality of Life Survey administered by the author in 1997.
- To provide recommendations to the residence staff as alternatives for future programming on behalf of the community; based on the demands of the students to enhance their residence experience.
- To propose, examine and develop recommendations regarding policies, strategies, the administration and the "Residence Life" staff roles, etc., aimed at developing a management plan for the residence.

The scope of the study is limited to the seven existing Residence buildings at the University of Calgary.

#### **1.4 RESEARCH STRATEGY**

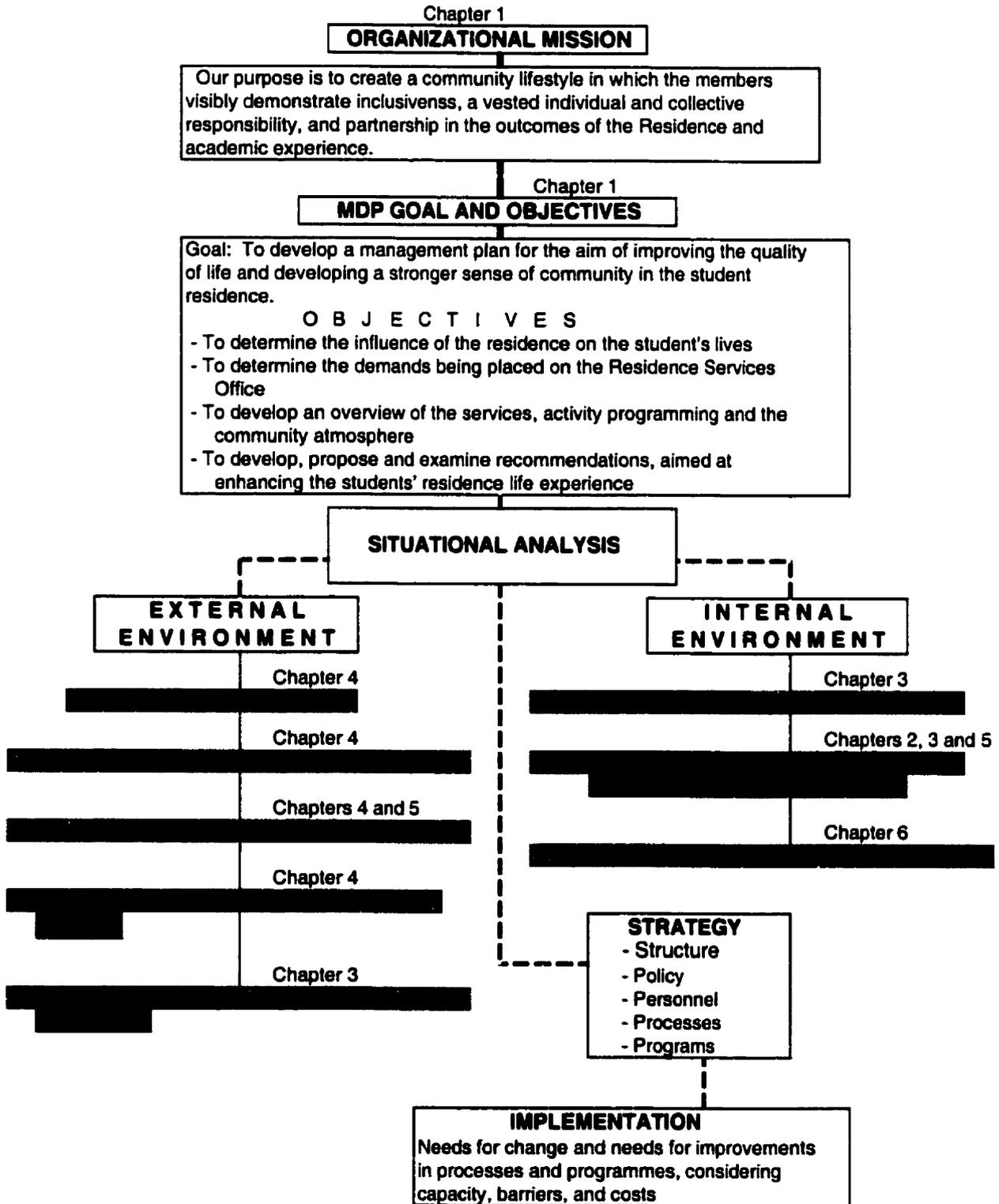
The research strategy and analysis set forth the elements for the development of an outline management plan, as they apply to a student residence. The mission, the organization, the residence, and objectives are structured, the internal and external factors that affect the residence are analyzed, the possible scenarios are envisioned, and future plans and programs are developed, in order to determine the opportunities for implementation, and the possibilities of monitoring their effectiveness.

Figure 1.1 establishes the theoretical setting and framework of the Study (Starling, 1993; Ansoff, 1984; and Espy, 1986).

**Study Objectives:** Study objectives were established (See section 1.3 for details).

**Situational Analysis:** The situational analysis is an examination of the external and internal environment factors that are likely to have the greatest impact on the future of the residence organization.

**Figure 1.1 Elements of the outline management plan**



**The external factors** represent the driving forces (outside influences) that affect a student residence. These factors do not directly emanate from the policy and actions of the student residence organization. They include:

- Student demands are changing. Banning, McGuire and Stegman (1996) have indicated that students needs change over time, nowadays they are asking for dormitories that are vital places to live in. Therefore, residence administrators have to face the option between building new residences or to remodel existing ones. Section 4.2 deals with this topic.
- How other residences have responded to students. Comparative analysis was given regarding the procedures other universities have followed, dealing with the students demands and concerns. Done by reviewing journal articles, residence magazines, by contacting residence coordinators across Canada, and the ACUHO-I organization.
- Social trends: demographics, values and attitudes. Trends in these areas should be observed, therefore, particular attention must be placed on the social changes that occur in the community, and the forces that engender them. It is a prerequisite to have adequate knowledge of the students' demographic characteristics, and to understand its constituency.

As each generation is distinct, personal values and attitudes change constantly and on occasions, drastically, as they are influenced by today's society. Sections in Chapter 4 deals with those behavioral changes and what provokes them.

- Economic forces: student income and choice of residence. Students' income may affect and determine their standard of living conditions. A student residence reflects a possible choice they make in their selection for accommodation. Managers and administrators in general, must ensure there is maintenance of the quality of the infrastructure and justify the yearly rent increases both on- and off-campus.

As students are the primary clients, this implies that if the setting satisfies their needs, the demand for accommodations will be higher. The Quality of Life Survey (reviewed in Chapter 6) generated information regarding this topic.

- Political trends: interest groups, regulations, and students' government. Student government and its empowerment are essential in the structure of a student residence. Not only is activism promoted and accepted, the student is also able to demonstrate that they do have a voice in the community.

It is important to determine and establish the parameters in which students are empowered, and if they actually are. Equally significant is the position students occupy in the decision-making process of residence policies, administrative solution,

and others. Are student inputs considered? Chapters 3, 4, 5 and 6 each devote a section which establishes the different roles the students have in residence -- from the student government, to volunteers, assistants, etc. The Quality of Life Survey also provides feedback on these issues.

**The internal factors** represent the decision factors that determine the strengths and weaknesses of the student residence. In one way or another, the University and the residence administration, collectively as an organization, have an influence on the student. These factors include:

- **Resources:** people, systems, competencies, etc. The allocation of people and their competencies, time, systems and others, help to attain desired outcomes concerning a student residence. The appropriate plans, structures, and procedures provide an interplay of factors to ensure a stronger residence organization. However, "the capabilities that lead to program success come from people - their skills, discipline, motivation and intelligence" (Starling, 1993).

Chapter 3 deals with the core of the administration -- its structure, conditions and characteristics. Although the residence administration is merely a small part of the entire University, it still represents a self-functioning entity. Section 3.4 assesses the administration's capability, by identifying principles that serve as general guidelines to understand the residence framework, and the position it holds under different outcomes.

- **Present strategies:** the organization's structure, processes, policies, programs, etc. In defining the position the administration holds in the decision-making process of the University organization, it provides proof of the complexity in its constituency.

Chapter 2 outlines the residence policies and their implementation. As students are expected to maintain an acceptable standard of conduct, these policies are conducive to controlling the students behavior. Chapter 5 outlines the outcomes of programming, its implementation and effectiveness. In programming, the students have more opportunities to create meaningful learning opportunities, which is also conducive to control deviant behavior.

- **Performance:** outputs / client needs / satisfactions. The residence institution track record and student satisfaction is represented by the statistical information obtained from the Quality of Life Survey. This primary source of information was obtained from 400 questionnaires, entered into an Excel database for its individual and aggregate analysis.

**Strategy:** The situational analysis clarifies different elements that affect a student residence, providing alternate outcomes or possible scenarios. In determining which strategy to follow, certain requirements need to be specified.

- **Structure.** By determining the strengths and weaknesses of the residence and the University administration's structure, it allows the opportunity of reviewing the phases for implementation during the decision-making process, and the possible constraints of a complex organization.
- **Policy.** Implemented predominantly from top-down, it leaves a small margin for input from the bottom-up. The administration does not seem to recognize student empowerment in its many facets, nor incorporate the students' opinions and concerns into the residence organizational skills. These are examined and analyzed by reviewing the necessity of such policies, and the implementation procedures applied to residence.
- **Personnel.** The effectiveness of the organization and the services provided to the students can be examined by analyzing the personnel capability. In turn, this capability is dependent on the resources available, reallocation of personnel, and hours of operation.
- **Processes.** Who introduces new processes and procedures? Are they intentionally used or not for administrative control of the students? The working definitions of process, procedure and guideline provide effective, if used wisely, instruments for understanding the individual. Complicated processes are time consuming, hence, to minimize them is advisable. Streamlining the process may permit the intervention of students' input and participation. It will reduce the need for more personnel, and opens the window of opportunity for students to support a common cause.
- **Programs.** These are implemented at different times throughout the school year by the Residence Life staff, in an effort to promote student activities: social, educational, spiritual and physical. Are programs easily implemented? May it be possible that these activities only satisfy the few? The social life is an essential part of residence living and learning. For the most part, there should be more concentration on programming of activities to satisfy the needs and demands of the students, and the administration function must be streamlined with shorter and simpler procedures.

**Implementation:** This study focuses on processes and programs. It will recommend a few options for implementation, which put a premium on the ability to communicate, identify the potentials, and to motivate this potential to the fullest. For example, the goal

at optimizing the residence's future performance through an evaluation of opportunities, and the administration's values and history; will be a guide towards attaining the goals.

The steady increase in the student population and the low vacancy rate in the city will create a greater interaction between the administration and the community, as the demand for accommodation will be higher. Increasingly, it could pose problems while assigning priorities in the allocation of resources, therefore creating the need for the implementation of new or modified processes and programs, and the need to increase the capacity of the personnel.

In balancing and reintegrating these factors, the allocation of resources will affect the implementation. In determining the barriers -- either finances, the structure, the processes, the personnel -- the students' quality of living and sense of community should be the foremost consideration. Thus, the challenge lies in developing the capacity of the organization, and in devising criteria to evaluate and monitor its effectiveness.

## **1.5 METHODOLOGY**

The analysis, reviews and critiques were completed in several phases. Several concepts such as community, quality of life, programming, and residential life had to be reviewed, defined, and taken into consideration in order to compose the overall study.

### **1.5.1 Summary of methods**

- Review and analysis of the 1996 Quality of Life Survey findings, available in a written report (Scharmau, 1996), and the statistical analysis of the 1997 questionnaires (Lopez 1997): This is a primary source of information. A total of 1173 questionnaires were distributed, and 400 were retrieved; a return of 34%. There were 274 questionnaires (69%) received from students "in the traditional", 126 questionnaires (31%) were from "the apartments". These were entered into an Excel database program for analysis.

The survey was designed in 1995 by the Residence Life staff from Simon Fraser University, and administered in 1996 by the University's Residence Services Office. Keith Scharmau, then a Community Development Coordinator, conducted the survey.

In 1997, with the collaboration of Professor Theresa Baxter, and with the authorization of the residence manager, the author modified the survey for the purpose of the present study. Each survey consisted of 162 questions for those students in traditional residence, 141 for the apartments. Topics ranged from food services and community life, to maintenance, security, policy issues, and

administration issues, etc. These surveys are in Appendices One and Two. The findings are presented in Chapters 4, 5 and 6.

- Review of relevant literature. Pascarella and Terenzini (1991), Winston and Anchors (1993), Starling (1993), Ansoff (1984), Anderson (1994), Schuh and Kuh (1991), periodicals, journal articles (ACUHO-I 1995-6), and magazines (The Talking Stick 1993-96), were the primary sources. This literature covers the influence of a student residence on their lives, the practice of residence planning and programming, administration and management models, student behavior, culture shock, the first year university experience, etc. The World Wide Web identified other sources with relevant information -- most notably, the residence life, rates and services provided for students; factors regarding living and learning environments, etc.
- Additional references were obtained from eight residence coordinators across Canada who are members of the ACUHO-I (Association of College and University Housing Officers - International).
- Review and critique of the Understandings and Agreements, including the Residence contracts (Chapter 2).
- Descriptive review of the services provided by the Residence Services Office (Chapter 3).
- Analysis and critique of the roles of the Community Development Coordinators, the Community Assistants and the Residence Complex Council in Residence, as well as their involvement in the community (Chapter 3, 5 and 6).
- Analysis and critique of the activity programming and its effectiveness, based on the students' needs and demands expressed in the 1997 Quality of Life Survey (Chapter 5 and 6).

Review of the administration, policies, and background information about the University of Calgary's residence (guidelines, roles and processes; obtained by interviewing the present manager and staff of the Residence Services Office. The various players and their roles were defined.

In identifying the strengths, weaknesses and opportunities of the development of activities – programming --, the study assesses the current demands for these activities, and provides options for the development of alternative or improved community activities.

### **1.5.2 Definitions**

**Community** can be interpreted as a group with a sense of belonging, a way of life, and perhaps a diversity of members, with a common purpose:

*Community is an interacting population of various kinds of individuals in a common location or a group of people with a common characteristic or interest living together within a larger society. The term community also suggests a certain amount of interdependence and self-sufficiency, sometimes a result of necessity. (Porterfield and Hall, 1994).*

In a student residence, the student population and the residence administration constitute the community. They occupy a specific geographic location, although only two staff members live on the campus residence. They interact among themselves, creating subgroups and social links, between both students and administration.

**Quality of Life** is based on the values and the expectations of the individual, as well as the community members: many values - the enjoyment of life, security, social comfort, success, availability and accessibility of services, and opportunities - have to be taken into consideration when a planner tries to measure the Quality of Life. According to sociologist Frank Andrews (1980), "The term quality of life overlaps but is not synonymous with a number of other terms, including social indicators, level of living and way of life."

For example, the word "quality" is understood in the given context in its first lexicographic sense, to the more or less "good" or "satisfactory" character of people's life. As well, the Quality of Life forms part of a whole family of concepts (Szalai, 1980).

**Residence Life** refers to the living on campus (in a student residence). For Pascarella and Terenzini (1991:26), residence life is an integral part of the educational program and includes a living environment enhancing individual growth and development. Students who live in the University's residence will have an experience distinct from other students such as those who live off-campus.

**Programming** consists on organizational endeavors with an objective designed to fulfill statutory requirements (Starling, 1993:16). In student housing, it evolves around the development of student activities that include educational, social, spiritual and physical values that meet the needs of the students living in residence.

**Management Plan** is the pattern of strategies and decisions that determines and reveals the objectives, purposes, or goals of an administration in order to produce the principal policies and plans for achieving those goals (Ferris and Livingston, 1987). Thus, planning is reasoning about how an organization will get where it wants to go. Its essence is to see opportunities and threats in the future and to exploit or combat them by decisions taken in the present (Starling, 1993). To provide a framework for developing a management plan, a strategic planning model is employed (Ansoff, 1984).

## **1.6 THE MDP DOCUMENT**

Chapter One provides a brief introduction to the topic and outlines the objectives, and methodology. Chapter Two gives a general description and information regarding the University's Residence complex and environment, history, construction, type of accommodations and characteristics. Also included is a review of the understandings and agreements (policies), and the contract agreements.

Chapter Three discusses the organization -- the Residence Services Office and its administration, their functions, roles and services offered to the residents. A theoretical base is drawn from the literature on the residence life staff, their responsibilities and interaction among the residence community.

Chapter Four describes, then critiques the evolution of the residence community, how it works, and its goals. It deals with the following issues: the role of residents, behavioral changes, and the importance of community on campus. These factors and the student demographic information constitute the elements of the student community.

Chapter Five outlines the outcomes and influences of programming on the individual, types of programs, their implementation and effectiveness. Changes in the student's perspectives about living in residence are also reviewed.

Chapter Six reports the Quality of Life Survey: it reviews what constitutes quality of life (in general), and in a student residence (in particular), and what elements influence it. An assessment of the students' sense of community, activity programming, living needs, etc., indicate recommendations to improve the services available. The values of living in the student residence are quantified and graphically represented.

Chapter Seven concludes with recommendations, formulated as a set of proposals that outline a management plan. The outline plan presents recommendations focusing on processes and programs that may be adopted by the residence administration to promote student learning and personal development, outside the classroom and inside the

residence; and for improving management policies, administrative structure, and processes.

## CHAPTER 2: THE RESIDENCE ENVIRONMENT

The provision of a student housing complex has become an important component in the foundation of the North American universities. A large number of institutions now offer this type of accommodation as one means of increasing enrollment (Kinney, 1996). Although student residences have a unique history, architectural style, and a set of traditions, all share a similar mission: to improve students' academic life. As Riker (1971:v) indicates, "Two primary functions of student housing are: first, to provide a satisfactory place for students to live, and second, to help students to learn and to grow, since this housing is part of an educational institution."

This chapter examines the physical environment and the administrative conditions (process, policies, contracts) of the residence complex at the University of Calgary. Residence is a crucial factor in the lives of the students, an environment where many opportunities for personal growth are provided. For example, activities are organized that permit the social interaction of the student in the complex, fostering an evolution in the students' interpersonal behavior; residence also helps in developing leadership skills, behavioral changes, and imbroadening students' outlook.

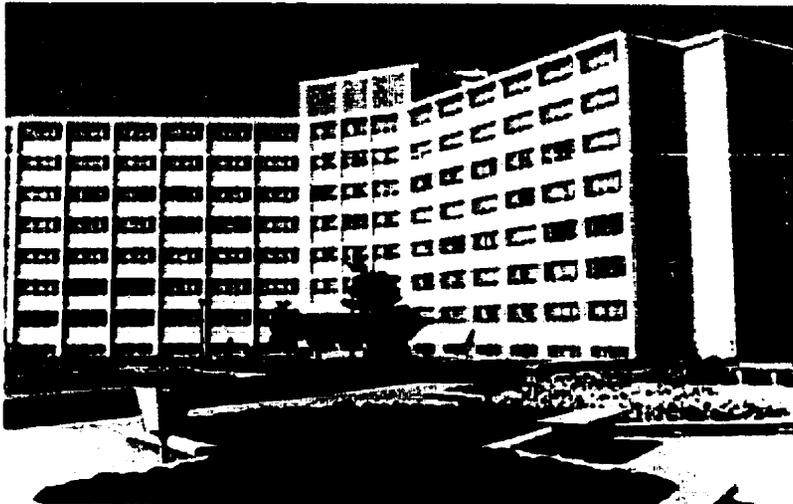
The discussion begins with the historical background of the University of Calgary residence and its transformation, followed by a review of the architectural condition of the buildings, services, and amenities provided. This chapter will discuss and analyze the administrative guidelines, policies, residence contracts and agreements, which need to be examined, as their role in residence planning affects the lives of the student residents. These factors will be conducive not only to an administrative control, thus also to a controlled behavior.

### 2.1 HISTORY OF THE UNIVERSITY OF CALGARY RESIDENCE

In 1965, as part of the newly-gained autonomy as a degree-granting institution, the University of Calgary built and opened **Rundle Hall and Kananaskis Hall**. Separation of residents based on gender was a delicate issue and a concern for both parents and administrators. During the 1960s, societal attitudes were conservative (Oliver, pers. comm. 1998). Consequently, Rundle Hall was established as a male residence and Kananaskis Hall as female. It was not until 1981 that both buildings became coed.

The Dining Centre was built as an integral component of the two halls. It included the Residence Services Office, the Alberta Room, the Food Services Office,

Ancillary Services, and the underground tunnels that connect these buildings to one another. The traditional dormitory room does not have cooking facilities; hence, students were required to choose a Meal Plan option to purchase their meals from the cafeteria (Alberta Room).



October 1967. Kananaskis Hall (Photograph courtesy of the Library Archives)

In 1983, because of students' demands for greater privacy and a better living environment, an increase in the student population, and a corresponding need for on-campus accommodation, the apartment residence became a new option (Oliver, pers. comm. 1998). **Norquay, Brewster, and Castle Halls** attracted many students who wanted a more private and home-style living environment with cooking facilities. Because the demand exceeded the supply, graduate students were given preference for this type of residence.

Along with the excitement of the XV Winter Olympic Games celebrated in Calgary in 1988, there was great interest by the Olympic Committee to accommodate athletes in the University student housing complex. The Government of Alberta agreed to provide funding for additional residential units on campus (Tewnion 1993). In 1986, two new structures were introduced -- **Olympus and Glacier Halls**. With the addition of these halls, the Olympic Committee had 2,008 spaces to provide to the athletes in seven buildings (Tewnion 1993). The strategic plan for the incorporation of the two new buildings was to keep them as "Athletic Housing" during the school year. However, when the expected demand by athletes did not materialize, the administrators gave university students the opportunity to apply to live in these Residences.

Since 1988, approximately 1,190 spaces in 650 units are now available for students; 62% of which are traditional and 38% are apartment residences.

## **2.2 INSIDE THE UNIVERSITY OF CALGARY RESIDENCE**

The Calgary residence complex offers a wide variety of facilities and services for all levels of students, from first year to graduate. It consists of a network of seven buildings, each with its own specific conditions and characteristics. The “apartment” residence is architecturally designed to provide privacy and self-contained living, while the “traditional” residence provides less privacy and more socializing spaces. Rundle and Kananaskis Halls are seven-storey, dormitory-style residences; Norquay, Brewster, Castle, Glacier and Olympus Halls are low-rise apartments.

### **2.2.1 Traditional dormitory-style Residence - Rundle and Kananaskis Halls**

These two buildings provide accommodation for approximately 700 students within 462 units. The units are fully-furnished, single or double occupancy. Most of the rooms are assigned to undergraduates whose ages normally range from 18 to 20 years old.

The residents of Rundle and Kananaskis are required to participate in a Dining Program option. Students select a meal plan which suits their individual needs based on their eating habits and the time spent on campus. The program is a “user-pay” system: food items are individually priced (a la carte) so that the students are only charged for the food they select. The resident has the option of eating at the Alberta Room, a full program cafeteria located on the main level of the Dining Centre or at Legacy’s, a smaller restaurant-style setting with comfortable surroundings that also offers a place to relax during the evenings and to enjoy a snack.

Rundle and Kananaskis have similar design features, although variations exist, depending on the floor the student lives on. The buildings have seven levels with a basement connected to the University’s underground tunnel system. The main entrance to each building remains locked 24 hours a day for security purposes and can be accessed only by the residents and Campus Security.



**Kananaskis Hall, July 1998.**

Each residential floor has three wings that house between 11 to 22 students. For example, the seventh floor in Rundle Hall houses 33 students in single-rooms; the fourth floor houses 66 students, and the main floor 19 students. Washrooms are located at the entrance of each wing; there are coin-operated laundry facilities on every floor; and each has a common lounge with cable television where residents can relax and enjoy the company of their floormates.



Traditional Residence (Photograph courtesy of the Library Archives)

Every room has a bed, a desk with a chair, a dresser, and a closet for each student, built-in bookshelves and a tack-board. The room is also equipped with one telephone jack, and there are public pay/card phones for outgoing calls on each floor. The residents are required to supply personal items such as bed linen, pillows, blankets, etc. Most students bring whatever they can from their homes to make them feel more comfortable and secure in their new environment.

Students are responsible for the general cleanliness of the common areas, and they are accountable for their own rooms. The housekeeping staff are responsible only for the weekday cleaning of the buildings and washrooms; they enter the student's rooms once a month only to vacuum and dust.

### **2.2.2 Five Apartment-style Residences**

These three- or four-storey buildings provide accommodation for 480 students in 250 units within five buildings. There are cooking facilities in each unit, and each is designed as a self-contained home (living and dining area, washroom and storage area). The apartments are furnished with a single bed, a study desk and a chair, a dresser, and a closet. They also include a kitchen table with chairs, sectional living room furniture with end-table, a refrigerator, and a stove.

The residents are responsible for personal items (bed linen, blankets, towels, pillows, cooking and eating utensils, etc). Cable television is also available at an additional charge. Each apartment is equipped with a telephone jack in either the living room area or bedrooms.

The main entrance remains locked 24 hours a day; access includes an elevator system and stairwells. The housekeeping staff services are limited to the public areas, study and television rooms, laundry facilities and hallways in all five apartment buildings; residents are accountable for the cleanliness of their apartments.

### **Norquay, Brewster and Castle**

Respectively, 75, 75 and 105 students are housed in these three residences. Students over 20 and students with a third-year standing or higher have assignment priority. Third year students are considered only for the four-bedroom apartments or the one-bedroom, shared apartment.

Each building has bachelor, one-bedroom shared, two-bedroom and four-bedroom apartments. On the ground floor are study rooms that are often used as meeting or television rooms. These are available 24 hours a day and are connected to the other buildings through the underground tunnel system. The only difference in regulations among these three buildings is that Norquay Hall is a non-smoking building.

### **Glacier and Olympus Halls**

225 students (120 and 105, respectively) are housed in these two buildings. Glacier Hall is a three-storey, low-rise apartment; Olympus is four-storeys. Both are self-contained apartments. Students must be 21 years of age or older, with priority given to graduate students. Both buildings have bachelor, one-bedroom single and two-bedroom apartments; although Olympus also has a few four-bedroom apartments. Every resident has a private bedroom.

There are study rooms and study areas/desks on every floor, a common television room on the main floor of Glacier Hall, and one on the second floor of Olympus. Other services include coin-operated laundry facilities on the second floors.



Olympus Hall – June, 1998.

### **2.3 SPECIAL CONDITIONS FOR LIVING IN THE UNIVERSITY RESIDENCE**

The University of Calgary offers a variety of accommodation options for the periods September 1 to April 30 (Fall/Winter session) and May 1 to August 31 (Spring/Summer session). Students at least 18 years of age are eligible; for applicants under 18, the parent guardian has to submit and complete an application on behalf of the student. Applicants must be full-time students; couples, faculty, or staff cannot obtain a residence space. Married students and those with children are housed at Varsity Courts, an extension of on-campus student residences, with different policies and procedures (and not a subject of the present study).

#### **2.3.1 Conditions for the Residence Assignments**

Before applying to live in residence, there are guidelines and conditions which students should be aware of but customarily are not. These are included in the Residence Handbook given to residents after they have accepted the room assignment (See sections 2.4 and 2.5).

The applicant can request a roommate, based on preferred characteristics, by completing the pertinent section on the application form. If he or she does not request a roommate, one will be assigned based on the information provided in the application.

For students intending to return to the Residence complex, the Residence Complex Council implemented a point system in September 1998. This system allocates space on a priority basis to those who have become involved with the student residence and have made specified kinds of contributions to the community.

If residence is meant to involve a commitment to being equal and impartial with respect to the treatment of the students, the question could be posed whether the point

system constitutes a significant or troubling departure from this principle. The point system could be interpreted as an infringement of the freedom to decide one's level of participation in community activities, since the system allocates points to persons who have had an active service or leadership role in one or other of several social and governance bodies, as shown in Table 2.1. Moreover, residence contracts do not mention anything that is related to the advisability of students' participation in community affairs. Acknowledging this issue, the Council is reviewing the point system, which has caused tension among residents who do not participate in activities or community life (Golia, pers. comm. 1998).

In order to make the allocation system fair and equal, the Council and the Residence Services administration, together may have to find other means of rewarding those residents who have a high involvement in the residence community. For example, scholarships are awarded to two students who have made an important contribution to the residence community. There may be additional ways to recognize student achievement such as, providing free accommodation, to be awarded to the undergraduate student with the highest academic grade point average. Another may be a discount on the residence fees.

Although critical, the system may not be needed if the residence community envisions the outcomes of such actions. Why was the system implemented? Did the students have a say in the decision? Maybe the system could only be used in certain circumstances, as in the case of the four-bedroom apartments, for which there is a high demand. Further discussion regarding student participation, empowerment and related matters are provided in Chapters 4 and 5.

### **Male, Female and Co-ed Floor Configuration**

In the traditional halls, some of the floors are co-ed, by wing. The administration assigns one wing for females, the others for males; only the main floor of Kananaskis is all-female. The seventh floor of both Rundle and Kananaskis are co-ed, where residents share washrooms. Different configuration is found on the sixth and second floors of these buildings, where one wing houses male students, another wing is for females, and the third is co-ed.

Residents in a co-ed environment are required to attend meetings at the time they move into their rooms, to discuss the common courtesies, etiquette and proper conduct

**Figure 2.1 Residence Point Tally**

<b>Year in University</b>	<b>Points Available</b>
2	2
3	3
4	4
5	4
6	3
Graduate	5
Doctorate	6

<b>Community Leadership/Community Service (Current academic year)</b>	
<b>Role</b>	<b>Points Available</b>
Student Representative/RCC Support	3
Community Assistant	3
Club Director	3
Community Review Board Member	2
Residence Complex Council Executive	5
Senior Community Assistant	5
Food Advisory	2
Chief Returning Officer	1
Student Union Commissioner	3
Student Union Club Director	3
Student Union Executive	5
Volunteer (20+ hours)	3
Community Sanctions	-2

<b>Years in Residence</b>	<b>Points Available</b>
1	1
2	2
3	3
4	4
5	2
over 5	-2

<b>Age</b>	<b>Points Available</b>
17 - 20 years	1
21 - 24 years	2
25 and over	3

<b>Home</b>	<b>Points Available</b>
Alberta 100+ km from Calgary	3
Out of Province	3
International	4

Source: Residence Services. *Student Residence Handbook*, Calgary 1998.

that are deemed important. Any member of the community may express his or her views about this environment and must respect the opinions of other community members. This was established in September 1997, based on a review of living trends across North American residences; the mixed floor configuration as well was adapted in Calgary, and eventually accepted by the student community. In case there are conflicts, room changes are approved or mediated by the Community Review Board. For instance, if a resident does not respect another student that lives in the same wing/floor, this is dealt with by appropriate action; if the complaint is very serious, it can result in the dismissal of the student from the Residence.

### **Alternative Living and Learning environment**

In the traditional residence, students previously had the option to live either on the “wellness” or on the “involvement” floors at Rundle and Kananaskis Halls. In September of 1998, “wellness” -- which means promoting the social, intellectual, environmental, spiritual, physical and emotional wellbeing -- was introduced in every residence building. The philosophy of the “involvement” floor is to enhance students’ academic success and to challenge their quest for knowledge. In essence, it helps residents become comfortable on campus, familiar with the resources, and facilitates faculty and student get-togethers (Residence Services, 1998). As a single floor was considered not sufficient to promote these living and learning conditions, the principles of both environments is now promoted on every traditional floor starting in September 1998. Workshops on study techniques, time management, mental health, and other similar activities were introduced (Hill, pers. comm. 1998).

### **Rooms for Students with allergies**

Twelve rooms and two apartments have been designated for residents who suffer from chemical sensitivities, severe allergies, or asthma. They feature:

- environmentally-friendly paint
- flax flooring with no polyvinyls, instead of synthetics
- venetian blinds, instead of synthetics
- 100% cotton futon mattress
- wood and metal furniture that meet minimal toxic chemical content specifications

### **Accommodation for Physically Challenged Students**

The rooms and washrooms in the traditional Residences are not adequate for students who are physically challenged. However, Norquay, Brewster, and Castle Halls have bachelor, two-bedroom and four-bedroom apartments designed for their needs -- a wider main entrance door for easy accessibility, kitchen facilities and counters designed for wheel chair navigation and appropriate reach, and rail-protected washroom facilities.

### **Year-round Student Accommodation**

Residence space becomes available at various times throughout the year after the start of the academic term in September or January. As students move out of the complex, units are assigned to students who have kept their applications active and are still interested in obtaining a placement. During the inter-session, only two floors of Rundle Hall are available. Brewster, Castle and Glacier Halls are available for those who require an apartment. The other floors of Rundle and Kananaskis Halls and the apartment buildings are reserved as conference housing during the spring and summer sessions.

The student who has been assigned to a room or apartment receives an "Offer of Accommodation" stating the type of allocation he or she has been assigned for the upcoming term, accompanied by the Residence Student Handbook.

## **2.4. THE RESIDENCE CONTRACTS, AGREEMENTS AND POLICIES**

Beyond the guidelines, the architectural qualities of the buildings, and common sense courtesy or etiquette, the collective membership of the community has a major role in determining the character of their environment. Contracts, agreements, policies, rules and regulations are established, as these determine how certain issues and protocols will be managed, and what standards of conduct will be expected.

### **2.4.1 General considerations and issues**

In the non-university domain, when a person takes possession of rental property, he/she makes an agreement. Agreements can take one of three forms: oral or written agreement, or contract. Agreements cover specific time periods, which can be either indefinite (month-to-month) or for stipulated periods (such as a lease, generally a year). Some authorities consider the standard apartment lease one-sided, since most of the obligations are borne by the tenant. Emily Jane Goodman (1974:49) stresses this in her publication, *The Tenant Survival Book*:

*"Because the demand for housing exceeds the supply, although not always true,*

*the tenants have no power. The resident is bound by the terms of the "contract", but enjoys none of the legal benefits of a contract. This is because a contract required a certain meeting of the minds, free of coercion or duress, with certain warranties, representation and exchanges being made."*

#### **2.4.2 The University of Calgary residence contracts**

At the University of Calgary, there are two types of contract. One is the University Residence Services / Residence Complex Agreement (discussed in the following pages) which constitutes the licensed agreement between the student and the University, represented by the Residence Office. The other type is the payment options, administration fees, or dining plans that the residents must choose and sign after accepting a room assignment. An example of the residence contract agreement can be found in Appendix Three.

The Calgary Residence administration has a ratio of demand to supply of 4 to 1. Each year, close to 350 students are denied residence for lack of space. Thus, the construction of the Phase IV residence, which includes the accommodation for 400 students, will remedy this situation of imbalanced power between students and the University. Meanwhile, Residence Services executes contracts which do not follow the same terms or conditions of the "Landlord and Tenant Act" (Oliver, pers. comm. 1997). Students are being exposed to University guidelines and rules that differ from the customary lease agreement and regulations of the "outside world"; and thus, the residence contracts constitute part of an administrative procedure for "controlling" the student.

The University residence contract incorporates the following terms and conditions:

- The contract falls under the University Act, for which the Board of Governors is ultimately responsible -- for the management and control of the University, its property, revenues and business affairs, etc.
- The Government of Alberta Public Affairs Bureau (1998) states that: "Premises rented to a student by an education institution, unless the student has exclusive possession, does not apply to the residential Tenancies Act." The Act stipulates that:
  - Tenants have to sign, at least a six-month contract.
  - There are no restrictions on who can live in a rental property.
  - In conventional contract agreements, rent increases with 90 days notice are standard.
  - Tenants can apply for a rent refund for inadequate maintenance, or a rent

reduction for reduced services.

- Tenants occupy self-contained premises.
- Tenants pay a damage deposit.
- Not a year-round contract: based on a sessional term, either Fall / Winter (8 month term) or Spring / Summer (month-to-month).
- The Residence Complex Council: a student advisory body that promotes social and personal development activities. The Council is the student empowerment voice in residence, defending students' rights and raising students' concerns.

### **2.4.3 The Residence “Understanding and Agreements”**

In addition to tenant-type agreements, regulations have been established to provide an environment conducive to human growth, to reflect the values to which the University subscribes, to recognize the special proximity in which students live with one another, and to recognize the developing capabilities of students as they progress through university. In general, students are expected to maintain an acceptable standard of conduct as responsible, law-abiding citizens and are accountable for their actions and behaviors.

These understandings ensure that disturbing or damaging activities of a minority does not obstruct the enjoyment of the majority. Other students cannot be punished for the wrongful acts of students who might be violating the policies. For example, after students accept the established policy on drugs, if two residents are found guilty of violating the policy, only they will be reprimanded for their actions. Another example is imposing quiet hours in the halls during final exams, when students must obey a 23-quiet hour policy. If a student plays their stereo too loud, and the situation persists, after two complaint notices, they are asked to leave and are not able to return until final exams are completed or they are evicted.

When a resident becomes aware that community standards are not being followed, it is their responsibility to address the problem with the offender directly, or to report the violation to a “Residence Life” staff in order to take measures to ensure that the activity ceases (Residence Services, 1998). The Residence administration makes a concerted effort to enforce policies and safety and security procedures. Ultimately though, and in reality, only residents themselves can ensure the greatest degree of safety and comfort in the environment, by deterring and reporting vandals or residents who do respect community standards.

It should be noted that approximately 95% of the residence understanding and agreements are established by law, either federal, provincial, municipal, licensing codes, etc. (Oliver, pers. comm., 1998). The remaining 5% are established by and based on input from the student government.

### **Policies and rules applied at the Calgary Residence Complex**

#### *Advertising*

Advertising and promotional materials must be placed in the designated areas (they do not include painted drywall surfaces, emergency or fire exits), and must be written and displayed in such a manner as not to be offensive or discriminatory. Words or phrases which promote excessive consumption of alcohol (all you can drink, kegger) or profanity are not permitted.

#### *Alcohol*

The Student Handbook prescribes the responsibilities and regulations associated with the consumption of alcoholic beverages. Essentially, a student may not consume or have open-alcohol in public areas.

#### *Drugs*

The use or possession of illegal substances is not tolerated. Residents refusing to comply are evicted within 24 hours.

#### *Entry to the Student's Rooms*

Residence staff have the right to enter a room for the purpose of cleaning, maintenance, or inspection of facilities. Entry without notice may also take place in circumstances where the health, safety, or security of residents is involved.

#### *Guests*

Roommate consent is required prior to inviting an overnight guest. Guests may stay no longer than three consecutive nights, to a maximum of three times per semester. It is the resident's responsibility to ensure that his/her guest complies with community standards.

#### *HIV and AIDS*

The Residence has guidelines for the support of students with AIDS, AIDS-related illness or who are HIV-positive, no student will be excluded from residence on these grounds; and prejudice or harassment is unacceptable. The Residence Life staff participates in and plans educational workshops to promote awareness and understanding of AIDS.

### *Quiet Hours*

It is the right and responsibility of each resident to request the termination of unreasonable noise; residents, when asked, must abide by the request. The residence quiet hours are Sunday through Thursday (11:00 p.m. until 7:00 a.m.), Saturday and Sunday (1:00 a.m. until 8:00 a.m.). One week prior to final exams and throughout the period, 23-hour quiet hours apply; a one-hour period is designated as stress relief time.

### *Smoking*

The residence complex is guided by the University of Calgary policy -- "Smoking on University property is allowed only in designated smoking permitted areas. Smoking is not permitted in any common areas (hallways, stairwells, and lounges)" (Residence Services 1998). Norquay Hall is the only completely non-smoking residence.

### *Soliciting, Selling and Advertising of Goods*

Door-to-door selling or soliciting and any commercial business are prohibited.

### *Weapons*

Firecrackers, knives, lethal weapons or any object considered dangerous or potentially threatening to the health and well being of fellow residents are not allowed (Residence Services 1998).

### *Fire Safety*

The building should be evacuated immediately during all fire alarms; failure to leave is a federal offense and may result in dismissal. Tampering with any fire prevention equipment (extinguishers, alarms, smoke detectors) and other security matters are referred to the Community Review Board (CRB). Fire escapes and the fire doors are to be used only in cases of emergency; admitting a person through these doors or propping open any door is not acceptable.

### *Electrical Appliances*

Residents with electrical appliances and computers are required to bring a C.S.A. - approved power bar. The use of electrical kitchen appliances in the traditional residences is restricted to kitchen areas.

### *Hazardous Storage*

Personal items may not be stored outside of the room/apartment; and it is illegal to store hazardous items (gasoline, propane, fireworks, etc.).

### *Insurance*

Residents must lock their room/apartment door when they leave. It is recommended that the resident carry a personal property insurance covering the items in the room/ apartment; the University does not assume responsibility or liability for losses.

### *Sports*

The residents are not permitted to conduct athletic activities in hallways or common areas, tunnels or the Dining Centre.

### *Window Screens and Windows*

Screens may not be unfastened or removed from the windows. No object(s) are to be thrown or dropped from windows.

## **The Residence Complex Council and the “Understanding and Agreements”**

At the University of Calgary, contracts, agreements, policies and regulations are reviewed and updated every year, in consideration of current residence trends and university issues, and of changes to civil and criminal laws, and charter rights. In some instances, they refer to a specified course of action; others determine a position or stance, and others simply a rule. For example, a federal governmental revision on law and justice policies regarding the possession of drugs dictates change in residence policies. Thus, the conditions or regulations for applying to live in residence change in their context.

Through bi-weekly Residence Complex Council meetings, residents forums are established for student input and participation in the review process of the agreements, policies and regulations. Students are also invited to participate in a committee that reviews the “understandings and agreements” throughout the year, in preparation for the following year and student housing demand. For instance, recent studies indicate that students in residence have a high level of alcohol consumption (Grimm 1995, in Unruh); therefore, the residence community should be more educated on alcohol consumption and related problems (violence, drug abuse, etc.); and in doing so, students may be involved and contribute in the implementation of a revised policy. Policies and their influence are further discussed in Chapter 4.

## **2.5 RESIDENCE POLICIES AND GUIDELINES: A UNIVERSAL MODEL**

Across North American residences, the mission and philosophy of the University, culture and student characteristics influence policies. Kuh, Schuh and Whitt (1991) consider that a residence administration should trust their students; but they emphasize in various ways that trust and responsibility are mutually dependent; and students are

expected to take responsibility for their actions. How the institution communicates and implements this expectation differs across institutions, although in each instance the means selected are responsive to the institution's mission(s) and, equally important, to the capacities of students to be autonomous, self-directed and responsible.

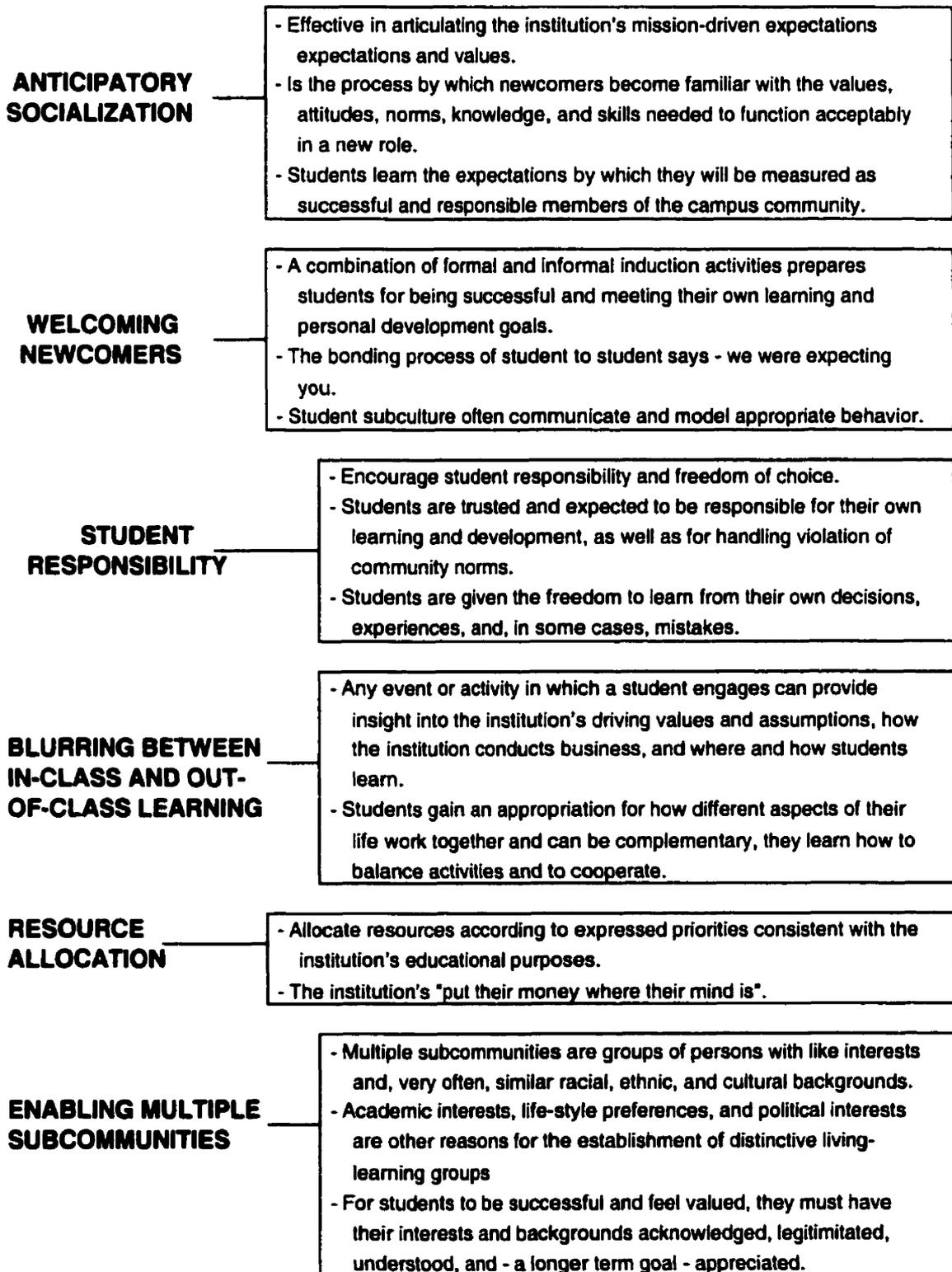
In their study of guidelines and policies in fourteen college and university residences in the United States, Kuh et. al. (1991) were able to determine six clusters; as depicted in Figure 2.2. Some residences establish relatively few rules and regulations in order to encourage student responsibility and freedom of choice.

Thus, the key to evaluating policies is knowing how the institution works and toward what specific ends concerning living and learning environment; and the number and complexity of the guidelines and rules is relevant to assessing policies. The basic idea is, a more permissive policy tends to be better because it makes more and better room for students to have input into policy-making; and thus, empowering the student.

If the residence mission (mentioned in Chapter 1) stresses the importance of a living and learning community for student development, then the guidelines should equally emphasize on-campus living where there is student initiative for self-direction. Students must be encouraged further to take sole responsibility for their own education and behavior. For example, if the residence administration takes the sole responsibility for planning and implementing measures to improve fire and safety procedures, they apparently remove reliance from students; but residents could make use of their time wisely and promote personal development in residence, balancing student-initiative. In planning events, opportunities are provided to create meaningful learning opportunities, and control deviant behavior. Further discussion of students' behavior changes appears in Chapter 4.

Institutions customarily assert that they value individual responsibility and trust their students; and they believe that students must have opportunities to exercise the freedom that trust and individual responsibility ordinarily allow (Kuh, et al, 1991:327). However, there are risks inherent in treating students as adults and giving them responsibility for their living and learning experiences: although rules and regulations may be intended to describe unambiguous behavioral guidelines, they can also allow students to abdicate responsibilities. On the other hand, a code of student conduct drawn up by the administration may be seen as something for which they have no ownership, or as a challenge to the student's creativity in evading accountability.

**Figure 2.2 Six clusters of policies and procedures**



Source: Kuh, Schuh and Whitt. *Involving Colleges* , pp. 128-151.

A number of questions relevant to the Calgary situation are raised by the Kuh et al. Are housing policies, conditions or regulations implemented in ways that promote learning? or are they merely for the housing and feeding of students? Are students forced to exceed their own expectations for responsibility by forming their own community living standards? Are students willing to try new activities or create innovations, rather than rely on traditions that worked well in the past? Are students encouraged to regard failure as a sometimes outcome of innovation and trial, and an important and positive part of the learning process?

These and other questions are addressed in Chapters 4 and 5, under the section on community and activity programming.

## **CHAPTER 3: THE RESIDENCE SERVICES OFFICE AND RESIDENCE LIFE STAFF**

The purpose of this chapter is to describe, and briefly comment on the characteristics, the roles and the responsibilities of the Residence Services Office, as the administrative entity for student housing in Calgary. Similarly, those of the "Residence Life" staff (Community Development Coordinators, Community Assistants and the Residence Complex Council), as the promoters and aides to the administration. As the Residence Life staff are acquainted with the residence policies and procedures followed by the administration; they become the "voice for the administration", as primary instruments for promoting the residence mission.

Section 3.1 acquaints the reader with the University of Calgary organization, different roles and responsibilities, its structure, decision-making process, and the position the Residence administration holds in this whole picture. In Section 3.2 the "Residence Life" staff is exemplified and defined, their structure, roles and responsibilities, limitations, services provided and specific job characteristics. Section 3.3 reviews the residence organization and capability, by making an assessment of the administration's profile to determine its attributes and weaknesses. This profile is based on three aspects: the administration's culture, the power and the competence.

### **3.1. THE RESIDENCE ORGANIZATION**

The University of Calgary is a complex organization that depends upon the energy, enthusiasm and cooperation of thousands of people. Its operations make up a vast undertaking, in size, cost and complexity. Unlike a government or corporation, the University is not a pyramid of power emanating from the President at the top level. The Board of Governors, General Faculties Council, Students' Union, Alumni Association, and many others, all have (varying) powers and influences on decisions, and in the planning and management process and procedures.

#### **3.1.1 The University Organizational Context**

The Board of Governors has the ultimate powers, including property management and revenues; the General Faculties Council has direct control of academic matters (Bott, 1990); the Senate acts as a bridge between the University and the community, and it is empowered to conduct inquiries. Accommodating the University's expanding

organization and activities requires a transformation of support from all levels of authority. The structure (responsibilities and accountability) and processes (decision-making) are shown in Figure 3.1; the strategic principles for management plans and change and implementation are defined by the key players (stakeholders) in various levels of authority.

The values, objectives, goals and mission of the whole organization have been summarized by the University Secretariat (1999):

*The University of Calgary is a place of education and scholarly inquiry ..... We are dedicated to the practice of scholarship which includes both teaching and research. Students are bearers of knowledge for future generations and partners in discovery with their teachers. We offer ..... the comprehension and development of human intellectual, artistic and physical endowments.*

*We intend to balance breadth with excellence and to emphasize what we as a university can do best. In designing, managing and regulation our programs we assert the right of the university to independence from governmental direction.*

*The needs of our students are central ..... We aim to offer a sense of community, to address each student as an individual, to create a stimulating and encouraging environment for discovery, learning and personal development. The special features of this task include our suburban location, a large student population with only a small proportion resident on campus, and an increasing diversity amongst our students in age, experience, interests and expectations. Career change and lifelong education are becoming normal, and we are accommodating growing numbers of minority, mature, part-time, non-credit and other new categories of students. Our response must be flexible and innovative .....*

Three key objectives relevant to this residence management plan Study can be identified:

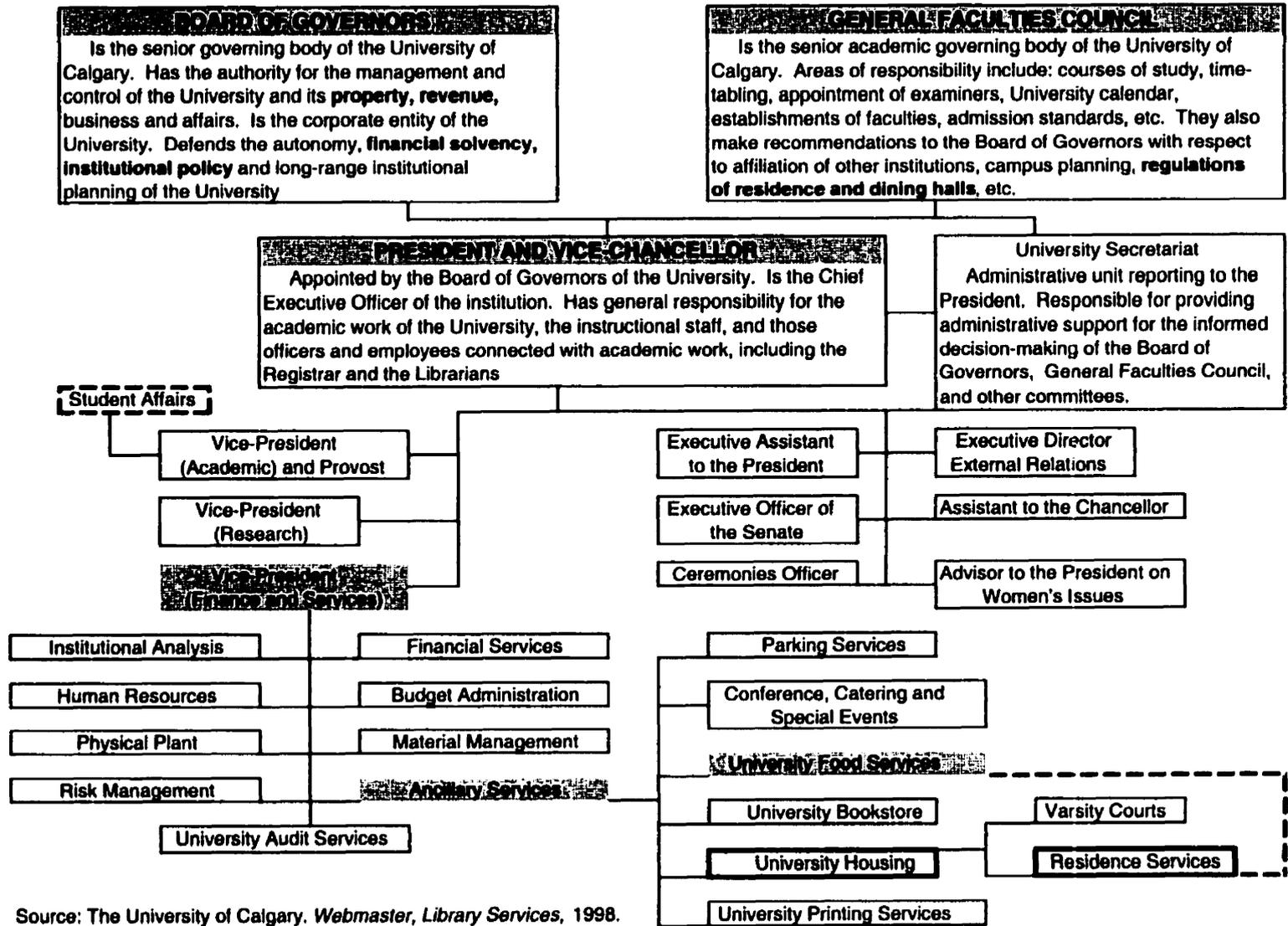
1. To create and sustain a rich learning environment that challenges, involves and stimulates qualified students;
2. To give students the opportunity to explore new levels of understanding through discovery and creative activities (innovation);
3. To strive for quality in everything the University does.

Thus, the major concerns evolve around strengthening the residence management operating policies and organization programs.

### **3.1.2 The Calgary Residence organization, roles and functions**

The Residence Services Office is where most of the decision-making takes place.

**Figure 3.1 Organization of The University of Calgary**



Source: The University of Calgary. *Webmaster, Library Services*, 1998.

For example, policies established by the administration or the student residents community itself are reviewed; security issues are discussed; and guidelines are established. The administration tries to keep up-to-date in providing consistent services to and for the students: for instance, if the students demand new or better services, they review these requests and make them available through the collaboration of the student government and the “Residence Life” staff – computers, recycling, etc.

Even though the residence organization is just one leg of the complex structure that constitutes the University administration, it represents a semi-autonomous entity that follows the integrated model for organization structure. Winston and Anchors (1993) depict this model:

*The most obvious advantage of this model is that the goals are implemented within one organization. Under this model, there is a greater likelihood that things will get done more efficiently. Also, the leadership can change personnel, processes, policies, and organization structures more quickly in response to changing conditions.*

Many players take part in the University of Calgary residence process (See Figure 3.1 and 3.2), from the manager and other staff members, to the residents and student applicants. Every decision made, or a program developed affects the lives of 1190 students. However, the decision-making process is primarily top-down, and occasionally bottom-up; thus competing interests should never be transmitted to the students. For instance, if the Residence Complex Council is promoting a policy change that the administration is opposed to, such conflict should not be reflected in the relationship between the student body and the residence administration should not be evident.

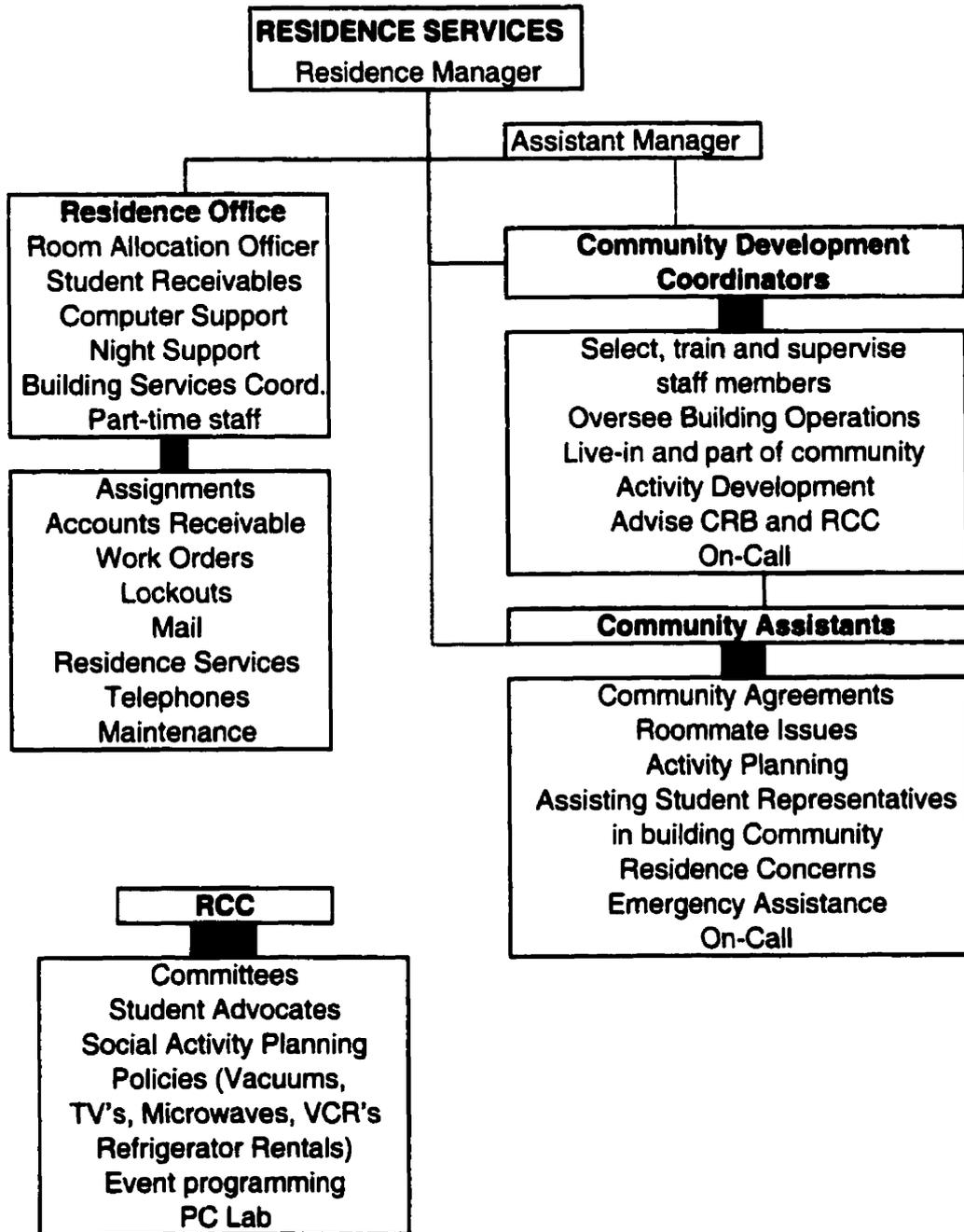
Several positions make up the residence administration, for which the employees have to be highly qualified. These individuals need to support and help one another in organizing the daily activities and to listen to students’ questions and concerns. And although staff members have their own duties and responsibilities, they are expected to support other staff. By helping out with the multiple activities, the administration is more efficient in providing the essential services for the students.

The Residence Services administrative positions are:

#### *Manager*

Winston and Anchors (1993) state that the manager must ensure that a residence should be “efficiently managed, safe, well maintained, and contribute to the personal and academic development of the residents”. Accordingly, the Calgary Residence Manager

**FIGURE 3.2 The Residence Services Office organization**



Source: Residence Services. *Student Residence Handbook*. Calgary, 1996.

plays an important leadership role with the residents and adheres to the ethical and professional standards of those in charge of student affairs, professional associations, and others who have the responsibility for the development of students outside the classroom. Also, in order to be fully involved in student life, the manager's background should be coupled with knowledge of, and experience in, counseling, crisis intervention, educational programming, research methods, and administration (Winston and Anchors, 1993).

*Assistant Manager*

A position created in January 1999, it supports the multiple tasks of the Residence Manager. He/she provides a similar role as the manager, though to a smaller degree.

*Room Allocations Officer*

This position was created to ensure proper handling of the room or apartment assignments. Using a "match and offer" system, this employee verifies that students have completed their applications and answered all the questions appropriately to receive the most suitable accommodation. He/she also provides general information regarding room changes, availability, payment options, etc.

*Student Receivables*

This staff member is responsible for all the money transactions with student residents. He/she ensures that the students have made the fee payments and he/she verifies monies received.

*Computer Support*

The computer system used in residence is based on a Northwind program. The staff member must ensure that the system is functioning properly. At different points during the day, he/she verifies the previous days' activities and back-up tapes. In case of a system emergency, he/she is on-call 24 hours a day and available to work weekends.

*Night Support*

Responsibilities during the night shift are to account for the security of the residents and to ensure that the proper Northwind system and back-up tapes record the day's computer activities. While the system runs the back-up tapes, the staff member must conduct daily security rounds of every building and verify that the quiet hours are being obeyed.

*Building Services Coordinator*

This person is responsible for ensuring that buildings are maintained and well kept, that the public and common areas are kept clean, and the buildings are safe and free

from health hazards. He/she is also responsible for the inventory of the conditions of the rooms or apartments at the time of moving-in or -out.

#### *Part-time Staff*

Student residents are employed as part-time staff during the school year, mainly to cover the evening and weekend shifts. During the evenings, they help to sort students' mail, do filing, and organize the office.

#### *Others*

The Community Development Coordinators (CDCs), the Community Assistants (CAs) and the Residence Complex Council (RCC) are an integral part of the Residence administration. Further information regarding their roles in residence is provided in section 3.2.

In summary, there appears to be a need for a strategic plan to address the personnel situation. Five staff members have left the office in the last half-year, and only two of them have been replaced by full-time employees; the rest have been replaced by several part-time student staff members. From the author's own experience while working at the Residence Services Office, the part-time staff is a strong asset to the Residence Office. However, the administration must be aware that increasing the number of full-time staff members will create a more efficient organization.

#### **Hours of operation**

The residence office has flexible hours of operation; a resident with a problem or a concern can approach the front counter at any time. There are three work schedules. The full-time staff covers the morning and afternoon, the part-time staff covers the evening and weekend schedules, and the night shifts are covered by both full-time Residence staff and the part-time student staff. The hours of service are Monday through Friday (7:30 a.m. until 2:00 a.m.), Saturday, Sunday and Holidays (11:00 a.m. until 2:00 a.m.).

With the recent changes in personnel, 22 hours have been eliminated from the previous 147 hours of operation. Hence, an evaluation is required to determine the appropriateness of such a decision, and the implications it has for the effectiveness of the services provided. Fifteen percent of the total hours of operation have been reduced, 20 of those 22 hours during the early morning (from 2:00 a.m. to 6:00 a.m.). A

recommendation: this situation bears investigation, especially since emergency situations could arise that can not currently be adequately addressed.

### **Services and amenities**

Many services are offered for the residents' comfort and convenience, although many others could still be accommodated. Some of these services are linen rental, lockout keys, faxes, bicycle storage, lost and found, mail service, parking, photocopying, refrigerator rentals, storage rooms, telephones, vacuum cleaners and the submission of work orders.

### *Recycling*

The recycling program depends on the participation and coordination of student volunteers, in collaboration with the residence council and the administration. Residents recycle everything that the City of Calgary and contractors will pick-up, especially pop cans and bottles, paper and cardboard. There is a recycling room on every floor of the traditional residence and main floors of the apartments -- although the program has been cancelled in the apartments.

Recycling is one of the most important services in which the student can participate and become more environmentally-responsible.

### *Room Assignments*

The residence room assignments are done throughout the year, as rooms become available. If a student wants to change a room or apartment assignment, he or she will have to wait until September to request a room change. A room change may be requested at any other time.

### *Computer Rooms*

Residents can obtain keys for the mainframe computer room supervised by the University Computing Services Department and for a PC Lab supervised by the residence council. The keys can be signed out for a maximum of three hours. Since the systems are outdated and most of the computers broken; the rooms are currently locked. From the experience of the author's work at the Residence Office, there is a demand for such a service. Furthermore, a recommendation would be to update these systems and upgrade the computers, in order to provide a good service for the students.

### *Study Rooms*

The study rooms are located in every residence building and are available for student use 24 hours a day; other study or meeting rooms can be booked by the students through the office.

As a recommendation (from the author's experience) certain areas are not adequate for studying purposes, because of improper lighting, study space, noise, etc. These areas could be better managed, if students are given the opportunity to offer suggestions about how their studying needs could be better met.

## **3.2 THE RESIDENCE LIFE STAFF**

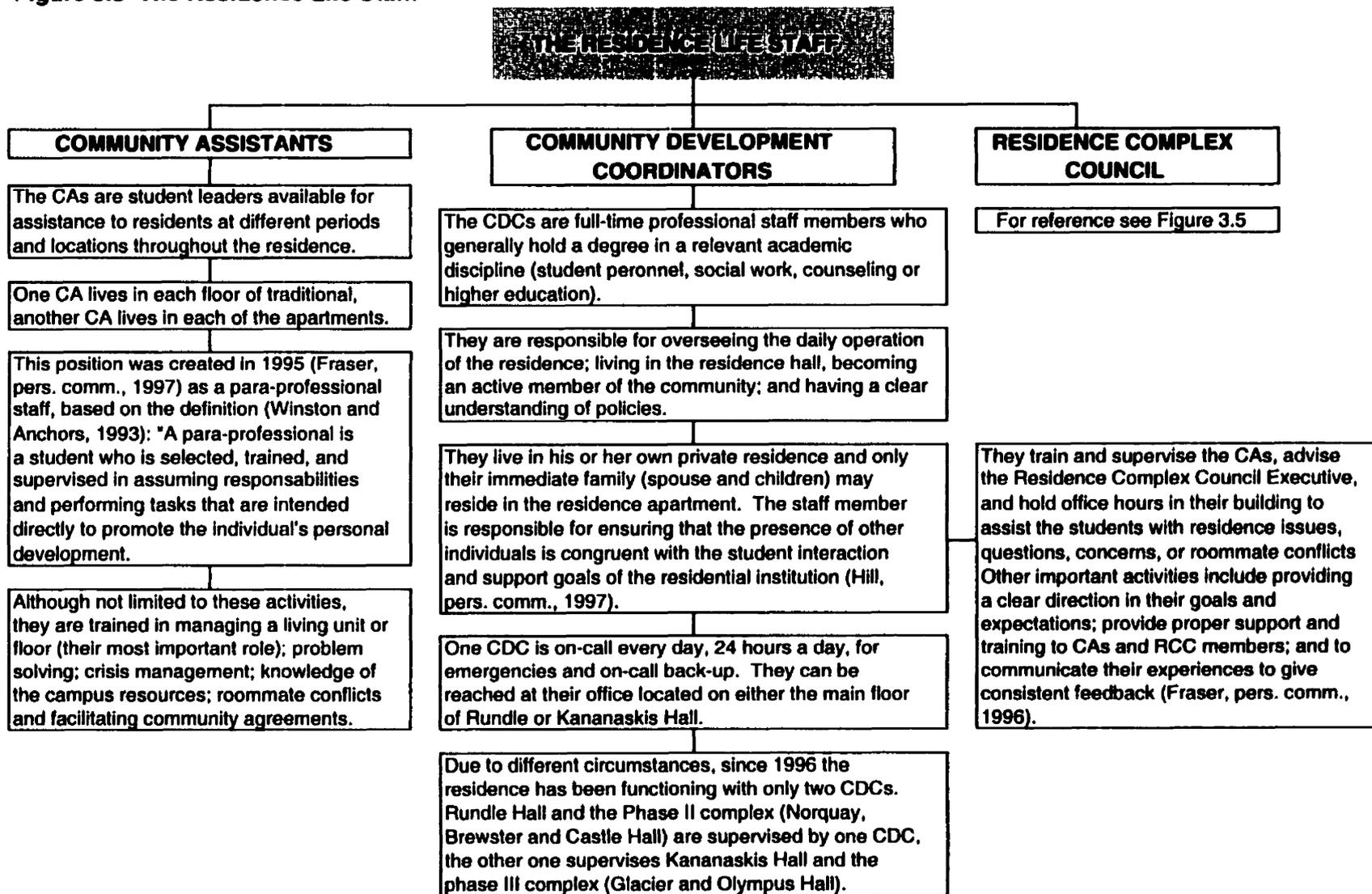
For the benefit of the entire residence community, and in order to achieve a high quality of life in a student residence, it requires the collaborative efforts of each individual assigned to many different functions. Accordingly, the residence administration needs to be supported by individuals who have expertise in personal and student development theory: psychosocial theories (Erikson 1963 and 1978); cognitive developmental theories (Piaget 1964); maturity models; and person-environment interaction models. This expertise is necessary, as well, in order to plan programs to develop leadership and to provide excellent student support from the administration – Life Staff.

For the purpose of this study, the distinctions between the CDCs, CAs and the RCC need to be defined to properly understand their roles within the residence complex (See Figure 3.3). These groups exist in the student housing complex for the following reasons:

*A response to the need for a residence community (help integrate the community by creating student programs); a need to appreciate and accept diversity within the community; provide information on specific issues and topics (information regarding policies and procedures, "Residence Life" programs); and the need to improve the retention of ideas through the interaction of administrators and student residents. (Winston and Anchors, 1993)*

It is not realistic to expect that the "Residence Life" staff will always be highly involved in the decision-making process or the operation of residence programs. The level of involvement of students within the residence community will be limited, occasional, intense, or just part of a normal routine, as indicated in Figure 3.4.

**Figure 3.3 The Residence Life Staff.**



**Figure 3.4 Residence Life Staff Roles and Expectations.**

<b>Roles/Responsibilities</b>	<b>Level of involvement</b>
<b>A) Role Model of Effective Student</b>	
1) Academic achiever	limited
2) Extracurricular organization leader	normal routine
<b>B) Community Development</b>	
1) Socializer	limited
2) Organizer	intense
3) Environmental manager	intense
4) Planner and executer of social activities	occasional
<b>C) System maintenance and control</b>	
1) Clerical work	limited
2) Rule enforcement	normal routine
3) Disciplinary processes	limited
4) Information dissemination	intense
5) Custodial tasks	intense
<b>D) Leadership and governance</b>	
1) Hall unit leader	normal routine
2) Campus leader	normal routine
3) Hall council functionary	occasional
<b>E) Helper/Facilitator</b>	
1) Diagnostician	occasional
2) Counselor	intense
3) Conflict mediator	limited
4) Crisis intervener	normal routine
5) Referral agent	intense
<b>F) Educational programming</b>	
1) Promoter	occasional
2) Sponsor	limited
3) Advisor	normal routine
4) Planner and executer	intense

These six roles were identified by supervisors of Resident Assistants in a study performed for the Journal of Counseling and Development in 1988 (Winston and Ender, 1988)

### **3.2.1 The Community Development Coordinators (CDCs)**

The CDCs (Figure 3.3) came into being when a need to assist the students in residence became apparent. Some of the expectations and duties of the CDC position include the control of student behavior, safety and security of the students, peer support, and counseling. However, more than 50% of the role involves time spent on administrative tasks for the residence -- for example: entering application forms into the computer system, helping with the room assignment process, and give tours of the student residences.

The following conditions and characteristics are required for the CDC position (Winston and Anchors, 1993), although at the University of Calgary residence, they are not limited to these:

- **Knowledge** of concepts and theories of college student development and the impact of a living-learning environment on student development.
- **Knowledge** of theories and philosophies of discipline.
- **Knowledge** of management techniques of budgeting, managerial accounting, and quantitative decision making.
- **Skill** to effectively lead and facilitate group discussions, lead small-group training sessions, engage in public speaking, and design and conduct experiential learning programs.
- **Skill** working with multicultural groups and individuals.
- **Ability** to identify and organize tasks, prioritizes duties, and effectively complete the many components of the job.
- **Ability** to work under pressure and uneven time constraints.

The CDC position requires a diverse professional background; it generally consists of previous and future managers, administrators, counselors, student development specialists and others. Thus, a degree in any particular field does not guarantee that the person will be successful. Some problems in student housing can arise when a professional staff member is hired for what the administration wants the position to be rather than for what the staff must actually do or for the experience he/she can bring to the residence. This is especially true when they spend more time in the administrative office rather than handling students' concerns (Winston and Anchors, 1993).

### ***Orientation and Staff Development***

Several training sessions are conducted throughout the spring and summer months. Students' needs of the previous years are focuses for evaluation, and ways to deal with possible future situations are reviewed. Orientation is sometimes considered an individual activity - that is, one orients the individual to the job, but orientation could also be viewed as an opportunity for team building. The individual must be introduced to the team and its norms and values, and the team must open up to accept the talents and needs of a staff member (Winston and Anchors, 1993). Training camps are organized for the Residence Life staff during the summer session. Since they are members of the ACUHO-I, "Funding is provided to them so that they can attend important professional conferences to enhance their staff development efforts" (Hill, pers. comm., 1998).

The CDCs become "*coaches*", sources of support to the CAs and RCC, as well as responsible for the evaluation process of the results obtained from the residence community. The CDCs are expected and required to share their learning experiences in residence.

#### **3.2.2 The Community Assistants (CAs)**

There are not enough responsible leaders available to monitor what occurs on a daily basis with students. Even though the residents are not children and do not have any desire to be treated as such, there is a high need for more mature students and potential leaders that can become part of the "Residence Life" staff. In this context, the role of the CAs cannot be minimized. They often display great enthusiasm for their position and are committed to developing a strong, reliable group of students and a positive living environment. Nonetheless, they may be considered by other staff to be merely well-intentioned amateurs, whose successes are attributable mainly to forceful personalities and/or circumstances. For example, it may be difficult to replicate improvements instituted by CAs because circumstances vary so widely in each residence (or even floor) environment.

The position is even considered by some residents as "a popularity contest"; some CAs have become competitive, attempting to gain friends and organize the most popular event. Ideally, this position is based on mutual respect between the CA and the Residence community. Further reference to the CA role is provided in Figure 3.3, under the Residence Life Staff.

### **3.2.3 The Residence Complex Council (RCC)**

The RCC is the student government. (See Figure 3.5) It endeavors to ensure that the student's comments, complaints, questions and concerns are heard and addressed. The RCC organizes programs and activities that provide an opportunity for community involvement and personal growth. This body organizes bi-weekly or bi-monthly meetings with either the CDCs and RCC members, or among the Executives and Committee Directors.

To be a member of RCC, a resident must hold minimum qualifications similar to those of a CA, although their involvement is at a lower level. For example, members of this council must have an overall grade point average of 2.5, may not be on disciplinary probation, must have at least one year of residency in the complex, etc.

RCC functions as a student government that represents the students' concerns and the creation of programs for the student resident community. With greater empowerment, the members of the RCC could become key players in the decision-making process in the Residence. Currently, their voice is more limited, primarily to administrative matters.

## **3.3 MANAGEMENT ORGANIZATION AND CAPABILITY**

The Residence Services Office organization values, structure and processes were identified in Sections 3.1.2 and 3.2. These sections described and commented to some extent, the objectives and goals of the organization, individual and group norms, the responsibility of each position (lines of authority), including a job definition, and the capacity of their roles

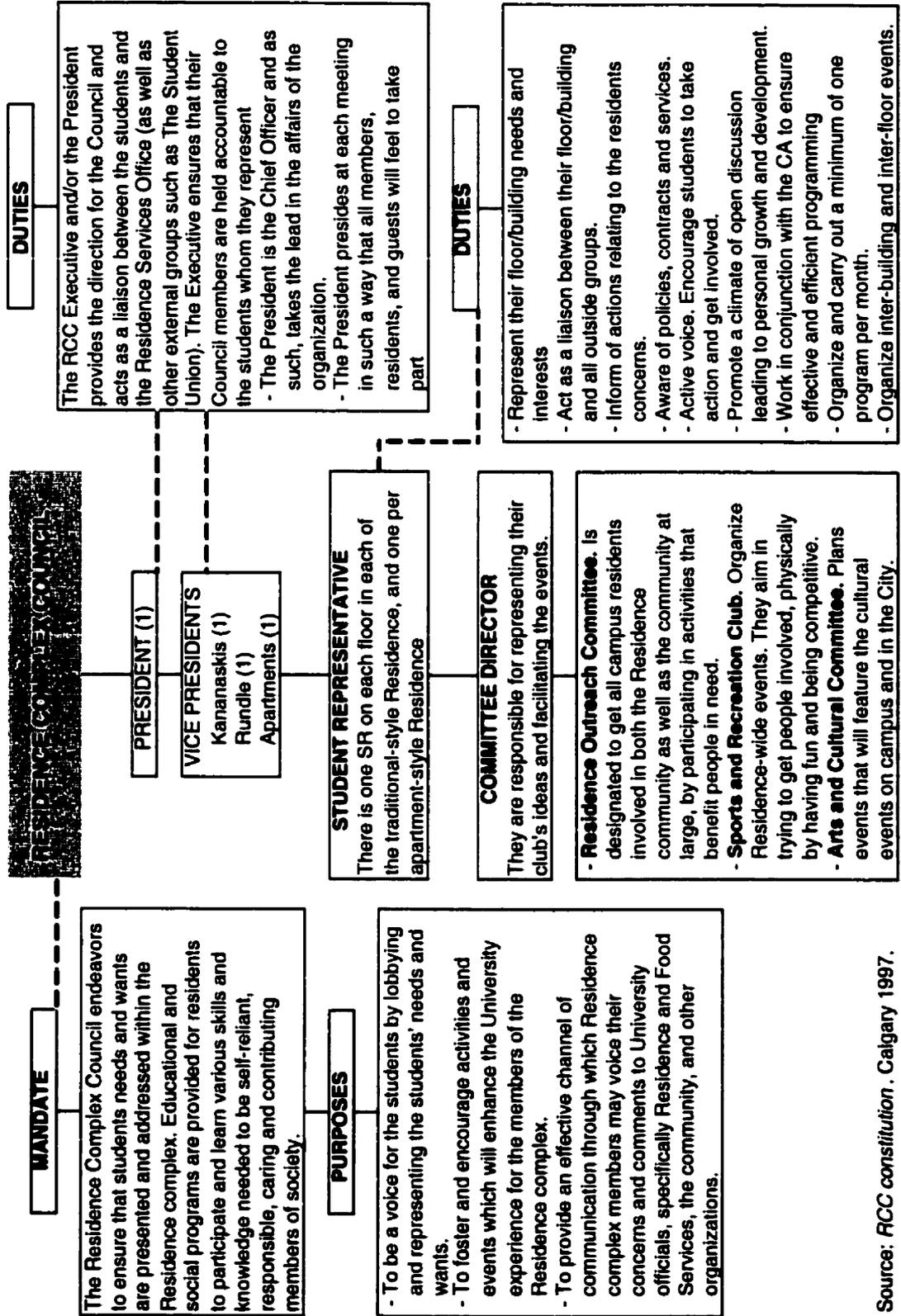
### **3.3.1. Some Principles for Assessing the Residence Organization.**

Assessing the capability of the residence administration requires systematic effort which reflects the depth and breadth of scrutiny required for understanding the residence organization (Kuh, Schuh and Whitt, 1991). These principles are established to serve as guidelines for assessing the administration and determining its effectiveness. These principles could be:

1. *To first understand the norms of the administration, in order to understand the residence culture.*

Cultural aspects play an important role in shaping the character of the organization. It is reflected in what is done, why is it done, how is it done, and who is involved doing it. It concerns decisions, actions, and communication at every level.

**Figure 3.5 The Residence Complex Council.**



Source: RCC constitution . Calgary 1997.

2. *Accentuate the institutional strengths: focus on current resources and realistically appraise the institution's capacity for creating opportunities for improvement or change.*

It is important to maximize the conditions and factors that determine the administration. The organization will better serve the students by forsaking some of the practices, such as conducting needs assessments or emphasizing the institutions' limitations or obstacles.

3. *Respect the integrity and distinctiveness of the institution being studied.*

It is essential to avoid making presumptive evaluative judgments about the worth of particular practices; instead, attempt to discover what they mean to different groups in that setting, and how they influence attitudes and behaviors.

4. *Use qualitative research methods: produce data in the form of words and analyze data by means of human instruments rather than just numbers.*

Qualitative methods are particularly effective for identifying, describing, and interpreting concepts that are difficult, if not impossible, to quantify, such as the interplay of attitudes, values, beliefs, and the assumptions of administrators and students that can and commonly do influence students' learning and personal development.

For instance, through the Quality of Life Survey applied in 1997 at the Calgary Residences, general results can be obtained to understand the organization's behavior and actions taken in achieving a goal. Although, first-hand experience (observation), interviews, and documents, current analysis, and continuous feedback from insiders (residence staff) are also essential to fully develop the rich and complex picture of the administration.

Further consideration of these four principles is given in Chapter 6, when reviewing the data obtained from the Quality of Life Survey. At this point, a key question can be posed: Why does the residence administration fall under the Vice-President of Finance and Services, as opposed to the Vice-President and Academic and Provost, or more directly to Student Affairs? It seems that residence is seen, first and foremost, as a business. The Vice-President of Student Affairs is responsible for the provision of effective counseling and health services on campus, the provision of programs and services designed to meet the social, personal, and -- in consultation with the University Chaplains -- the spiritual needs of students (The University of Calgary, Webmaster, 1998).

### **3.3.2 Capability analysis**

Capability can be defined as an organization's propensity and ability to engage in behavior which will optimize attainment of the organization's (near and long term) objectives (Ansoff, 1984). Both the University and the Residence organization can be assessed in two ways: by observing characteristics of the administration's behavior (what Ansoff calls "responsiveness"); and by identifying the capability profiles of the administration which produce different types of responsiveness. Responsiveness can be described by three capability attributes: climate, competence and capacity (Ansoff, 1984:209).

- *Climate* is the administration's propensity to respond in a particular way. For example, to welcome, control or reject change (culture and power structure).
- *Competence* is the administration's ability to respond. For example, to anticipate change in a complex environment (structures, system, and shared knowledge).
- *Capacity* is the volume of work that the management can handle, including the number and range of services delivered. Capacity is related to the type of response used; for example, the number of personnel needed for change.

### **3.3.3 Capability profile of the residence organization**

Sections 3.1 and 3.2 defined the residence organization, from the manager and staff members of the Residence Services Office, to the "Residence Life" staff. The profile outlined below is based on Ansoff's (1984) exposition of administrative capability.

#### ***Profile***

##### **1) Culture**

- *The organization attitude towards implementation or change: whether the organization is hostile, passive or predisposed to change.*

All three aspects apply to the Residence in different situations. For instance, the administration becomes hostile when residents challenge the administrative guidelines or policies, as -- so it seems -- their beliefs are being confronted. They are passive, when the Residence Complex Council approves a by-law or a change in the student government constitution, as this change does not affect the administration. They are predisposed to change when devising a solution to a recurring problem.

- *The propensity towards risk: whether, as a group, the administration avoids, tolerates or seeks risks.*

The residence administration exhibits a high degree of avoiding risk. For example, the implementation of a new policy or guideline requires certain risks, as students will view the policies as controlled behavior. However, if these guidelines were to be pre-evaluated, they would likely have a higher degree of acceptability, based on students' input.

- *The time perspective in which the administration perceived its problems: whether it puts full reliance on past experience, prefers to deal with the present, or puts emphasis on the future.*

From the author's experience, most of the actions taken in the residences are based on past experiences. There is a hesitancy about taking risks and putting emphasis on the future. The problems are solved in the present, though not providing much room for venturing into foreseeable, forthcoming situations.

- *The action perspective: whether the administration's attention and energies are focussed on internal operations or on the external environment.*

The administration focuses on internal operations; they consider the residence complex as an "island". This isolation from the University community is a situation that should be avoided. By strengthening the ties between the Residence and the University administration, both the students and the administration could benefit from this situation.

- *The trigger of change: whether a crisis or accumulation of unsatisfactory performance is necessary, or whether the firm continuously seeks change.*

Stability is the main concept; implementation is considered to be more suitable than change. Implementation can take place immediately, while change is a long-awaited process. The administration has great potential to satisfy the students' demands. Through the Quality of Life Survey this situation will be discussed in Chapter 6.

## 2) Power

- *The distribution of power among groups with different cultures, and the stability of the power structure.*

As identified in Figures 3.1, 3.2 and 3.3, the Residence administration has a strong hierarchical structure. The change of personnel or "Residence Life" staff should not change the mission and attributes of the residence administration; in reality, it should strengthen the links between the structure and create stability.

### 3) Competence (structure, system, shared knowledge)

- *The organizational problem-solving skills and style: whether they are based on precedents, trial or error, optimization of available alternatives, or creation of new alternatives.*

Problems are predominantly solved top-down, as the administration always has the last say. Should students solve student problems? or can there be shared authority?

- *The management process: (informal as well as formal systems): whether the administration followed the past performance, anticipated familiar futures, or creates new futures.*

The need for improvement is always considerable; thus, no one trend is constant. The administration must find alternatives for creating new futures. Currently it works on the anticipated familiar futures based on past performance of the administration.

- *The job definition: whether it is narrowly circumscribed or open, encouraging venture and initiative. Organizational structure: the degree and type of complexity it can handle, its flexibility and adaptability.*

Job definition is highly open and leaves great room for improvement, involvement, and collaboration.

- *Organizational capacity: headcount of line and staff converted into volume of work*

Seven full-time administrative staff, two CDCs, nineteen CAs and approximately forty-five RCC members constitute the Residence administration (not including the part-time staff and maintenance personnel). If students are permitted to more actively participate in the organization, the headcount increases and the turn-around in terms of volume of work becomes admirable. Praiseworthy is the fact that many student residents are working in the administration.

### **3.4 SUMMARY**

In any residence administration a tension exists between what the management wants to do, and what they can actually do. A way of viewing the problem is created by the difficult situation of implementation or change, in the policies, the structure of the organization, the personnel, etc. The key question becomes: How to go from here to there? Particularly, with regard to what happens and can happen with a "typical" student residence. In all the areas of administrative responsibility (student development, behavior control, student empowerment, administrative support, students' input, etc.) there is a great potential for a significant positive change.

To help maximize the capability of the Residence administration, the personnel (including the “Residence Life” staff), must be envisioned wholistically as one cohesive group and not as a collection of isolated individuals performing various, singular tasks. Although they have different roles, they are not in residence simply to establish rules and regulations, enforce laws, or become guardian angels. Their goal is to create and maintain a residence environment where both the residents and the staff members complement one another’s roles and gain from those interactions; thus enhancing the capability performance of the Residence administration as a whole. The administration should assess the current situation in terms of key strengths, weaknesses, opportunities and threats, to determine and evaluate direction, and how direction have been influenced by key trends (Nut and Backoff, 1992).

The Residence administration must also carefully examine and evaluate the roles of the Community Development Coordinators. The CDCs spend close to half their time handling clerical or administrative matters, instead of concentrating more on the students’ personal development and growth.

It is also important, for students to feel comfortable approaching someone in the organization: each resident needs to be given a real opportunity to defend and present their questions, concerns or problems, and to be treated with utmost respect. The administration should also be aware of its staff attitudes towards students. Although difficult, the staff members should never project any negativity and must learn to control their emotions, even when dealing with complicated situations. For example, if a student is having problems accepting a decision taken by the administration, they might launch insults, talk in a forceful manner or develop anger towards the situation. In response, the staff member will have to keep calm, try to help and understand the student, and not permit this situation to become a bigger problem or concern. Likewise, they should not encourage any favoritism or preference towards certain groups.

Further discussion of the matters raised in this Chapter is provided in Chapters 4, 5 and 6.

## CHAPTER 4: THE COMMUNITY IN RESIDENCE

This Chapter provides an analysis of the residence community at the University of Calgary, viewing the residence as a social system. The history of the student residence community is traced back to Medieval times, and a brief description of its evolution is provided. The University community and the factors – physical, social and personal -- that influence a student residence and the effects on the behavior of the students are also discussed. Students' interest to socialize, their freedom from paternal control, adaptability and the acceptance of diversity within its members are discussed. It also profiles the residence community, by providing a demographic evaluation of the residents, obtained from the Quality of Life Survey, and sets a path for understanding the results obtained in the questionnaires.

Students are at a university campus for a short period -- normally four or five years. In Calgary, students at the undergraduate level take an average 5.4 years to complete their degree (Library Services, 1998). These years offer a unique experience during a most critical time for the student; it is at this stage that behavioral changes occur, there is a propensity to search for an identity, and their self-esteem evolves. It is not only what they learn that is important, but also the ways in which they learn, mature and acquire interpersonal and social skills. This learning stage has an impact upon the student as they move through life, society and the community around them.

Both the university and a residence complex become "the nurturing institutions that attempt to do something which is normally the task of the family, and which experience suggests the family (in one of its many forms) does best." (Jones, 1979). Residence (as an institution) is usually second-best. Therefore, the residence regime (administration, policies and settings) in which it is constituted, must embrace the overall activities of the outside world and attend to the students' needs by adapting to a kindred framework. For example, residence may be on the one hand restrictive or on the other hand, permissive; it may concentrate on further inculcating good habits among its residents; it could insist on conformity to certain rules of good behavior, or it may operate on the basis of more complex and stricter regulations.

The residence community is established by a consensus of values within a visible group from which an individual derives an identity and establishes personal relationships. Kuhn (1974), believes that "residence is a system that consists of interactions of

individual humans, therefore, the units of analysis are actions, not actors, with heavy attention to interactions.” Emphasis has to be placed on another major role for the residence, being a short-stay institution: a changing community that enhances positive adjustments among students. It is a community in transition, as there is constant change in its composition: members come and go in a short time period.

As the nurturing institution, residence facilitates the change towards maturity. In the 1970s, Habermas (1970:2) wrote: “it belongs to the tasks of the University and its services, to transmit, interpret and develop the cultural tradition of the society.” Therefore, the residents are expected to challenge themselves, to learn and expand their interpersonal skills, to influence the well-being of the community, and to develop.



Activities organized the First week of Residence. (Photographs courtesy of RCC, September 1997).

#### 4.1 THE NATURE OF COMMUNITY

The phenomenon of community has to be investigated according to a framework that recognizes the influence of the social setting. What is the essential character of the community? What qualities distinguish it from others? According to Porterfield and Hall (1994),

*“Community is an interacting population of various kinds of individuals in a common location, or a group of people with a common characteristic or interest living together within a larger society. The term also suggests a certain amount of interdependence and self-sufficiency, sometimes a result of necessity. It denotes a merging of common habitat, concerns and culture that gives life to a society, at the level of the locality,*

*a distinguishable form and character. Beyond this core of common attributes, there is a wide diversity within any community that makes it distinct from other community settings."*

For the purpose of this study, a substantive definition of the community should include four main components: the people, geographic location, the social interaction between the residents and the common ties that link them. Porterfield and Hall (1994) state that: "These components do not imply that all of the residents of a community contribute to it in an equal manner to make it a functioning entity." In fact, the diversity of members and activities within this residence community is what determines the outcomes of the living environment. People of a community do occupy a specific geographic space and they do have enough shared concern to see that their daily needs are met. They also encourage a collaborative endeavor to provide an order and a continuity by which the community can endure, even as patterns of living change and as people come and go. For Blanco (1995), within planning practice, "to form a community is to develop a public, collective entity: a public mind. This public mind is that part of individual consciousness that is shared, that bridges individual experience, that establishes solidarity among individuals."

An alternative condition is that within a community, there are a number of subgroups which have enough in common with one another to form what may be called subcultures, able to co-exist; thus differing in their beliefs in ways which cause the behavior of the subgroups to differ. For instance, as people's sense of belonging to the community and its various groups vary considerably, it is likely that some of them even feel alienated from the community.

The residence complex becomes a social island, a community separated to some extent from the rest of society. It develops customs and relationships that are in part distinct. Consequently, any community environment has to become more self-sufficient by increasing their degree of autonomy and their level of responsibilities within the society, despite its subordination and dependence upon larger units of communities. Therefore, the Calgary residence community has to be viewed under this scheme of things. The students and the residence administration constitute the community, as they occupy a specific geographic location; although only two staff members live at the residence. Therefore the administration (CDCs) interact among themselves and other students, creating subgroups and social links.

#### **4.1.1 Viewing the community**

Every person has a specific way of viewing their community, as they see it from their own particular vantage point. In fact, it is restricted in its scope, as the resident may view it entirely in terms of how it satisfies the needs of their own social circle. The task is to study the residence community in its completeness, and get a broader view that extends beyond the comprehension of a few residents. How the findings of such a study are organized and interpreted determines the approach to a community study. Warren (1972) for instance, creates four classifications, which are not mutually exclusive:

- The community as a place to live (Qualitative approach)
- The community as a spatial unit (Ecological approach)
- The community as a way of life (Ethnographic approach)
- The community as a social system (Sociological approach)

A major reason for this scheme of classification is that in basic cross-sectional form, the analysis of the four are distinct and do not overlap. It appears that the sociological approach is the ideal framework by which to study the University of Calgary residence complex. Within the social circle of the residence life, a sense of community ranges from the understanding of the individual to that of a group. The residence community might be viewed on a general basis like the barracks, or on the individualized basis possible only in a small establishment. Whatever it might be, a pertinent study is bounded analytically by specifying the parties involved, the type of interaction, and the time duration of such interaction. These characteristics best resemble those of a transitional community.

##### *The Community as a Social System*

The sociological approach determines that the social structure of a community consists of three types of units: individual persons, informal groups and formal groups (Warren, 1972). The three types of units are patterned into the systems of society's major social institutions (the family, the students' education, recreational organizations, the government and religion). According to Warren (1972:53); "these subsystems constitute the media through which individuals as well as informal and formal groups carry on, with varying degrees of cooperation and competition, the various functions that supply the measure of autonomy, self-sufficiency and distinction, essential to community life." For instance, the interplay between the social structures highlights that people's attitudes and behaviors are formed by the social groups, networks, and institutions in which they are

embedded. Their collective life, meanwhile, modifies the shape of the social structures. The residence community has several roles and functions to fulfill in order to provide socialization for the members, and to exercise social control that secures enough conformity through norms and values for a stable life. It is continuously adapting to evident as well as unexpected changes occurring in their personal or physical environment; and it makes arrangements for the provision of mutual aid and support.

#### **4.1.2 History of the Residence Community**

Student residences are as old as the universities themselves (Rashdall, 1958), as the early developments of the universities are intertwined with that of residences. The twelfth century recognized the university as the *studium generale* (Adelman, 1969:15), not because it taught all subjects but because students from all geographical areas were accepted. As monasteries and cathedral schools started to decline, new institutions were needed to revive learning during medieval times. The first universities were: Salerno, Paris, Bologna, Montpellier, and Oxford (Brothers, 1971). The English college became a social unit, bearing and transmitting a cultural tradition through the forms and activities of daily life as well as studies (American Council for Education Studies, 1950:2). These colleges were for poor scholars, who were dependent on patronage for support. As the demand increased, the need for residential halls originated as a kind of boarding house under the directorship of a master who was responsible to the university for running the premises (Brothers, 1971).

At the beginning of the Fourteenth century, the accommodation for students was of a very poor kind, Brodrick (in Brothers, 1971) observes that the common herd of students, inmates of halls and lodging-houses, were still crowded together in miserable sleeping-rooms and lecture-rooms, without domestic care or comfort. Two or three undergraduates habitually shared the same room, and a poor scholar rarely enjoyed the comfort of a bed to himself (Brodrick, 1971:121). The residential hall statutes laid great stress upon their communal life and the preservation of order and harmony. Of particular interest, students were not to be disloyal towards the hall or their fellow members; they were to use their utmost endeavor to nourish and preserve concord, unity, peace and mutual charity; and they were to avoid in word or deed, ribaldry, reproaches and scandals, and unfavorable comparisons between one country, one person, or one class.

In the Eighteenth century, complaints about the quality of teaching and perils to life in the universities were many. Knox (in Green, 1957) points out: "I consider the sending

of a son thither at present without particular precautions, as a most dangerous measure; a measure which may probably make shipwreck of his learning, his morals, his health, character and fortune, if he has one". He looked ahead to a time when discipline is restored and obsolete exercises abolished. A number of attempts were made to set reforms in motion, including a struggle to abolish the religious test.

During the first half of the nineteenth century, educational reforms gathered momentum. These were moves to liberalize education; and were spearheaded by educators who became convinced of the value of students learning from one another. Young men of all classes, from the highest to the lowest, were brought together and made to feel that a common participation in a liberal education placed them, to a certain extent, on a footing of equality and established an obligation of mutual respect. Afterwards, studies available expanded considerably, college fellowships were made open to competition, and religious tests were removed. The perfect idea of the collegiate system proposed to take up the student from his quite tender years, and conduct him through his life till death. A college was not divided into tutors or pupils, all were students alike, only differing in being at different stages of their progress (Winstanley, 1935).

As the reforms progressed, the power that the college could have over the student, and the basis from which this power derived, the residence, became more apparent. In the residential college, in the midst of its communal life and surrounded by the symbols of a long and distinguished tradition, the student began to identify with its tone and atmosphere. It had been envisaged from the start that in or near the new colleges and subsequent universities there should be denominational halls of residence. Therefore, the first hall for the University of London was opened in 1848, with the purpose of providing accommodation and the social advantages of a residence (having, at the same time, academic and religious objectives). Benefactors took the initiative of opening these halls of residence, usually financed by dignitaries and powerful families. They were sometimes independent before coming under full university control.

In the medieval and eighteenth century universities, residential halls and colleges were nothing more than a practical solution to the problem of accommodating the increasing number of students. Yet it provided a valuable means of exercising social control over the exuberant student body which came from far and wide, foreigners and nationals (Brothers, 1971:42). In the twentieth century, there was a return to the idea of the residence; this time as part of carefully conceived purposes in the higher education process. For example, in the 1930s, one university committee reported:

*“As compared with lodgings or with many homes, a hall offers an environment where intellectual interests are strong. It offers students exceptionally favorable opportunities for the stimulating interplay of mind with mind, for the formation of friendships, and for learning the art of understanding and living with others of outlook and temperament unlike their own. It can be, and it often is, a great humanizing force”* (Brothers, 171:42).

There was a growing awareness that students who attended universities by day returned at night to their homes where the atmosphere was often not conducive to study. This could be remedied by returning to the tradition of a residential community of undergraduates and their tutors. Thus, after the Second World War and the university boom, the concept of the residence as a positive force was viewed as crucial to the revival of culture and learning. Sir Walter Moberly (1946), in reviewing the pros and cons of halls, concluded that the benefits outweighed the drawbacks:

*“For the future administrator or statesman or industrial leader, or indeed, for the future citizen, the setting in which he lives and the quality of the common life in which he takes part determine his mental development at least as much as the knowledge he acquires.”*

Considerable emphasis was given in the United Kingdom, United States and Canada to an adequate provision of residential places for students. During the 1960s, the decision to expand universities and enrolments brought into existence the new universities, several of them deciding to incorporate residence and the collegiate system (Brothers, 1971:45). Such were run on the lines of a conventional “hall”, with a warden and other senior residents, with obligatory formal meals and other regulations for student behavior.

The current residences partly developed out of what was a convenient means of housing students and controlling their behavior *in loco parentis*. Nowadays, although residences are sometimes seen as essentially if not exclusively shelters for students, they actually serve more purposes than physical protection. Adelman (1969:48) explains their role this way:

*“Student housing has something to offer in itself, since the university will depend more and more on its housing to become an effective agent in the critical task of promoting an integrated culture within itself, building together the students’ social environment with its vocational overtones.”*

Thus, residence is intended to serve as an extension of the university’s mission and philosophy.

## **4.2 PHYSICAL, SOCIAL AND PERSONAL FACTORS IN A STUDENT RESIDENCE**

In order to appreciate and understand what it means to be a student living in residence, it is essential, to have knowledge of the personalities and backgrounds of the individuals. An understanding of themselves and of others forms two legs of the tripod. The third leg is knowledge of the social resources that can be utilized: the residence itself, the educational and recreational opportunities.

People's needs for living are physical, social and personal; although they are not unique to a residence environment (Winston and Anchors, 1993). Residence does provide a "special" living space for some students, as their needs are met by the design and equipment located in the building, and by the social organization. These three factors -- physical, social and personal -- interact and are difficult to separate in a student environment.

The changes in the student's living conditions from the family home to the residence, then to an apartment or house of their own, and then perhaps this cycle again, should not be treated as major disruptions of their personal lives. For example, students still need the same stimulation and aspirations, quiet, fun, laughter, independence; and to know where they can find that personal support. In changing their living conditions, the student goes through "secondary adjustments" that can operate either as an incentive to continue or as a deterrent from stopping any positive personal change, as in the case with peer-pressure or self-identity.

A good planning of a residence demands a balancing of social, physical, educational and psychological interests. Living amongst students will make the student feel secure; while living alongside different sorts of persons with dissimilar backgrounds and ambitions in life might make the student feel unsettled. For the National Union of Students (1984), "the students in particular should be able to assess and also to express how and where they wish to live in terms and in a manner that authorities, architects and managers can appreciate and respect." No matter the type of residence, the comfort or discomfort may be necessary for the person's intellectual and emotional development.

The entire range of activities and experiences in the student's life at the University is relevant. To the degree that the non-academic part of his environment can provide a wide range of rich experiences, then the student's academic development will be enhanced.

#### **4.2.1 Building a sense of community**

A planning perspective for a student residence has to be focused on producing a sense of community and belonging at various levels. The residence should be organized so that it will result in un-selfconscious, un-planned, un-regimented meetings among students while they conduct their daily lives. The sense of community in this research is based on three dimensions of study: motivations, resources and interactions. These determine the level of attachment a student might have in the community as a whole or with specific members of the community. There are people inclined towards community-involvement while others withdraw from the group and tend to remain distant.

Sociological explanations of the conditions under which communities occur provide the starting point. To these conditions are added psychological descriptions of the way people use and interpret their physical surroundings in situations of potential interaction (Soper, 1979). For example, an individual's motivations to interact with the community members and create a sense of place are ruled-guided by the satisfaction of various needs. This hierarchy of human needs, if satisfied, contributes to personal growth; if unsatisfied, they bring frustration or adaptive/reactive behavior. .

Soper (1979) finds that people may be motivated to interact with other community members for the following reasons:

- The desire for spontaneous, daily, face-to-face social contact with others, in like circumstances for information-gathering and emotional support.
- Shared resources. The need to borrow items or the requirement of a favor.
- The presence of an external threat to the community, indicating a need to band together for the protection of their property and shared interests.
- A shared, perceived need for new or upgraded facilities for common use.

These interactions may diminish with the solution of a particular problem, or it might lead to long-lasting and meaningful personal relationships. Nonetheless, the motivations to interact with other community members will greatly affect the students' sense of place. Some undesirable outcomes or conflict of interests might arise among the community members, failing to fulfill any positive interaction though originating unwanted future contact. For instance, students must employ different mechanisms to manage any source of interaction, where a high level of risk would be perceived if the community members differ greatly in values and interests: some students might want to organize a social event on their floor and one student object because of the noise level,

creating conflicts between the residents.

#### **4.2.2 Effects of Residence on Student Behavior**

There is little doubt that Universities (and their administration of services) are and have been deeply concerned with shaping the attitudes and behavior of their students (Winston and Anchors, 1993). While there may be limited agreements inside or outside the institution on what behavior and values the university should influence or teach, there is substantial agreement among administrators and parents, as well as students themselves, that higher educational institutions should be involved in the behavioral shaping of the student.

The question is whether behavior changes observed in the students are a consequence of the institutional experience (university / residence), or simply a reflection of their maturation within the context of forces and influences within the larger society. What research has to say about the effects of observed changes and effects are exemplified in Table 4.1. The Pascarella and Terenzini (1991:612) study is divided into eight categories of psychological issues and higher education; cultural, aesthetic, and intellectual values; sociopolitical attitudes; secularism; self-concepts; autonomy, independence and internal locus of control; intellectual orientation; persistence and degree attainment; and moral development. The Quality of Life Survey in Chapter 6 will test certain aspects of these issues.

Since residence is a “transitional community”, the evidence which could indicate that the student community positively influences personal behavior remains unclear. The university setting appears to foster some increases in a student’s reasoning and motivated behavior. At the same time, administrators are conceptually and analytically better equipped to ask more detailed and specific questions than were possible decades ago. Still, Pascarella and Terenzini have identified only a handful of studies that examine the question of when and where the change in behavior occurs, leaving the question largely unanswered.

#### **4.2.3 Searching for an identity**

Historically, universities have always had a mission to “educate” the students in the broadest sense, which includes what Winston and Anchors (1993) identify as

*“Increased self-understanding of their surroundings; expansion of their personal, intellectual, cultural and social interests; modulation of their prejudices and narrow-mindedness; in addition to the development of personal moral and ethical standards, the preparation to be a productive employee; and last, the general*

**Table 4.1 Summary of Estimated Effects of Living in Residence halls.**

<i>Outcome</i>	<i>Strength of evidence</i>	<i>Direction of evidence</i>	<i>Major rival explanations controlled</i>	<i>Magnitude of net effect</i>
<b>Aesthetic, cultural, and intellectual values</b>	Moderate	<b>Positive in direction of on-campus residence</b>	Gender, race, socioeconomic status, ability, initial values	Unclear(*)
<b>Sociopolitical attitudes and values</b>	Moderate	<b>Positive in direction of on-campus residence</b>	Gender, race, socioeconomic status, ability	Unclear
<b>Secularism</b>	Moderate	<b>Positive in direction of on-campus residence</b>	Gender, race, socioeconomic status, ability, initial values	Unclear
<b>Self-concepts</b>	Weak to moderate	<b>Positive in direction of on-campus residence</b>	Gender, race, socioeconomic status, ability, initial concepts	Unclear, but probably small and indirect via interpersonal relationships
<b>Autonomy, Independence, internal locus of control</b>	Weak	<b>Positive in direction of on-campus residence</b>	Gender, ability	Unclear
<b>Intellectual orientation</b>	Moderate	<b>Positive in direction of on-campus residence</b>	Gender, ability, initial level	Unclear
<b>Persistence and degree attainment</b>	Strong	<b>Positive in direction of on-campus residence</b>	Gender, ability, socioeconomic status, educational aspirations, high school achievement	Unclear
<b>Moral development</b>	Weak	<b>Positive in direction of on-campus residence</b>	Initial level of moral	Unclear

**Note:** Unclear(\*), as used in this table, means we are acknowledging that the studies do not allow such estimates or that the evidence, though generally consistent, is still sufficiently complex to make an estimate of effect size hazardous.

Source: Pascarella and Terenzini, p. 612

*enhancement of the quality in their lives.”*

Residence halls are identified as environments with developmental potential – settings where students learn to live together with others different from themselves. For example, students test their personal values, acquire self-discipline, explore future directions, become actively involved in a campus community, and apply lessons learned in the classroom to their personal lives. It is precisely because of these factors that they offer an ideal environment for the development of learning programs.

The following sections identify social patterns of conduct that are visible in a student residence, the needs of residents, the dilemma of diversity, aspects of sociability, paternalism, and activism.

#### **4.2.4 What do students want?**

At university residences throughout North America, traditional dormitory rooms stand empty. No longer content with a roof over their heads, three square meals a day and a roommate chosen by a computer, students are asking for residences that are vital places to live in (Banning, McGuire and Stegman, 1996). Students are quick to point out the use of a double room by two persons for sleeping, studying and socializing. It is extremely difficult or even impossible for either roommate to have control over their own space or properties; one might want to study in the room, while the other wants to invite people over. Some students will choose to live off-campus rather than submit to the regulations and standards of a double room dormitory. Those who choose residence customarily complain of the lack of privacy, the lack of freedom and strained relationships with roommates. The administration has to be willing to listen to the students' concerns and treat their needs with sensitivity and respect.

The student population is increasing and the supply of housing is decreasing in Calgary. The administration has to face the choices of building new residences or remodeling existing ones. Whichever, the students may never be satisfied, as residence regulations are taken as an offensive matter, implying students are untrustworthy and not fully responsible.

#### **4.2.5 A dilemma of diversity**

Residence plays a social role; it holds considerable responsibility for developing students' attitudes, expectations in life and skills that will prepare them for their adult life (Winston and Anchors, 1993). The diversity between the students makes residence an

interesting and potentially enjoyable setting. At the same time, the diversity of social backgrounds, the physical differences and the diversity of academic abilities make community life more demanding on one, and within the community. It is expected that this diversity will be respected and accepted, as the learning process depends on each resident's involvement and their image of a perfect community. If diversity were not accepted, the residence community would be a simple and boring one.

#### **4.2.6 Socializing**

No one can assume that students residing in adjacent rooms will become friends just because of the way the rooms are grouped. For first year students, their sociability becomes an essential part of their stay in residence. They cannot expect to be the center of attention just by arriving into the complex (individuals by nature, at first, tend to keep to themselves), until the gap between them is broken by face-to-face interactions.

Even when someone introduces a new resident to the community, continuous efforts are needed to ensure that the student meets up with persons they might make a friend. Living in a student residence becomes part of their University education, as they use it as a starter-point to meet people and make friends. But students should not expect to have an organization within the complex that will provide them with friends; they have to take risks with every instance and level of interaction.

Some individuals may prefer to belong to a group having some specific attributes; as living near one another itself may be an insufficient reason to keep members of the same floor or apartment together. First year students find themselves in situations where small groups lacking common interests stay together, where the simple fact of being new to school may be the only source which makes them interact. Students will learn that other residents become more acceptable companions, and the different interests create a bond to learn and make a friendship more interesting and meaningful.

#### **4.2.7 Freedom from paternalism**

Students have long waited for the day when they could live outside their parent's house and move into the "real world". Residence, though, might be considered a similar environment to home, a home where regulations are established and expected to be obeyed. For some students this is important, by not having their parents telling them what is appropriate or not. The student is expected to be mature-enough to make their own choices and decisions in life; although it does not suggest that every decision they make will be an appropriate one. For students who have never been apart from their

home, this new way of living may become an awkward situation, having to become accustomed to different norms established by everyday residents like themselves and the administration.

Depending on circumstances, residents will question the administration's authority and motives. The residence community is not responsible for the actions of each of their members, as the Residence Life staff supports the disoriented resident to understand that some paternalism (*in loco parentis*) is necessary in residence. It is important not to leave the impression that the role of the authority in residence is not negotiable.

#### **4.2.8 Student activists**

It is no longer exceptional for students to play an active role in residence. Those who only a few years ago were storming the residences in hopes of changing the entire world, are now working quietly and effectively "within the system" to change things (Winston and Anchors, 1993). When students become involved, the complex acquires a new vitality, as learning not only happens in the classroom but also becomes part of the residence life. Residents can run projects, volunteer, participate with the student government, or become members of the Residence Life staff. The activities will express concerns for the students needs and demands for services. This is a part of the community action which aims precisely to allow students to decide for themselves, whether to fight against the system or not. Activism is an educational process in which attitudes are just as important as skills -- for example, having a strong belief in gaining a new residence policy.

Mayer and Panet-Raymond (1989) consider, "things may take longer this way, but the results are more lasting." For example, through the Residence Complex Council, students are able to become involved in part of the decision-making process, and let their concerns be heard. Only the resident is able to make their own choice in determining the level of involvement or activism they want. The student can only harvest from the community what they have grown and nurtured.

### **4.3 THE UNIVERSITY OF CALGARY RESIDENCE COMMUNITY**

In the present study, the Calgary residence community is approached as a social system (per Warren, 1972). The focus is on social relationships, interaction and the association networks through which daily activities are carried out; and other matters such as demographic, cultural and personality become also setting factors in which the

community operates. Distinctions need to be addressed between the traditional and the apartment residence.

### *Traditional Residence*

Students, who live in traditional residence, will have a different experience than those who live in apartments. There are two possible settings: double- or single-rooms. In the double room, two students, unless they already knew each other and have requested to be roommates, must find a way of living in a harmonious manner. Students are matched by specific living conditions, though character, personality or ideologies may be determining factors of conflicts between them. On the other hand, these differences can make them more reliable and dependable on one another, and more susceptible to accept other residents' beliefs.

Kinney (1996) made an assumption stating,

*"it is felt that new demands are a result of the way young people live with their parents, currently, as opposed to in years past. Before, kids shared rooms with brothers and sisters, so when they left for college, having a roommate was no big deal. But now most teenagers have their own rooms and don't relish the idea of sharing a room or bathroom with anyone else."*

In the single unit, a student has their own private room, without worrying about a roommate or having to radically change their living arrangements. These residents will not have problems concerning privacy, as they can do as they please without having another person telling them what to do. More residents request a single room.

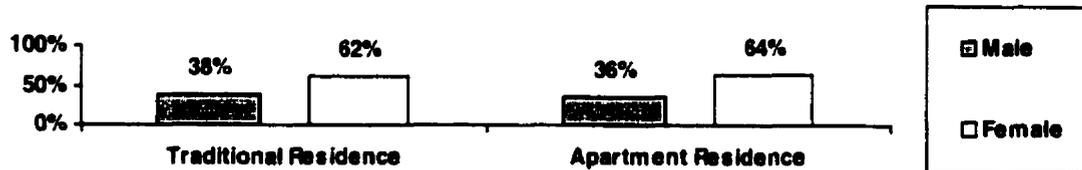
### *Apartment Residence*

A student who lives in the apartments has a distinct experience from a student who lives in traditional residence. Having five different types of settings available: one bedroom double, one bedroom single, bachelor or studio, two and four bedroom apartments; other than the one bedroom double apartment, each resident has their own bedroom. Students in a one-bedroom double, two- and four-bedroom apartments are matched together by specific living conditions and needs. Architecturally, residence is an experience by itself, and it is important to realize that the frequency of involuntary face-to-face contact is limited to areas such as the television room, the main entrance or the hallways. The physical attributes of the buildings foster and yet discourage the formation of social groups. It depends on the resident to create social groups: where there is no main lounge which functions as the point of concentration for every resident.

### 4.3.1 Demographic information of the Residence community

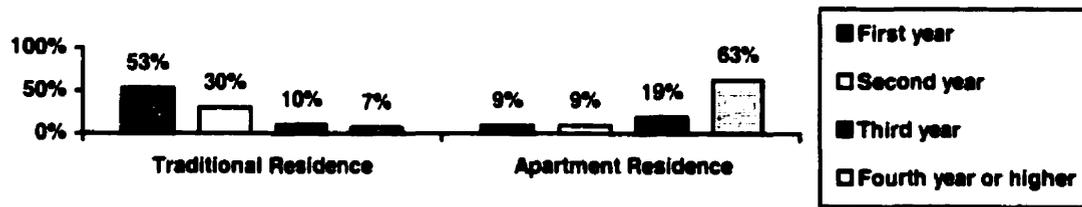
The University of Calgary Residence accommodates 1190 students. For the purpose of this MDP, the demographic information obtained is drawn from the “Quality of Life Survey” (See Chapter 6). Figures 4.1 through 4.8 describe the results.

Figure 4.1 Gender of the members of the residence community and type of building they reside in



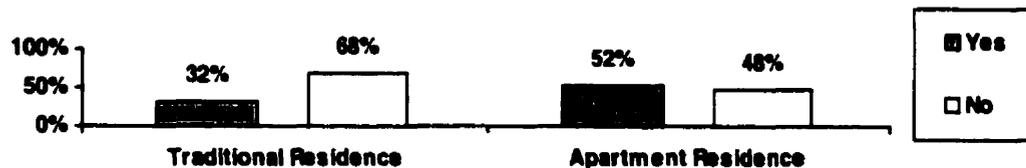
A majority of the residents are female, 62% in the traditional dorms and 64% in the apartment residence. As for the type of building they reside in, 700 units (59%) correspond to traditional residence, and 490 (41%) to the apartments.

Figure 4.2 Year of Study at the University of Calgary



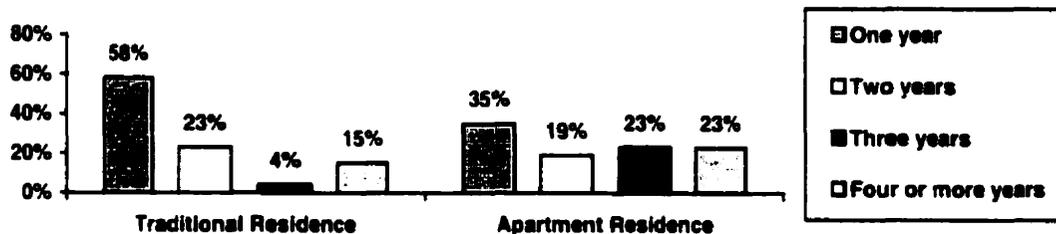
A large majority of the residents in the traditional dorms are first and second year students (83%), while a significant majority of those in the apartment-style residences are third year or higher students (82%).

Figure 4.3 Students who have lived at the University of Calgary residence before 1997



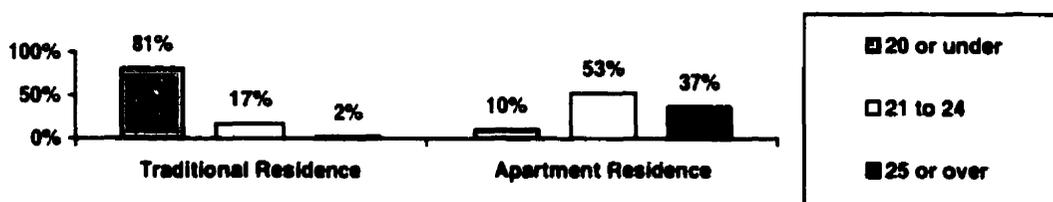
A majority of the residents in the traditional dorms have never lived in residence (68%), while approximately half (52%) in the apartment-style residence have lived in residence prior to 1997.

*Figure 4.4 Number of years students have previously lived at the University of Calgary residence*



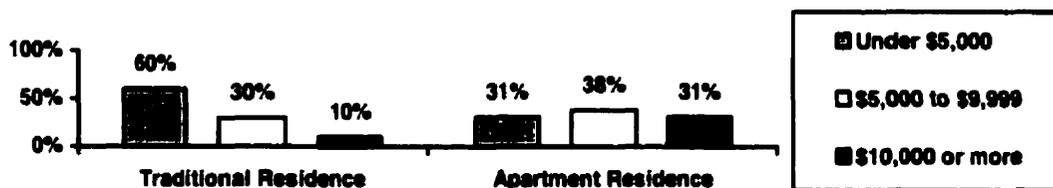
More than half (58%) of the students in the traditional dorms have lived one year in residence prior to 1997, while in the apartments 35% of the students have lived in residence for one year. Thus, 23% of students in the apartments have lived in residence four or more years. The information is relevant to a statement provided by Kinney (1997), "students who attend University and live on-campus, will remain in residence on an average of no longer than three years."

*Figure 4.5 Age of the members of the community*



The majority of students in traditional (81%) are 20 years of age or younger, while in the apartments, approximately half of them (53%) are between 21 to 24 years of age. In fact, the average age of students attending the University of Calgary is 22.4 for undergraduates and 31.6 for Graduate students (Library Services, 1998).

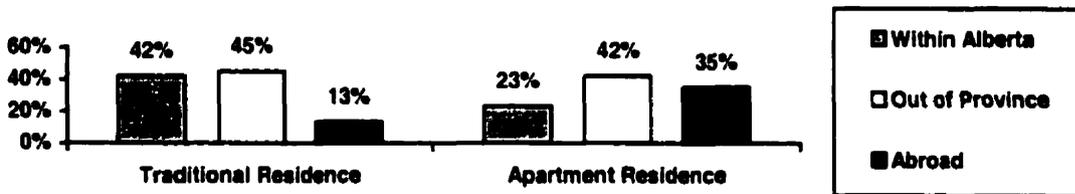
*Figure 4.6 Annual income of the members of the Residence community*



The majority of students living in traditional (60%) make less than \$5,000.00 dollars annually. It is most likely the income of students in traditional comes from their families or student loans, while in the apartments from Graduate scholarships, grants, or

employment.

Figure 4.7 Place of birth of the members of the Residence community



Similar to the previous analysis, 45% of students in traditional and 42% in the apartments were born in another province of Canada.

Table 4.2 Profile of Typical Students in each Style of Residence

Category	Traditional-style Resident	Apartment-style Resident
Gender	Female	Female
Year of Study	First year	Fourth year or Graduate level
Lived in Residence before	No	Yes
If yes, how many years	Not applicable	One
Age category	20 years old or under	21 to 24 years old
Annual income	Under \$5,000	\$5,000 to \$9,999
Place of birth	Out of Province	Out of Province

#### 4.4 SUMMARY

Students needs and wants will vary, and day by day their expectations will expand and diversify, as they are learning to appreciate life in a different manner. By living in a student residence, the settings become a significant part of the student's University experience. Personal growth emancipates them; and symbolically, their rooms or apartment and the residence itself become an extension of their self-image, as they are trying to express and expand their minds with ideas.

To the extent that the residence environment is not conducive to their well-being and comfort, the individual's needs and self-image are being denied by the community. This will make the student helpless in both their academic and personal development for which their individuality will be diminished. However, if the student participates effectively in the creation of their community environment and is set free to decide about the where's and how's of residence, within reason, the student will live accordingly to the

policies and regulations established by the community. In residence the student is offered the opportunity to make their own choices, to act upon them and to accept the responsibility for those choices. They should not expect the Community Development Coordinators, Community Assistants and Student Representatives to “run” their life in residence. Of course, the Residence Life staff is essential in a residence community: a proper constructive set of responsibilities for the staff would be a conflict mediator, advisor, promoter, socializer, and many others as mentioned in Figure 3.4.

The community exists even more for those students who want to participate and be active. The choice to participate is an individual one, and should be respected unreservedly by everyone; students have to be considered mature enough to identify what elements they are missing from their lives and try to find them in this new setting. Though, if a resident decides to remain apart from any group; certain limits should be established, as a student could have signs of depression, anxiety, or problems with certain residence rules that need to be address.

The information in section 4.3 provides evidence of comparative significance between the two different setting of student housing -- traditional and apartment residence. These, and the data provided in figures 4.1 through 4.7, will impact the recommendations for the management plan, as it provides evidence of the profile of the residence community. This profile helps to determine the gender of the residents, their year of study, age, income, and other questions that help to establish the criteria in which to analyze and understand the results from the Quality of Life Survey.

This demographic information also provided one highly important finding -- the distinction of two groups in residence. These differences are not based on living conditions or the type of building the students reside in; it is based on the generation gap that exists between them. Younger students form the first group, normally under 30 years of age. They become highly involved in residence activities, are concerned about community issues, tend to socialize in a higher degree, and actively participate in enhancing their residence experience.

Mature student form the second group, normally those over 30 years of age. They prefer to live in a segregated environment, and not participate in the residence activities. These students are happy and comfortable as long as the administration provides them with the essential services, and prefer not to get involved in any process while in residence.

Other characteristics include the diversity of backgrounds between students. While residence is a complex group of students with a range of activities, hobbies and cultural backgrounds, certain characteristics tend to keep them together. International students, for the most part, form one selective group that tends to socialize predominantly with only international students. Thus, it will be to the Residence Life staff to try and get this group of students involved in other activities, and learn more from the experience of living in residence with a group of people from diverse cultural backgrounds.

Further examination is done in Chapters 5 and 6, which provide more insight on the essential points to be noted in order to develop some inferences that will test students views on living in residence, programming, the Residence Life staff, the administration, safety and other issues.

## **CHAPTER 5: ACTIVITY PROGRAMMING IN THE CALGARY RESIDENCE**

The purpose of this Chapter is to become acquainted with the philosophy and mission of activity programming in student residences, and its importance to the personal development and growth of the student. As Winston and Anchors (1993) state “the residence complex shares similar roles and obligations as the university -- personal growth and development; the acceptance of diversity; the problems of peer pressure and self-image; the need for interaction; and the tasks to fully develop the required skills and knowledge of the educational programs.” For instance, the individual not only learns who they are but also what they want out of their educational experience.

Programming is based on the creation and organization of programs that will provide the students with both physical and mental rewards. By creating, modifying and adapting activities for the students, the Residence Life staff intends to invigorate the day-to-day living in just another residence hall. Programming is imperative in managing a student residence because it helps turn the residence community into a more dynamic learning and living setting. The Residence Complex Council, with the supervision of the Community Development Coordinators generally does the programming (See organization charts in Chapter 3). Activities are organized at different times throughout the school year, based on time schedules, organization possibilities, and staff support.

### **5.1 PROGRAMMING**

Students’ diversities of family backgrounds, gender, sexual orientation, education and others informs the Residence Life staff regarding the establishment of community standards to live by. Activities are widely varied. For instance, the students need to be ready for new challenges in life, getting involved and becoming more accountable for their own benefit, the same way their minds’ creativity and spontaneity. The Residence Life staff organizes activities having in-mind the personal development and other gains that the residents might have from them. Program activities can include organized athletics or sports, individual health and fitness, scholastic or educational, spiritual, cultural, social events, and other opportunities.

The programmer has to consider that a student may not be ready for many or any of these activities, as student only want activities that are fun. These events should be organized well ahead of time, so students can plan to attend them; and become more prominent in residence by making the programs more interesting and find a way to get

people involved. The Residence Life staff has to ensure that the programmed activities match as closely as possible the interests of all students, and that they will heighten a willingness to participate. There has to be a consultative approach in the organization of the various activities, to determine the learning level.

The ratio between the Residence Life staff and the 1190 students in the Calgary residence:

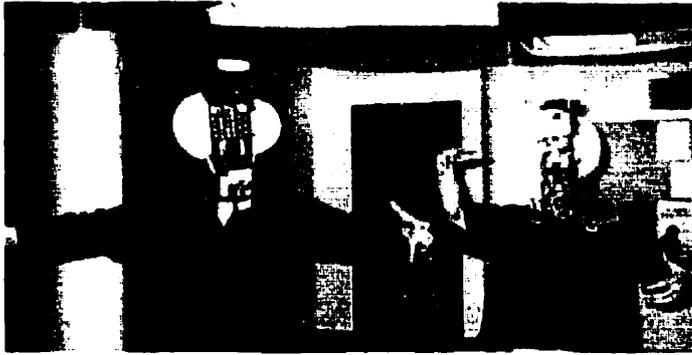
Community Development Coordinator (2)	1:600
Community Assistants (19)	1:63
Residence Complex Council (approx. 45)	1:27

There is the need for either more qualified personnel in the field of residence, or the collaboration of a higher number of student volunteers, as in the case of the Residence Complex Council; as the Residence Life staff cannot be responsible for so many students at once. Residents have their own hobbies and activities for which they are accountable for sharing, putting creativity and hobbies engagement to good use, they can initiate novel and more refreshing approaches to organizing activities, and help program activities that will benefit the residence community.

## **5.2 THE NEED FOR RESIDENCE PROGRAMMING**

How can a student benefit intellectually and emotionally as they live in residence? Can the Residence Life staff influence in positive ways an individual's personality and educational growth? Programming activities is one vehicle, by which the student community achieves their goals and purposes of living together. They can have the opportunity to benefit and be influenced by others in enhancing their intellectual and emotional development.

The co-relation between the proximity of the residence buildings and the Calgary university's classrooms, and the hours spent in each environment makes an interesting alignment of objectives that should be connected. For instance, if the student leaves an intellectual and challenging environment (the classroom) to enter a sterile and cold setting where the residents do not have any goals, or if the settings are inverted, and the classrooms become unchallenging and the residence demanding and goal oriented; then the student will likely experience negative effects upon their personal growth in either one of these environments.



Halloween celebration in Residence, October 1998.

Kuh, Schuh and Witt (1991) state that “both settings -- the university and residence -- complement one another, having the need to link the mutual goals and objectives, where the magnitude of opportunities are endless.” If the residence cannot come to the classroom, why not bring the classroom to the residence and make both environments challenging for the student? If the philosophy and mission of the university is to learn, then the residence has to make contributions to the formal learning process of such institution. In Calgary, more emphasis should be placed on this situation as less emphasis is placed on residence, making it only challenging at times. As learning is a continuous process through life that forms a permanent part of the daily environment for the students.

The student will spend a highly significant portion of their time on campus where learning occurs in the residence setting, as this informal environment provides them with the opportunity for the acquisition of ideas, exchanges and discourse with others in residence, and the testing or challenging of old ones. Thus programming can play an important part for the enhancement of community involvement within the living and learning process; it should always be taken into account when planning activities for the students. In Calgary, the length of time between programs is widely spread. Not all of the activities challenge the student’s ideas, as most of these activities include social events. More emphasis needs to be placed on educational, cultural, intellectual and spiritual activities that will challenge the students, which will make them become more interested in the residence community, and enhancing their stay in residence and seeking an improvement in their quality of living.

### **5.2.1 Programming for the Interest Group – Students**

If the residence community is given the primary responsibility for setting up their own programs (with the guidance and supervision of the Residence Life staff), the programs will usually be more successful because the residents will tend to become

involved and defend what they created. Considering that programming is a way of challenging the students, the students thereby challenge themselves and gain developmentally from the experience.

Members of the student community may become involved in different ways. For example, volunteer and help organize an event, promote the activities within their community, become interested in enhancing their residential learning experience and become a voice for the community. The Community Development Coordinators, Community Assistants and the Residence Complex Council (RCC) serve as the channels for involvement.

Within the structure of the RCC, several differences have been made to allow all the members some kind of involvement in organizing activities. Other than the Executive positions, the Committee Directors and the Student Representatives are also in charge of organizing. Every September, the RCC organizes a "Welcome to Rez" day event, where the full residence community is invited to take part in the activities. During this occasion, the residents meet the members of the student government -- composed of student residents -- who are in this same environment to represent their voices.

Throughout the school year, the Social Committee organizes cabarets or dance parties. The Sports Committee creates inter-mural competitions throughout residence aimed to further promote physical health. For the athletic programs, the Committee distributes points to each floor or building, in an effort to oblige them for their involvement.

### **5.3 TYPE OF PROGRAMS**

Considerable diversity in the programs are and can be achieved. The wide range of backgrounds, interests and experiences give the students' more opportunity and challenge to organize and be creative. It is important to distinguish which of these programs need to be evaluated by the residence community, to determine the benefits that the activity might bring into the student community.

When evaluating a program, a criterion has to be established based on community standards, quality of the program and the validity of the outcomes. Hoelting (1973) outlines the aspects of the criterion:

- Relevance of the topic of the event and fundamental objectives of the activity;
- Levels of opportunities for the students' participation;
- Who is accountable for organizing and implementing the program;
- Students feelings about the program, as their interest will define the outcomes;

- The learning experience from the program; and
- Has the creation of these programs change the students' attitude, ideas or beliefs.

Not all the programs will follow the same set of guidelines, as some activities will carry more weight than others. For example, the educational program will enhance the learning capability of the student, in comparison with a cabaret or dance. When drawing an evaluation of each program, the Residence Life staff has to be careful in determining and questioning the quality of the program without the community. The organizer should not do the evaluation just by counting the number of attendants, but primarily by the quality of the learning experience and personal growth.

### *Cultural Programs*

The cultural development in society is clearly a part of every individual's life, but it is the environment setting in which the individual lives, that determines how influenced they can be by this culture (Kuh, Schuh and Witt, 1991). In getting involved, residents are actively seeking knowledge of their own culture as well as other people's culture. Residence becomes part of their environment where they can enhance their cultural knowledge and appreciate it. Cultural activities as the theatre, music, fine arts, religion and literature help students find their roles within their cultural community, and to contemplate the behavior of today's society. When these cultural programs are done with relevance to a specific goal - towards residence life, and innovative enough to attract residents -, the program becomes highly important to the community.

Cultural programs foster a better understanding among students, as they witness that culture partly explains attitudes and outlooks of roommates, thus, encouragement is needed to achieve a positive learning and living environment.

Some of the cultural events organized in Calgary have included:

- Coffee shops. Small concert setting where students perform music, comedy, poetry or dances. These events are organized by the CAs and SRs, and normally held in a specific floor in the traditional residences.
- The Residence Outreach Committee (ROC), provides volunteering services to the community.
- The Cultural Committee informs the students on upcoming events in the city, such as an evening out at the theatre, concert halls, or comedy clubs.

- Fashion show where the student organizers show the latest trends in clothes. A reflection of popular or contemporary culture.
- Job market seminar. RCC provides reference to career counseling, job information techniques, resume writing and interviews.

### *Educational Programs*

The educational programs implemented in residence should reinforce the students' learning process from the classroom, as residence becomes an extension of the students' learning experience. These cannot be achieved without the help and support of the University's Faculty and support staff members, as they are professionals in many fields of study. As Hill (1997) points out, the learning process cannot be left only to the classroom settings and should be taken more seriously. For example, students might avoid attending a seminar or an informal discussion because they feel they have to learn, when in fact programming will have to make this academic experience interesting for the students.

For Winston and Anchors (1993), these programs promote objectives of integrating formal and informal education from which the students can learn and strive. They are stimulating because they bring up discussions and bring groups together to unite towards a cause. Organizers must let student realize that these activities complement the importance of society's moral values, the student personal development and the acceptance of educational programs in the residence life.

The educational events organized in residence have included:

- Lectures on AIDS, birth control, sexually transmitted diseases, peer support and many others. These sessions have been held in formal and informal settings, ranging from lectures on specific topics, to question and answer discussions.
- Recognition (scholarship) given based on the outstanding contribution the student has made to the residence community.
- First aid training programs. Helpful instructions in case of serious or minor injury.
- Learning about computers. Residents are able to learn how to create their own web page.
- Political debates. During the election process for the Student Union, the candidates take part in a debate of ideas, and answer the residents' concerns on student government.

### *Social Programs*

Social events are the most spontaneous and popular means of reaching people. Individuals, especially students, are always motivated to have parties, go to dances or movies. Knowing that the human being is a social center in itself that attracts people, this can be used to a certain advantage and get other residents involved in programming. Thus, the involvement, imagination and initiative put into the design of the program will always determine its achieved success.

In traditional residence, social programming becomes highly important for everybody in the community, based on the physical living conditions in which they are part. Residents often feel that a social event strengthens their ability to live together and function as a group, which helps create a sense of belonging.



Christmas Cabaret. (Photograph courtesy of RCC, December 1997).

The social events organized in Calgary have included:

- Cabarets. Normally these events have a theme, ranging from “Halloween cab”, “Welcome back cab” to “Those fabulous 70’s”. Students are always interested in attending these types of events, as it creates a spirit of comfort and the opportunity of getting dress-up or using a costume.
- Food sampling. Barbecues, pancake breakfast, hot dogs and hamburgers. These activities are organized to earn money for donation purposes. Food drives are also organized in collaboration with the Campus Food Bank.
- The Roommate Game. Event organized during the winter session with similar mechanics as the television series “The Dating Game”. Students with roommates or friends who know them well, decide to become partners in this competition, challenging other couples by answering questions about one another. Prizes are awarded to the winning pair.

- Board game night. Provides a good exchange of ideas and strategies in game playing. The students play different types of table games: checkers, monopoly, cards, darts and other popular board games.
- Rez Rodeo. Small scale residence carnival organized to earn money for the student government in residence.

### *Sports or Athletic Programs*

Athletic programs can be an effective way of getting students to inter-related to one another without making any distinctions, as both genders can participate in sporting activities. Through the spirit of competitiveness and enthusiasm, these activities are carried out throughout the year without any difficulties; having the main goal of team involvement, individual achievements and coeducational participation: a major part of the pride of defending or being a part of a team.

Sports competitions are organized by grouping residents from different floors or buildings to further instill interest to physically compete against each other. Developing social and athletic programs can be potentially innovative, as they permit the student to stretch their imagination. They also generate the highest degree of involvement and participation, as students learn more from getting involved and participating in the programs than by simply attending the event (Fraser, 1996).

Sporting events organized in Calgary have included:

- Baseball, basketball, football, soccer, hockey and other tournaments.
- Bowling competitions held in a nearby alley.
- Car rally. Different groups must go in the car to alternate stops and obtain the prize determined by the organizing committee.



Students at a U of C Dino's game, and a Baseball game batting practice.

(Photograph courtesy of the RCC, November 1997).

Programming a small activity can be organized as in the case with the Community Assistants and the Student Representative, who collaborate to organize events for their floor or building. Nevertheless, collective effort is needed in a wider scale. This is the point where the students' individual creativity and initiative take over and highlight an essential role in programming, when they are able to put their thinking caps and put their minds and hands to work. Programming is not an individual task and should not be the sole responsibility of the Residence staff as is the case in Calgary where there is a wide room for improvements.

#### **5.4 ADVERTISING AND EVALUATING THE PROGRAMS**

Advertising the activities organized for the community becomes an integral part of programming. The responsibility for promoting the events usually belongs to the Student Representatives or the Community Assistants. Therefore, Winston and Anchors (1993), consider that "the main idea to always have in mind is that the program is created for the student, and it depends on the students' opportunities to participate for it to succeed." So no single student should be excluded from taking part of the events.

In residence, the announcement of events are presented in the form of signs or posters, community meetings, interpersonal interaction, by word-of-mouth and personalized letters placed in the students' mailbox. The type of information displayed should be sufficient for the students to comprehend the type of activity being organized. What? When? Where? Who? and How much?, these are the common questions they raise which signify their awareness and interest. It is recommended the announcements be advertised in the proper location, with adequate details to awaken students' curiosity or involvement.

Evaluation poses one of the most difficult and yet highly important factors in programming. While there may be many techniques used to promote a program, a principal evaluation technique seems to be counting the number of student in attendance. Although the material is outdated, in "*How to do it in Residence Halls: 1001 ways to Program*", Hoelting (1973:9) established an "Evaluation Criteria and Evaluation Sources" which could give proper guidelines for implementing and understanding more about residence programming. The list of possible choices includes:

- 1.- Topic Relevance.
- 2.- Organization – Were fundamental objectives of specific programs met?
- 3.- Student Participation Level – Opportunities for students to participate.
- 4.- Degree of Student Organization – Structure (simple or complex)

- 5.- Student Interest in the Program.
- 6.- Enjoyment Level.
- 7.- Group and Individual Enthusiasm Level.
- 8.- Intelligence Level of Program.
- 9.- Degree of Learning.
- 10.- Attitude Change.
- 11.- Ideas and Beliefs Clearly Presented.
- 12.- Behavior Change Resulting in Participant.
- 13.- Content Evaluation.

**Evaluation Sources: Groups qualified to rate a program's effectiveness**

- 1.- Current Students.
- 2.- Student Government.
- 3.- Housing Staff

Adequate evaluation of programming involves distinction between criteria and sources. Both are necessary, but must be separated to complement each other (Hoelting, 1973). No matter the alternatives might be, the evaluation of a program will take time and effort to be completed successfully. However, it must be done to eliminate the waste of student's time, money, effort, and to better meet their needs. A successful evaluation, either through a survey or an evaluation sheet done by every student attending the event, ongoing residence programs can be implemented without any difficulties. This could enable the residence administration to meet the changing needs of the students from one academic year to another.

This evaluation procedure could be modified and made suitable for the residence administration to use, in order to obtain finding on programming. Currently there is no evaluative procedure, other than the Quality of Life Survey (See Chapter 6), which provides evidence that students do not attend many of the organized activities; and the reasons of why the low rates of attendance. As well as their views on programming and its' effectiveness.

## **5.5 SUMMARY**

No matter how programming is organized by and for the students, the level of satisfaction achieved will differ from person to person. The program that may maximize the level of satisfaction is that which comes from student. People tend to reject or

complain about certain activities or actions taking place, despite exhausting all efforts to please everyone. In accepting these differences between rejection and complaints, programming then has a similar conceptual philosophy as personal acceptability and satisfaction.

There are simple measures for doing evaluations. For instance, if a particular program is organized and more residents who never participated before become involved, then the program has satisfied its goals and objectives. It is most likely that this resident will engage further in other activities. The Residence Complex Council and the Community Assistants take the credit for programming, but every resident should do this task, involving the entire community. Programming is not only a mental challenge, but also a physical, educational and spiritual one. These four spectrums of life have to be satisfied in order for the individual to feel satisfied about their actions (Kuh, Schuh, Witt, 1991).

The Residence Life staff seeks from the students the development of their personal best and used in a mutually favorable manner. Further examination of the effectiveness of residence programming is provided in Chapter 6, based on the results of the Quality of Life Survey.

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## **CHAPTER 6: THE QUALITY OF LIFE SURVEY**

Students bring their own expectations to residence. These expectations may be satisfied differently by the students, either by getting involved with the community, being more or less accepting of certain living conditions, feeling comfortable in the environment, or being confident about themselves. Whatever their expectations, the students need to feel comfortable in the complex because this environment is their home away from home; it has to be a setting that enhances their life and satisfies their daily needs. The question now posed is, How can a resident achieve a satisfactory quality of life in residence?

This chapter provides statistical evidence and information regarding a range of issues, concerns and student satisfactions at the University of Calgary residence. It is based on the "Quality of Life Survey" carried out in 1997. Appendix Four and Five has the compiled results of this survey. Only those pertinent to this study are present in this chapter, as the survey presents the views of students on residence in general and the quality of the every day activities in this setting.

The questions asked were regarding:

### *General Satisfaction*

Indicate the level of agreement with the following statements:

- Overall, I am satisfied with living in residence
- I would recommend living in residence to others
- I plan to live in residence next year

### *Reasons for Living in Residence*

Indicate how important these comments are to the student:

- The residence accommodation rates are reasonable
- Convenient location and service
- I can prepare my own food (Apartments Residence), or I do not have to prepare my own food (Traditional Residence)
- Social activities
- Recreational activities
- Educational activities
- My friends live here
- My family wanted me to live in residence

- Of the reason listed above, which are three most important ones
- Other comments

### *The Residence Services Office*

Indicate the most appropriate responses for each of the following statements:

- The Residence Services Office is open at convenient hours
- I am satisfied with the job the Residence Services Office staff members are doing
- From the facilities and services provided, which is the most important
- Additional suggestions or comments

### *The Living Environment*

Indicate the most appropriate response or level of agreement with the following statements:

- I am satisfied with the level of safety and security in residence
- The sleeping and studying environments are acceptable during quiet hours
- The sleeping and studying environments are acceptable during non-quiet hours
- This residence provides a positive living environment for students
- I would like more opportunities to interact with other residents
- My best friend lives in residence
- I socialize predominantly with those who live in residence
- I have made an effort to get to know people in my residence community
- I am interested in improving life in my residence community
- I feel I have a voice in the residence community
- What do you like most about the quality of the living environment in residence
- How would you define a sense of community in residence
- How can a sense of community be enhanced in residence
- Additional comments or suggestions

### *Residence Life Staff*

Indicate the most appropriate response for each of the following statements:

#### **Community Development Coordinators**

- The Community Development Coordinators (CDCs) handle problems that arise in a timely and objective manner
- The CDCs are helpful and accessible

- Additional comments or suggestions

#### Community Assistants

- I know who the Community Assistant (CA) is, where and how to contact him/her
- My CA informs me on community issues
- My CA seems active and interested in the community
- Additional comments or suggestions

#### Student Representatives

- I know who the Student Representative (SR) is, where and how to contact him/her
- My SR informs me on community issues

#### *Programming*

Indicate the most appropriate response for each of the following statements:

- The activities planned for the residents are important
- How often do you attend the following activities / events in residence, in one month  
A) Social                      B) Educational                      C) Sporting
- The Residence Complex Council (RCC) members provide a variety of programs at timely intervals
- There is an adequate advertising for RCC events
- Programs are well-organized
- Additional comments or suggestions

These questions helped to determine the outcomes of the management plan for the student residence. Though, an understanding of what constitutes the quality of life needs first to be addressed.

### **6.1 THE QUALITY OF LIFE**

The word “quality” is generally understood to a distinctive or relatively well-appreciated, highly-valued “good”; be it in the character of a person’s life or a social good enjoyed by all. The term “quality of life” overlaps but is not synonymous with a number of other terms or measures of the “good”; including for example: *social indicators, level of living* and *way of life* (Szalai, 1980). Quality of Life is seen as a relative idea ranging from the philosophical question of What is the good life? to What constitutes a satisfying set of conditions for living?, as judged by particular individual. Thus, the term “quality”

is ambiguous (Baldwin, Godfrey and Propper, 1990): on the one hand there is the quality of an individual's life based on one's reflection of how well life is going, and on the other hand a broader concept capturing the summary of living conditions around the individual or groups of people in a particular society. The key idea is to distinguish between categories describing things and their characteristics on the one hand, and people and their characteristics on the other.

In 1978, the UNESCO (United Nations Educational, Scientific and Cultural Organization) took the initiative of a broad research program in the quality of life (Solomon, in Szalai and Andrews, 1980). Thus, the adoption of the concept of the quality of life as a broad, inclusive approach to development appeared as an urgent view of the failure of development policies which did not take into account the complexity of defining ends that affect both man and society. They did not acknowledge the "quality of life" as an inclusive concept that covers all aspects of living, as it is experienced by individuals. It covers both the material satisfaction of vital needs and aspects of life such as personal development and self-realization. While individuals experience the quality of life, it is closely related to the quality of life of social groups, communities, and nations.

Quality of life research takes account of a wide range of economic, social, psychological, environmental, and cultural factors that are at work in a given situation and examines these factors and how they affect quality of life. Andrews (1980) considers four different kinds of information, when examining the quality of life:

1. Measures that indicate the level of well-being or ill-being, and how these differ among the groups being compared. For example, levels of satisfaction; goods, services, and resources, etc. that are available to the individuals in each group.
2. Pay attention to how a good is distributed across a set of people within a group, and to how these distributions vary from group to group. The key question is, How do differences among people in their receipt or enjoyment of various goods vary from group to group?
3. The relationship between two or more variables, as contrasted across different groups. In many cases, one will be interested in these relationships as indicators of fundamental structural properties of systems, and hence one may wish to compare the operation of some social or psychological system in one group with a similar system in another group.
4. Similar to the previous point, thus focusing on the entire pattern of individual relationships and the causal dynamics (structure) of a phenomenon.

Although, for Szalai (1980), one possible way to study quality of life is to ask people how they feel about their present life, or maybe about the whole course of their life. After having elicited only some such overall answers like “tolerably well”, “fairly miserable”, or “I feel quite happy”, the interviewer may proceed further by asking why the individual respondents feel the way they say. Thus, such enumeration will never be complete. Neither are people conscious of all factors that influence their feeling or judgment about life; nor are they willing to speak about everything they may have on their mind.

In a student residence, the framework of the living and learning environments are defined by the community, which must satisfy part of the students lives related to their needs. These needs might be satisfied by the room or apartment they live on, the friends they make in residence, their involvement in the community, the learning and personal growth they can obtain by living in this environment, participating in the programming, and by respecting others and their way of living. No matter what type of distinction one desires to make, the standards of living cannot be measured from a qualitative point of view without overlapping several standards of living, as different as they might be from one another.

Quality of Life Survey used in this study, designed in 1995 by the Residence Life staff from Simon Fraser University, was administered, with permission, in 1996 by the University’s Residence Services Office. It takes certain points of the previously established, focusing more on the specific services and amenities offered by the administration, and lesser on the students. Therefore, the survey was modified to satisfy this study’s objectives. The results are presented in the following section.

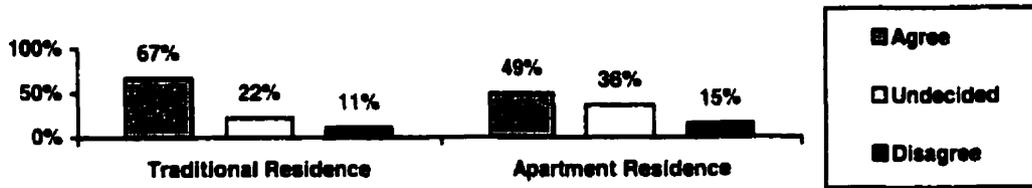
## **6.2 THE QUALITY OF LIFE SURVEY**

The results obtained were based on the responses given by the students on the surveys, in order to acquire relevant information and understand the students’ preferences to fully evaluate the findings of these questionnaires. As students had the option of providing 5 different answers, the results were collapsed into three: (1) A and B, (2) C, (3) D and E. The information was also divided in six categories: General Satisfaction, Reasons for Living in Residence, Residence Services and Facilities, The Living Environment, The Residence Life Staff, and Programming.

## General Satisfaction

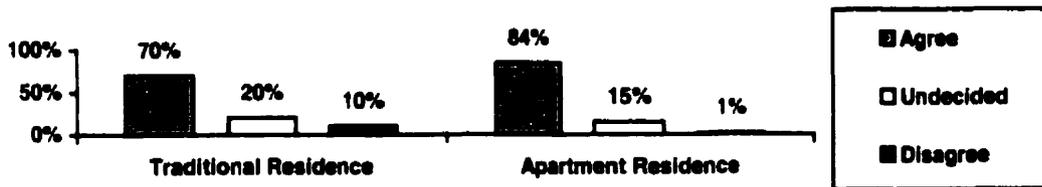
Indicate the level of agreement with the following statements:

Figure 6.1 Overall, I am satisfied with living in residence



For the residence administration it is extremely important to determine the level of satisfaction of students living in the University complex, as an indication on the stage of accepting the living and learning environments. 67% of the students in traditional and approximately half (49%) from the apartments consider they are satisfied living in residence, while only 11% and 15% respectively are not satisfied.

Figure 6.2 I would recommend living in residence to others



The students' experience in residence will determine if living in this environment will be recommended to some of their friends, as 70% of the students from traditional and 84% from the apartments indicated they would promote residence to others.

*I plan to live in residence next year, if "no" please state why?*

### *Traditional Residence:*

- No because I don't want to live in a Residence governed by a repressive authority that follows a dated totalitarian dogma.
- Central authorities enjoy asserting their authority, even when it is not necessary. Rez Services feels they have complete control over us because they can place our marks on withhold.
- I had my fun and met people, now it's time to move on.
- Too many distractions, too disruptive.
- I love Rez, would never consider living anywhere else.
- No, this has been an experience that I am glad I've had but will never do again. I am looking forward to being able to have my own apartment among other reasons.

### Apartment Residence:

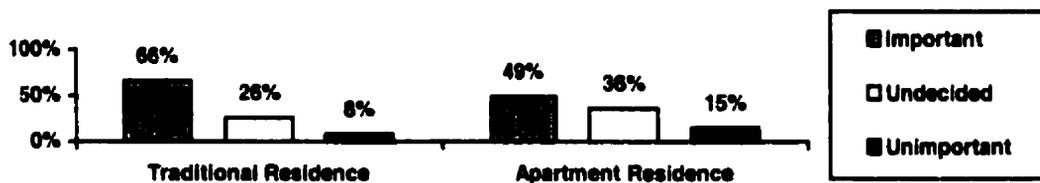
- No, not cost effective with parking included. My classes are not on campus (no advantage).
- Lived here a long time and I'd like to try something different. Also, it's cheaper.
- I wish to room with a friend and she can't live in Residence because she has a pet.
- Graduating (Yay!).
- No, ready for a change and roommate wants to live off-campus.
- Only here for this year as I am an exchange student.

Certain indicators based on specific standards of living determine the general satisfaction of living in residence. Part of these indicators will be determined by the reasons for living in residence, and how providing them with a comfortable living and learning environment satisfies students' needs.

### Reasons for Living in Residence

Indicate how important these comments are to the student:

Figure 6.3 The residence accommodation rates are reasonable



66% of the students from traditional and 49% from the apartments felt the accommodation rates. Only 8% in traditional and 15% in the apartments consider it too expensive and decided to move out. When the student determines which rate is more convenient to their budget, they will analyze different possibilities and determine which environment will give them a higher gain financially, emotionally, etc.

Figure 6.4 Convenient location and service



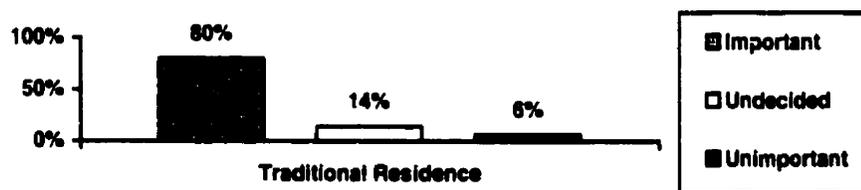
Approximately all of the students, 94% from traditional and 99% from the apartments cited the convenient location and service of residence is important.

Figure 6.5 I do not have to prepare my own food (Traditional Residence)



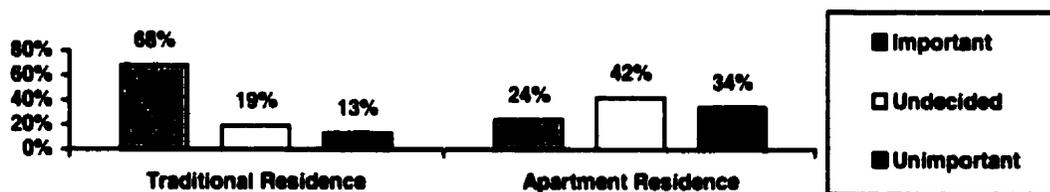
For the students who live in traditional, 38% consider unimportant they do not have to prepare their own food, and 34% consider it important. The students have to comply to an established dining program, creating some concerns for those who are lactose intolerant or whose dietary needs are different; though Food Services is always willing to compromise and attend every students' needs.

Figure 6.6 I can prepare my own food (Apartment Residence)



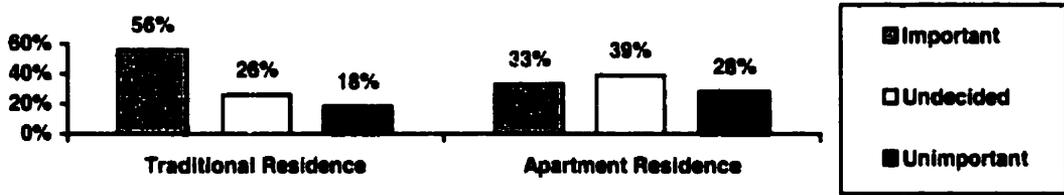
For 80% of the students who live in the apartments, it is important to be able to prepare their own food. This situation provides them with the opportunity to prepare their meals at any time of the day.

Figure 6.7 Social activities



The student population in traditional (68%) considers that social events are important, in comparison with 24% from the apartments. Social programs and residence alike will gain a greater strength from the community if these activities become available to everyone, without making any distinction. Social programming becomes in different circumstances an indicator of the success or failure of a residence community.

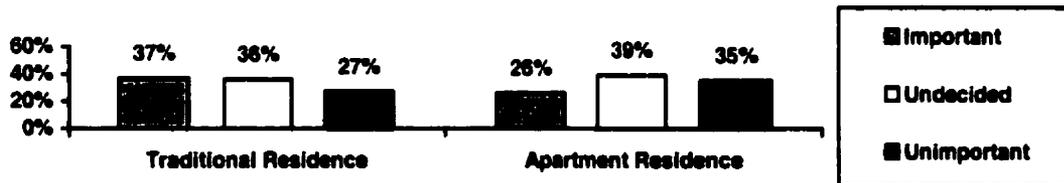
*Figure 6.8 Recreational activities*



Recreational activities are important in any aspect of the students' life: emotionally, physically, mentally, etc. Students need to relinquish the stress of their arduous educational activities in the classroom by seeking a more relaxing environment.

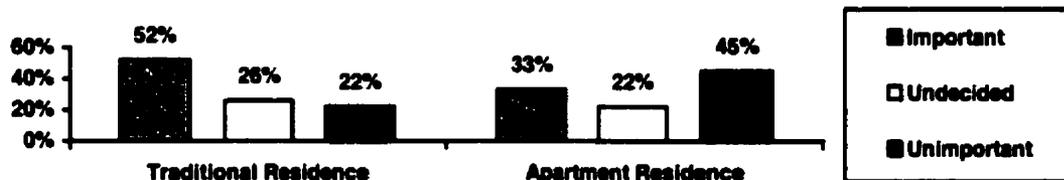
More than half of the students in traditional (56%) and 1/3 (33%) from the apartments consider the recreational activities as important. This can be a good starting point for RCC, by determining which activities have a bigger influence or give more comfort to the students' living needs, the students can become more aware of them and will provide more opportunities to participate.

*Figure 6.9 Educational activities*



Only a minority in each style of residence, 37% in traditional and 26% in the apartments, considers the educational activities important in residence. For most students, the learning process is not seen to be a part of residence; thus, the Residence Life staff has to be recognized for the effort they make in trying to develop educational programs in residence, as an extension of the learning process from the classroom.

*Figure 6.10 My friends live here*

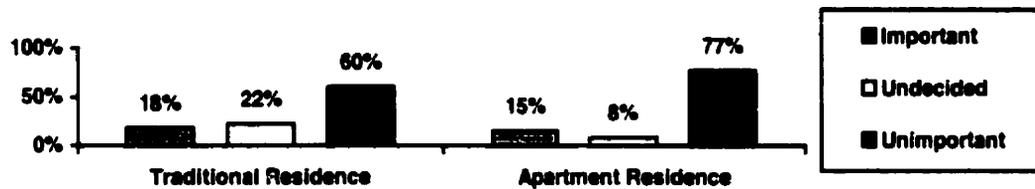


Half of the students in traditional (52%) and 33% from the apartments consider important to have their friends living in residence. Though, the majority of residents in

the apartments consider it unimportant, most likely dispersing with other community members and making more friendships outside residence.

For international students it creates a different type of association, as they tend to create their own groups, as the residence community becomes an important part of interaction for the student.

Figure 6.11 My family wanted me to live in residence



A majority of students, 60% in traditional and 77% from the apartments were not influenced by their families to make a decision to live in residence. Only 18% and 15% respectively considered being influenced by their families and 17%. The parents consider and look for possible good living / learning environments for their sons or daughters, they know their living needs might be satisfied in residence where they will be surrounded by other students adjusting to a new environment.

Figure 6.12 Of the reasons listed above, which is the most important



For 59% of students in traditional and 73% in the apartments, the convenient location is considered to be the most important reason for living in residence. 12% of students and traditional and 10% in the apartments consider the accommodation rates as the second most important reason, followed by the social activities.

If residents feel it is convenient, economically reasonable and a positive social environment, it will enhance their decision of living in residence. These three factors must be taken seriously into consideration by the residence administration, the Residence Life staff, members of the community and future residents.

### *Additional commentaries on the Reasons for Living in Residence*

#### *Traditional Residence:*

- Good environment to move away to. Good to meet all kinds of people.
- Living in Rez in a double room (Traditional) for at least a year, is a very important maturing factor in life. If not anything else, it at least makes you appreciate living at home. I think every single university/college student should have to live in Rez.
- The rent is reasonable but it is unfair that we must buy meal plans, the Dining Centre is too expensive.
- I saw it as a valuable learning and growth experience. It was my first time away from home.
- I didn't move here because I had friends here but I have friends now.
- Residence is very convenient and great for meeting people your first year, however this is supposed to be our home for a year: the food, the staff and rules sometimes fail to comply to that

#### *Apartments Residence:*

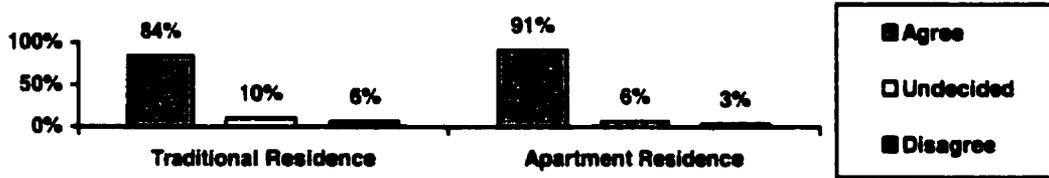
- The opportunity to interact with people from all over the world.
- New to Calgary, so residence is safe and convenient.
- Having a furnished apartment is an important reason. Rooms could definitely use some upgrading, like painting, walls, etc.
- Excellent living conditions and privacy in the apartments in Rez.
- The accommodations are very nice but the rates are very unreasonable.

These are some of the reasons provided by students living in residence, though many others could still be included. Another aspect includes the Residence Services Office, as the students needs and demands are made possible by the facilities and the services offered by them. As mentioned in Chapter 2, several services and facilities are available for the students' use.

### **The Residence Services Office**

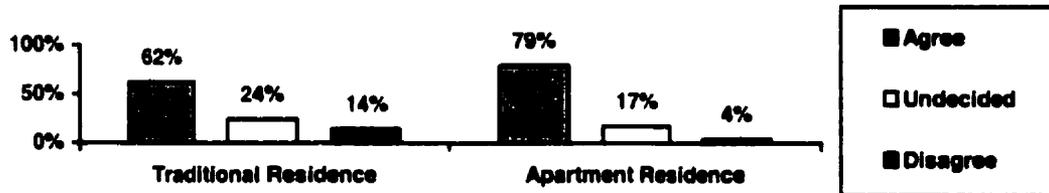
Indicate the most appropriate responses for each of the following statements:

Figure 6.13 The Residence Services Office is open at convenient hours



The majority of students, 84% in traditional and 91% in the apartments agree the Residence Office is open at convenient hours. When the office is closed, the student must contact Campus Security in case on an emergency. Based on the circumstances, Campus Security will contact the CDC on-call, which can determine if the office should be opened.

Figure 6.14 I am satisfied with the job the Residence Services Office staff members are doing



A high percentage of students, 62% from traditional and 79% from the apartments considers the residence staff provides them with an efficient service. The staff has to recognize they play an essential role for the success or failure of the residence environment, as part of their performance will be a reflection of the atmosphere they create with the student community.

Figure 6.15 From the facilities and services provided, which is the most important



For approximately half of the students in traditional (48%), having Microwaves, VCR's and televisions are the most important facilities to have, while the second most important service are the study lounges with 30%. For students in the apartments, the

study lounges are the most important (26%), and the bicycle rooms are the second most important (18%).

*Additional commentaries on improvements they would like to see in the residence area*

*Traditional Residence:*

- Game room, billiard in Rez. Video store.
- New computers in the computer rooms, study lounge in Rundle Hall redecorated with more work tables and fewer couches.
- I would also like a kitchen accessible to Trad Residence and free laundry machines.
- Resource rooms (besides only on Future Floor) with magazines, books, etc.
- More advertisement of services such as the Computer Rooms. I never knew they were available to students living in Rez.
- With the announcement of yet ANOTHER increase in Rez fees. I question the feasibility of any such improvements suggested in this portion of the survey. I would improve management, a cost free solution to many of our problems.

*Apartment Residence:*

- Free cable, at least in the common lounge.
- I would like to see a VCR and movies that are able to be rented out.
- I would like to see better recycling facilities, it's very time consuming for the few volunteers. Maybe each building (or a central area), could have access to bins from "Calgary Recycles".
- Why is there an Office in Olympus, if it's never used? Can we use that space for something.
- A heightened or more appealing TV lounge, common area.
- Money spent on upgrading the apartments, instead of upgrades the Housing Office.

*Additional suggestions on the Residence Services Office*

*Traditional Residence:*

- Publish more notices for registration for Rez.
- The mail service should be changed so that the mail is delivered and picked up in the morning.
- Selected staff provide prompt and knowledgeable service, others don't.
- Be nice, maybe act like you'd like to help us.

- Communication between day and night staff needs to improve immensely.
- Answers should always be polite and concise.

*Apartment Residence:*

- Hiring practices should be made public, as the process never seems to be same and often biased.
- Conference guests staying in Rez during spring and summer should be better informed about building policies, especially fire alarms.
- Keep longer hours during summer.
- Staff who work in the evening don't always know how to help.
- The services provides by the office vary by person, some are good and some others are not.

The residence administration provides the services and facilities for the students' comfort; thus this can also be satisfied by other needs. The living environment in residence becomes part of that comfort for the students' peace of mind. The following section provides evidence of the students' thought on safety and security, sense of community, the quality of the environment, and others.

**The Living Environment**

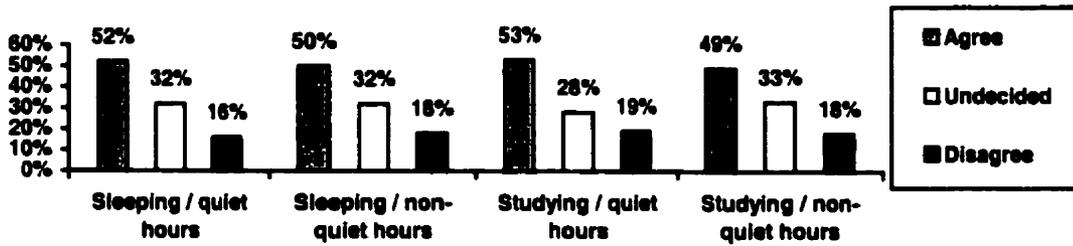
Indicate the most appropriate response or level of agreement with the following statements:

*Figure 6.16 I am satisfied with the level of safety and security in residence*



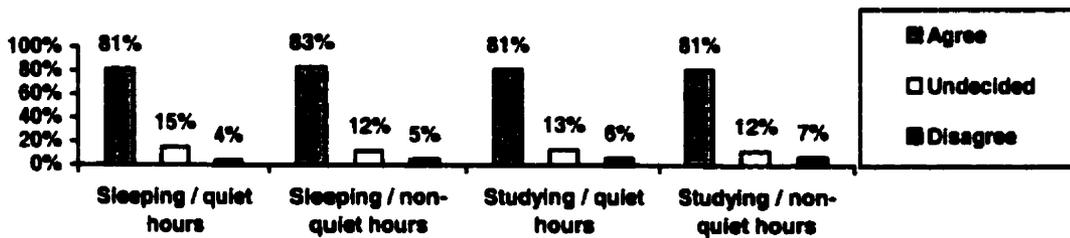
The students safety and security is one, if not the most, important concerns that the residence administration must have when dealing with students. Half of the population in traditional (53%) and 86% from the apartments feel satisfied with the level of safety and security in residence, though it creates a big concern as the safety and security of the students comes first, and the percentage should be closer to 100.

*Figure 6.17 The sleeping and studying environments are acceptable during quiet and non-quiet hours (Traditional Residence)*



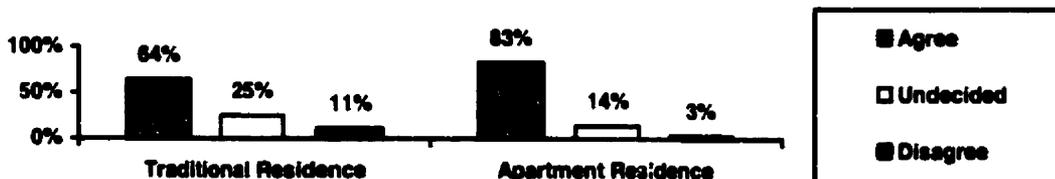
On an average, 53% to 49% of the students in traditional consider these environments as acceptable to their required needs, while 19 to 16% disagree with the statement. Most students accept and obey the quiet and non-quiet hours' policy, creating an understanding of respecting other residents' way of living.

*Figure 6.18 The sleeping and studying environments are acceptable during quiet and non-quiet hours (Apartment Residence)*



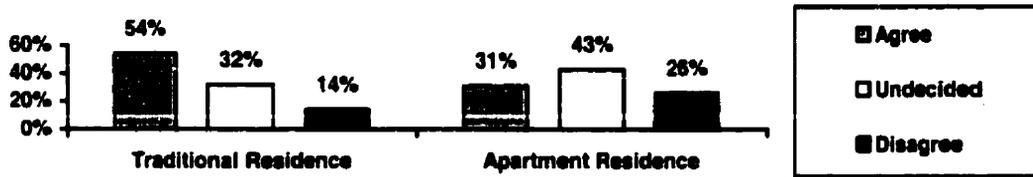
Between 83% to 81% of students consider these settings pertain to their required living arrangements, and just 7% to 4% disagree with this statement. As mature students live in these apartments, their level of acceptance and distractions is lesser than of students in traditional; another aspect why students prefer to live in an apartment rather than having to share a room with others.

*Figure 6.19 This residence provides a positive living environment for the students*



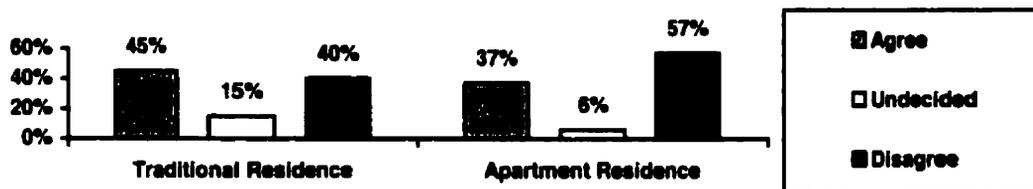
The students in traditional (64%) agree that residence provides a positive living environment, though 11% of them disagree with the statement, and 25% are undecided. In the apartments, 83% considers it a positive environment, while 3% disagree.

Figure 6.20 I would like more opportunities to interact with other residents



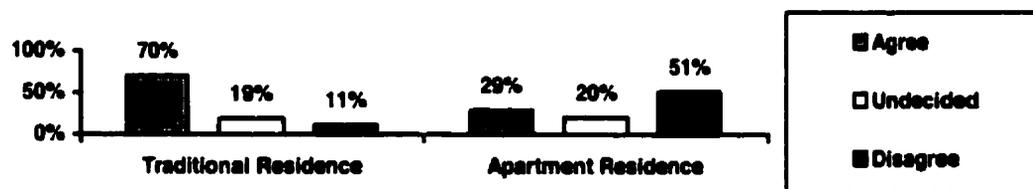
Approximately half of the students in traditional (54%) agree they would like to have more opportunities to interact with other student, thus the other portion is undecided or disagree. In the apartments, 31% agree with this statement, while the majority rejects it. As residents' expectations are different, more mature students tend to spend less time within the residence community.

Figure 6.21 My best friend lives in residence



45% of the students in traditional and 37% in the apartments, agree their best friend lives in residence. If the best friend lives in residence it could provide a stronger bond between residents, gaining more experiences and having the possibility of being challenged by different expectation within the community.

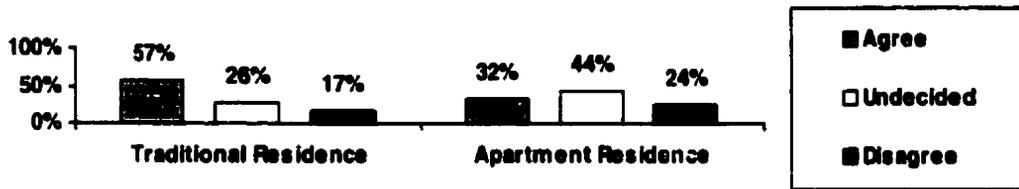
Figure 6.22 I socialize predominantly with those who live in residence



Close to  $\frac{3}{4}$  of the student in traditional (70%) consider they socialize predominantly with those who live in residence. In the apartments, half of the students

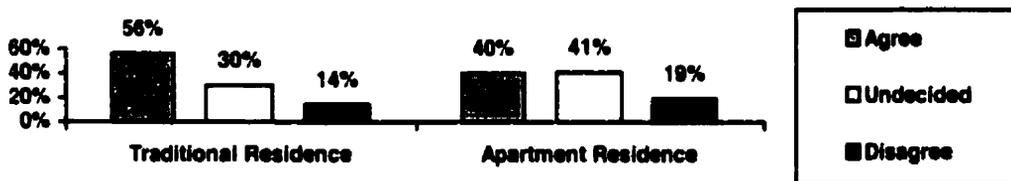
(51%) disagree with this statement, which indicates the living environment probably has not meet all of their expectations, or they prefer the environment outside campus.

Figure 6.23 I have made an effort to get to know people in my residence community



57% of the students in traditional and 32% in the apartments have made an effort to meet others within the residence community. Thus, there are 1190 students living in residence, making it possible to interact with others.

Figure 6.24 I am interested in improving life in the residence community



56% of the students in traditional and 40% in the apartments are interested in improving life in the residence community. Those interested about residence will tend to get involved in organizing events and improving the environment, while others will just tend to follow the guidelines established by the community.

Figure 6.25 I feel I have a voice in the residence community



Less than half (45%) of the students in traditional and 36% in the apartments feel they have a voice in the community. The majority feels they do not have any saying in the decision-making process or even are misrepresented within the rest of the community.

*What do you like most about the Quality of the Living Environment in Residence?*

*Traditional Residence:*

- Being able to fight for a voice for the common student.

- It's like everyone is one big family.
- What quality?
- Friendliness of CA's and SR's, their willingness to plan fun activities and involve you.
- I don't think there's an acceptable quality of living in traditional, but I love having people around 24 hours a day.
- Concerns are acknowledged and considered.

*Apartment Residence:*

- I can study and no need to socialize.
- Quiet, yet still have activities put on by the Community Assistant.
- Quiet, vegetated environment provides an atmosphere for good meditation on studies and mental health.
- Great to live around other people my own age.
- We all have the same basic goals and interests: school, studying, school activities.
- Close distance to University and recreation.

*How would you define a sense of community?*

*Traditional Residence:*

- Repressive, devoid of freedom of thought
- Where everyone knows everyone and there is a sense of trust between people
- Concern for members and conditions on the floor, ability to work together
- A lot like summer camp
- Nice dysfunctional family
- Non-existent among Rez as a whole but strong on the floor

*Apartment Residence:*

- Involved but not intrusive
- We all are students, live "far" from home, etc. We have similar problems and needs. This helps us feeling for each other and be a community
- The more you put in, the more you get out. Takes effort
- People who are able to share their University experience through social, recreational and educational events
- Rather difficult with the apartment style

- Mutual respect between residents and between those who work in Rez Services

*How can a sense of community be enhanced in residence?*

*Traditional Residence:*

- Abolition of rules and authority figures. Operate as a neo-marxist commune
- Don't be so aggressive about controlling the students, we have rights too
- By offering activities that don't only happen on separate floor but the whole Rez
- By having good Community Assistants and Student Representatives
- The sense of community found here could not compare to an "outside" apartment building
- By having those in charge be more interested in connecting with everyone, whenever they hang out with just their friends it doesn't give a very good example

*Apartment Residence:*

- By promoting more involvement and participation
- Keep up the work - you're doing fine. It's just that some people like myself, are too involved in their work to really participate
- Strong community leaders, participation
- Have found that people in apartments tend to stick to themselves and don't take part in events. Need to find a way to draw the people out
- By having more opportunities to get to know people. I don't know anybody in my building
- Respecting other people's rights, offering help, .....

*Additional commentaries regarding the Living Environment*

*Traditional Residence:*

- Those running this place are on one massive power trip. Try Marxist - Leninist theory on Residence issues
- Rez is a good experience for one year but no longer than one
- The world is filled with predators who seek to maintain their initiatives in unfair and unconstitutional ways. Why should Rez be any different. You can define any what you wish to, treating people right has only .....

- When problems arise deal with them immediately and students should have a say in the matters before punishments are dealt with, rather than assuming the student is wrong and punishing as CDC sees fit
- Perhaps you could do a better job by screening out people who are here to party as opposed to people who are here at the University to study hard

*Apartment Residence:*

- I chose to live in Residence for the study environment and proximity to school, not for social opportunities
- Divide into smaller units? I only get to see my neighbours usually when there is a fire alarm. I have enjoyed living in Residence very much and have seen it as a very positive experience
- I'm not so much looking for an overwhelming sense of community in Residence. I like a more private lifestyle, hanging out with those with common interests
- Not everyone lives in Residence for the "community aspect" - you can never expect that everyone will participate, though it would be nice
- Weight resident's feedback a little more heavily when making decisions about Community Assistants appointments

Part of the success or failure of the living environment falls on the Residence Life Staff, as they advice students, provide guidance, program activities, and are active member of the residence community. The following pages determines the importance of their roles in residence.

**Residence Life Staff**

Indicate the most appropriate response for each of the following statements:

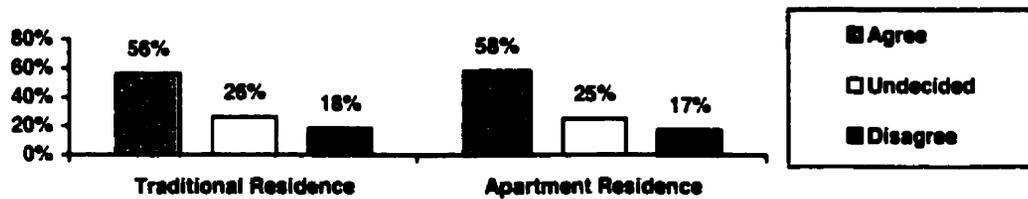
*Figure 6.26 The CDCs handle problems that arise in a timely and objective manner*



Half of the students, 50% in traditional and 51% in the apartments agree the CDCs solve the problems in a timely and objective manner. The students' must also recognize the CDCs as trained professionals who have lived through different residential

experiences; not always having the answer to every problem, though providing the appropriate guidance to the matter.

*Figure 6.27 The CDCs are helpful and accessible*



More than half of the residents in traditional (56%) and 58% in the apartments agree the CDCs are helpful and accessible. The CDCs are not individual counselors though residence advisors, though many students do not know where and how to find them, and what is their position in residence. Other students consider it another extension of bureaucracy, and they do not acknowledge any need for guidance or assistance.

#### *Additional commentaries on the CDCs*

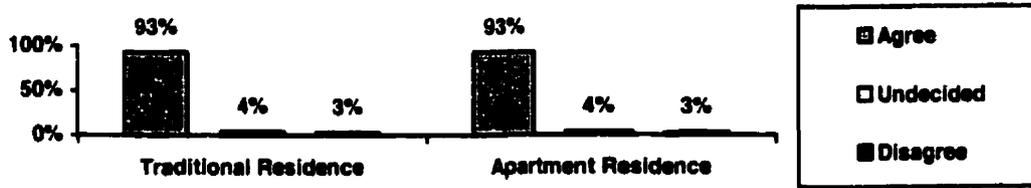
##### *Traditional Residence:*

- Development, what development? All is see is regression in students rights
- I don't know who the CDCs are or what they do
- CDCs don't make themselves accessible as resources enough - seen as disciplinarians still. Do they keep CA's accountable?, Does anyone?
- I think that the CDC should bring any problems up as soon as they begin. The CDC's put up with a lot of immature people and feel that they deal with it very well
- Rez should be informed more about CDC - I know basically nothing about what they do or why they are here

##### *Apartment Residence:*

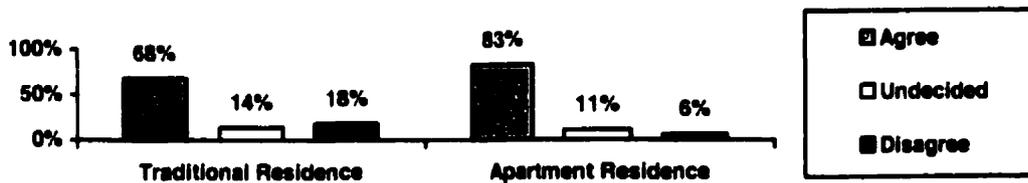
- What's a CDC?
- Personally little interaction with them
- I have never heard anything about this person. I have no idea who they/he/she is, so please take that into account
- No problems at this time

Figure 6.28 I know who my Community Assistant is, where and how to contact them



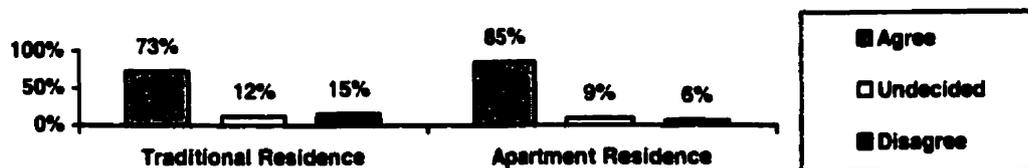
The majority of students (93%) recognize who their CA is and how to contact them in case of an emergency. As the CAs make different efforts to get to know the students who live in their floor or building, they are expected to be a reliable source of support to the residents. Essential is that the residence feel comfortable approaching the CAs under any circumstance.

Figure 6.29 My CA informs me on community issues



68% of students in traditional and 83% in the apartments recognize their CA keeps them well-informed on community issues. The CAs are important sources of information on the whereabouts of their floor or building.

Figure 6.30 My CA seems active and interested in the community



Approximately 3/4 of the student population in traditional (73%) and 85% in the apartments considers their CA seems active and interested in the community. The CAs, as role models, must encourage everyone as an equal partner in saying what is appropriate in the residence community.

**Additional commentaries on the CAs**

*Traditional Residence:*

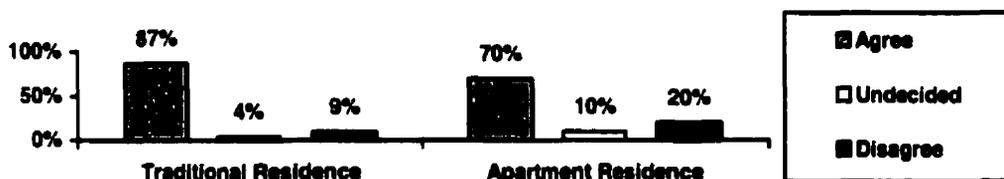
- CAs have the hardest jobs, but work hard too. They have to have good activities and be happy, helpful and caring

- I don't know how to contact the CA on-call
- It should be known to people on each floor that the CA is not the only disciplinarian on the floor, and should not have to act like our mother. It should be known that is everyone's job to ensure the rules are followed.
- My CA did an excellent job for such thankless work. She deserves a lot more than what she has had to put up with this year.
- My CA wasn't around for a while at the beginning, which didn't allow him to be part of the community

*Apartment Residence:*

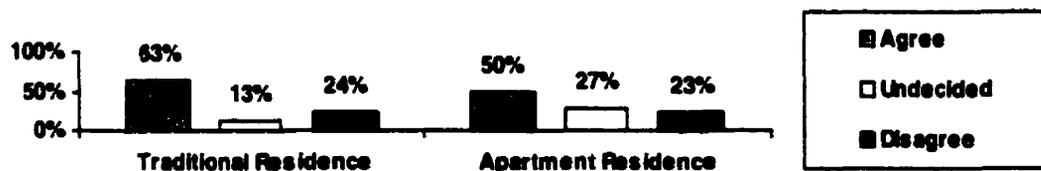
- The CA is the first contact of residences and must be involved. CDC?, that person is an administrator
- Have not been on campus long enough to access CA further
- Community event posters need to be put up earlier
- My CA is friendly and creates a social atmosphere in our building
- I don't know if there is any problem with the CA pager, because sometimes the CA on-call, calls me back after a few days and sometimes he/she did not call me back

*Figure 6.31 I know who my Student Representative is, where and how to contact them*



A high percentage of students, 87% in traditional and 70% in the apartments, recognize who their SR is and how to contact them. The SRs are in the same position as the CAs, as reliable source of support to the residents.

*Figure 6.32 My SR informs me on community issues*



63% from the students in traditional and 50% from the apartments recognize the

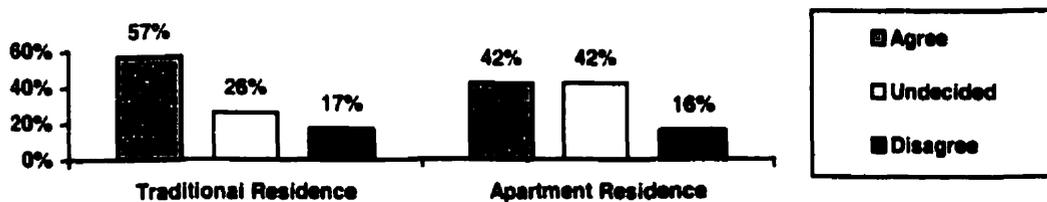
SRs keep them well-informed about community issues. The SR tries to find opportunities of informing the students, and getting them involved more actively within their floor or building community.

### Programming

One of the primary roles of the Residence Life Staff is to offer adequate programs for the students, either social, educational, cultural or sports. These activities provide the students with both physical and mental rewards. Therefore, the students' commentaries on programming will present RCC with new considerations in the development of such programs.

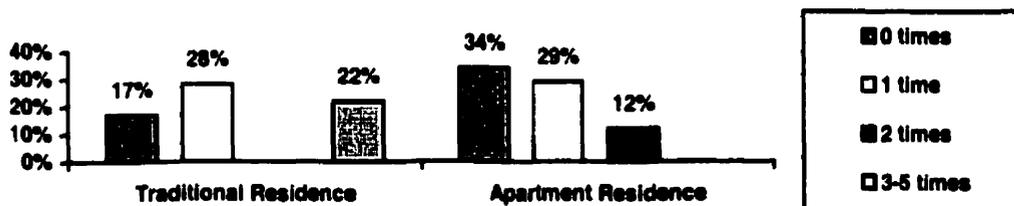
Indicate the most appropriate response for each of the following statements:

Figure 6.33 The activities planned for the residents are important



More than half (57%) of the students in traditional and 42% in the apartments consider the planned activities important for the students. Thus students are often too involved with their studies and have lesser times for leisure activities.

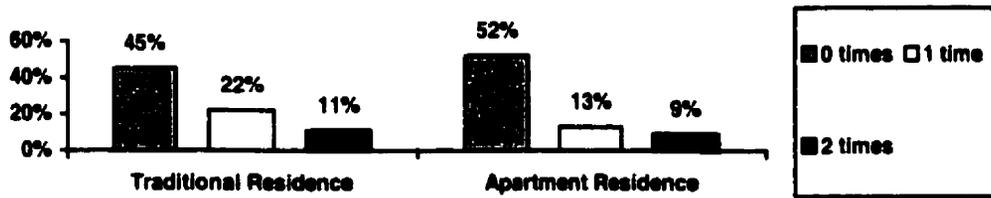
Figure 6.34 How often do you attend social programs in residence, in a month



28% of students in traditional normally attend one social event per month, and 22% of them attend 3 to 5. In the apartments, 34% do not participate in social events, while 29% take part in at least 1 activity per month. It can be generalized that students attend none or one social activity per month.

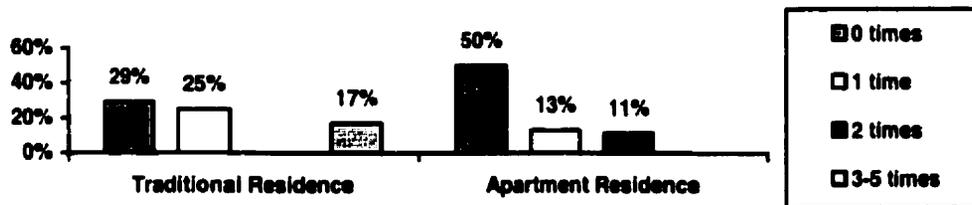
Students in traditional participate in more social activities, as only a wall separates each student from attending or participating with a group, in comparison to more physical barriers in the apartments.

*Figure 6.35 How often do you attend educational programs in residence, in a month*



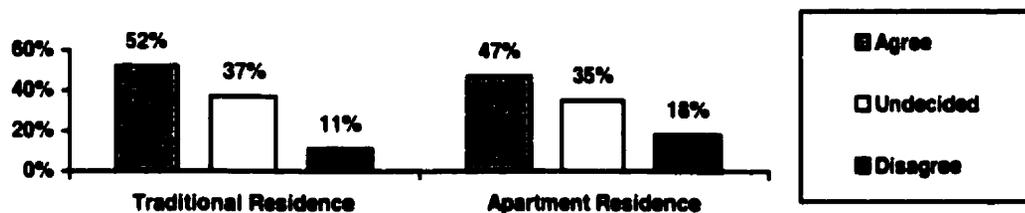
Approximately half of the students, 45% in traditional and 52% in the apartments do not attend any educational activities. The residence administration must be aware of this information, as evidence for future programming of the living and learning environment.

*Figure 6.36 How often do you attend sporting programs in residence, in a month*



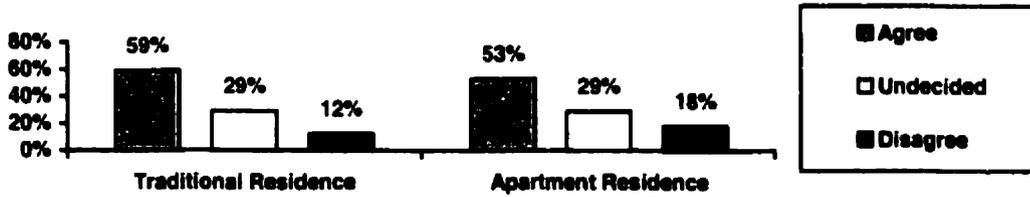
29% of students in traditional and 50% in the apartments never attend a sporting event; though 17% of students in traditional attend 3 to 5 times per month. Sporting events have always been very successful in residence, and have a high participatory percentage of students.

*Figure 6.37 The Residence Complex Council members provide a variety of programs at timely intervals*



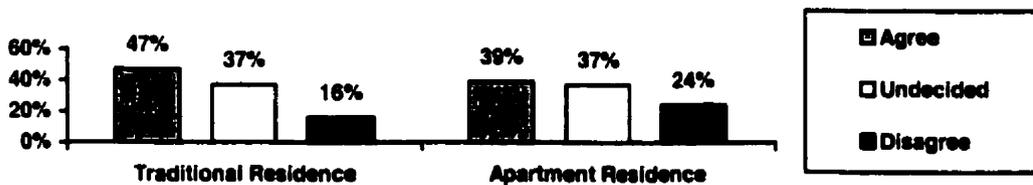
Half of the student population, 52% in traditional and 47% in the apartments believe RCC provides them with a variety of programs. In general, students do recognize the hard work of the RCC members in organizing and collaborating in the development of these activities.

Figure 6.38 There is adequate advertising for RCC events



More than half of the students, 59% in traditional and 53% in the apartments consider RCC events are well advertised. As the driving for getting people to attend activities, RCC should place more emphasis on how advertising is done and displayed.

Figure 6.39 Programs are well organized



Approximately half of the students in traditional (47%) and 39% in the apartments agree the programs are well organized. Indicating residents are satisfied with the manner in which the events are organized. It is important for the Residence Complex Council to understand that the programs should not be considered RCC events though residence events.

#### Additional commentaries on Programming

##### Traditional Residence:

- Make the programs more interesting and find a way to get people involved.
- Try to create school spirit.
- Doesn't seem to be enough events or maybe they are not advertised enough.
- Massive residence wide service projects.
- Air hand contest, environmental awareness.
- Student contracts and liability. Awareness day.

##### Apartment Residence:

- Be more advertising friendly.
- Who are the RCC members?

- Did we have a Rez First Aid program this year?
- Make available as part one (rez package) and outline who RCC is.

### **6.3 CONCLUSION**

This survey helped to determine three highly important findings that must be taken into further consideration. First, students lack information regarding residence. Students receive a handbook (after being assigned a room or apartment), regarding the services and facilities, policies and community standards, and general information about Residence. Because most of them do not read the handbook, they are never informed or never learn about what services could have enhanced their stay while in residence.

Students also feel they are over controlled and not respected (Appendix Four and Five -- question 3): "I don't want to live in a Residence governed by a repressive authority that follows a dated totalitarian dogma"; "Central authorities enjoy asserting their authority, even when it is not necessary. Residence Services feels they have complete control over us because they can place our marks on withhold"; "Was disappointed in the ineffective disciplinary process".

Similarly, the students feel they want to express their views (Appendix Four -- questions 101 through 103, and Appendix Five -- questions 81 through 83): "Repressive, devoid of freedom of thought"; "Abolishment of rules and authority figures"; "Don't push community on adults"; "Weight resident feedback a little more heavily when making decisions"; "I thought RCC were supposed to represent the students".

By using the "Quality of Life Survey" for this study, it can be determined that the true quality of an individual's life cannot even be described in specific terms and it becomes difficult to pursue as a research. An attempt is made, by describing life and its qualities, knowing about their perception of life, their view or judgment of their own life or the lives of other people. With the data gathered, an attempt was done to evaluate the life quality of a social group: students living in a University residence. By doing so, certain indicators were identified to characterize this group or category of individuals. Thus, although the life of an individual is unique and incomparable, in a certain sense, a general overview can be determined which can enrich knowledge about the manner in which people live, behave, feel and think while being in a student residence.

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## **CHAPTER 7: CONCLUSION AND MANAGEMENT PLAN**

### **RECOMMENDATIONS FOR THE UNIVERSITY OF CALGARY STUDENT RESIDENCE**

The purpose of this Master's Degree Project (MDP) is to prepare an outline management plan that will serve to enhance the achievement of quality of life and sense of community at the University of Calgary residence. It reviewed history and contemporary research and studies about student residences, the organization and its management, policies and the decision-making processes, and the various players and their roles at Calgary.

The key elements of the MDP included reviews and critiques of the residence administration (personnel, their roles, effectiveness of the response to student demands for accommodation, etc.); the structure (composition of the organization, strategies and the decision process); the establishment of policies (administrative and within the community); and responses provided by students on a "Quality of Life" Survey carried out in 1997.

The following research tasks were undertaken: (1) a description of the physical (built) environment and its conditions for assignment; (2) an examination of the residence organization and management structure and functions, and the services provided; (3) analysis of the roles of the Residence Life staff; (4) a review and discussion of the community in residence; and (5) a survey-questionnaire and analysis of the students' views on residence community, programming and quality of life factors.

#### **7.1 RECOMMENDATIONS**

Inadequacies in the planning process and in the operational guidelines of the student residence were identified. The issues that need to be addressed focus on understanding the functioning of a student residence, and to ensure that the organization takes an effective manner in which to administer the residence. These recommendations cover the basic features of management plans -- management structure, policies, personnel, processes, and programs.

##### **7.1.1 Management Structure**

In Section 3.3.1 four principles were established, intended to serve as guidelines for assessing the administration:

- Understand the norms of the administration.
- Assess the institutional strengths: focus on current resources and realistically appraise the institution's capacity for creating opportunities for improvement or change.
- Respect the integrity and distinctiveness of the institution being studied.
- Use mixed research methods, quantitative and qualitative.

Based on these principles and the findings of the Quality of Life Survey, the following recommendations were formulated:

- *Give Student Affairs shared responsibility for the provision of programs and services to the residents.*

Currently, the Residence Services Office is solely responsible for the provision of programs and services to the students, as described in Chapters 2, 3 and 5. Thus, the University organization should undergo restructuring, in a manner where the residence administration concerns become joint responsibilities of the Vice-President (Finance and Services) -- who will undertake the business transactions of residence, and the Vice-President (Academic) and Provost, or more directly Student Affairs -- who would provide a better link to programs and services, designed to meet the social, personal, and spiritual needs of students, based on the University's mission and philosophy.

The ethical issues must be considered based on the institution's vulnerability, both internal strengths and weaknesses – demands for rapid change, conflicts, morale problems -- and external opportunities and threats --alterations in constituent support, image problems.

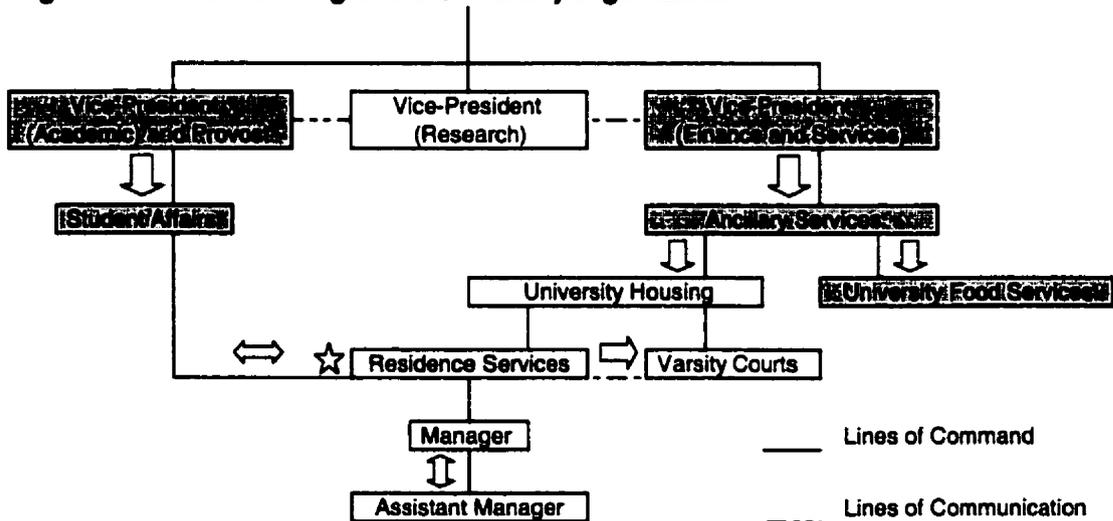
This shared responsibility can provide a better direction for future programming and a better provision of services, as the residence administration will have more access to the University services and facilities. For example, students may not be aware of the International Student Centre, thinking its sole purpose is to help and provide guidance for international students. In fact, they provide different services – information on student exchange programs, volunteer services, language bank, host family program --, without making distinction between students.

The residence administration can also organize or coordinate presentations done by personnel from Career Services, Health Services, Campus Security, Sexual Harassment Office, etc.; and provide this professional support to students in residence who may not be aware of such services on campus.

Focus groups can be established in residence to determine the needs of the students, so that Student Affairs and the residence administration are able to provide them with a better understanding of the University services, and enhance their stay while in residence.

The proposed restructuring of the University will be difficult to implement immediately, as this procedure must go through an evaluative analysis done by the General Faculties Council, that will evaluate the effectiveness of these possible changes. The recommended changes in the University's organization are shown in Figure 7.1.

**Figure 7.1 Re-structuring of the University organization**



**Notes:**

- ☆ Reporting to the VP (Finance and Services) regarding the delivery of accommodation services.
- Reporting to the VP (Academic) regarding the delivery of student programs
- ↔ Lines of Advice

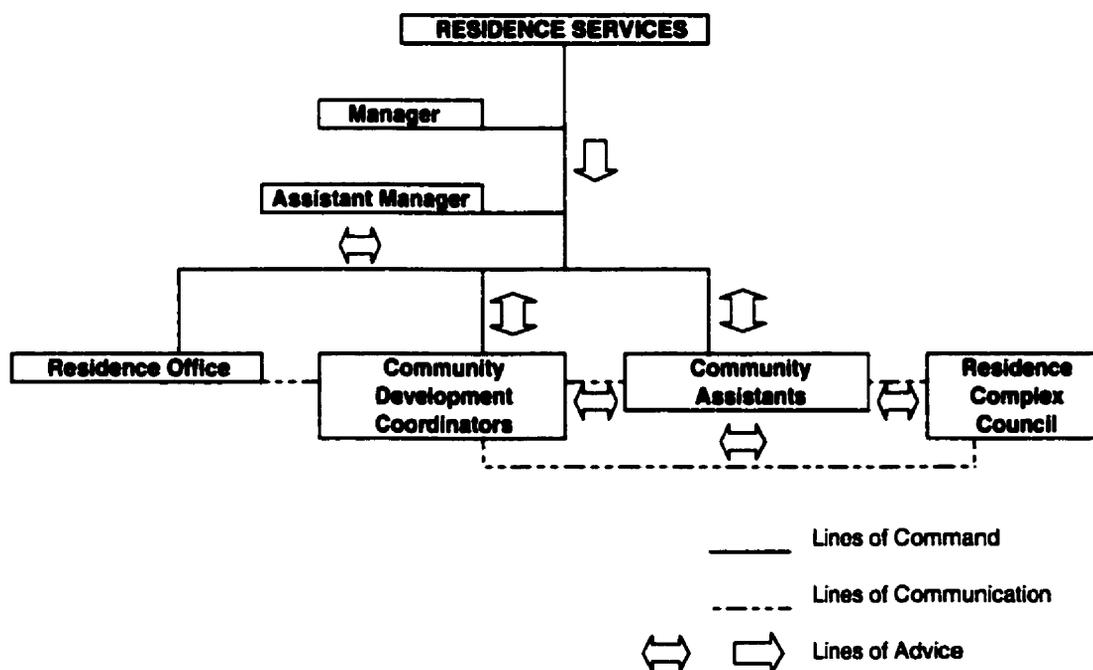
- **Restructure the Residence Services organization.**

In March 1999, the residence administration undertook some restructuring by incorporating an Assistant Manager into the organization; and by delegating the responsibilities of the decision process to other members of the administration – not only to the Manager and the Community Development Coordinators.

Currently, the voice of RCC (Figure 3.2) is limited primarily to administrative matters, as they are not considered to be members of the residence administration (although they constitute part of the Residence Life staff). The Residence administration must take advantage of the organizational structure, to strengthen the links between the Residence community and the University resources. For example, the CDC in conjunction with the Faculty of Law could participate and bring into residence a seminar on policy implementation, student empowerment, and so forth.

The Residence Complex Council should be placed directly within the Residence Services administration (See Figure 7.2), not as full-time member staff, thus as part of the decision-making process in both policies and programming. RCC functions as a student residence government that represents the students' concerns and the creation of programs for the student resident community. Therefore, with greater empowerment, they will have more options and opportunities to provide solutions to problems that might arise within the residence community. For example, the President and Vice-Presidents of RCC could be considered voting members in the decision process; by being informed and taken into consideration when issues that affect students are in question.

**Figure 7.2 Re-structuring of the Residence organization**



### **7.1.2 Policies**

Residence policies are implemented predominantly from top-down, leaving little room for input from the bottom, as discussed in Sections 2.4.3 and 2.5. The administration does not adequately recognize student empowerment in its many facets; nor do they incorporate the students' opinions and concerns into the residence administration.

- *Provide more responsibility and authority to the Residence Complex Council, including its involvement in policy implementation.*

The administration should recognize student empowerment in its many facets, and incorporate the students' inputs into the residence policy process.

By making RCC part of the residence administration and making them accountable for certain aspects of the decision-making process of residence, students will feel themselves full members of the residence institution and may become highly involved in attaining its mission and running the organization. Students can be held responsible for determining policies and rules for residence, and hold themselves accountable for maintaining a high quality of a sense of community on campus.

In order for this implementation to be accepted, and for students to take the initiative and be responsible, certain conditions must be present within the institution: trust, care, and support for risk taking as a vehicle for learning; which at times are taken as barriers by the residence administration (Section 4.2). To achieve this, administrators must be willing to share control and authority.

- *Monitor and examine what the residence policies and rules actually teach the residents.*

Students learn from what an institution (University or residence) does, more than they learn from what an administration says. The essential question is, What are the social values promoted by residence policies? An articulation of these values and assessments of relevant policies should therefore be based on an evaluation of the students' behaviors. The intent would be to determine what (if any) action should be taken.

Administrators and students alike should be interested in re-examining the policies and procedures of the residence "understanding and agreements". In some situations, rules may be overly prescriptive or rigid. Fewer rules and regulations are needed; such could encourage student responsibility and freedom of choice. Hence, the administration must streamline the policies. These policies can become effective

if they are mission-driven, better communicated, and if they are regularly evaluated to assess their contributions to holistic educational objectives.

In order to implement the above, a self-monitoring system may be more appropriate. This will give students more self-confidence and help them become more accountable for their actions and behaviors. RCC could take the initiative of this process, as it would reduce the need for personnel, and integrate more residents into their student government.

- *Give mature students preference in room assignments.*

With the Residence Point Tally (Figure 2.1) room assignment system being in question, there is the need to implement a more efficient method where preference is given to more mature students (those over 30 years of age). These students should have the opportunity to be given first priority for accommodation, as normally they are taking their Masters' or Ph.D. studies, and are the ones who prefer to live a more secluded type of lifestyle with lesser distractions.

- *Communicate more effectively how policies are to be implemented.*

Initial communication with students (including orientation processes) should clearly delineate expectations and standards for social performance. The desired outcome is that students and the administration agree on what is appropriate student behavior. Policy implementation provides an opportunity for students to exercise initiative and responsibility.

- *Have fewer rules and regulations.*

The basic idea is more permissive rules and regulations (policies) tend to be better because it makes more and better room for students to have input into policy-making; and thus, empowering the student.

If the residence mission (mentioned in Chapter 1) stresses the importance of a living and learning community for student development, then the guidelines should equally emphasize on-campus living where there is student initiative for self-direction. Students must be encouraged further to take sole responsibility for their own education and behavior.

### **7.1.3 Management Personnel**

Relevant to personnel and their administrative routines, topical areas were established (Sections 3.3.2 and 3.3.3) dealing with their capability profile; these were: which included: The organization attitude towards implementation or change; the time perspective in which the administration perceived its problems; the action perspective;

the trigger of change; the organizational problem-solving skills and style; the management process; and the job definition to determine the organizational capacity of the residence administration.

- *The residence administration should evaluate the roles and responsibilities of each member of Residence Services.*

The administration should determine whether the Residence staff is needed, specifically when and what are their roles, as limits should be established. Similarly, it is important to find out the extent of their involvement in each residence building. An example of these expectations is provided in Figure 3.4.

A second aspect is the personnel situation. Five staff members have left the office in the last half-year, and only two of them have been replaced by full-time employees. Several part-time student workers have replaced the rest. While the part-time staff is a strong asset to the Residence Office, and conceivably makes for financial efficiency, the administration should consider whether decreasing full-time staff members will create a less operationally efficient organization.

The change of personnel or staff should not change the mission and attributes of the residence administration; in reality, it should strengthen the links between the structure and create stability.

In support of this, the Quality of Life Survey found residents' concerns regarding the quality of services (Appendix Four -- questions 72 through 78, and Appendix Five -- questions 52 through 58). Some of the residents' comments are the following: "Night staff could be more knowledgeable"; "Not enough personnel in the mornings"; "The service provided varies by person, some are good and some others are not"; "Not responsive to students' needs"; "Keep longer hours"; "Communication needs to improve immensely".

- *Provide a well-defined job description outlining the specific roles of the Residence Life Staff, specifically the Community Development Coordinators.*

These roles need to be clarified to the students, by providing information seminars or informal meetings promoting their mission in residence. Chapter 3 provided a detailed description of the roles of the Community Development Coordinators, Community Assistants and the Residence Complex Council. Members of this staff should strive at increasing their visibility and involvement in the buildings.

The Quality of Life Survey provided evidence that students do not recognize who are the key players and what are the roles of the Residence Life Staff (Chapter 6, Additional commentaries). These are some of the common remarks from students: “I do not know who CDCs are or what they do”; “Never really had contact with my CDC”; “Who?”; “The CAs are the first contact of residents and must be involved, CDCs – that person is an administrator”; “Nobody knows about their responsibilities and what they do”; “Too much bureaucracy”.

Also, to help maximize the capability of the personnel the Residence administration must also carefully examine and evaluate the roles of the Community Development Coordinators. The CDCs spend close to half their time handling clerical or administrative matters, instead of concentrating more on the students’ personal development and growth.

- *Provide on-going training to the residence administration staff.*

The residence administration must concentrate on enhancing the capacity of the organization, by providing constant training and education to the personnel, to improve the quality of the services provided. Staff training must be a continuing process. In light of human resource development, the staff must have access to information that will help them create and maintain the best learning opportunities, and enhance the quality of the service they provide. These training sessions must include topics on student development and behavior, building a positive residence climate, partnerships with other University departments, or community collaboration.

Personnel training is one of the most important tools an administration has: You cannot only transfer knowledge, you must also build or construct knowledge. It’s the combination of practice and thinking, absorbing, and reflecting (Pascarella and Terenzini, 1993).

#### **7.1.4 Processes**

The working definitions of process, procedure and guideline provided effective instruments for understanding the individual.

- *Encourage formal and informal meetings between students and the residence administration.*

The residence administration has a big stake in what it says and does regarding student life and student involvement. Pascarella and Terenzini (1993) report that students are more trusting, better adjusted, show more initiative, and are less likely to be overly dependent on parents, if the administration treats them as equals.

Managers must communicate more frequently -- individually and collectively - about needs and problems in learning and in adapting to campus life. Increased communication should trigger a higher level of involvement of both groups in the campus community.

- *Identify time-consuming procedures and unsuitable operational guidelines.*

Complicated processes are time consuming. Streamlining the process permits students' input and participation, and reduces the need for personnel. From their experience as primary clients, they tend to be quick to point-out the complexity of the process and provide a more efficient guideline. Some of these cases include room assignment procedures, move-in and move-out schedules, and others.

In establishing consistent monitoring of the administrations' operations, an assessment can determine the effectiveness of certain procedures. For example, if students evaluate these guidelines in collaboration with the residence administration, the process can determine an improvement and increased turn-around volume of work, and a successful implementation of new operational guidelines.

- *Organize the residence halls in ways that clearly communicate to the residents, that living in residence halls is intended to be an extension or enhancement of the classroom learning.*

The Residence administration should strengthen the links between the Residence community and the University resources. For example, the CDC, in conjunction with the Faculty of Law, could participate and bring into residence a seminar on policy implementation, student empowerment, and so forth.

One of the most effective ways to realize this is to create living units that have a sense of community, and whose residents share a transcending common interest. Students defined sense of community in residence as (Appendix Four -- question 101, and Appendix Five -- question 81): "Where everyone knows everyone else, and there's a sense of trust between people"; "Communication amongst residence, but with respect for one's privacy"; "A comfortable environment where people can interact on the same level"; "People who are able to share their University experience through social, recreational, and educational events"; "Togetherness and helping others".

Residents also identified how they would enhance the sense of community in residence (Appendix Four -- question 102, and Appendix Five -- question 82): "Abolishing the rules and authority figures"; "Not to be so aggressive about controlling the students"; "Get more of a voice at the University"; "By promoting

more involvement and participation”; “By recognizing the superior community building efforts of some students”. But the Residential Life organization must assume the initial responsibility for making human, technological, and financial resources available and encourage their use within the administration, in order to enhance the quality of living in a student residence

- *Provide better services in response to student needs and demands.*

The residence administration should clearly articulate a commitment to creating communities that are hospitable to students from varied backgrounds and with differing values and lifestyles. It is important to know what the experience is like for students from diverse backgrounds and take the initiative in confronting instances of racism, sexism, homophobia, and other conditions that have effect on learning. For example, the living characteristics or conditions for an international student will be different than those of a Canadian student, as cultural values diverge in both groups. International students will require more attention, as some of them might have difficulties, at first, adapting to a new environment -- culture shock. Therefore, the administration must determine what further services need to be provided, and advise them if they are having difficulties in adjusting to a certain custom.

Students over 30 years of age also have distinct living needs, as they prefer to live in a segregated environment, and not participate in the residence activities. These students are happy and comfortable as long as the administration provides them with the essential services, and prefer not to get involved in any process while in residence. Currently there is no evaluative process been undertaken, therefore the residence administration must be aware that the focus groups will be an asset to determine the administration’s capability in handling the needs of the students. The Residence Life staff can still administer surveys or questionnaires, though they will have to be selective towards which information is appropriate or will help them learn more about the students.

- *Explore students needs.*

The residence administration should organize focus groups at year’s end as a way of keeping frequent informal contacts with the residents, which enables them to develop schemes for collecting meaningful information from and about students. This information - interviews or surveys - could determine where greater emphasis should be placed. For example, the focus groups could provide evidence that the

Residence Life staff is needed in programming issues, to advise the promoters of such events.

- *Develop means of providing recognition to individuals and groups who show commitment and achievements to enhance the sense of community and quality of life in residence.*

Initially, residence programs move from viewing residence halls merely as places to sleep, study, and store belongings to seeing them as learning platforms for experiences that are integral to the total educational experience. Recognition should be given to those students who encourage the involvement of others in residence activities, who encourage improvement of the residence community, and who create a better living and learning environment for the general comfort of the student.

- *Improve the room assignment process.*

With the current room assignment system being in question, there is the need to implement a more efficient method where preference is given to more mature students (those over 30 years of age), international students and students who live out of Province. The Residence Point Tally (Figure 2.1) does consider these issues, thus places more emphasis on students who actively participate in enhancing the residence experience, or to those who lived in residence for a longer period.

The implementation of a new system should provide evidence of not having any favoritism towards specific group of students. Though having to take into consideration the valuable service that could be provided to students who have a higher need for the room assignment on the University campus.

### **7.1.5 Programs**

Programs are planned, organized and implemented at different times throughout the school year by the Residence Life staff -- social, educational, spiritual and physical. There should be improved and additional programming of activities to better satisfy the needs and desires of the students.

- *Establish evaluation criteria based on community standards, qualitative standards for programs and the success or deficiency of the outcomes.*

The criteria would include:

- Relevance of the topic of the event and fundamental objectives of the activity
- Levels of opportunities for the students' participation

- Accountability for the organizers and implementers of a program
- Students' interests
- The learning experience
- Potential for changing students' attitude, ideas or beliefs
- *Review the guidelines to provide adequate programming, and promote student involvement.*

Chapter 5 provided evidence on how programming is implemented; RCC has the main responsibility for the development of these programs. Hoelting's listing provides an efficient framework to evaluate the guidelines for an adequate program:

- 1.- Topic Relevance.
- 2.- Organization – Were fundamental objectives of specific programs met?
- 3.- Student Participation Level – Opportunities for students to participate.
- 4.- Degree of Student Organization – Structure (simple or complex)
- 5.- Student Interest in the Program.
- 6.- Enjoyment Level.
- 7.- Group and Individual Enthusiasm Level.
- 8.- Intelligence Level of Program.
- 9.- Degree of Learning.
- 10.- Attitude Change.
- 11.- Ideas and Beliefs Clearly Presented.
- 12.- Behavior Change Resulting in Participant.
- 13.- Content Evaluation.

These guidelines can serve as parameters for the development and implementation of future programs. For example, when developing or trying to evaluate the outcomes of a program, not all of the mentioned criteria will be required. Thus, with the help and participation of the students, these programs can become a learning experience for both parties involved. As a group, they will determine the most important points to develop or consider – student participation level, the fundamental objectives and the degree of learning -- of the students.

The findings in the Quality of Life Survey further suggested the need for adequate programming, particularly because not many students attend these events. Some of the concerns students had were (Figures 6.33 through 6.39): “Not active enough”; “More

timely activities”; “Doesn’t seem to be enough events”; “Make the programs more interesting”.

There is an immediate need for either more qualified personnel in the field of residence, or the collaboration of a higher number of student volunteers, as in the case of RCC. A Residence Life staff member alone cannot be responsible for so many students at once. The Community Assistants and the Student Representative, who collaborate to organize events for their floor or building, can organize a small activity.

- *Provide more effective programs that satisfy the students’ needs, and those that challenge the students’ minds.*

Providing adequate programs raises the level of comfort of the students in the residence environment. Learning is a continuous process through life that forms a permanent part of the daily environment for the students; and programming becomes an important part for the enhancement of community involvement within the living and learning process. The survey provided evidence that more students are interested in social and sports events, therefore more emphasis could be placed on these.

- *Develop an appropriate recycling program.*

The recycling program depends on the participation and coordination of student volunteers, in collaboration with the residence council and the administration. In order for an appropriate program to function, a strong participatory Committee could be formed, as the money obtained from recycling could be used to improve the services already provided, or to enhance the programming alternatives in residence.

## **7.2 IN CONCLUSION .....**

The MDP has examined the concept of community, and how community is an important part of the interaction of students living in a university residence. These interactions can lead to either positive or negative changes and attitudes in a student’s life. Therefore, the goal of the Residence Life staff to integrate each student into the residence community should be evaluated on a yearly basis, in order to determine the effectiveness of the programs and activities. And an assessment of the individual student’s needs and satisfactions, and how they are being met should similarly be conducted on a regular basis.

This MDP depicted the life of a student in residence by bringing the work of management and planning researchers – Kuh, Schuh and Whitt; Pascarella and Terenzini; Ansoff, etc. – to bear. This depiction was additionally determined via in-depth

interviews which asked the Residence Manager and the Residence Life staff questions about the residence, history, policies, programs, and training. Questions were also asked about how their personal skills in the education field, and particularly how the disclosure of expertise impacts their roles in a student residence.

What drew the author to this endeavor was a curiosity about the details of a student residence and how those who are practicing think about what they do, and their roles in a student community. Furthermore, because the author has actively participated in residence as a Community Assistant, a part-time student employee for the Residence Services Office, and as an active community member for the past three years, the author's viewpoints as participant-observer complemented the more formal research.

Since community is the conceptual framework, the residence community was examined in detail. The purposes have been to investigate the concepts of quality of life and sense of community experienced at Calgary; and (mainly) from this research, to develop some management recommendations -- an outline management plan for the Calgary setting.

Community is an adaptive and responsive process that requires mutual consent. It is the flexibility of acceptance and adaptability that captures the considerable diversity upon which a community depends. With the proliferation of activities in the Calgary residence, the planner can adapt and undertake different tasks (eg. programming, coordinating, advising, etc.) to fulfill their increasingly demanding participatory role.

The twenty one recommendations offered call for responsibility by the residence administration to obtain an assessment of the individual student's needs and satisfactions, and how they are being met. An open-mind for implementation is the key virtue for the residence administration: a commitment to enhance the quality of life and the sense of community in the Calgary residence. The process of analyzing the sense of community and quality of life are a full circle, going back to the mission and philosophy of the institution (University and residence) as the basis for all that the administration does, or ought to do. Understanding what residence is and aspires to be, can facilitate learning about people's roles and responsibilities.

Several factors also became apparent which could be used for an advantage towards future research in this field. It was determined that students felt highly

comfortable with the role the Housekeeping staff has in reside. How they appreciate their services and the time the housekeepers make in getting to know and help the students out. With this in mind, the residence administration could also make an assessment of the student needs with the support of the Housekeeping staff.

Students also feel secure and acknowledge those staff members who have been in the administration for a longer period, as reliable sources of information. Though only 4 staff members have been within the Residence administration for more than five years.

In contrast, students feel over controlled and not respected. They want to express their views without thinking that they will be reprimanded. Students in the traditional residence are also not satisfied with the food system, and would prefer healthier menu options.

When assessing the recommendations, there are four that the residence administration should pay close attention to, if they wish to so restore the lost credibility of the administration. These are:

- Restructure the Residence Services organization, and permitting the Residence Complex Council to become part of the administration.
- The residence administration should evaluate the roles and responsibilities of each member of Residence Services., to ensure that the administration is working to its' full capability.
- Provide on-going training to the residence administration staff, as these training sessions could include topics on student development and behavior, building a positive residence climate, partnerships with other University departments, or community collaboration.
- Provide better services in response to student needs and demands, to create communities that are hospitable to students from varied backgrounds and with differing values and lifestyles.

When community members believe that all aspects of the residence environment contribute to student learning and personal development, and to achieving a sense of community and enhancing the quality of life, the administration can take another step toward fulfilling an obligation to be a community committed to learning in all forms and aspects. The findings of this Study should stimulate further studies on the relationship between the "residence experience" and the "learning process" that goes on both inside and outside the classroom.

For future research, alternate methodologies could be developed from this experience. Instead of administering 1,190 surveys, focus groups could be determined that would represent the entire residence population, by categorizing students by age, gender, type of building they reside in and national origin. Ten students could be chosen from each group or category. A revised version of the survey could be administered to them; and the data could be more reliable by developing simpler questions and more straight-forward answers.

Also, the survey should be trimmed down to 30 or 40 questions, simply by using those that are more relevant to the study purposes. Interviews also provide a proper assessment, as students can be selected randomly and asked questions regarding their backgrounds, values, lifestyles and experiences. The residence administration must keep constant contact with the students and determine what further services need to be provided.

### **7.3 EPILOGUE**

With the addition of a new residence building - Cascade Hall - the residence administration has made significant changes to the Residence Life Staff profile. These changes came into effect on September 1999.

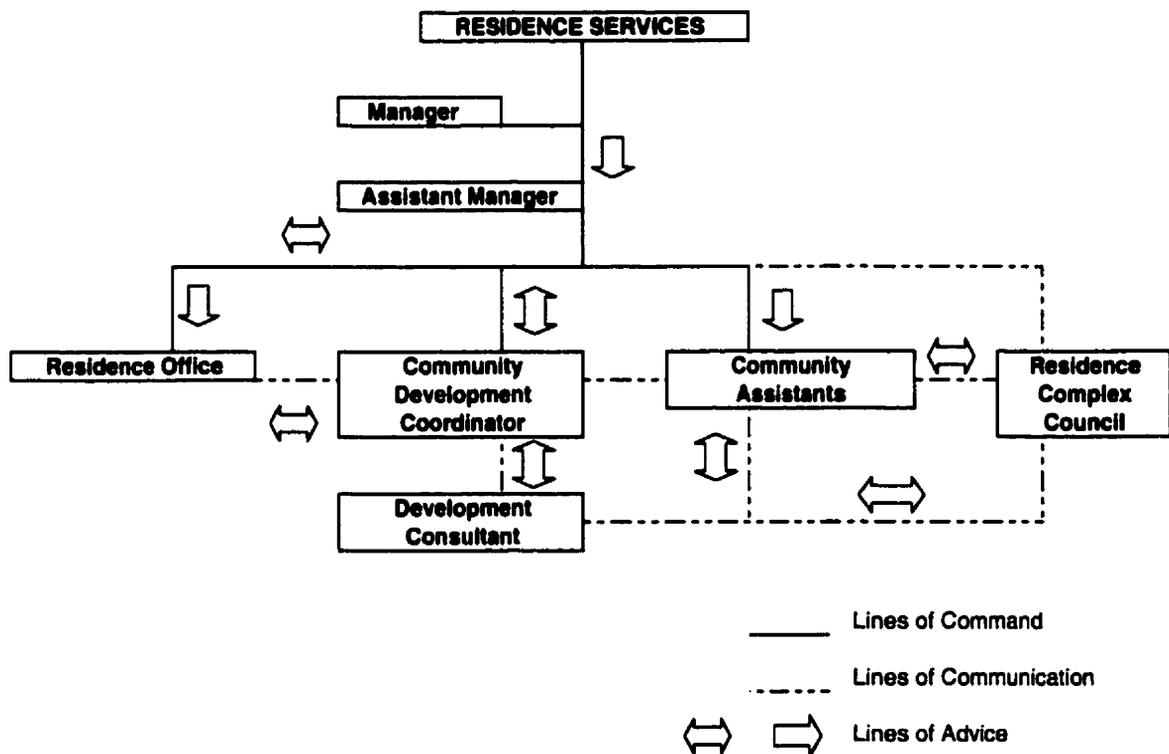
The Residence Complex Council is now known as the Residence Students' Association (RSA). They still possess the same responsibilities and obligations as before; the change was necessary after the Residence Council was given a chair position within the University's Student Union. The Executive of RCC - who provides the direction of the Council and acts as a liaison between the students and Residence Services - has been given a voting position within the Students' Union, to ensure that the council members are held accountable to the students whom they represent in residence. With this venture, the students are adequately recognized, and their empowerment in its many facets will eventually incorporate the students' opinions and concerns into the university and the residence administration.

There will be two Community Assistants (CA) in the new Hall, who will share the responsibilities of the building. Instead of having 2 or 3 Community Development Coordinators (CDCs), the administration decided to keep one CDC who would have responsibility for the general coordination and day-to-day operation and control of the Residence. The other CDC has been named Development Consultant (DC), and will be

in charge of the CAs, community issues and will work as a liaison with other University departments. (Figure 7.3).

For example, there is a new link between the International Student Centre and the Residence Services administration. The Development Consultant in coordination with the International Student Advisor will try to provide adequate number of residence spaces for international students, provide more informational sessions regarding services and facilities available for them, and promote student exchange programs to other countries.

**Figure 7.3 Re-structuring of the Residence organization as of September 1999.**



Though these changes are praiseworthy, it still leaves fewer administrative personnel. The CDC and DC will have to ensure a higher concentration of their time to ensure that the student needs and wants are satisfied, to provide guidance and support, to advice and encourage, etc. These changes can be achieved, as long as the CDC and DC reduce their time spent on administrative matters (room assignments, front desk assistance), and concentrate more on the students' development.

This transformation is likely to have a limited impact, as most of the issues addressed in this study are not taken into consideration. For example, students are not given authority (empowerment) in the decision-making process. There is a reduction in the number of professional staff members (Residence Life), without considering the

increase in the student population. The changes are only evaluated in terms of personnel and not of services and programs provided to the students.

Thus, the promotion of personnel is very important in any organization, as the decision of leaving one CDC (that one with seniority), and creating a new position (DC) could increase the level of interest and higher involvement from them. Also, newly created positions bring a different insight into the job, especially when they have an open margin for developing or defining its' roles and obligations.

Residence is heading towards a new direction - that of change. There is some uncertainty as to whether it is in an entirely positive direction. With the appointments done in September 1999, the CDC left the position the first day of October 1999, leaving only one professional staff member to concentrate on the students' development. This departure came from the higher volume of responsibilities to the position, realizing 400 new students are in residence. In total, the newly appointed CDC and DC will be accountable for 1,590 residents. There is an immediate need for more qualified personnel in the field of residence, as the Development Coordinator or Residence Life staff alone cannot be responsible for so many students at once.

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**UMI**

# APPENDIX ONE - Quality of Life Surveys

## Traditional Residence

REFERENCE #

### UNIVERSITY OF CALGARY RESIDENCE

The purpose of this questionnaire is to determine the level of student satisfaction with the residence Community. The findings of this research may assist the Residence Services Office, in upgrading its information base and taking students comments, suggestions and concerns into account. The study is being undertaken as a collaborative effort between the Residence Services Office and Alfonso Lopez Cesena, a Master Degree student from the Faculty of Environmental Design at the University of Calgary.

Your identity will remain anonymous to everyone, except the researchers through a coding system. Data will be kept in a confidential, secure place, where no one but those directly involved in the project, will have access to it. Two years after the completion of the study, the questionnaires will be disposed of.

There are no foreseeable risks with this research, your participation is entirely voluntary. Your decision to complete and return this questionnaire will be interpreted, as an indication of your consent to participate. After the results are tabulated, they will be available for residents access at the Residence Services Office. If you have any questions or concerns, please call 220-3210.

The time required for the survey is approximately 30 minutes.

**INSTRUCTIONS:** Please read each question, select the response which best represents your point of view, and fill in the appropriate circle. For those questions that do not apply or that you do not know the answer to, leave blank. Feel free to make any additional comments on the back page of this document. Please return to your Community Assistant or the Residence Services Office by April 15th. Thank you for your cooperation.

### PART I: GENERAL SATISFACTION.

Please indicate your level of agreement with the following statements:

A	B	C	D	E
strongly agree	agree	somewhat agree/disagree	strongly disagree	somewhat disagree

1. Overall, I am satisfied with living in Residence
2. I would recommend living in Residence to others
3. I plan to live in Residence next year, if "NO" please state why? \_\_\_\_\_

### PART II: REASONS FOR LIVING IN RESIDENCE.

Below, are some reasons for living in Residence. Please indicate how important these comments are to you.

A	B	C	D	E
very important	important	somewhat important/unimportant	very unimportant	somewhat unimportant

4. The Residence accommodation rates are reasonable
5. Convenient location and service
6. I do not have to prepare my own food
7. Social activities
8. Recreational activities
9. Educational activities.
10. My friends live here

11. My family wanted me to live in Residence
12. Of the reasons listed above, which is
- A) The most important \_\_\_\_\_
- B) The second most important \_\_\_\_\_
- C) The third most important \_\_\_\_\_
13. Other comments, please specify \_\_\_\_\_
- 

**PART III: FOOD SERVICES.**

Please fill in the most appropriate response, for each of the following statements.

**A**      **B**      **C**      **D**      **E**  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree

*General*

14. The Food Services staff are flexible and friendly
15. One of the four Residential Dining Plans have met my needs
16. The flexibility of eating at any Food Service location is important
17. The Supervisors and Management are responsive to ideas and concerns
18. The Residence Food Service Advisory Group keeps me informed
19. I find "a la carte" Dining Plans fair and equitable

*Alberta Room*

20. I am satisfied with the variety of food served in the Alberta Room
21. The Alberta Room staff are courteous and helpful
22. My three favorite items served are:
- 1) \_\_\_\_\_ 2) \_\_\_\_\_
- 3) \_\_\_\_\_
23. I would suggest adding \_\_\_\_\_ to the menu
24. I am satisfied with the portions of food served in the Alberta Room
25. Service is prompt and efficient
26. The atmosphere is friendly and conducive to relaxed dining
27. The area is clean and well-maintained

*Legacy's*

28. I am satisfied with the variety of food served in Legacy's
29. Legacy's staff are courteous and helpful
30. My three favorite items served are:
- 1) \_\_\_\_\_ 2) \_\_\_\_\_
- 3) \_\_\_\_\_
31. I would suggest adding \_\_\_\_\_ to the menu
32. The atmosphere is friendly and conducive to relaxed dining
33. The area is clean and well-maintained
34. Additional comments and suggestions \_\_\_\_\_

**PART IV: FACILITIES AND SERVICES.**

If you used the following facilities, please fill in the appropriate frequency of use, over a period of a month.

**A**      **B**      **C**      **D**      **E**  
 10+ times/month    5-10 times/month    2-4 times/month    one/month    never

35. Music Practice Rooms
36. Bicycle Rooms or Lockers

- 37. Group Meeting Rooms
- 38. Study Lounges
- 39. Storage Rooms
- 40. Computer Rooms (Brewster or Castle Hall - RCC)
- 41. Microwaves, VCR's or TV's (RCC)
- 42. Others, please specify and indicate the frequency of use over the period of a month. \_\_\_\_\_

43. Of the Facilities and Services listed above, which is
- A) The most important \_\_\_\_\_
  - B) The second most important \_\_\_\_\_
  - C) The third most important \_\_\_\_\_
44. Which other facilities or improvements, would you like to see in the Residence area? \_\_\_\_\_

**PART V: MAINTENANCE.**

Please fill in the most appropriate response for each of the following statements.

- A                      B                      C                      D                      E  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree
- 45. I understand the procedures for requesting repairs in my room
  - 46. I am satisfied with the time it takes, to get repair requests completed
  - 47. The maintenance staff gives me adequate warning (i.e. Knock, wait and announce arrival) before entering my room
  - 48. I am satisfied with the job the maintenance staff is doing
  - 49. Additional suggestions or comments: \_\_\_\_\_

**PART VI: HOUSEKEEPING.**

Please fill in the most appropriate response for each of the following statements.

- A                      B                      C                      D                      E  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree
- 50. The housekeeping staff cleans the common areas efficiently
  - 51. Housekeeping staff gives me adequate warning (i.e. Knock, wait and announce arrival) before entering my room
  - 52. I am satisfied with the job the housekeeping staff is doing
  - 53. Additional suggestions or comments: \_\_\_\_\_

**PART VII: SAFETY AND SECURITY.**

Please fill in the most appropriate response for each of the following statements.

- A                      B                      C                      D                      E  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree
- 54. I am satisfied with the level of safety and security in Residence
  - 55. I am satisfied with the level of lighting around residence
  - 56. I am familiar with the Safewalk system
  - 57. Additional comments or suggestions: \_\_\_\_\_

Please fill in a response, which best describes how often do you do the following

- A                      B                      C                      D                      E  
 all the time    often    sometime    hardly ever    never
- 58. I close an entry door that I find propped open
  - 59. I lock my door, everytime I leave
  - 60. I lock my room at night

## **PART VIII: RESIDENCE SERVICES OFFICE.**

I have had contact with the Residence Services Office staff in the following ways. Please fill in the appropriate response which describes the frequency of this contact.

**A**                      **B**                      **C**                      **D**                      **E**  
10 times/month    5-10 times/month    2-4 times/month    once/month    never

61. Obtained information about policies, the university, etc.
62. Obtained help in an emergency
63. Reported a security breach (i.e. Intruder, unlocked door) or noise complaint
64. Checked for lost and found items
65. Picked up a parcel or registered mail
66. Checked out a room key
67. Signed out a facility room key
68. Completed a maintenance work order
69. Obtained change (i.e. Coins)
70. Obtained photocopies/faxes
71. Other services, please specify: \_\_\_\_\_

### *Quality of Service*

Please fill in the most appropriate responses for each of the following statements:

**A**                      **B**                      **C**                      **D**                      **E**  
strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree

72. The Residence Services Office is open at convenient hours
73. I know how to get help, when the Residence Services Office is closed
74. The Residence Services Office staff, provide prompt and courteous service
75. The Residence Services Office staff members, are knowledgeable about residence
76. I am satisfied with the job the, Residence Services Office staff members are doing
77. Are there any other services not presently provided at the Residence Services Office, which you feel would enhance your stay in Residence? \_\_\_\_\_
78. Additional suggestions or comments: \_\_\_\_\_

## **PART IX: LIVING ENVIRONMENT.**

Please indicate your level of agreement with the following statements.

**A**                      **B**                      **C**                      **D**                      **E**  
strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree

79. The sleeping environment is acceptable during quiet hours
80. The sleeping environment is acceptable during non-quiet hours
81. The study environment is acceptable during quiet hours
82. The study environment is acceptable during non-quiet hours
83. My room furnishings are in good condition
84. The lounge furnishings are in good condition
85. The temperature in my building is comfortable
86. I would like to live in a smoke-free area

### *Community*

87. This Residence provides a positive living environment for students
88. I know the people in the three rooms closest to me
89. I would like more opportunities to interact with other residents
90. My best friend lives in Residence.
91. I socialize predominantly with those who live in Residence.

- 92. The activities planned for the residents are important.
- 93. I have made an effort to get to know people in my Residence community
- 94. My Residence community experience has exceeded my expectations
- 95. I am interested in improving life in my residence community
- 96. Our regular Residence community meetings are important because of the exchange of information, keeping up to date with events, airing problems, and others
- 97. Our regular Residence community meetings are important because it gives us the opportunity to get to know people.
- 98. I feel I have a voice in the Residence community
- 99. How often do you attend the following activities /events in Residence, in one month  
 A) Social \_\_\_\_\_ B) Educational \_\_\_\_\_  
 C) Sporting \_\_\_\_\_ D) Others \_\_\_\_\_
- 100. What do you like most about the Quality of the Living Environment in Residence. \_\_\_\_\_  
 \_\_\_\_\_
- 101. How would you define a sense of community in Residence ? \_\_\_\_\_  
 \_\_\_\_\_
- 102. How can a sense of community be enhanced in Residence ? \_\_\_\_\_  
 \_\_\_\_\_
- 103. Additional comments or suggestions \_\_\_\_\_

**PART X: RESIDENCE LIFE.**

*Community Development Coordinators (CDC's)*

Please fill in the most appropriate response for each of the following statements:

**A** **B** **C** **D** **E**  
 strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

- 104. The Community Development Coordinators (CDC's) handle problems that arise in a timely and objective manner
- 105. The CDC's maintain confidentiality
- 106. The CDC's are helpful and accessible
- 107. I am satisfied with the job the CDC's are doing
- 108. Additional comments or suggestions: \_\_\_\_\_

*Community Assistant*

- 109. I know who my Community Assistant (CA) is, where and how to contact him/her
- 110. I feel comfortable going to my Community Assistant, and would contact the CA on-call, if I had a problem

Please fill in the appropriate responses, that best describes your contact with your Community Assistant.

**A** **B** **C** **D** **E**  
 10+ times 5-10 times 2-4 times once never

- 111. Talked about a personal or roommate problem
- 112. Socialized with him/her
- 113. Obtained information about the Understanding and Agreements, contracts, etc.
- 114. As a friend
- 115. Talked about the job and how to become a Community Assistant
- 116. Obtained assistance (i.e. Noise complaint, emergency, vandalism, etc.)

**A** **B** **C** **D** **E**  
 strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

- 117. My CA returns calls and messages promptly
- 118. My CA informs me on community issues
- 119. My CA seems well informed about the campus resources
- 120. My CA seems active and interested in the community
- 121. My CA works well with the Student Representative (SR)
- 122. Additional comments or suggestions \_\_\_\_\_

*Discipline*

- 123. I am aware that anyone can write a Communication Referral Log
- 124. I have enforced quiet hours in my community
- 125. I know the purpose of the Community Review Board (CRB)
- 126. I know how an appeal is made from the CRB decision

*Residence Complex Council (RCC)*

Please fill in the most appropriate response for each of the following statements:

**A**      **B**      **C**      **D**      **E**  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree

- 127. I know how to contact a member of the Residence Complex Council (RCC) executive
- 128. I have knowledge of the members of the executive and know about their job description.
- 129. Members of the executive are aware of students' concerns and represent them
- 130. Members of the executive are helpful, effective and accessible
- 131. I am satisfied with the job the executive is doing

*Committees*

- 132. R.C.C. members provide a variety of programs at timely intervals
- 133. There is an adequate advertising for R.C.C. events
- 134. Programs are well-organized
- 135. I would like to be a part of R.C.C. next year
- 136. Suggestions for future programming and involvements: \_\_\_\_\_

*Student Representatives*

- 137. I know who my Student Representative (SR) is, where and how to contact him/her
- 138. I feel comfortable going to my SR, and would contact the him/her if I had a problem

Please fill in the appropriate responses, that best describes your contact with your SR

**A**      **B**      **C**      **D**      **E**  
 10+ times    5-10 times    2-4 times    once    never

- 139. Talked about a personal or roommate problem
- 140. Socialized with him/her
- 141. As a friend
- 142. Talked about the job and how to become a SR
- 143. Obtained assistance (i.e. Noise complaint, emergency, vandalism, etc.)

**A**      **B**      **C**      **D**      **E**  
 strongly agree    agree    somewhat agree/disagree    strongly disagree    somewhat disagree

- 144. My SR returns calls and messages promptly
- 145. My SR informs me on community issues
- 146. My SR seems well informed about the campus resources

- 147. My SR seems active and interested in the community
- 148. My SR works well with the Community Assistant (CA)
- 149. I would recommend my SR for reappointment
- 150. Additional comments or suggestions: \_\_\_\_\_

**PART XI: DEMOGRAPHIC INFORMATION.**

- 151. Gender:                   A) Male                           B) Female
- 152. Building:               A) Kananaskis               B) Rundle
- 153. Year of Study:        A) First                        B) Second                    C) Third  
                                  D) Fourth                    E) Other
- 154. Have you lived in Residence at the U of C, before this year?   A) Yes                    B) No
- 155. How many years have you lived at the U of C Residence?  
                                  A) One B)Two                C) Three                    D) Other
- 156. Have you lived in Residence at another University, before this year? A) Yes                    B) No
- 157. How many years did you lived at that Residence?  
                                  A) One B)Two                C) Three                    D) Other
- 158. What is your age category: A)20 or under                B)21-24                    C)25-29  
                                  D)30-34                    E)Over 35
- 159. What is your annual income:    A)Under \$5,000                B)\$5,000-\$9,999  
                                  C)10,000-14,999                D)Over 15,000
- 160. How long have you lived in Calgary ? \_\_\_\_\_
- 161. Where did you live, prior to coming to Calgary? \_\_\_\_\_
- 162. Where is your place of birth \_\_\_\_\_

## APPENDIX TWO - Quality of Life Surveys Apartment Residence

REFERENCE #

### UNIVERSITY OF CALGARY RESIDENCE.

The purpose of this questionnaire, is to determine the level of student satisfaction with the Residence Community. The findings of this research may assist the Residence Services Office, in upgrading its information base and taking students comments, suggestions and concerns into account. The study is being undertaken as a collaborative effort between the Residence Services Office and Alfonso Lopez Cesena, a Master Degree student from the Faculty of Environmental Design at the University of Calgary.

Your identity will remain anonymous to everyone, except the researchers through a coding system. Data will be kept in a confidential, secure place, where no one but those directly involved in the project, will have access to it. Two years after the completion of the study, the questionnaires will be disposed of.

There are no foreseeable risks with this research, your participation is entirely voluntary. Your decision to complete and return this questionnaire will be interpreted, as an indication of your consent to participate. After the results are tabulated, they will be available for residents access at the Residence Services Office. If you have any questions or concerns, please call 220-3210.

The time required for the survey is approximately 30 minutes.

**INSTRUCTIONS:** Please read each question, select the response which best represents your point of view, and fill in the appropriate circle. For those questions that do not apply or that you do not know the answer to, leave blank. Feel free to make any additional comments on the back page of this document. Please return to your Community Assistant or the Residence Services Office by April 15th. Thank you for your cooperation.

### PART I: GENERAL SATISFACTION.

Please indicate your level of agreement with the following statements:

A	B	C	D	E
strongly agree	agree	somewhat agree/disagree	strongly disagree	somewhat disagree

1. Overall, I am satisfied with living in Residence
2. I would recommend living in Residence to others
3. I plan to live in Residence next year, if "NO" please state why? \_\_\_\_\_

### PART II: REASONS FOR LIVING IN RESIDENCE.

Below, are some reasons for living in Residence. Please indicate how important these comments are to you.

A	B	C	D	E
very important	important	somewhat important/unimportant	very unimportant	somewhat unimportant

4. The Residence accommodation rates are reasonable
5. Convenient location and service
6. I can prepare my own food
7. Social activities
8. Recreational activities
9. Educational activities.
10. My friends live here

11. My family wanted me to live in Residence
12. Of the reasons listed above, which is
- A) The most important \_\_\_\_\_
- B) The second most important \_\_\_\_\_
- C) The third most important \_\_\_\_\_
13. Other comments, please specify \_\_\_\_\_
- 

**PART III: FACILITIES AND SERVICES.**

If you used the following facilities, please fill in the appropriate frequency of use, over a period of a month.

A	B	C	D	E
10+ times/month	5-10 times/month	2-4 times/month	once/month	never

14. Music Practice Rooms
15. Bicycle Rooms or Lockers
16. Group Meeting Rooms
17. Study Lounges
18. Storage Rooms
19. Computer Rooms (Brewster or Castle Hall - RCC)
20. Microwaves, VCR's or TV's (RCC)
21. Others, please specify and indicate the frequency of use over the period of a month. \_\_\_\_\_
- 

22. Of the Facilities and Services listed above, which is
- A) The most important \_\_\_\_\_
- B) The second most important \_\_\_\_\_
- C) The third most important \_\_\_\_\_
23. Which other facilities or improvements, would you like to see in the Residence area? \_\_\_\_\_
- 

**PART IV: MAINTENANCE.**

Please fill in the most appropriate response for each of the following statements.

A	B	C	D	E
strongly agree	agree	somewhat agree/disagree	strongly disagree	somewhat disagree

24. I understand the procedures for requesting repairs in my apartment
25. I am satisfied with the time it takes, to get repair requests completed
26. The maintenance staff gives me adequate warning (i.e. Knock, wait and announce arrival) before entering my apartment
27. I am satisfied with the job the maintenance staff is doing
28. Additional suggestions or comments: \_\_\_\_\_
- 

**PART V: HOUSEKEEPING.**

Please fill in the most appropriate response for each of the following statements.

A	B	C	D	E
strongly agree	agree	somewhat agree/disagree	strongly disagree	somewhat disagree

29. The housekeeping staff cleans the common areas efficiently
30. Housekeeping staff gives me adequate warning (i.e. Knock, wait and announce arrival) before entering my apartment
31. I am satisfied with the job the housekeeping staff is doing
32. Additional suggestions or comments: \_\_\_\_\_
-

**PART VI: SAFETY AND SECURITY.**

Please fill in the most appropriate response for each of the following statements.

A B C D E  
strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

33. I am satisfied with the level of safety and security in Residence

34. I am satisfied with the level of lighting around residence

35. I am familiar with the Safewalk system

36. Additional comments or suggestions: \_\_\_\_\_

Please fill in a response, which best describes how often do you do the following

A B C D E  
all the time often sometimes hardly ever never

37. I close an entry door that I find propped open

38. I lock my door, everytime I leave

39. I lock my apartment door at night

40.- Additional comments or suggestions: \_\_\_\_\_

**PART VII: RESIDENCE SERVICES OFFICE.**

I have had contact with the Residence Services Office staff in the following ways. Please fill in the appropriate response which describes the frequency of this contact.

A B C D E  
10+ times/month 5-10 times/month 2-4 times/month once/ month never

41. Obtained information about policies, the university, etc.

42. Obtained help in an emergency

43. Reported a security breach (i.e. Intruder, unlocked door) or noise complaint

44. Checked for lost and found items

45. Picked up a parcel or registered mail

46. Checked out a room key

47. Signed out a facility room key

48. Completed a maintenance work order

49. Obtained change (i.e. Coins)

50. Obtained photocopies/faxes

51. Other services, please specify: \_\_\_\_\_

*Quality of Service*

Please fill in the most appropriate responses for each of the following statements:

A B C D E  
strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

52. The Residence Services Office is open at convenient hours

53. I know how to get help, when the Residence Services Office is closed

54. The Residence Services Office staff, provide prompt and courteous service

55. The Residence Services Office staff members, are knowledgeable about residence

56. I am satisfied with the job the, Residence Services Office staff members are doing

57. Are there any other services not presently provided at the Residence Services Office, which you feel would enhance your stay in Residence? \_\_\_\_\_

58. Additional suggestions or comments: \_\_\_\_\_

**PART VIII: LIVING ENVIRONMENT.**

Please indicate your level of agreement with the following statements.

A B C D E  
 strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

- 59. The sleeping environment is acceptable during quiet hours
- 60. The sleeping environment is acceptable during non-quiet hours
- 61. The study environment is acceptable during quiet hours
- 62. The study environment is acceptable during non-quiet hours
- 63. My apartment furnishings are in good condition
- 64. The lounge furnishings are in good condition
- 65. The temperature in my building is comfortable
- 66. I would like to live in a smoke-free area

*Community*

- 67. This Residence provides a positive living environment for students
- 68. I know the people in the three apartments closest to me
- 69. I would like more opportunities to interact with other residents
- 70. My best friend lives in Residence.
- 71. I socialize predominantly with those who live in Residence.
- 72. The activities planned for the residents are important.
- 73. I have made an effort to get to know people in my Residence community
- 74. My Residence community experience has exceeded my expectations
- 75. I am interested in improving life in my residence community
- 76. Our regular Residence community meetings are important because of the exchange of information, keeping up to date with events, airing problems, and others
- 77. Our regular Residence community meetings are important because it gives us the opportunity to get to know people.
- 78. I feel I have a voice in the Residence community
- 79. How often do you attend the following activities /events in Residence, in one month
  - A) Social \_\_\_\_\_
  - B) Educational \_\_\_\_\_
  - C) Sporting \_\_\_\_\_
  - D) Others \_\_\_\_\_
- 80. What do you like most about the Quality of the Living Environment in Residence. \_\_\_\_\_
- 81. How would you define a sense of community in Residence ? \_\_\_\_\_
- 82. How can a sense of community be enhanced in Residence ? \_\_\_\_\_
- 83. Additional comments or suggestions \_\_\_\_\_

**PART IX: RESIDENCE LIFE.**

*Community Development Coordinators (CDC's)*

Please fill in the most appropriate response for each of the following statements:

A B C D E  
 strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

- 84. The Community Development Coordinators (CDC's) handle problems that arise in a timely and objective manner
- 85. The CDC's maintain confidentiality
- 86. The CDC's are helpful and accessible
- 87. I am satisfied with the job the CDC's are doing
- 88. Additional comments or suggestions: \_\_\_\_\_

*Community Assistant*

- 89. I know who my Community Assistant (CA) is, where and how to contact him/her
- 90. I feel comfortable going to my Community Assistant, and would contact the CA on-call, if I had a problem

Please fill in the appropriate responses, that best describes your contact with your Community Assistant.

A                      B                      C                      D                      E  
10+ times      5-10 times      2-4 times      once      never

- 91. Talked about a personal or roommate problem
- 92. Socialized with him/her
- 93. Obtained information about the Understanding and Agreements, contracts, etc.
- 94. As a friend
- 95. Talked about the job and how to become a Community Assistant
- 96. Obtained assistance (i.e. Noise complaint, emergency, vandalism, etc.)

A                      B                      C                      D                      E  
strongly agree      agree      somewhat agree/disagree      strongly disagree      somewhat disagree

- 97. My CA returns calls and messages promptly
- 98. My CA informs me on community issues
- 99. My CA seems well informed about the campus resources
- 100. My CA seems active and interested in the community
- 101. My CA works well with the Student Representative (SR)
- 102. Others, please specify \_\_\_\_\_

*Discipline*

- 103. I am aware that anyone can write a Communication Referral Log
- 104. I have enforced quiet hours in my community
- 105. I know the purpose of the Community Review Board (CRB)
- 106. I know how an appeal is made from the CRB decision

*Residence Complex Council (RCC)*

Please fill in the most appropriate response for each of the following statements:

A                      B                      C                      D                      E  
strongly agree      agree      somewhat agree/disagree      strongly disagree      somewhat disagree

- 107. I know how to contact a member of the Residence Complex Council (RCC) executive
- 108. I have knowledge of the members of the executive and know about their job description.
- 109. Members of the executive are aware of students' concerns and represent them
- 110. Members of the executive are helpful, effective and accessible
- 111. I am satisfied with the job the executive is doing

*Committees*

- 112. R.C.C. members provide a variety of programs at timely intervals
- 113. There is an adequate advertising for R.C.C. events
- 114. Programs are well-organized
- 115. I would like to be a part of R.C.C. next year
- 116. Suggestions for future programming and involvements: \_\_\_\_\_

*Student Representatives*

- 117. I know who my Student Representative (SR) is, where and how to contact him/her
- 118. I feel comfortable going to my SR, and would contact the him/her if I had a problem

Please fill in the appropriate responses, that best describes your contact with your SR

A B C D E  
10+ times 5-10 times 2-4 times once never

- 119. Talked about a personal or roommate problem
- 120. Socialized with him/her
- 121. As a friend
- 122. Talked about the job and how to become a SR
- 123. Obtained assistance (i.e. Noise complaint, emergency, vandalism, etc.)

A B C D E  
strongly agree agree somewhat agree/disagree strongly disagree somewhat disagree

- 124. My SR returns calls and messages promptly
- 125. My SR informs me on community issues
- 126. My SR seems well informed about the campus resources
- 127. My SR seems active and interested in the community
- 128. My SR works well with the Community Assistant (CA)
- 129. Additional comments or suggestions: \_\_\_\_\_

**PART X: DEMOGRAPHIC INFORMATION.**

- 130. Gender: A) Male B) Female
- 131. Building: A) Glacier B) Olympus C) Norquay  
D) Brewster E) Castle
- 132. Year of Study: A) First B) Second C) Third  
D) Fourth E) Other
- 133. Have you lived in Residence at the U of C, before this year? A) Yes B) No
- 134. How many years have you lived at the U of C Residence?  
A) One B) Two C) Three D) Other
- 135. Have you lived in Residence at another University, before this year? A) Yes B) No
- 136. How many years did you lived at that Residence?  
A) One B) Two C) Three D) Other
- 137. What is your age category: A) 20 or under B) 21-24 C) 25-29  
D) 30-34 E) Over 35
- 138. What is your annual income: A) Under \$5,000 B) \$5,000-\$9,999  
C) 10,000-14,999 D) Over 15,000
- 139. How long have you lived in Calgary? \_\_\_\_\_
- 140. Where did you live, prior to coming to Calgary? \_\_\_\_\_
- 141. Where is your place of birth \_\_\_\_\_

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## **APPENDIX THREE - Residence contract**

[ University Logo ]

**THE UNIVERSITY AND THE RESIDENT AGREE THAT:**

### *Definitions*

**1. In this Agreement**

- (a) "Business Day" shall not include a Saturday, Sunday or statutory holiday;
- (b) "Room" means the room or residence unit in the University Residence assigned from time to time by the University to the Resident;
- (c) "University Residence" means collectively Rundle, Kananaskis, Glacier, Olympus, Brewster, Castle and Norquay Halls;
- (d) "Residence Complex" means collectively the University Dining Centre and the University Residence.

### *License Agreement*

**2. This Agreement is a license to occupy and does not give the Resident any rights of tenancy in the room.**

### *Cost*

**3. The Resident shall pay to the University the amounts agreed in the Schedule "A" to this Agreement on the dates set out therein, including;**

- (a) a Residence Complex Council fee;
- (b) a fee for the occupation of the Room, including a non-refundable Advance Payment;
- (c) an administration fee where the Resident elects to pay the fees owing to the University pursuant to Schedule "A" in more than one installment; and
- (d) a Meal Plan fee, where the Resident is required by Schedule "A" to purchase a Meal Plan.

### *Representations of the Resident*

**4. The Resident is enrolled as a full-time student at the University of Calgary.**

### *Covenants of the Resident*

**5. The Resident shall comply with the University and Residence Policies and Standards applicable to the Residence Complex, which may be modified from time to time.**

**6. The Resident shall:**

- (a) keep the Room, its furnishings, and fixtures in a reasonably clean condition;
- (b) not damage the Room or any furnishing or fixtures in the Room;
- (c) not put anything in the Room which will disfigure or mark the Room, its furnishings, or fixtures when removed; and
- (d) not make any alteration or renovation to the Room.

**7. The Resident shall permit the University or its agents entry for the purpose of inspecting the condition of the Room and its contents.**

**8. The Resident shall not do or permit anything to be done in the Room or Residence Complex which:**

- (a) is not legal;
- (b) is a nuisance to anyone in the Residence Complex;
- (c) is a danger to anyone in the Residence Complex; or
- (d) causes or could reasonably cause damage to a person or property in the Residence Complex.

*Termination of the Agreement by the University*

9. The University may terminate this Agreement by giving the Resident 72 hours notice if the Resident:
- (a) ceases to be a full-time student at the University; or
  - (b) fails to make any payment owing under this Agreement on the date on which it falls due.
10. Notwithstanding paragraph 12, the University may terminate this Agreement by giving the Resident 24 hours notice if the Resident breaches this Agreement, other than by failing to make a payment on the date owing.

*Termination of the Agreement by the Resident*

11. The Resident may terminate this Agreement by giving written notice of termination to the University Residence Services Office. That termination shall be effective at noon on the last day of the calendar month following the month in which the notice is given.
12. Notwithstanding paragraph 10, the Resident may terminate this Agreement upon 5 days written notice where he has obtained the consent of the University Residence Services Office to do so. The University may consent to termination of the Agreement for:
- (a) medical reasons, where the Resident has provided a medical certificate from University Health Services stating that the Resident ought not to continue residing in the University Residence; or
  - (b) compassionate or other grounds, at the sole discretion of the University.

*Occupancy*

13. The University shall permit the Resident to occupy the Room from September \_\_\_\_, 199\_\_ to noon, April \_\_\_\_, 199\_\_. The Resident shall not occupy the Room at any other time without the prior written authorization of the University.
14. The University may, from time to time, assign an alternate Room to the Resident. Within 24 hours after the University gives notice to the Resident of the reassignment, the Resident shall vacate the first Room and occupy the reassigned Room.
15. The Resident shall not assign this Agreement or permit any person to occupy the Room other than as assigned by the University.

*Vacant Possession*

16. Where this Agreement is terminated, the term of the Agreement has expired, or the Resident's Room is reassigned, the Resident shall:
- (a) vacate the Room, leaving all of the Room's furnishings and fixtures in it;
  - (b) leave the Room, including its furnishings and fixtures, completely clean and in good condition, reasonable wear and tear excepted; and

- (c) deliver the Room and University Residence keys to the University Residence Services Office.
17. Where the Resident does not vacate the Room in accordance with this Agreement, the University or its agents may re-enter and occupy the Room, and the Resident shall pay the University for any occupation of the Room beyond the date vacancy is required by this Agreement.
18. (1) Where the Resident has breached this Agreement, the Resident shall pay to the University all costs incurred by the University in rectifying the breach.
- (2) Without limiting subsection (1), where the Resident has failed to leave the Room and its furnishings and fixtures clean and in good condition.
- (3) Where the Resident or a guest of the Resident has caused damage to any property in the Residence Complex, the Resident shall pay to the University all costs incurred by the University in repairing the damage.
19. Where this Agreement is terminated:
- (a) the Resident shall pay to the University forthwith the administration and processing charges set out in Schedule "A", plus any other amounts owing pursuant to this Agreement; and
- (b) the University shall pay to the Resident a refund of any amounts paid for the period after the date of termination or the date the Room was vacated (whichever is later), from which the University may set off any amounts owing to it by the Resident pursuant to clause (a).
20. When the Resident owes to the University any moneys pursuant to this Agreement, the University may withhold marks, graduation, and academic status or advancement at the University of Calgary until the Resident has paid the moneys owing.
21. (1) Any notice by the Resident to the University shall be in writing and shall be deemed served if it is delivered at the University Residence Services Office to a person who is employed by University Residence Services, or sent by double registered mail to:

The Manager  
University Residence Services  
The University of Calgary  
2500 University Drive N.W.  
Calgary, Alberta  
Canada, T2N 1N4

- A notice served personally shall be effective on the first Business Day after service, and a notice sent by mail shall be effective on the fourth Business Day after mailing.
- (2) Any notice by the University to the Resident shall be in writing and shall be deemed served if it is:
- (a) served on the Resident personally, or
- (b) left at the resident's Room, or
- (c) left in the mail box assigned to the Resident by the University.

A notice served personally shall be effective on that day, and a notice served pursuant to subsections (b) and (c) shall be effective on the first Business Day after the notice is left at the Room or in the mail box.

22. No amendment of this Agreement shall be effective unless it is in writing and signed by both the Resident and the University.

DATED the \_\_\_ day of \_\_\_\_\_, 19 \_\_ and signed by the University and the Resident.

This Agreement is made between  
**THE GOVERNORS OF THE UNIVERSITY OF CALGARY**  
as represented by the University Residence Services Office  
("the University")  
-and-

\_\_\_\_\_  
[print the name of the student signing the contract]  
("the Resident")

University Residence Services Office

Per: \_\_\_\_\_ [Signature of Residence Services Representative]      \_\_\_\_\_ [Signature of the Resident]

U of C Student I.D. # \_\_\_\_\_  
Room # \_\_\_\_\_ Building \_\_\_\_\_  
Keys signed out:  
Unit key [ ]  
Bedroom key [ ]  
Hall Key [ ] (all buildings)  
Hall Key [ ] (G, O, N, B, C)  
Mail Key [ ]  
Linen Key [ ]

In case of emergency, please notify:  
Name: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
Relationship: \_\_\_\_\_

Distribution:    White: Residence Services            Canary: Student

## APPENDIX FOUR - Quality of Life Survey Results

### Traditional Residence

#### PART I. GENERAL SATISFACTION

Question Number	Response				
	A	B	C	D	E
1	14%	53%	22%	7%	4%
2	25%	45%	20%	5%	5%
3	<p>Because I don't want to live in residence, governed by a repressive authority that follows a dated totalitarian dogma.</p> <p>I had my fun and met people, now it's time to move on</p> <p>No, I need more privacy</p> <p>Too many distractions, too disruptive</p> <p>The level of social interaction is much that interferes with studying, my desire to study is reduced significantly</p> <p>Because I did not enjoy my year living in residence</p> <p>The community does not work, it attempts to form a commune - like society. Totally depending on one another, it's expected that you bond, become friends with your floormates</p> <p>Was disappointed in the ineffective disciplinary process. False definition of community</p> <p>Independence and privacy of having own apartment</p> <p>Manipulation, tyranny and disrespect; all a small slice of U of C residence</p>				

#### PART II. REASONS FOR LIVING IN RESIDENCE

Question Number	Response				
	A	B	C	D	E
4	30%	36%	26%	5%	3%
5	68%	26%	4%	1%	1%
6	14%	20%	28%	22%	16%
7	27%	41%	19%	9%	4%
8	18%	38%	26%	13%	5%
9	9%	28%	36%	18%	9%
10	18%	34%	26%	13%	9%
11	6%	12%	22%	27%	33%
12	<p>The most important</p> <p>The second most important</p> <p>The third most important</p>				
				No. 5	59%
				No. 7	16%
				No. 4	12%
13	<p>More special presentation, just like first few days on Rez</p> <p>If you're coming from out of province or country, it gives you a chance to meet a lot of people and make good friends</p> <p>Good environment to move away to. Good to meet all kinds of people</p> <p>Everything is fabulous</p> <p>I've made so many friendships in Rez, that wouldn't have made otherwise</p> <p>Accommodation rates are very important, but I don't agree with the rates.</p> <p>I saw it as a valuable learning and growth experience. It was my first time living away from home</p> <p>Freedom from family, being on my own</p> <p>What educational activities?</p> <p>Convenient location, not convenient service</p>				

#### PART III. FOOD SERVICES

Question Number	Response				
	A	B	C	D	E
14	7%	34%	38%	14%	7%
15	14%	45%	20%	9%	12%
16	46%	33%	13%	5%	3%

17	4%	17%	43%	21%	15%
18	4%	8%	25%	37%	26%
19	5%	18%	42%	17%	18%
20	3%	22%	33%	23%	19%
21	5%	39%	37%	12%	7%
22	My favorite item			Grilled cheese	
	My second favorite item			Chicken burger	
	My third favorite item			Veggie sub	
23	Sea food		More vegetarian dishes		More herbs and spices
	Milkshakes		Lots of real fresh fruit		Different types of bread
	Steak		Garlic toast		East European food
24	12%	44%	22%	11%	11%
25	6%	38%	34%	17%	5%
26	11%	46%	30%	10%	3%
27	12%	52%	25%	8%	3%
28	8%	27%	22%	28%	15%
29	29%	47%	16%	5%	3%
30	My favorite item			Chicken fingers	
	My second favorite item			Sub sandwiches	
	My third favorite item			Pizza	
31	More snack items				Perogies
	A new menu, something healthy				Chicken wings every night
	Fajitas				Pasta
32	27%	52%	16%	3%	2%
33	10%	37%	29%	16%	8%
34	Cheaper prices. I want bargain basement price.				
	Serve some real food for a reasonable rate. The service is horrible.				
	I think the Dining Centre is a total rip off.				
	More flexible hours for the Alberta Room, 7:30 p.m. is too early to close.				
	I didn't like getting food poisoning.				
	Needs to be updated to a pub atmosphere.				
	Experienced staff is definitely required to work here.				
	More variety in the menu would be appreciated.				
	Legacy's room conditionings need to be upgraded.				
	Add quality to the list.				

#### PART IV. FACILITIES AND SERVICES

Question Number	Response				
	A	B	C	D	E
35	1%	3%	8%	6%	82%
36	4%	3%	3%	7%	83%
37	6%	4%	8%	15%	67%
38	14%	24%	24%	20%	18%
39	6%	7%	7%	13%	67%
40	7%	6%	5%	11%	71%
41	61%	19%	9%	7%	4%
42	TV Lounge				
	Resource Room				
	Laundry facilities				
43	The most important			No. 41	48%
	The second most important			No. 38	30%
	The third most important			No. 40	4%
44	Study lounges: What are they for? Turn it into a 70's style piano lounge.				
	A change machine for quarters.				
	Outdoor basketball court for Rez students only.				
	The pianos need very badly to be tuned.				
	Resource Room with magazines, books, etc.				

Automated bank machines  
 More advertisement of services. I never knew they were available to students living in Rez  
 A no talking policy in the study lounge.  
 Magazine shelf, dictionaries, thesaurus, etc., available in study lounges.  
 A place to hang out other than the lounge. Where you can play pool.

#### **PART V. MAINTENANCE**

Question Number	Response				
	A	B	C	D	E
45	26%	40%	21%	6%	7%
46	11%	22%	32%	14%	21%
47	26%	38%	26%	6%	3%
48	13%	40%	28%	11%	8%
49	The heating of the rooms is inadequate. Thousands of requests and constant pestering are the only way to get any repairs acknowledged Maintenance does a good job. Stop with band aid solutions. Make things such as lights, easily accessible. There should be an emergency procedure for big leaks of water at night. The fuses always blow if two people in the room dry their hair at the same time. The elevators don't work half the time, keep them running. Speed up time it takes for repairs. I have never needed maintenance in my room.				

#### **PART VI. HOUSEKEEPING**

Question Number	Response				
	A	B	C	D	E
50	63%	28%	7%	2%	0%
51	56%	33%	8%	1%	2%
52	59%	29%	8%	3%	1%
53	The staff is great. There should be clean-ups more frequently. Sometimes there is not enough warning before room cleaning. It's amazing how they can actually keep this place in some kind of order. Students abuse the housekeeping service, they should clean up their own messes. Strongly agree to all of above. First rate. They keep out bathrooms spotless and shiny. Moldy showers are bad. Housekeeping does excellent job on cleaning rooms and lounge, very friendly and polite.				

#### **PART VII. SAFETY AND SECURITY**

Question Number	Response				
	A	B	C	D	E
54	11%	42%	31%	10%	6%
55	11%	43%	22%	15%	9%
56	25%	36%	25%	11%	3%
57	The cameras on campus are in direct violation of my personal space. Less smoking areas. Campus Security is great. Could have more lights in front of building, like in the loops. Too many shrubs/trees "hiding places" around Rez and the Dining Centre Even though I agree to all these questions, does not mean I feel safe at all times.				

Parking lot breakings are too high, this issue must be dealt with.  
 It is too easy for strangers to get into Rundle and Kananaskis.  
 I feel very safe at this University.  
 A buzzer system would be great for guests.

Question Number	Response				
	A	B	C	D	E
58	19%	22%	28%	17%	14%
59	26%	39%	24%	8%	3%
60	61%	12%	8%	10%	9%

**PART VIII. RESIDENCE SERVICES OFFICE**

Question Number	Response				
	A	B	C	D	E
61	3%	6%	14%	33%	44%
62	1%	2%	7%	15%	75%
63	1%	1%	7%	21%	70%
64	0%	2%	5%	20%	73%
65	2%	7%	30%	48%	13%
66	1%	3%	19%	56%	21%
67	2%	4%	14%	18%	62%
68	1%	2%	7%	39%	51%
69	2%	12%	32%	34%	20%
70	3%	5%	15%	35%	42%
71	Fax machine Parking passes Applications and mail pick-up				

**Quality of Service**

Question Number	Response				
	A	B	C	D	E
72	32%	52%	10%	3%	3%
73	9%	21%	25%	29%	16%
74	11%	46%	30%	9%	4%
75	16%	50%	26%	5%	3%
76	12%	50%	24%	10%	4%
77	Change machine (quarters). Needs to be open nights and holidays. Video / movie rentals. Prompt mail delivery. More services? And at what cost? A smile would be nice for a change.				
78	Down with the dictatorship. Release us from the palm of the iron fist by which we are ruled by Publish more notices for registration for Rez. All but one staff is really friendly. Selected staff provide prompt and knowledgeable service, others don't. Security concerning who can get lockout keys is terrible. I should be able to do what I like in my room. Some staff members are friendlier and more prompt than others. Answers should always be polite and concise. Communication between day and night staff needs to improve immensely. More security.				

**PART IX. LIVING ENVIRONMENT**

Question Number	Response				
	A	B	C	D	E
79	10%	42%	32%	9%	7%

80	10%	40%	32%	12%	6%
81	12%	41%	28%	10%	9%
82	12%	37%	33%	12%	6%
83	11%	47%	29%	9%	4%
84	7%	34%	32%	20%	7%
85	5%	20%	35%	25%	15%
86	52%	18%	16%	7%	7%

**Community**

87	16%	48%	25%	7%	4%
88	66%	25%	6%	2%	1%
89	24%	30%	32%	9%	5%
90	23%	22%	15%	21%	19%
91	35%	35%	19%	8%	3%
92	28%	29%	26%	12%	5%
93	34%	45%	14%	5%	2%
94	13%	27%	34%	15%	11%
95	17%	39%	30%	7%	7%
96	20%	37%	27%	10%	6%
97	10%	34%	38%	12%	6%
98	10%	35%	27%	15%	13%

99A One time

3-5 times 28%

0 times 22%

99B 0 times

1 time 17%

2 times 45%

99C 0 times

1 time 22%

3-5 times 11%

99D 0 times

1 time 29%

3-5 times 17%

100

Being able to fight for a voice for the common student.

Closeness to the people on your floor.

Advantageous opportunity for socializing.

It's like everyone is one big family.

Accessible to campus.

What quality?

Nothing much, the TV doesn't do any harm.

The people who do care about their jobs and fulfill them.

I have no worries. My food is taken care off, so it cleaning. Everything is easy and no hassle

I like being able to visit at any time of the day or night.

101

Repressive, devoid of freedom of thought.

Cozy.

Where everyone knows everyone else, and there's a sense of trust between people.

Concern for members and conditions on floor, ability to work together.

I hate community.

Family, nice dysfunctional family.

Non-existent among Rez as a whole, but strong on a floor.

It's rare to see.

Knowing that you're living with people who support you.

I don't feel we have any sense of community in Rez.

102

Abolishment of rules and authority figures.

Interaction between floors and buildings.

Don't be so aggressive about controlling the students, we have rights too

Not necessary.

- Have the policies more strongly enforced.
- Can't, it's already great.
- The sense of community found here could not compare to an "outside" apartment building
- Get more of a voice at the University.
- By having those in charge, be more interested in connecting with everyone.
- More emphasis on respect for others space and communal property.
- 103 Those running this place are on one massive power trip.
- Should be much stricter control of quiet hours.
- Don't push community on adults.
- Rez is a good experience for one year, but no longer than one.
- Listen to student requests, we just want to improve Rez.
- When problems arise, deal with them immediately.
- In the "real world", community is not established in Rez. A playschool mentality is clearly distinguished
- Housing must stop the threats, they need to deal with the guilty in a more constructive manner.
- Overall pretty good.
- Discipline should be for the betterment and safety of the community, not to make examples out of others.

**PART X. RESIDENCE LIFE**

***Community Development Coordinators***

Question Number	Response				
	A	B	C	D	E
104	15%	35%	29%	8%	13%
105	20%	40%	25%	8%	7%
106	19%	37%	26%	8%	10%
107	17%	38%	23%	11%	11%

- 108 Hire people that can be impartial.
- Development, what development? All I see is a regression in student rights.
- They didn't involved themselves with students.
- I don't know who they are or what they do.
- Have not needed the services provided by the CDCs.
- I think that the CDC should bring any problems up as soon as they begin.
- Rez should be informed more about CDC.
- They do not handle problems correctly. Do not see things with an open mind.
- They should be more respectable toward the people in Rez, we are not children and our opinions should be valued.
- Need to be more organized.

***Community Assistant***

Question Number	Response				
	A	B	C	D	E
109	70%	23%	4%	1%	2%
110	45%	26%	14%	6%	9%
111	15%	11%	15%	15%	44%
112	38%	22%	22%	10%	8%
113	8%	9%	20%	21%	42%
114	38%	19%	18%	8%	17%
115	6%	7%	14%	13%	60%
116	7%	10%	20%	24%	39%
117	30%	35%	17%	6%	12%
118	35%	33%	14%	9%	9%
119	36%	39%	14%	6%	5%
120	38%	35%	12%	8%	7%
121	32%	32%	20%	7%	9%

122 He has helped me a lot with my personal problems, and has given me a lot of support.  
 CA did a good job.  
 I don't know how to contact the CA on-call.  
 CAs have the hardest jobs, but work hard too. They have to have good activities and be happy, helpful and caring.  
 My CA wasn't around for a while at the beginning, which didn't allow him to be part of the community.  
 Who?  
 Never around, not involved with floor / rez life.  
 My CA did an excellent job for such thankless work.  
 Hire a CA that would be a better authority figure, thus garner more respect from the residents.  
 Cas are vastly overated in terms of importance. People require more than a "Rez Services Rep".

**Discipline**

Question Number	Response				
	A	B	C	D	E
123	14%	23%	15%	17%	31%
124	15%	19%	27%	18%	21%
125	20%	29%	25%	12%	14%
126	11%	12%	21%	29%	27%

**Residence Complex Council**

Question Number	Response				
	A	B	C	D	E
127	19%	27%	18%	18%	18%
128	12%	21%	29%	19%	19%
129	10%	27%	43%	11%	9%
130	8%	29%	39%	15%	9%
131	12%	35%	35%	7%	11%

**Committees**

Question Number	Response				
	A	B	C	D	E
132	9%	43%	37%	5%	6%
133	12%	47%	29%	8%	4%
134	9%	38%	37%	11%	5%
135	9%	9%	16%	27%	39%
136	I thought that members of RCC were supposed to be representatives of the students, a voice. Meet the RCC members day. Better screening process for SRs. Be more visible as to issues / steps taken, etc. Keep up the good work. Hopefully they have less internal problems next year, and can do their job. Not active enough. Massive Rez wide service projects. More timely activities. Try to create school spirit, by encouraging support for Dino's athletic and campus events.				

**Student Representatives**

Question Number	Response				
	A	B	C	D	E
137	64%	23%	4%	3%	6%
138	43%	20%	9%	8%	20%
139	13%	9%	15%	13%	50%
140	33%	16%	20%	12%	19%

141	32%	16%	15%	9%	28%
142	6%	8%	11%	10%	65%
143	6%	8%	13%	19%	54%
144	24%	31%	22%	8%	15%
145	31%	32%	13%	9%	15%
146	30%	34%	15%	7%	14%
147	35%	27%	15%	8%	15%
148	32%	30%	16%	10%	12%
149	41%	18%	10%	8%	23%

150 She wasn't around very much.  
 SRs should be good people. Everyone should like them and they should have great activities towards life.  
 Better screening of SRs please.  
 Should be 2 SRs per floor and a CA.  
 Very nice, but useless.  
 My SR was the most helpful member of Rez.  
 My SR creates problems instead of solving them.  
 Who?  
 We should've been able to have a majority vote, of who our SR was going to be.  
 Wasn't around much.

**PART XI. DEMOGRAPHIC INFORMATION**

Question Number	A	B	Response C	D	E
151	37%	63%			
152	51%	49%			
153	54%	30%	11%	3%	2%
154	32%	68%			
155	61%	26%	6%	7%	
156	8%	92%			
157	27%	20%	19%	34%	
158	81%	16%	1%	1%	1%
159	59%	30%	7%	4%	
160	1 year		35%		
	1/2 year		25%		
	2 years		21%		
161	Within Alberta		47%		
	Out of Province		42%		
	Abroad		11%		
162	Within Alberta		42%		
	Out of Province		44%		
	Abroad		14%		

## APPENDIX FIVE - Quality of Life Survey Results

### Apartments Residence

#### PART I. GENERAL SATISFACTION

Question Number	Response				
	A	B	C	D	E
1	42%	49%	8%	0%	1%
2	34%	50%	15%	1%	0%
3	No, not cost effective. Lived here a long time and I'd like to try something different. I find the apartments too small for what we're paying. Too expensive. Possibly. Only here for this year, as I am an exchange student. No, ready for a change. I will not be attending U of C. Graduating. Not if I find a cheaper place in walking distance to the University.				

#### PART II. REASONS FOR LIVING IN RESIDENCE

Question Number	Response				
	A	B	C	D	E
4	21%	28%	36%	9%	6%
5	78%	21%	0%	1%	0%
6	58%	22%	14%	6%	0%
7	7%	17%	42%	21%	13%
8	3%	30%	39%	18%	10%
9	9%	17%	39%	26%	9%
10	8%	25%	22%	21%	24%
11	2%	13%	8%	24%	53%
12	The most important No. 5 73% The second most important No. 4 10% The third most important No. 6 8%				
13	The opportunity to interact with people from all over the world. New to Calgary, so residence is safe and convenient. The rates are too high and the way we are treated here is unique. The accommodations are very nice, but the rates are very unreasonable. Excellent living conditions and privacy in the apartments. Having a furnished apartment is an important reason. The ability to cook for myself, let's me enjoy my meals and has saved me substantial money. Having a good roommate. You make many friends just by living here. I think rates are a little high.				

#### PART III. FACILITIES AND SERVICES

Question Number	Response				
	A	B	C	D	E
14	3%	1%	3%	4%	89%
15	10%	3%	4%	5%	78%
16	2%	3%	10%	24%	61%
17	4%	9%	12%	16%	59%
18	4%	1%	4%	14%	77%
19	5%	6%	4%	7%	78%
20	4%	6%	7%	11%	72%
21	Vacuum				

- Laundry facilities  
Hallway study tables
- 22 The most important No. 38 26%  
The second most important No. 36 18%  
The third most important No. 40 15%
- 23 Free cable, at least in the common lounge.  
I would like to see a VCR and movies that are able to be rented out.  
I would love to have a bank machine in residence.  
Better recycling facilities.  
Housekeeping in the apartment, given the high rent.  
Barbeque area or balconies to use during fall-spring.  
I would like to see the weight room improved.  
Why is there an office in Olympus, if it's never used? Can we use that space for something.  
Reduction / elimination of noise.  
Money spent on upgrading the apartments, instead of upgrades on the Residence Office.

#### PART IV. MAINTENANCE

Question Number	Response				
	A	B	C	D	E
24	47%	40%	6%	5%	2%
25	17%	34%	27%	11%	11%
26	26%	43%	20%	8%	3%
27	21%	48%	21%	8%	2%
28	Keep up the good work. Rooms be painted before new students move in. If something cannot be fixed / replaced they never let us know. Once a request is made by filing out the form, it would help if the Housing Office sent a short memo to the student, verifying receipt of the request and an approximate time scale. To clean the windows from outside is not possible. Higher standards of cleanliness in the apartments should be implemented. I am not thoroughly satisfied with maintenance staff. I don't think admittance to my apartment should be allowed, without 24 hours notice. Are often unfriendly, and act as though they are doing students a big favor. The maintenance request hasn't been done 3 months later.				

#### PART V. HOUSEKEEPING

Question Number	Response				
	A	B	C	D	E
29	42%	41%	13%	4%	0%
30	26%	43%	20%	6%	5%
31	36%	45%	15%	3%	1%
32	I had no contact with housekeeping staff. The floor in front of garbage room is often dirty. I would like to move into a clean apartment. Generally very friendly and helpful. I sometimes have to clean up the stairwell area myself. I was totally disgusted by how dirty our apartment was when we moved in. Very friendly. Areas should be cleaned more frequently. I wish when housekeeping was vacuuming, we or she could just zip in the room and vacuum high traffic entrance. Stairwells need attention / cleaning. Cleaning ladies are great.				

**PART VI. SAFETY AND SECURITY**

Question Number	Response				
	A	B	C	D	E
33	34%	52%	7%	6%	1%
34	28%	41%	22%	6%	3%
35	26%	44%	19%	6%	5%
36	Building is secured, but I have been harassed by other resident's guests. Females should not be placed on the main floors, if possible. Put more lights on the tunnel that goes to the Physical Education building. It is easy to get into the apartments. Broken doors need to be repaired more quickly. Not enough lighting between courtyard and the road by Rundle and parking. Turning out hall lights at night makes it very difficult to get into your apartment. Living on the ground floor facing the parking lot is a little scary at times. Could have a few more street lights in low traffic areas, or at least have brighter lights. Entrances are frequently unlocked.				

Question Number	Response				
	A	B	C	D	E
37	33%	24%	25%	8%	10%
38	63%	24%	6%	2%	5%
39	86%	5%	4%	2%	3%
40	No responses given				

**PART VII. RESIDENCE SERVICES OFFICE**

Question Number	Response				
	A	B	C	D	E
41	4%	4%	10%	43%	39%
42	0%	1%	5%	11%	83%
43	0%	1%	3%	22%	74%
44	1%	0%	1%	11%	86%
45	3%	5%	28%	55%	9%
46	2%	0%	6%	26%	66%
47	3%	5%	18%	24%	50%
48	0%	3%	11%	64%	22%
49	2%	4%	12%	33%	49%
50	2%	3%	8%	31%	56%
51	Fax machine Parking passes Applications and mail pick-up				

**Quality of Service**

Question Number	Response				
	A	B	C	D	E
52	47%	44%	6%	2%	1%
53	15%	34%	25%	21%	5%
54	29%	48%	18%	3%	2%
55	25%	46%	26%	2%	1%
56	28%	51%	17%	2%	2%
57	Vouchers for a free service. Do we have to pay for everything? Each room should be provided with its own vacuum. Common rooms ith big screen TV and cable. I wish the office would be open early mornings on weekends.				
58	It would be great if mail could be delivered to our door. Rent of cots is too expensive. Some staff are exceptional, others are unfriendly, unknowledgeable and rude.				

Keep longer hours during summer.  
 Night staff could be more knowledgeable.  
 The services provided vary by person. Some are good and some others are not.  
 The blond main lady in charge is very abrupt and rude.  
 Staff who work in the evenings don't always know how to help.  
 Not responsive to maintenance requests.  
 Conference guests staying in Rez during spring and summer, should be better informed about building policies, especially fire alarms.

**PART VIII. LIVING ENVIRONMENT**

Question Number	Response				
	A	B	C	D	E
59	35%	46%	15%	3%	1%
60	33%	50%	12%	3%	2%
61	36%	45%	13%	4%	3%
62	35%	46%	12%	4%	3%
63	21%	48%	24%	5%	2%
64	12%	42%	35%	6%	5%
65	21%	47%	21%	8%	3%
66	72%	10%	10%	2%	6%

**Community**

67	34%	49%	14%	3%	0%
68	11%	22%	19%	27%	21%
69	16%	15%	43%	22%	4%
70	20%	17%	6%	21%	36%
71	13%	16%	20%	29%	22%
72	12%	30%	42%	9%	7%
73	6%	26%	44%	18%	6%
74	11%	28%	35%	20%	6%
75	9%	31%	41%	15%	4%
76	13%	31%	31%	19%	6%
77	41%	27%	21%	6%	5%
78	9%	27%	35%	18%	11%
79A	0 times		34%		
	1 time		29%		
	2 times		12%		
79B	0 times		52%		
	1 time		13%		
	2 times		9%		
79C	0 times		50%		
	1 time		13%		
	2 times		11%		
79D	0 times		36%		
	1 time		14%		
	2 times		12%		

80 I can study and no need to socialize.  
 Close distance to University and recreation.  
 Quiet, yet still have activities "put on" by CA.  
 Everybody is informed of what is going on.  
 Vegetated environment, provides an atmosphere for good meditation on studies and mental health.  
 To meet many people with different backgrounds.  
 Great to live around other people my own age.  
 We all have the same basic goals and interests.  
 My friends live here, yet I still have privacy.  
 The ability to socialize at all hours, 7 days a week.

- 81 Comfortable with those who live around you, support, etc.  
 A group that's cohesive with, and members of that group that help each other.  
 Involved but not intrusive, at least in the apartments.  
 We all are students, live "far" from home, etc. We have similar problems and needs.  
 This helps us feeling for each other, and be a community.  
 Community = Living and interacting socially with other students who live in the building.  
 I think community is more important for traditional residence.  
 The more you put in, the more you get out. Takes effort.  
 Too much depends on the CA.  
 Rather difficult with the apartment style.  
 Togetherness.
- 82 By promoting more involvement and participation.  
 Group games, in which groups work towards a specific goal.  
 In apartments, it's difficult.  
 Keep up the work, you're doing fine.  
 Some of the buildings are too big to establish a good sense of community.  
 There are some people who are extremely shy. It may be difficult to embrace residence  
 life completely.  
 By recognizing the superior community building efforts of Cas, who is outstanding.  
 Don't try to force one on apartment residents.  
 Respecting other people's rights, offering help.  
 Strong community leaders, participation.
- 83 I chose to live in residence for the study environment and proximity to school, not for  
 social opportunities.  
 Because of my age, I do not relate in the community activities.  
 Only real social interaction is done with roommate, otherwise done with those that don't  
 live in residence.  
 Quiet rules should be better honored by residents.  
 Divide into smaller units? I only get to see my neighbours usually when there is a fire  
 alarm.  
 I'm not so much looking for an overwhelming sense of community in residence.  
 Not everyone lives in residence for the "community aspects".  
 Weight resident feedback a little more heavily when making decisions about CA  
 appointments.  
 The CA for this year was crucial in my residence experience being enjoyable.  
 It is hard to participate too much, because we get lots of homework.

## **PART IX. RESIDENCE LIFE**

### ***Community Development Coordinators***

Question Number	Response				
	A	B	C	D	E
84	16%	35%	32%	10%	7%
85	16%	30%	35%	11%	8%
86	21%	37%	25%	9%	8%
87	22%	30%	31%	10%	7%
88	What's a CDC?				

I cannot answer these questions.  
 Personally, little interaction with them.  
 To be honest, I'm not really sure what they do.  
 The CDC addressed my needs and requests in a professional, and at the same time,  
 concerned manner.  
 I have never heard anything about this person.  
 I haven't required their services.  
 No problems at this time.  
 I have no direct contact, therefore I can not comment.  
 Never dealt with them.

**Community Assistant**

Question Number	Response				
	A	B	C	D	E
89	70%	23%	4%	1%	2%
90	52%	30%	10%	4%	4%
91	8%	5%	13%	11%	63%
92	22%	18%	20%	10%	30%
93	7%	8%	12%	21%	52%
94	28%	17%	16%	10%	29%
95	7%	2%	5%	15%	71%
96	5%	5%	13%	26%	51%
97	41%	27%	21%	6%	5%
98	47%	36%	11%	4%	2%
99	51%	29%	16%	2%	2%
100	62%	23%	9%	4%	2%
101	41%	31%	18%	5%	5%
102	<p>The CA is the first contact of residents, and must be involved.            Would like CA to return next year.            Have not been on campus long enough to access CA further.            Disappointed he is not returning next year.            I don't know if there is a problem with CA pager, because sometimes the CA on-call, calls me back after a few days.            She is good in public affairs, and understands people very well.            My CA is friendly and creates a social atmosphere in our building.            Good job Alfonso!            Community event posters need to be put up earlier.            My CA was reliable, professional and sincerely interested in making residence life enjoyable and interesting.</p>				

**Discipline**

Question Number	Response				
	A	B	C	D	E
103	6%	5%	10%	31%	48%
104	13%	9%	15%	31%	32%
105	6%	12%	15%	30%	37%
106	3%	4%	13%	40%	40%

**Residence Complex Council**

Question Number	Response				
	A	B	C	D	E
107	16%	15%	20%	26%	23%
108	9%	13%	17%	31%	30%
109	11%	24%	40%	12%	13%
110	12%	23%	38%	15%	12%
111	12%	25%	44%	10%	9%

**Committees**

Question Number	Response				
	A	B	C	D	E
112	11%	36%	35%	11%	7%
113	11%	42%	29%	11%	7%
114	10%	29%	37%	16%	8%
115	6%	6%	13%	32%	43%
116	<p>Be more advertising friendly.            I know little about RCC.            Who are the RCC members?            Make available as part one of the residence package, and outline who RCC is.            Did we have a Rez "First Aid" program this year?</p>				

**Student Representatives**

Question Number	Response				
	A	B	C	D	E
117	38%	32%	10%	7%	13%
118	23%	27%	24%	15%	11%
119	3%	4%	5%	5%	83%
120	8%	8%	18%	14%	52%
121	9%	6%	12%	10%	63%
122	2%	1%	2%	9%	86%
123	3%	3%	3%	11%	80%
124	16%	26%	33%	12%	13%
125	17%	33%	27%	10%	13%
126	16%	36%	31%	9%	8%
127	18%	40%	25%	10%	7%
128	28%	35%	22%	9%	6%
129	I don't feel RCC is needed in the buildings, our CA did an excellent job for students on an all around basis. Don't know SR well. Too much bureaucracy: CDCs, CAs, RCC, CRB, too confusing. Nobody knows about their responsibilities. I have no clue who my SR is.				

**PART XI. DEMOGRAPHIC INFORMATION**

Question Number	Response				
	A	B	C	D	E
130	37%	63%			
131	58%	12%	14%	9%	7%
132	8%	10%	21%	24%	37%
133	51%	49%			
134	37%	22%	23%	18%	
135	35%	65%			
136	29%	18%	21%	32%	
137	9%	51%	29%	7%	4%
138	32%	37%	22%	9%	
139	1/2 year		25%		
	1 year		18%		
	3 years		17%		
140	Within Alberta		27%		
	Out of Province		45%		
	Abroad		28%		
141	Within Alberta		23%		
	Out of Province		41%		
	Abroad		36%		