

What is a Collegiate Way of Living Worth? Exploring the Costs and Benefits of Residential
Colleges as Perceived by Faculty and Chief Housing Officers

James C. Penven

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Joan B. Hirt, Chair
Penny Burge
Rachel Holloway
Steven M. Janosik

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ABSTRACT

Reducing inefficiencies without compromising quality is a major challenge facing college and university leaders. Measuring efficiency and quality is often addressed through various statistical analyses (Archibald & Feldman, 2008; Flegg, Allen, & Thurlow, 2004). Researchers have also applied cost benefit analysis to measure efficiency. Collaboration is one mechanism used by university personnel to enhance efficiency and quality (Wiley, 2008). The literature on collaboration includes collaboration in research (Rigby & Elder, 2005), teaching (Kezar, 2005; Letterman & Dugan, 2004), and cross-divisional collaboration, learning communities (O'Connor & Associates, 2003). Residential colleges (where faculty live and work in residence halls) are another form of collaboration emerging across college campuses. A thorough review of the literature reveals no studies exploring the costs and benefits of residential colleges.

The purpose of this study was to understand and describe the costs and benefits of residential colleges. The theoretical framework for this study was based on Nas' (1996) cost benefit analysis framework. Data were collected through 60-90 minute telephone interviews with live-in faculty leaders of residential colleges and chief housing officers on campuses that offer residential colleges. Participants came from 11 different campus and included 12 chief housing officers and 11 faculty members.

There are substantial institutional and individual costs associated with starting and maintaining a residential college. Institutional costs include departmental financial implications for facility renovations, staffing, and faculty incentives. Faculty principals and students bear individual costs. Impact on research, intensive time requirements for the position, and lack of recognition are costs affecting faculty. Residential college (RC) students incur additional fees and non-RC students are impacted by a diminished residential experience (as compared to their RC peers). Conversely, there are significant benefits resulting from residential colleges that may mitigate these costs. Institutions benefit from improved faculty pedagogy, expanded learning opportunities for students, and increased faculty connection to the institution. Individual benefits include positive faculty and student relationships (for faculty and students), increased understanding of students (for faculty), and faculty housing and other related incentives.

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Chapter 1

Introduction

Postsecondary education in the U.S. is a \$420 billion enterprise (Maghsoodnia, 2012). Moreover, as costs have climbed in recent years funding from state governments has declined (Hossler, 2006). The 2008 recession, “dramatically reduced state revenue and ended the growth in state and local support... achieved between 2004 and 2008” (State Higher Education Executive Officers, 2013, p. 7). The 2009 American Recovery and Reinvestment Act injected federal funding to “stabilize state support for education” (SHEEO, 2013, p. 7). However in 2012 with these funds mostly expired, state support for higher education dropped by seven percent (SHEEO, 2013). In 2014 state support grew roughly five percent however policy makers posit this recent growth in state funding does not return funding for postsecondary education to pre-2008-2009 levels (SHEEO, 2013). Simply stated, state allocations have not kept pace with the increasing cost of higher education (Archibald & Feldman, 2011).

As state support declined, post-secondary enrollment increased 32% between the years 2001-2011 (National Center for Educational Statistics, 2012). As a result, tuition as a form of revenue has increased. In 1985, tuition comprised 23% of total revenue for colleges and universities but now that figure has grown to more than 42% (SHEEO, 2010; SHEEO, 2013). Undergraduate tuition, room and board at a four-year public institution in 2013 averaged \$17,474. Attending a private four-year institution increased the average cost by nearly \$22,000 to a total of \$39,302 (NCES, 2013a). After adjusting for inflation, tuition, room, and board rose 40% at public four-year institutions and 28% at private four-year institutions between 2001 and 2012 (NCES, 2012). The cost of attending college during the past two decades “has grown more rapidly than inflation, and faster than family income” (National Center for Public Policy and Higher Education, 2002, p. 5).

Increased demand coupled with the growing costs of higher education has concerned government officials and other stakeholders. In 2005 Secretary of Education Margaret Spellings established a commission of scholars, educational policy makers, and corporate leaders to explore four keys issues: college affordability, access, accountability and quality (Reeves, 2006; U.S. Department of Education, 2006). In 2006, the Commission released a report that called for academic leaders to demonstrate both quality and efficiency, outcomes that are seemingly incompatible (U.S. Department of Education, 2006).

Some institutional leaders believe quality, cost, and access to higher education are closely linked in an “iron triangle” (Immerwahr, Johnson, & Gasbarra, 2008, p. 4). That is, a change to one of these issues (or one side of the triangle) affects the others. For example, increasing quality increases the cost of higher education; likewise reducing the cost of education results in diminishing quality. Other stakeholders, however, argue that issues of quality, cost and access are not linked and that institutional leaders can address costs issues without compromising quality (Immerwahr, et al., 2008).

Quality is often touted as the higher priority when posed against efficiency (or cost reduction). However, defining quality is difficult (D’Andrea, 2007). Some scholars argue that a single definition of quality may be impractical and attention should be paid to the various interest groups involved with the higher education system (Havey & Green, 1993). In short, the issue of quality is best defined within a given context of a stakeholder group.

Parents of undergraduate students are one such group. However, because quality can be difficult to measure, interpret, and define, parents at times rely on their perceptions of institutional prestige and assume this is an indicator of quality (Newman, Couturier, & Scurry, 2004). Parents deem admission rates of graduates accepted to top performing graduate and professional schools, overall satisfaction of graduates, small class sizes, and faculty members who spend equal time teaching and in research as indicators of institutional quality (Litten & Hall, 1989).

Another significant stakeholder group with an interest in higher education quality includes future employers. Employers define quality as the production of graduates who possess the knowledge and skills necessary for success (Association of American College and University (AACU), 2008). There are questions about the preparedness of graduating students (Casner-Lotto, Barrington, & Wright, 2006), however.

Federal and state policymakers have expressed growing concerns about quality in postsecondary education, as well. “Unacceptable numbers of college graduates enter the workforce without the skills employers say they need in an economy where, as the truism holds correctly, knowledge matters more than ever” (U.S. Department of Education, 2006, p. vii). State policymakers have addressed quality more definitively. In Tennessee, for example, legislators have adopted performance based funding, essentially tying a portion of state allocations to outcomes public colleges and universities produce. Student access, retention, and

degree production, among other factors, are priorities and institutions are rewarded for meeting these state goals (Brenneman, et al., 2010). Ohio, Indiana, and Texas use similar models and measures of success range from research dollars (grants) awarded to faculty to the average number of degrees conferred (Brenneman, et al., 2010). By linking funding to the achievement of public goals, state policy makers are taking steps to define quality for their higher education systems.

Finally, it is important to consider how institutions of higher education define quality. Given that academic administrators are directly involved with delivering higher education, they arguably are in the best position to define institutional quality (Lingenfelter, 2007). For many higher education leaders, quality is centered on teaching (Patrick & Stanley, 1998). For instance, student evaluations of teaching are a common mechanism to measure instructional quality (Broder & Dorfman, 1994; Harrison, Douglas, & Burdsal, 2004; Stack, 2003). Coupling student evaluations with faculty self-evaluations offers empirical evidence of a holistic approach toward determining teaching quality. Faculty members may discuss their own observations of and reflections about their teaching with peers and that can lead to teaching improvement (Arah, Hoekstra, Bos, & Lombarts, 2011). Finally, student learning is another measure in gauging teaching quality (Cohen, 1981; Stehle, Spinath, & Kadmon 2011) as increased student learning can be directly linked to the effectiveness of teaching.

Research is a second major thrust of institutional activity. University leaders use different methods for evaluating quality in research. The most common are bibliometrics (i.e., the number of publications and the frequency of citations from those publications), positive peer review, and sponsored research or funding (Print & Hattie, 1997; Rons, De Bruyn; & Cornelis, 2008; Tatavarti, Sridevi, & Kothari, 2010). The number of articles in peer reviewed journals, and book chapters and books published are commonly used indicators of research quality (Print & Hattie, 1997; Ramsden, 1994; Toutkoushian, Porter, Danielson, & Hollis, 2003). Peer review is also a measure of research quality. “The judgment of fellow scientists – is an important component of assessment” when determining research quality (Tatavarti, et al., 2010, p. 1015). In addition, securing external funding to support research endeavors is another indicator of quality at the university (Hornbostel, 2001; National Research Council, 2003; Print & Hattie, 1997).

Increasing post-secondary education efficiency competes with quality improvement. (U.S. Department of Education, 2006). Rising tuition fees and declining state appropriations are

prompting increased attention from stakeholders for efficiency (Archibald & Feldman, 2008; Lumina Foundation, 2011). There is greater consensus among stakeholders about how efficiency is defined. Simply stated, efficiency is the relationship between outputs and inputs. “Efficiency calculates the resources used in relation to the results achieved” (Burke, 2002 p. 51). Parents, federal and state policy makers, and institutions share similar concerns about the results achieved by higher education *vis a vis* costs. The literature related to efficiency therefore focuses on outcomes, performance, and strategies for *reducing costs* rather than *defining costs*.

Parents are most concerned about the cost of education. They are skeptical about whether the high price of higher education is actually providing better “educational experiences” for their student (Immerwahr & Johnson, 2007 p. 18). Additionally, parents pay attention to time-to-degree or the number of years it takes a student to graduate. During the past three decades the number of students graduating with a bachelor’s degree in four years has declined (Bound, Lovenheim, & Turner, 2012). Parents are the primary funders of students’ higher educational pursuits (Sallie Mae, 2010) so the increased time it takes their offspring to graduate represents a significant financial concern for them.

A scarcity of university metrics has led other stakeholders to focus on degree completion as one measure of performance (Archibald & Feldman, 2008). Federal and state government officials have called for institutions to improve graduation rates for students (Archibald & Feldman, 2008). Another area state policy makers are evaluating is college preparedness (Brenneman, et al., 2010). Students not prepared for the academic rigors of college often are required to enroll in remedial courses. In 2004, 18% of first year college students enrolled in a remedial course. By 2008, that number had grown to 20% (NCES, 2013b). Underprepared students in need of remediation are likely to take longer to graduate and are at greater risk not to graduate at all (Bailey, 2009; Melguizo, Hagedorn, and Cypers, 2008). Both the need for remediation and delayed graduation increase costs and diminish efficiency for students and institutions (Klein, 2006).

Colleges and universities have developed a number of cost reduction initiatives including three-year degree programs, pedagogical approaches that increase learning and reduce costs, and eliminating physical classrooms and buildings to decrease facility expenditures (Brenneman, et al., 2010; Carlson, 2014). Three-year degree programs collapse the traditional four-year degree program into three years. This results in greater efficiency and significant tuition savings for

students (Brenneman, et al., 2010). By redesigning courses to use greater technology and reduce instructional costs, institutions in Arizona, Mississippi, Tennessee, Maryland, Missouri, and New York saved more than \$3.5 million (National Center for Academic Transformation, 2014). Finally, declining state appropriations are encouraging some college administrators to consider methods to reduce space and therefore reduce spending and increase efficiency related to ongoing facilities maintenance (Carlson, 2014).

It is critical for policy makers and higher education leaders to understand the complex issues pertaining to quality and efficiency. Scholars have used several methods to evaluate these competing demands, the most fundamental of which is regression analysis. Regression analysis measures the impact of the independent variable(s) on the dependent variable (Pedhazur & Schmelkin, 1991). Often used by scholars, public policy groups, and popular media (e.g. *U.S. News and World Report* college rankings), regression analysis measures graduation performance and the quality of higher education institutions (Astin, 1997; Archibald & Feldman, 2008; Flanigan 2014; Offenstien, Moore, & Shulock, 2010). Parents and prospective students frequently rely upon these rankings in selecting a college or university. Recent researchers, however, have argued that regression analysis is not sufficient to accurately measure efficiency and have advocated for the use of more sophisticated analysis such as frontier analysis or data envelopment analysis (Archibald & Feldman, 2008).

Frontier analysis traditionally has been used in economic research (Aigner, Lovell, & Schmidt, 1977; Battese & Coelli, 1995; Kumbhakar, Ghosh, & McGuckin, 1990) and more recently applied to measure efficiency in higher education (Archibald & Feldman, 2008; Stevens 2005). Scholars using frontier analysis identify institutions that are highly efficient in their use of certain inputs and select these institutions to define the frontier of efficiency (Glenn, 2007). By doing so, similarly situated institutions (e.g., similar SAT scores, per-student expenditures) are compared against the most efficient institution in their *peer group* rather than to “an average based on the entire data set” (Archibald & Feldman, 2008, p. 93). Scholars argue this method provides better indicators of efficiency and inefficiency.

Data envelopment analysis (DEA) has also been used to assess efficiency in the higher education setting (Athanasopoulos & Shale, 1997; Flegg, Allen, Field, & Thurlow, 2004; Johnes, 2006) and is useful when the relationship between inputs and outputs is complex (Cooper, Seiford, & Tone, 2007). This method does not make use of weights for each input and

output variable (as does regression analysis) (Cooper, et al., 2007). Rather than producing a theoretical measure of maximum outputs (e.g. graduation rate) for a given level of inputs (e.g. student characteristics), DEA “identifies the greatest demonstrated output production for a given mix of inputs” (Eckles, 2010, p. 267). Institutions can be compared by using a ratio based on the “technical efficiency score” (Eckles, 2010, p.267). This ratio is an institution's output “...predicted by the production frontier to the institution's actual output” (Eckles, 2010, p. 268). Some scholars argue that decision-making units (e.g. college administrators, state and federal policy makers) should not rely on a single model to measure efficiency. Rather, they should consider the results from both DEA and regression models (McMillian & Chan, 2006).

Cost Benefit Analysis (CBA) is another common model to evaluate efficiency and the one most pertinent to my study. The purpose of CBA is to determine whether the outcomes of a program provide enough benefit to justify the inputs or costs associated with the project (Williams, 2008). Most commonly, a cost-benefit ratio is employed as the analytical tool measuring input dollars versus return benefit (Lambur, Rajgopal, Lewis, Cox, & Ellerbrock, 2009). Additionally, researchers have advocated for the use of qualitative data as part of the analysis (Barnett 1993a). Cost benefit analysis can be an effective evaluative tool in educational research, policy, and decision making (Hummel-Rossi & Ashdown, 2002) and researchers have expanded the use of CBA to include measuring efficiency (Hoffman, 2009; Lei & Chuang, 2009; Smith, 1986). CBAs differ from financial analyses because they are designed to evaluate public projects and measure benefits to the public. By default therefore, the CBA does not focus on determining the level of quality of a project. Rather, it assesses benefits (proxies for quality) in relationship to costs (proxies for efficiency). However, specific steps of a CBA, in particular the model proposed by Nas (1996) lend themselves to exploring quality.

Conceptual Framework

Nas (1996) presents four steps involved in a cost benefit analysis: “(a) identification of relevant costs and benefits, (b) measurements of costs and benefits, (c) comparison of cost and benefit streams accruing during the lifetime of a project, and (d) project selection” (p. 60). During the beginning stage of a CBA, associated costs and benefits must be identified and determined to be related to the project (Nas, 1996). Measuring costs and benefits is a tedious task requiring attention to detail from the researcher in valuing tangible costs (e.g. price of materials, labor, etc.). Moreover, intangible costs and benefits must be valued despite not having

an actual price (Nas, 1996). Additional principles have been applied to help researchers place an identifiable value on these intangible items (Nas, 2008).

Comparing costs and benefits is the next stage of Nas's framework. During this stage the "present value of future benefits and costs of a project must be calculated and compared to the present value of investments costs" (Nas, 1996). Finally, the net value of a project is determined and based upon the benefit cost ratio a project is selected (Nas, 1996).

Though this model draws from a variety of economic theories and is quantitative in nature these stages can lend themselves to an exploratory or qualitative study if appropriately adapted. Previous studies have demonstrated that the benefits analysis portion of a CBA can address issues of quality (Zumeta, 1982) and therefore might expand the use of CBA beyond measuring efficiency. Furthermore, an adapted Nas model might lend itself particularly well to exploring quality.

An appropriate understanding of measuring efficiency is vital when considering strategies for quality improvement. College and university leaders are faced with the dilemma of reducing inefficiencies without compromising quality. Collaboration is one strategy that can address this challenge (Wiley, 2008). There are a number of studies exploring the outcomes of collaboration in research and teaching in higher education. Additional work has addressed cross-divisional collaborations.

Research collaboration yields multiple positive outcomes. These include sharing specialized knowledge and skills (Katz & Martin, 1997), increased publications (Lee & Bozeman, 2005; Rigby & Elder, 2005), and cost reductions (Cuijpersa, Guentera, & Hussinger, 2011; Link, 1998). Additionally, empirical evidence suggests that research conducted through collaborative methods is more likely to be high quality (Rigby & Elder, 2005). External funding promotes research collaboration and increases the number of publications that result from that collaboration (Gulbrandsen & Smeby, 2005).

Partnerships in teaching are another mechanism to address competing demands for efficiency and quality in the university. "Team teaching" brings together the "intellectual capacities" of faculty across the institution (Kezar, 2005, p. 832). Colleges and universities use this approach to increase student investment in learning and gains in interdisciplinary knowledge (Letterman & Dugan, 2004). Collaborative teaching may take several forms including two or more faculty members combining efforts in one course or creating multiple courses that that are

clustered (Letterman & Dugan, 2004). Faculty teaching performance and student learning are enhanced through collaborative teaching. Faculty involved in team-teaching often find a fresh perspective on their discipline (Robinson & Schaible, 1995), learn from their co-teachers (Hinton & Downing, 1998), and improve their teaching methods in their non-team taught courses (Wills & Allegretti, 2013). Students in team-taught courses also experience positive outcomes such as gaining a broader perspective on the subject matter, understanding course material from multiple disciplines, and achieving greater epistemological development (Krometis, Clark, Gonzalez, & Leslie, 2011; Olsen, Bekken, McConnell, & Walter, 2011; Zhou, Kim, & Kerekes, 2011).

In addition to teaching and research, the academy uses cross-divisional collaborations to address quality and efficiency. Common cross-divisional partnerships include service learning, information literacy programs, first-year experience initiatives, and learning communities. Service learning intentionally engages students in the local community encouraging application of "...scholarly practices and research" (Butin, 2010, p. 125). Service learning creates opportunities for students to apply course content to a problem, collaborate with community partners, and use reflection for "meaning making" (Bowen, 2010, p. 7). Increased understanding of course content, skill development, and ability to understand and reframe complex social problems are key outcomes of service learning (Novak, Markey, & Allen, 2007). Information literacy programs are another common form of cross-divisional collaborative projects. Information literacy is the ability to identify when information is needed and how to evaluate and appropriately apply that information (American Library Association, 1989). Faculty and librarians work together in these programs to integrate information literacy into course assignments. Students report increased information literacy skills and an increased confidence in research skills upon completion of such programs (Chambers, Smith, Orvis, & Caplinger, 2013; Stevens & Campbell, 2008; Victor, Otto, Mutschler, 2013).

First Year Experience (FYE) programs are typically collaborative projects implemented by multiple departments on campus (Bourassa & Kruger, 2001). They often involve a course taken in a student's first year that focuses on academic skill development, university policies, campus resources, and health and wellness education (Porter & Swing, 2006). These initiatives help new students learn about and successfully navigate the university environment (Dwyer, 1989) and seek to increase academic performance among student participants (Jamelske, 2009). Additionally, FYE programs increase students' intention to persist in college (Porter & Swing,

2006). Institutions able to retain students save significant financial resources (Levitz, Noel, & Richter, 1999) since they have to recruit fewer new and transfer students to sustain enrollments. As a result, FYE programs are initiatives that address both quality (student learning) and efficiency (financial savings) concerns at colleges and universities (Levitz, et al., 1999).

Learning communities are another mechanism for improving quality in undergraduate education (Stassen, 2003). Learning communities “purposefully restructure the curriculum to link together courses or course work so that students find greater coherence in what they are learning” (Gabelnick, MacGregor, Matthews, & Smith, 1990, p. 5). Gabelnick, et al (1990) posited five early models of learning communities that included: “(1) linked courses, (2) learning clusters, (3) freshman interest groups, (4) federated learning communities, and (5) coordinated studies” (p. 19). Later typologies built upon some of these models (Inkelas & Soldner, 2011). However, all learning communities share common themes of creating smaller groups of students and faculty and focusing on learning (Shapiro & Levine, 1999). Cross-divisional collaboration is a key component of these programs (O’Connor & Associates 2003). Participating in a learning community improves student learning and overall satisfaction. Learning community participation promotes increased academic performance, gains in knowledge and skill development, enhanced connection between classroom and social experiences, and a greater overall satisfaction level with university life (Zhao & Kuh, 2004).

Only recently have researchers recognized residentially-based learning communities (i.e., intentionally housing learning community students in the same residence hall or floor) as a form of learning community (Inkelas, Soldner, Longerbeam, & Leonard, 2008). Residential learning communities or “living-learning” communities (LLCs) serve to “integrate students’ living and academic environments” by restructuring their curricular and residence life experiences (Shapiro & Levine, 1999, p. 36). Multi-institutional studies report significant positive outcomes for students participating in LLCs. They demonstrate increased application of critical thinking skills, greater participation in service and service learning, and better transitions to college in the first year. As little as one year of participation in a LLC increases students’ academic efficacy, and likelihood to assume a peer leadership role and sustain a high level of civic engagement (Brower & Inkelas, 2010).

One specific form of a living-learning community is the residential college (RC). A faculty member lives in a residential college and that distinguishes RCs from traditional LLCs

(Smith, 1994). Historically, the term residential college has been used in three capacities, however the “classic residential college” is one in which students and faculty share space in the residence hall (Smith, 1994, p. 247). Though most well known at Oxford and Cambridge, a variety of colleges and universities in the United States are now implementing residential colleges (Penven, Stephens, Shushok, & Keith, 2013). Proponents of residential colleges argue these programs augment student academic experiences and promote holistic development (Klein, 2000; Shushok, Henry, Blalock, & Sriram, 2009) thereby enhancing the outcomes of participants.

Statement of the Problem

To summarize, U.S. higher education is an expensive enterprise (Maghsoodnia, 2012) that has led to calls for quality and efficiency (U.S. Department of Education, 2006). Stakeholder groups interpret quality differently. These stakeholder groups include: parents (Litten & Hall, 1989; Newman, et al., 2004), future employers (Association of American College and University, 2008; Casner-Lotto, et al., 2006), federal and state policymakers (Brenneman, et al., 2010; U.S. Department of Education, 2006) and individual institutional leaders (Lingenfelter, 2007; Patrick & Stanley, 1998). College and university leaders are best positioned to determine quality (Lingenfelter, 2007). These leaders primarily define quality through two main enterprises, teaching (Patrick & Stanley, 1998) and research (Ramsden, 1994). There is greater consensus among stakeholders in defining efficiency. However, recommendations to increase efficiency differ between parents (Bound, et al., 2012; Immerwahr & Johnson, 2007; Sallie Mae, 2010), federal and state policymakers (Archibald & Feldman, 2008; Brenneman, et al., 2010) and institutional leaders (Brenneman, et al., 2010; Carlson, 2014).

Measuring efficiency and quality are important actions to ensure that improvement efforts achieve the intended results. There are several methods employed to measure efficiency in higher education including regression analysis (Archibald & Feldman, 2008; Flanigan 2014), frontier analysis (Archibald & Feldman, 2008; Stevens 2005), data envelopment analysis (Athanasopoulos & Shale, 1997; Flegg, et al., 2004; Johnes, 2006), and cost benefit analysis (Hoffman, 2009; Lei & Chuang, 2009; Smith, 1986). Though CBA has been used extensively to explore efficiency in higher education this method has been used less frequently to explore issues of quality. The Nas (1996) model of CBA is one that can be adapted to explore both efficiency and quality.

Collaboration is one way to improve quality and increase efficiency (Wiley, 2008). Collaboration is used in research (Katz & Martin, 1997; Lee & Bozeman, 2005; Rigby & Elder, 2005), teaching (Kezar, 2005; Olsen, et al., 2011; Robinson & Schaible, 1995), and cross-divisional initiatives such as FYE programs (Bourassa & Kruger, 2001; Dwyer 1989) and learning communities (O' Connor & Associates, 2003; Stassen, 2003). Among the models of learning communities, living-learning communities are gaining national reputation for improving quality (Brower & Inkelas, 2010). Residential colleges involve collaboration between faculty and administrators in housing and residential life operations. They are a form of living-learning communities and are growing in number across the U.S. (Penven, et al., 2013).

Residential colleges are being implemented as a way to improve quality yet little is known about the overall costs and benefits of such housing programs. My study filled a significant gap in the literature by applying a cost benefits analysis to explore quality in the residential college model.

Purpose of the Study

The purpose of this study was to explore the perceived costs and benefits of participation in a collaborative project, in this case a residential college. For the purposes of this study costs were defined as something individuals invested or gave in exchange for their participation in the collaboration and benefits were defined as positive outcomes or what was received as a result of the partnership (Smith, 1986). My conceptual framework involved two of the four constructs in the Nas' (1996) model: (a) identification of relevant costs and benefits, and (b) comparison of costs and benefits at different stages of the project.

The sample for this qualitative study consisted of faculty members and chief housing officers (CHOs) at Carnegie Research-Very High Research Activity (VHRA) institutions in the U.S. (Carnegie Foundation for the Advancement of Teaching, 2014) who were involved in a residential college. Data were collected via interviews.

Research Questions

The study was designed to address the following research questions:

1. How do faculty members perceive the costs of participating in a residential college?
2. How do chief housing officers (CHOs) perceive the costs of participating in a residential college?
3. How do faculty members perceive the benefits of participating in a residential college?

4. How do chief housing officers (CHOs) perceive the benefits of participating in a residential college?
5. How do faculty members describe changes in costs and benefits at different stages of involvement in a residential college?
6. How do chief housing officers (CHOs) describe changes in costs and benefits at different stages of involvement in a residential college?

Significance of the Study

This study was significant for future practice, research, and policy. In terms of practice, several constituencies might make use of the findings. First, CHOs who are implementing residential colleges rely on faculty participation. The results of this study provided the faculty perspective on the perceived costs and benefits of involvement in a residential college. CHOs could consider my results when assessing how residential college faculty are rewarded or compensated for their participation.

Another constituency that could benefit from the results includes faculty members contemplating involvement in a residential college. It is difficult for faculty to accurately predict the impact of participating in a RC on their work. The results of this study provided a glimpse into how faculty members describe that impact on their research, teaching, and service. Potential RC faculty members could consider these findings when making a decision about whether to involve themselves in such an endeavor.

Additional constituencies that might benefit my results are deans, provosts, and academic departmental leaders. Collaborative relationships between academic and student affairs units continue to grow. The results of this study provided insight into the costs and benefits of one form of collaboration. These results might allow senior academic leaders to make more informed decisions in regards to their support for such partnerships.

In addition to practice, this study provided a foundation for future research. My study was a qualitative inquiry to explore faculty and CHO perceptions of costs and benefits of a residential college. A future study might build upon my findings by developing a quantitative method to measure those costs and benefits. A quantitative cost benefit analysis might provide more generalizable findings.

Another study that could expand on the present research is a qualitative CBA exploring a student affairs and academic affairs collaborative project other than a residential college.

There are many academic affairs and student affairs collaborative initiatives in higher education. A future study could explore how professionals in these different divisions evaluate their participation in a different type of project. Such a study might reveal new insights pertaining to costs and benefits of cross-divisional collaborations.

Additionally, future research might explore student perceptions of costs and benefits of participating in a residential college. The results of the present study focus on faculty and CHO perceptions. Student perceptions of costs and benefits might shape the design of future residential colleges.

Finally, this study might inform future policy. The results provided data about costs faculty members experience as a result of their participation in a residential college. University provosts might use the findings to review policies related to faculty productivity at their institution (e.g., annual activity reporting policies, promotion and tenure policies). Specifically, they might consider whether participation in RCs is recognized in those policies.

This study also may inform how colleges and universities recognize individuals and departments working to enhance quality of undergraduate experiences. Results of this study revealed the costs involved by both CHOs and faculty members in RCs. Having a better understanding of the costs incurred by these constituents provides university leaders better insight into the drawbacks of collaborative projects. This might then allow administrators to create meaningful incentives that encourage future collaborations.

Finally, this study might inform the financial planning efforts of housing and residence life leaders as they build or renovate residence halls. The results of this study provided data regarding the costs of establishing and maintaining a residential college. CHOs might use these results to better forecast the anticipated costs of implementing such a model. Having such data might allow CHOs to strategically consider the implementation of a residential college.

Delimitations

All studies have delimitations and mine was no exception. The first had to do with a sample issue. The study focused on only one form of collaborative project, a residential college. There are many other collaborative projects in which housing officers and faculty engage. The findings should be interpreted only in the narrow context of residential colleges and transferring findings to other settings should be done with caution.

Another delimitation of this study pertained to sample size. Participants in my study

came from a limited number of colleges and universities within one specific Carnegie classification. There are many institutions with residential colleges that were not included in this study. The perspectives of faculty and CHOs from these non-sampled institutions may lead to different findings than those included in the study.

The method used to collect data also was a delimitation. I used interviews to gather the data. Therefore the meaning made from these data relied heavily on participants' candor. Other data collection methods may have resulted in additional data that would have provided a fuller picture of the participants' experiences. The reported results of this study are limited to the participants' reflections on their experience. Even within the boundaries of these delimitations, however, my study offered important insights into the growing phenomenon of RCs on college and university campuses.

Organization of the Study

The present study is organized in six chapters. Chapter One provided an overview of the topic for the study, the research questions, and the significance of the study. Chapter Two examines the relevant literature applicable to the study. The third chapter explains the methodological approach for the study including sampling and procedures for collecting and analyzing data. Results of the study are reported in the fourth and fifth chapters. Chapter Four reports results pertaining to costs and Chapter Five contains results related to benefits. The final chapter discusses those results and provides implications for future research, practice, and policy development.

Chapter Two

Review of the Literature

There were two bodies of literature relevant to this study. The first pertained to cost benefit analysis. This collection of research includes studies using cost benefit analysis in human services fields (e.g. health, government, and education), and studies exploring cost benefit analysis in higher education to determine program efficiency and efficacy.

The second body of literature focused on residential colleges. These works can be grouped into two sub-categories. The first includes studies about student outcomes associated with residential colleges. The second category consists of outcomes for faculty members involved with residential colleges.

Cost Benefit Analysis

Cost benefit analysis was first developed in the early 1900s by the Army Corps of Engineers as a mechanism to measure costs and benefits of U.S. harbor and river projects (Prest & Turvey, 1965). This form of analysis is often used to explore and assess public policies (Nas, 1996). The CBA is useful to researchers and policymakers because it applies a common unit of measurement (e.g. dollars, euros, etc.) to evaluate the costs and benefits of a particular decision (Snell, 2011). Cost benefit analysis is assessment focused and therefore often used to evaluate individual programs or issues. Nonetheless these studies can be collapsed into general themes. CBA is used in a variety of decision making including the health field and education (Snell, 2011).

Cost Benefit Analysis in Health, Government, and Education

CBAs involving human health care, government, and education appear frequently in the literature. These studies focus on either individual programs or broader policy issues.

Studies of specific health programs are common in the literature. They range from examining individual programs in one locale to nationwide health intervention programs. For example researchers used a CBA to evaluate a national rotavirus vaccination program. While the government did not incur cost savings, direct health benefits along with reduced medical costs to families supported further consideration of continuing the program (Ortega et al., 2009). Similarly, an analysis of an outpatient smoking cessation program (Chen, Lee, Tsai, & Lai, 2012) revealed that costs included those incurred by the patient/family, health care provider, and the agency providing physician training. Benefits were savings to the health sector and future

earnings due to extended lifespan of patients who successfully quit smoking (Chen, et al., 2012). Both of these studies demonstrate how benefits and costs are considered at both the individual and societal (or larger group) level.

Researchers also have evaluated smaller health treatment programs including structured patient discharges (Saleh, Freire, Morris-Dickinson, & Shannon, 2012), nursing preparation programs (Trepanier, Early, Ulrich, & Cherry, 2012), and medication monitoring (Snider, Carnes, Grover, Davis, & Kalbfleisch, 2012). In all of these CBAs the researchers considered costs and benefits to the providers, recipients, and the community at large, which resulted in a more thorough CBA. Brent (2006) provided numerous examples of how CBA is applied to health treatment programs.

Cost-benefit analysis has also been used to explore health care policies including statewide health care management (Guo, Wade, Pan, & Keller, 2010; Reiter et al., 2014) and multi-state/region nursing policy (Trepanier, et al., 2012). Similar to the programmatic CBAs, researchers consider individual (patient) and group (e.g. state government, health care providers, etc.) costs and benefits.

Governmental program interventions and policy have also been subjected to CBA. Several of these studies concern environmental issues. Environmental CBAs often reflect a broader focus and rather than exploring costs/benefits on one population, these analyses consider the broader society. For example in Oslo, Norway public water lines were declining in quality and condition. Researchers used Oslo as a case study to conduct a CBA on rehabilitating the declining water lines. An added complexity to this study was factoring costs and benefits to the environment (Venkatesh, 2012). Researchers employed CBA to consider soil remediation prior to passing legislation to reduce soil contamination. They subsequently used CBA to measure the impact of this legislation. These particular analyses revealed positive benefits to society and land value; however the costs significantly outweighed the benefits. As such, government officials used this CBA to explore potential funding issues resulting from the requirements of the program (Lavee, Ash, & Baniad, 2012).

Government policymaking offers many opportunities to apply CBA. Regulation of alcohol (Stringham & Pulan, 2006) and marijuana (Shanahan & Ritter, 2014) have been analyzed to determine costs and benefits to both society and government. Legislators were able to make more informed decisions by using the CBA data. CBA also can be used as an evaluative

measure *following* policy implementation. Air improvement regulations were introduced in urban regions near Tokyo, Japan without policy evaluation prior to implementation (Iwata, 2011). Results from this particular CBA supported the policy, demonstrating significant benefits valued at almost 66% more than the private and public costs of the regulation (Iwata, 2011). CBAs exploring government programs and policies demonstrate this analytical approach can be used to either *anticipate* costs/benefits of programs and policies or to *evaluate* these costs/benefits.

Education programs and policy issues have also been explored through cost benefit analysis. For example, researchers have studied preschool education programs (Barnett, 1985; Barnett, 1993b; Barnett & Masse, 2007; Nores, Belfield, Barnett, & Schweinhart, 2005; Reynolds, Temple, Robertson, & Mann 2002; Temple & Reynolds, 2007). The Perry Preschool program began in the early 1960s in Michigan as an “intensive preschool intervention” for low income, at-risk children (Nores, et al., 2005, p. 245). CBAs of this program have been conducted in 1985, 1993, and 2005 (Barnett, 1985; Barnett, 1993b; Nores, et. al, 2005). This longitudinal approach to CBA used both projected benefits and actual accrued benefits (Barnett, 1993b). Researchers identified both economic and social benefits to individuals (participants) and to the public (society) (Nores, et. al, 2005). CBAs measuring other programs including bilingual education (Patrinos & Velez, 2009), conflict management programs (Batton, 2003), and school-based health centers (Guo, et al., 2010) share similarities by considering the actual costs of the program, cost-savings (projected savings due to the program intervention) and accrued benefits to both the individual, groups, or society in general.

Though these programmatic studies inform policy development (for example the value of compulsory early childhood education) CBA is also used to explore policy issues impacting the overall educational system. Class size is a contentious topic between educators, the public, and policymakers (Januszka & Dixon-Krauss, 2008). CBAs exploring class size reduction reveal that reducing student-teacher ratios may not cost as much as anticipated by policy makers (Januszka & Dixon-Krauss, 2008) and that the rate of return though larger than costs is not significant (Krueger, 2003). School consolidation is another issue facing state legislatures and educational administrators. CBAs often focus on the economic costs and benefits pertaining to consolidation (Nitta, Holley, & Wrobel, 2008). However a qualitative approach to evaluating costs and benefits can be applied to explore the non-economic aspects of school consolidation (Nitta, et al.,

2008). CBA also can be used to explore educational quality. Yeh (2009) reported high ratios of social and fiscal benefits when measured against costs of educational interventions aimed at increasing educational quality.

Cost Benefit Analysis in Higher Education

Cost benefit analysis has also been used in higher education settings in primarily two categories. The first group focuses on exploring individual programs while the second body of work examines general higher education policy issues.

CBA studies exploring individual programs. A number of researchers have used CBAs to evaluate specific programs at particular colleges or universities. These programmatic studies can be grouped by topic: undergraduate research, purchasing practices, and pedagogical practices.

Undergraduate research is a common practice that engages students beyond an introductory method course (Gibson, Kahn, & Mathie, 1996; Kiemiesky, 1984). Several cost benefit analyses have been conducted to determine what it takes to offer them and the contributions these programs provide to students and institutions. Costs include limited access to funding, lower levels of commitment to and knowledge of research by students, and identifying qualified students (Lei & Chuang, 2009). Upfront equipment costs and faculty time are also costs to be considered (Hoffman, 2009). Benefits include gains in students' critical and analytical thinking, higher engagement levels, and increased retention rates coupled with growth in institutional prestige. These outcomes have been used to support the continuation of undergraduate research programs (Hoffman, 2009; Lei & Chuang, 2009).

CBAs exploring electronic periodical access at libraries have also been conducted (Hawbaker & Wagner, 1996; White & Crawford, 1998). Increased access to full online texts of periodicals during the mid 1990s and early 2000s prompted university librarians to consider the benefits and costs of maintaining hard copies of periodicals versus on-line subscriptions (Hawbaker & Wagner, 1996; White & Crawford, 1998). One particular study included potential risks (Hawbaker & Wagner, 1996). Specifically, library access to periodicals increases with online subscriptions; however the risk that available titles may change in subsequent years is unknown (Hawbaker & Wagner, 1996).

Pedagogical approaches in the classroom have also been analyzed by CBA. Studies include use of graduate teaching assistants (GTAs) (Wright, Bergom, & Brooks, 2011) and

clicker use (Evans, 2012). Use of GTAs in college has increased. In some cases this has been coupled with “innovative instructional methods” (Wright, et al., 2011, p. 332). One CBA explored the use of a “*hevruta*” method, (a sustained peer partner discussion of literature, typically used in Jewish literature but in this study an English class) (Wright, et al., 2011, p. 333). Benefits included increased levels of student engagement, skill development, and learning. Costs were the perceived diminished role of the teacher, teacher role ambiguity, and increased work load on the GTA (due to the nature of *hevruta*) (Wright, et al., 2011). Similar to previous CBAs, the costs and benefits, though intangible, were important evaluative data regarding a growing pedagogical approach (Wright, et al., 2011).

Large introductory lecture courses present challenges for students and instructors (Evans, 2012). One particular CBA was conducted to weigh the costs and benefits of using clickers (mechanisms that record and display student answers in class). Costs included the initial purchase of the clickers by students and instructor time spent learning the software system and adapting the lecture to incorporate clicker use. In terms of benefits, students reported higher levels of preparedness for exams, greater learning, and increased ability to express their opinions more frequently (Evans, 2012).

Additional CBAs have been conducted on undergraduate educational programs including experiential education (Bennett, 2008) developmental student success programs (Gallard, Albritton, & Morgan, 2010), and an accelerated associate degree programs (Levin & Garcia, 2013). Experiential education is the coupling of real work environments to coursework and is one method of preparing undergraduates for the workforce (Bennett, 2008). These programs have tangible financial and time costs that are more easily measured than the often intangible benefits (Bennett, 2008). Student confidence level, job preparedness, and self-efficacy vary by individual (Bennett, 2008). Regardless, intangible benefits were included in the analysis so decision-makers had the opportunity to weigh them accordingly (Lambur, et al., 2009).

Conversely, the benefits of student developmental programs (academic student success workshops) at a community college were more precise. Students participating in the workshops were more likely to complete and pass their courses, return to the college, enroll in four-year degree programs after graduation, qualify for increased income upon graduation, and contribute to society (Gallard, et al., 2010). In particular, institutions benefit from increased student retention. This is because there is a positive return on the initial investment needed to create an

academic success course (Gallard, et al., 2010). Similar CBAs measuring individual retention programs demonstrate a measurable cost saving to institutions when student retention is increased (see Levitz, Noel, & Richter, 1999).

Finally, researchers have explored the costs and benefits of an accelerated associate degree program (Levin & Garcia, 2013). The City University of New York (CUNY) developed the Accelerated Study in Associates Program (ASAP) to promote increased degree completion rates. ASAP participants had access to increased financial assistance, faculty and advising support, tutoring, and career advising (Levin & Garcia, 2013). The ASAP was implemented across six campuses in the CUNY system. ASAP students were matched to a “statistically similar group in terms of demographic characteristics, academic major, and educational preparedness (Levin & Garcia, 2013, p. 11). Students enrolled in the ASAP program demonstrated marked success when compared to their peers: 55% of ASAP participants completed their degree in three years compared to 25% of non-ASAP students (Levin & Garcia, 2013). In fact, degree costs per full-time-equivalent (FTE) student were lower for ASAP students because of the higher degree completion rate. Further, ASAP graduates reported increased earning potential and less reliance on public resources, other benefits of the program. Researchers suggested that the program is “a very productive public investment with a high monetary return” for student participants and taxpayers (Levin & Garcia, 2013, p. 39).

All of these studies demonstrate how CBA can be used to measure individual programs. Beyond individual programs, CBA has been used to explore the costs and benefits associated with broader higher education policy issues.

CBA studies exploring higher education policy issues. A review of the literature reveals three broad policy areas in which CBA has been applied: enrollment management, research practices, and institutional policy and management. Enrollment policies are important to practice in higher education (Schulz & Lucido, 2011). Cost-benefit studies have examined international student enrollment, out of state student impact, and undocumented student enrollment. International student enrollment in U.S. colleges and universities is increasing (Haynie, 2013). Colleges and universities incur costs related to instruction and student services by enrolling both domestic and international students. Language courses and specialized counseling are additional costs that host institutions bear to meet needs of international students. However, these programs do not impact institutional budgets when offered by independent

entities and paid for by the student (Throsby, 1991). Direct and indirect benefits of international student enrollment include tuition revenues, the buying power of international students who purchase local goods and services (which also creates tax revenue for localities), and increased cultural diversity among the student population (Throsby, 1991).

Similar to international student enrollment, out-of-state student enrollment is also an important policy issue that has been explored by CBA. College and university administrators have used a variety of strategies to increase out-of-state (nonresident) students (Adkisson & Peach, 2008). In West Virginia, such students yield significant economic benefits for the state (Smith & Bissonnette, 1989). The cost of enrolling and teaching nonresident students is the same as that of resident students. Therefore, any additional income derived from the higher tuition nonresidents pay directly benefits local and state economies (Smith & Bissonnette, 1989). It would seem that a quality education at competitive rates that attracts out of state residents is likely to have broad positive impacts for the state (Smith & Bissonnette, 1989).

More recently, higher education policy makers have addressed ways to manage undocumented students enrolling in state colleges and universities. Currently, 18 states provide in-state tuition to undocumented students meeting specific requirements (National Conference of State Legislatures, 2014). By applying a CBA framework in Texas, the researcher was better able to measure the effect of a state policy that provided reduced (in-state) tuition to such students (Flores, 2010b). Latino student enrollment increased substantially after the Texas policy was implemented in 2001 (Flores, 2010a; Flores, 2010b).

The production of knowledge through research is a significant part of the tripartite mission of higher education. Consequently, research policies are important and cost-benefit analyses of these policies reveal interesting results (Mazzolini & Nelson, 1998; Owen-Smith & Powell, 2001; Tartari & Breschi 2012). Beginning in the 1980s research collaboration between faculty and industry partners intensified with the goal of commercializing results (Tartari & Breschi, 2012). In one CBA more than 2,000 university researchers were surveyed. Factors such as age, gender, tenure, and academic discipline were controlled to better evaluate the costs and benefits of industry collaboration (Tartari & Breschi, 2012). Faculty members estimated expected costs and benefits of collaboration prior to engaging in a partnership. They considered increased funding revenue (benefit) and concerns about privacy/secrecy and academic freedom (costs). Concerns pertaining to privacy (primarily delays in publication due to the

commercialization of research results) were unfounded (Tartari & Breschi, 2012). However, revenue is a powerful motivating benefit (toward collaboration) and loss of academic freedom (direction of research project) is the most important cost in the decision whether to collaborate (Tartari & Breschi, 2012). This particular CBA is a helpful tool to evaluate research policies at universities.

Patenting policy in higher education has also been examined (Mazzolini & Nelson, 1998; Owen-Smith & Powell, 2001). CBAs have been employed to understand the process used in determining whether to patent research results (Owen-Smith & Powell, 2001). Faculty members weigh the advantages of conceptual protection, greater leveraging ability (negotiation), and personal income against the disadvantages, including the time associated with the patent process (time working with licensing professionals). These factors are to some degree shaped by the institution and may be amplified depending upon the institutional culture (Owen-Smith & Powell, 2001). Ironically, this cost-benefit analysis revealed that individual faculty members use a quasi CBA approach when making a decision about patenting at the same time institutional administrators use more formal CBAs to assess such decisions.

Higher education administrators are faced with a variety of issues when addressing the effectiveness of institutional operations. CBA has been used to analyze institutional policy decisions such as intellectual capital disclosure, conflict/dispute management, and human resource policies. Intellectual capital refers to the non-tangible aspects of the institution including research potential, personnel skills/abilities, and partnerships (Corcoles & Ponce, 2013). University governance bodies favor mandatory intellectual capital disclosure policies because these often impact institutional transparency and credibility. Intellectual capital benefits differ by faculty and external agencies. However, both groups see increased income as a primary benefit of a mandatory disclosure policy. Faculty participation in disclosure is reduced due to limited mechanisms to identify, measure, and articulate intangible outcomes (Corcoles & Ponce, 2013).

Conflict resolution management has also been explored by CBA. During the 1980s and 1990s employers and employees experienced high levels of conflict with one another in South Africa. The South African Labour Relations Act 66/95 was implemented to address this conflict (Harris, 2008). A government commission managed conflict disputes occurring in governmental agencies (including universities). Exploring whether establishing institutional conflict mediation

programs would be less costly than the formal mediation process managed by the government commission prompted this particular CBA (Harris, 2008). Failure to manage conflict can result in significant costs if it leads to court mediation. Developing institutional systems for conflict management may have costs related to staff to manage the university program; however the cost savings for these types of programs are significant. Additional benefits included better staff morale and lower turnover (Harris, 2008).

Finally, researchers have used CBA to explore institutional human resource management policies and practices. Some universities use job sharing (two or more employees sharing one position with the benefits/salary divided accordingly) (Harris, 1997). Personnel directors report that this practice initially targeted women who preferred at some point in their lives to work less than full time. More recently it has helped decrease levels of stress among both male and female employees. Additionally, there is very little difference in turnover rates between job-sharers and full time employees. This is important because of the increased costs associated with setting up the job share program and recruiting individuals (Harris, 1997). Job-sharing employees demonstrate moderate productivity gains and increased retention (due to a more flexible position). These benefits of the job-share program may outweigh the costs (Harris, 1997).

In summary, CBA has been used to explore individual programs at institutions and broader higher education policy issues. Decision makers can use CBAs to better inform program management and institutional policy. In addition to CBA, however, it was important to examine the literature on residential colleges, the subject of this study.

Residential Colleges

Residential colleges are one form of living-learning community (LLC) on college campuses. Housing officers may label residential colleges in a variety of ways, but the traditional definition describes a community in which faculty members live in a residence hall or faculty and students share the same space in the residence hall (Smith, 1994). Residential colleges are one method used to create a smaller liberal arts experience at large research institutions (Jessup-Anger, 2012). Many studies have been conducted on LLCs in general. However there is a paucity of literature regarding residential colleges for two reasons. First, there is no clear typology regarding different types of LLCs (Inkelas & Soldner, 2011). Those who study LLCs often explore outcomes of student participants without delineating the type of LLC in which those outcomes occur (Inkelas & Associates, 2007). Second, residential colleges

often are not identified as such in studies; they are described simply as a LLC (Inkelas & Soldner, 2011).

Scholars exploring outcomes of residential colleges have not used a cost-benefits analysis approach but rather have focused on the outcomes of residential college participation. There are two primary bodies of literature focusing on residential colleges. Outcomes for students participating in an RC is one body of research. The second body of literature contains outcomes of faculty participation in RCs. Notably, authors studying residential colleges often use a case study approach (exploring a single residential college).

Student Outcomes from Residential College Participation

Increased academic performance, intellectual gains, and social benefits are outcomes associated with student residential college participation. To start, students benefit academically from participating in residential colleges. Male participants achieve higher GPAs than male non-RC participants. Additionally, non-white RC students persist in college at higher rates than their non-RC peers (Edwards & McKelfresh, 2002). Finally, residential college students are more likely than those living in other LLCs to demonstrate increased levels of academic achievement regardless of previous academic achievement in high school (Pasque & Murphy, 2005).

Scholars have also explored the relationship between residential colleges and intellectual engagement. Students in residential colleges demonstrate increased inclination for inquiry (Jessup-Anger, 2012). Having an increased level of inquiry suggests that one is more likely to value knowledge acquisition and exhibit greater motivation for learning. Residential college students also display higher levels of interest in lifelong learning (Jessup-Anger, 2012), or “the ability to ‘learn to learn’ and interact effectively with others in a complex, information-based world” (Hayek & Kuh, 1998, p. 5). Students with higher levels of lifelong learning are more likely to have the skills to effectively act on their increased desire for learning (Jessup-Anger, 2012). There is also a positive relationship between the number of years students live in a residential college and their internalization of inquiry and lifelong learning suggesting “...these outcomes may deepen over time as students become more integrated into the collegiate setting” (Jessup-Anger, 2012, p. 452). Residential college participants also gain analytical and critical thinking skills, the ability to connect course content to out of class experiences, and the ability to address challenges posed by the learning process (Pasque & Murphy, 2005). Finally, residential

college students show higher levels of intellectual engagement in a foreign culture and increased ability to succeed with difficult intellectual challenges (Zorach, 1983).

Students also benefit socially from participation in a residential college. They report the residential college environment promotes a variety of positive social outcomes including vocational discussions with peers, positive social transitions to college, and a socially supportive environment (Brower & Inkleas, 2010). Furthermore, RC students often report higher levels of feeling connected to the university, are more likely to assume a leadership position, and are less likely to engage in binge drinking (Inkelas & Associates, 2007). Interacting with faculty is another positive social benefit of residential college participation. Opportunities for interacting with faculty increase in the residential college environment (Garrett & Zabriskie, 2003). These interactions are both formal (instructional) and informal (mentoring). The close mentorship available in the residential college may help to advance student leadership development (Bloomdahl & Navan, 2013). In addition to studies exploring student outcomes of residential college participation a limited number of scholars have examined experiences of faculty members involved in residential colleges.

Faculty Outcomes from Residential College Participation

Scholars have identified several common outcomes for faculty members involved in residential colleges. Faculty members report increased collegiality, collaboration, and a fuller understanding of students. Teaching and mentoring students are key activities for faculty involved in residential colleges. These activities are often carried out alongside fellow faculty from different academic backgrounds resulting in a strong sense of collegiality among RC faculty. Collegiality is an unanticipated positive outcome of faculty participation in a residential college (Golde & Pribbenow, 2000; Jessup-Anger, Wawrzynski, & Yao, 2011; Theis, 2003). The opportunity to work alongside fellow faculty members allows individuals to develop a greater appreciation for their RC faculty colleagues' knowledge, skills, and abilities (Jessup-Anger, et al., 2011). Faculty members develop professional and personal relationships with both faculty and staff at the institution due to their residential college involvement (Thies, 2003).

Collaboration is closely connected to the collegiality that results from working in a residential college. Participation in a RC creates opportunities for collaboration (Golde & Pribbenow, 2000; Jessup-Anger, et al., & Yao, 2011; Philpott & Strange, 2003). Sometimes that collaboration occurs along traditionally understood roles of participants. Specifically, faculty

collaborators are responsible for the planning while student affairs staff members assume greater responsibility for implementation (Philpott & Strange, 2003). Faculty members in other residential colleges collaborate differently by inviting student affairs staff into the conversation regarding student learning outcomes for the RC (Golde & Pribbenow, 2000).

RC faculty members report a greater understanding of students through their collaboration with student affairs practitioners in a residential college (Philpott & Strange, 2003; Thies 2003). Often this enhanced understanding leads to improved pedagogy and teaching techniques (Sriram, Shushok, Perkins, & Scales, 2011; Thies, 2003). These results are not limited to residential college faculty. Faculty from both faculty in-residence programs and residential colleges report similar outcomes related to enhanced teaching skills (Sriram, et al., 2011).

Not all experiences in residential colleges are positive, however. Faculty members report challenges with time commitments, excessive administrative responsibilities, and role confusion. Residential colleges can require significant commitment (Thies, 2003). There are multiple opportunities for involvement and faculty members report difficulty prioritizing that involvement (Jessup-Anger, et al., 2011). Time commitments sometimes serve as a barrier to involvement in residential colleges (Gold & Pribbenow, 2000). Additionally, excessive administrative responsibilities can negatively affect the primary motivation (teaching and mentoring students) for assuming the role (Thies, 2003). Finally, work in the residential colleges can lead to conflicting perspectives regarding faculty in the community. Student affairs staff members often believe informal interactions are key to promoting faculty student relationships. This may limit the effectiveness of some more traditional faculty who are used to more formal approaches to learning (Golde & Pribbenow, 2000). Though the research regarding residential colleges is not plentiful, these existing studies demonstrate a growing understanding of the outcomes associated with participation in a RC for students and faculty.

In summary, CBA is an economic evaluative tool that has been adapted for use in human services fields such as health, government and education (Nas, 1996; Snell, 2011). Researchers have applied CBA to explore individual health intervention programs (Chen, et al., 2012; Ortega, et al., 2009) and broader health care policy issues (Guo, et al., 2010; Reiter et al., 2014; Trepanier, et al., 2012). Scholars have also used CBA to evaluate government environmental programs (Lavee, et al., 2012; Venkatesh, 2012) and drug and alcohol policy making (Shanahan

& Ritter, 2014; Stringham & Pulan, 2006). Furthermore, CBA has been applied to evaluate government policies after they have been implemented (Iwata, 2011). Finally, educational programs and policies also appear in the CBA literature. Longitudinal studies of pre-school educational programs (Barnett, 1985; Barnett, 1993b; Nores, et al., 2005) class size (Januszka & Dixon-Krauss, 2008) and school consolidation. (Nitta, et. al, 2008) are all examples of CBAs in education.

CBA has been widely used in higher education settings to evaluate individual programs (Bennett, 2008; Evans, 2012; Gallard, et al., 2010; Gibson, et al., 1996; Hawbaker & Wagner, 1996; Hoffman, 2009; Kiemiesky, 1984; Lambur, et al., 2009; Lei & Chuang, 2009; White & Crawford, 1998; Wright, et al., 2011) and higher education policy issues (Adkisson & Peach, 2008; Corcoles & Ponce, 2013; Flores 2010a; Flores, 2010b; Harris, 1997; Harris, 2008; Haynie, 2013; Mazzolini & Nelson, 1998; National Conference of State Legislatures, 2014; Owen, et al., 2001; Schulz & Lucido, 2011; Smith & Bissonnettee, 1989; Tartari & Breschi, 2012; Throsby, 1991). These studies are effective approaches to better understand costs and benefits of programs and policy issues. As a result policy makers can make more informed decisions.

Residential colleges are one approach used across the United States to create smaller liberal arts communities within the large research institution (Jessup-Anger, 2012). Researchers have studied outcomes for students and faculty participating in residential colleges. Student outcomes include: increased academic performance (Edwards & McKelfresh, 2002; Pasque & Murphy, 2005), intellectual gains (Jessup Anger, 2012; Pasque & Murphy, 2005, Zorach, 1983) and social gains (Brower & Inkleas, 2010; Garrett & Zabriskie, 2003; Inkelas, & Associates, 2007; Bloomdahl & Navan, 2013). Collegiality (Golde & Pribbenow, 2000; Jessup-Anger, et al., 2011 Thies, 2003), collaboration opportunities (Golde & Pribbenow, 2000; Jessup-Anger, et al., 2011, Philpott & Strange, 2003) and a fuller understanding of students (Philpott & Strange, 2003; Sriram, et al., 2011; Thies 2003) are reported outcomes of faculty residential college involvement.

While there is ample CBA work in higher education and a limited number of studies on residential colleges, the literature revealed no studies on the costs and benefits of RCs as perceived by the live-in faculty and chief housing officers. This study contributed to the literature in four ways. First, CBA as a method has not been used to examine residential colleges. Second, the bulk of residential college studies are focused on student outcomes and not

outcomes for faculty. Third, a key constituent invested in RCs is the CHO and an exhaustive literature review revealed no studies involving CHOs. Finally, this multi-site study added to the existing literature that primarily reports outcomes of single programs or institutions.

Chapter 3

Methodology

The purpose of this study was to explore the perceived costs and benefits of participation in a collaborative project. For the purposes of this study costs were defined as something individuals invested or gave in exchange for their participation in the collaboration and benefits were defined as positive outcomes or what was received as a result of the partnership (Smith, 1986). For this study, the collaborative project was a residential college. My conceptual framework involved two of the four constructs in the Nas' (1996) model: (a) identification of relevant costs and benefits, and (b) comparison of costs and benefits at different stages of the project.

The sample for this qualitative study consisted of faculty members and chief housing officers (CHOs) at U.S. Research Universities-Very High Research Activity (VHRA) (Carnegie Foundation for the Advancement of Teaching, 2014) who were involved in a Residential College. Data were collected via interviews.

The study was designed to address the following research questions:

1. How do faculty members perceive the costs of participation in a residential college?
2. How do CHOs perceive the costs of participation in a residential college?
3. How do faculty members perceive the benefits of participation in a residential college?
4. How do CHOs perceive the benefits of participation in a residential college?
5. How do faculty members describe changes in costs and benefits at different stages of their involvement in a residential college?
6. How do CHOs describe changes in costs and benefits at different stages of their involvement in a residential college?

In this chapter I describe the design of the study. I start by describing my own positionality in relationship to the study. This is followed by a review of the sampling process and instrumentation. I then summarize the data collection and data analysis procedures and conclude by reviewing the steps taken to ensure the authenticity of the data.

Positionality

Qualitative research relies upon researcher interpretation of the data (Creswell, 2003). Researchers should consider their prior experience with the topic along with their assumptions, biases, and theoretical perspectives (Merriam, 2009).

As a higher education student affairs educator I have extensive experience with residential housing and living-learning communities. I have been integrally involved in the development and implementation of two residential colleges. This included working directly with faculty members and housing administrators. I have worked closely with four different live-in faculty principals and one chief housing officer for the past three years.

Working so closely with the principals and residential college communities has shaped my view about this form of living-learning community. Interactions with the faculty have formed my assumptions about costs and benefits to these faculty members. My role in the residential colleges has also informed my beliefs about the ways in which housing officers view residential colleges.

My research interview protocols for both the live-in faculty principals and chief housing officers likely reflected my assumptions about how these participants perceive the costs of benefits of residential colleges. It was important during data collection and analysis that I be aware of my beliefs, assumptions, and biases toward the topic of residential colleges and how this could impact the analysis and interpretation of the data.

Sample Selection

Purposeful sampling is used in qualitative research to ensure participants have had experiences relevant to the study (Creswell, 2003). My study involved CHO and faculty perceptions of costs and benefits of participation in a residential college. Therefore, I needed three samples for this study: universities with a residential college (institutional sample), chief housing officers (CHO sample), and faculty principals (faculty sample). For my institutional sample I wanted universities assigned to the Carnegie classification of Research Universities Very High Research Activity (VHRA) that had at least one residential college. It was important institutions be of the same Carnegie classification to ensure similar productivity expectations of the faculty participants at the institutions. For example, in general the job expectations (i.e., teaching, research, service) of faculty members at VHRAs are likely to be different than those of faculty members at baccalaureate institutions. Even within VHRAs, however, there were likely differences in expectations for productivity by discipline. For example, faculty in social sciences and humanities may be more likely to write books while those in engineering and applied fields may focus more on articles in refereed journals. Likewise, resources for CHOs are more apt to be similar at like types of institutions so selecting participants from VHRAs was important.

Next, I needed to delineate what I meant by “residential college.” Institutions refer to residential colleges in a variety of manners and these programs take different forms. For purposes of this study a residential college was a residential community, led by a “live-in” (meaning living in the residence hall/residential college) faculty member whose primary responsibilities at the university were teaching, research, and service.

The community had to refer to itself as a residential college, residential commons, or use similar language and reference the model as an intentional form of a living-learning community that sought to link students and faculty and enrich student academic experiences. Requiring that the residential college be referred to in a particular way increased the likelihood the residential college differed from other on-campus housing options and that the RCs included in the sample were similar to one another.

Additionally, at the time of data collection, the residential college had to have been in existence for a minimum of two years. This requirement allowed enough time to have elapsed for participants to discuss how costs and benefits of the residential college changed over time. The final criterion was that the residential college was not the only housing option for students attending that institution. Including institutions with residential colleges and other housing options was important to ensure that participants could compare the benefits and costs of residential colleges against those of non-residential college residence halls.

To identify the institutional sample I used the Carnegie Foundation on-line database (Carnegie Foundation for the Advancement of Teaching, 2014) and created a spreadsheet (Appendix A) that included the name of each institution with a VHRA Carnegie classification. This yielded a total of 108 institutions. I then searched each institutional website to determine if a residential college was at least one form of housing program. This review resulted in 48 VHRA institutions with at least one residential college. Using the on-line Association of Colleges and University Housing Officers- International (ACUHO-I) database I added to that spreadsheet the name and contact information of CHO for the university. I retrieved contact information from institutional websites for institutions not appearing in the ACUHO-I database. To determine if institutions met the additional criteria for inclusion in my study I contacted CHOs and asked them a series of questions using a pre-screening interview protocol. This pre-screening instrument is discussed in more detail below.

Once a list of potential institutions was identified for inclusion in my sample, I

established selection criteria for the CHO and faculty principal respondents. To be included in the study CHOs had to meet three criteria. First, they had to serve as the director of the on-campus housing program at the institution. It was important that CHOs have ultimate oversight for the entire operation to ensure their perspective included both the student life and business aspects of the housing program. This perspective allowed participants to offer a more complete perspective on costs and benefits of residential colleges, not limited to only student life or solely business operations. Second, at the time of data collection CHO respondents had to have been in their role at the institution a minimum of two years. This ensured that they had had ample opportunity to gain an understanding of the residential college, the impact of this style of housing from a cost/benefit perspective, and the ability to evaluate costs/benefits over time. Finally, CHOs had to agree to participate in a 60-minute interview because the method of data collection for this study was participant interviews.

To select institutions and CHO participants, a pre-screening protocol for CHOs was developed (see Appendix B). Using the original Carnegie VHRA list (Appendix A) I randomly selected 12 institutions to start. I contacted the CHO at each institution, introduced myself, described the study, and asked them several questions from the pre-screening protocol which, based on their responses, would allow me to determine eligibility for both the institutional sample and the CHO sample. Additionally, conducting pre-screening interviews allowed me to begin to develop rapport with potential participants.

The CHO prescreening protocol consisted of four sections. Data about the institution's residential colleges were collected in the first section. For example, I asked them if their residential college had been in existence for two or more years and whether a faculty member led the program. In the second section, I sought data about the faculty member leading the residential college such as whether the faculty member lived in the residential college. The third section focused on the CHO eligibility. In this section for example I asked if the CHO had ultimate oversight for the entire housing program at the institution. At the conclusion of the call (the fourth section) I determined whether the CHO and the institution were eligible to be included in the study. If they were, CHOs were asked if they were willing to participate and if they would be willing to connect me to the faculty principals in the Residential College(s) at the institution. Finally, I scheduled a date and time to conduct the 60-minute interview and thanked them for their willingness to participate in the study. If they were not eligible or not willing to

participate, I thanked them for their time and eliminated that institution from further consideration in the study.

The final sample of the study included the faculty principals. I established four criteria to help me determine eligibility for the faculty sample. First, the faculty member had to live in the residential college and serve as the “head” or leader of the residential college. This requirement ensured they would have more experience and involvement with the residential college and would provide faculty a broader perspective on costs and benefits of the residential college. Coupled with this, requiring that faculty were the “head” or leader of the college ensured the faculty member had some level of responsibility for aspects of the college beyond just residing in the residence hall.

Second, the faculty member’s primary job functions had to be teaching, research, and service. This criterion was important because faculty participants needed to be able to view their experience in the residential college in the context of their professional job responsibilities. Therefore, their descriptions of costs and benefits of participation would be more holistic.

Additionally, at the time of data collection faculty principals had to have been in the role of principal for a minimum of two years. The planning period for a residential college is extensive and varies between one to three years. Often faculty members are a part of this process (Philpott & Strange, 2003). Requiring faculty to have been in the principal role for at least two years (not including the planning) ensured faculty participants had an understanding of the residential college and the ability to evaluate costs and benefits of being a principal over time. Finally, faculty had to agree to participate in a 60-minute interview to be eligible to participate.

I developed a faculty principal pre-screening interview protocol (see Appendix C) to determine eligibility for participation in the study. I contacted potential faculty participants who were identified by participating CHOs as the faculty principals for residential colleges. The prescreening interview allowed me to begin to build rapport with potential faculty participants and determine eligibility for inclusion in the study.

There were two sections on the protocol. I first sought data about the faculty member’s primary responsibilities at the institution. For example, potential participants were asked if their chief responsibilities were teaching, research, and service. The second section focused on aspects of the faculty principal role. In this section faculty members were asked if living in the residence hall was part of their responsibilities with the residential college. At the end of the

conversation, I determined if the faculty member was eligible to participate in the study. If so, a day and time to conduct the 60-minute interview was arranged with the participant. After confirming the details I thanked them for their time and concluded the call. If faculty principals did not meet the selection criteria or were not interested in participating, I thanked them for their time and concluded the call.

For this study I wanted to interview 12 CHOs and 12 faculty principals. To reach this number, 12 institutions were randomly selected. CHOs and faculty principals were then contacted to conduct the pre-screening interview. If this round did not yield 12 CHOs and 12 faculty principals participants I randomly selected an additional 10 institutions and repeated this process until 12 CHOs and 12 faculty principals agreed to participate.

Instrumentation

Data were collected through interviews that lasted roughly 60 minutes. I constructed two interview protocols that asked questions pertaining to the unique perspective of the participant group (CHOs v. faculty). I first worked to develop the interview protocol for CHOs. I started by consulting with two current CHOs who had residential colleges at their campus. These informational interviews allowed me to seek advice on how to develop questions to explore a CHO's perspective on the costs and benefits of residential colleges.

After completing these informational interviews I drafted a six-section interview protocol (See Appendix D). The first section was identified as Warm Up. The purpose of this section was to help create rapport and put the participant at ease. For example I asked participants how they came to work in housing and residence life. The next four sections were devised to elicit data about pertinent areas in a university housing program: Student Learning/Academic Success, Facilities Management, Community Formation, and Staffing. By shaping the protocol around key areas in a housing program, I provided the context for CHOs to talk about their work. I wanted participants to talk about their experiences with residential colleges and other types of housing. Including questions about both residential colleges and traditional residence halls in each protocol section allowed CHOs to compare and contrast these different housing options. It was my job as the researcher to then assign the data participants provided into categories I labeled costs, benefits, and changes over time.

The Student Learning section contained questions that explored the CHO perspective on the intellectual aspect of residential life. For instance I asked participants to share with me a

story that illustrated how the residential college program had influenced student learning experiences. The next section explored the dynamics of residence hall facilities. For example, I asked participants to tell me how the residential college had impacted facility management and maintenance. The fourth section explored students' sense of community within the residential hall. For example, CHOs were asked to describe RC students' connection to their residence hall community. The fifth section served to explore staffing issues. Here, I asked participants to describe the personnel needed to manage the residential college. The final section served to wrap up the interview. I offered the CHOs an opportunity to share any final thoughts and thanked them for their time.

It was important to develop a separate interview protocol for the faculty principal participants. Perceived costs and benefits are likely different for faculty principals than for CHOs due to the nature of their respective jobs. To develop questions that would help me obtain useful data I consulted with two current faculty principals of a residential college. These informational interviews were used to develop questions that explored principals' experiences in the residential college through the primary focus of their faculty responsibilities (teaching, research, service). Organizing the interview protocol around these three areas allowed participants to reflect on their residential college experiences through the context of their primary responsibilities at the institution. The data collected through the interviews could then be assigned to one of the main research categories of interest: costs, benefits, and changes over time.

Based on what I learned from these information interviews a six-section interview protocol (See Appendix E) was drafted. The first section was identified as Warm Up. The purpose of this section was to help create rapport, make the participant feel comfortable, and serve as an entrée to the interview. For example, I asked participants to share with me how they first became involved with the residential college.

The next three sections were associated with the nature of faculty work. The section that pertained to Teaching focused on the faculty member's role as an instructor. In this section I asked participants to tell me about their most memorable teaching moment after becoming a faculty principal. Experiences related to Research were explored in the next section. These questions focused on participants' ability to conduct research while serving in the principal role. For example after asking participants to describe how they managed their research

responsibilities prior to becoming principal, they were asked to share how they handled their research responsibilities while serving as a faculty principal. The next section explored participants' Service responsibilities and experiences. I asked faculty members what their department/university service looked like before and since assuming the faculty principal role. The fifth section of the faculty interview protocol served to explore areas not addressed elsewhere, such as living in the residence hall. In this section participants were asked to share what they learned as a result of living on campus with students. The final section served to wrap up the interview. I brought closure to the interview and asked faculty respondents to share any final thoughts they might have about being principals.

Once I had a draft protocol for CHOs and faculty, I consulted several experts familiar with qualitative research methods and/or residential colleges to review both interview protocols and offer feedback. After revising these protocols per their comments I piloted each instrument. A pilot of the CHO interview protocol was conducted with two CHOs at campuses with residential colleges. I made final revisions to the protocol based on the feedback received from the pilot. To pilot the faculty interview protocol I contacted two principals of residential colleges and asked if they would participate in a pilot test of my faculty interview protocol. Final revisions to the protocols were made based on the feedback received from the pilot participants.

Data Collection Procedure

Before selecting the sample and collecting any data, I sought approval from the Institutional Research Board (IRB) on research involving human subjects. Data collection commenced once IRB approval was granted (see Appendix F). I collected data by institution, interviewing the CHO and the faculty from one institution before I moved on to collect data from another institution.

I scheduled a time for a 60-minute interview at the conclusion of the pre-screening conversation with eligible participants. During that conversation I explained I would be using a digital voice recorder to conduct telephone interviews. I sent an email to participants (see Appendix G) 48 hours prior to the interview to remind them of our appointment. Along with that email I attached an informed consent form (See Appendix H) and requested that participants sign and email me their consent prior to the scheduled interview. I tested speaker telephone and digital voice recorder to ensure they functioned appropriately prior to the interview process.

At the appointed time I called the respondent. I started the interview by asking

participants' permission to record the interview. If I had already received the signed informed consent form I thanked him/her. If I had not received the form I reviewed the content and asked for his/her verbal consent to participate in the study. Once consent was obtained participants were asked to provide a pseudonym in order to protect their identity. During the interview I took notes on both what respondents said as well as how they said it. For example if participant sounded excited or frustrated during a particular response it was important this be noted in the transcription of the interview and considered during data analysis.

At the conclusion of the interview I briefly summarized what I believed to be the main points conveyed during the conversation and asked participants to add, revise, or correct these. To ensure the transcription was an accurate reflection of the interview I explained that I would send them a copy of the transcription via email so they could provide any necessary corrections. We agreed if I did not receive a response within one week after sending the transcription I would consider the transcription complete. I thanked participants for their time and ended the call.

Once the interview was completed, I downloaded the audio file recording of the interview from the digital voice recorder to my password-protected laptop and my password-protected Google Drive. Files were named using a coding scheme to include institution (A, B, C, etc.), participant (F = Faculty, C = CHO) and number of interview (1, 2, 3, etc.). For example for the first faculty principal interview at campus "A" I named the file: A_F1 while the file for the CHO was labeled A_CHO1. The interviews were transcribed and saved using the same name as the corresponding interview audio file (e.g., A_F1, A_CHO1). Finally, I emailed the transcript (see Appendix I) to the participant to review and provide any necessary changes. After completing interviews with participants at the first institution the entire process was replicated with the participants at the next institution. An important aspect of data collection within qualitative research is data saturation, the point at which no new information is likely to be obtained from further data collection (Merriam, 2009). I anticipated that I would reach saturation around the 12th institutions, but I collected data until data saturation was achieved.

Data Analysis Procedure

To initiate the data analysis process, each transcript was read several times. This allowed me to become familiar with the detail conveyed in each interview before beginning the coding process. Three different qualitative analysis methods were used in coding. Primarily I used a thematic analysis approach, sorting data into categories (Braun & Clarke, 2006). Reviewing

interview transcripts consisted of a content analysis that relied on reviewing the content of the transcript for meaning. Finally, data from transcripts were reviewed and compared to determine similarities and differences between the data, known as constant comparative method (Merriam, 2009). I analyzed the transcriptions from each group separately because I wanted to understand how faculty and CHOs perceive costs and benefits of participation in a residential college. I started my analysis with the data from the CHO interviews.

I used open coding in which the unit of analysis was the comment. Open coding is the first review of the transcript and allows a researcher to identify potentially meaningful data from the transcription (Merriam, 2009). To identify comments I used an editing comment function in the word processing program that allowed me to highlight a comment and make additional notes in the margin of the text. To conduct the open coding, I created four new documents and named them CHO Costs, CHO Benefits, CHO Changes Over Time, and CHO Miscellaneous (reflecting the overarching categories of my study and one for comments that held meaning but did not belong in any of the other categories). I then began copying and pasting comments from the transcripts into the corresponding documents. That is, comments from a transcript noted as Costs were copied to the Costs document. I initially conducted this open coding for four transcripts and then proceeded to axial coding. Axial coding involved grouping individual open codes into larger categories (Merriam, 2009).

I reviewed each of the four documents (CHO Cost, CHO Benefits, CHO Changes Over Time, CHO Miscellaneous) to explore what themes emerged from the data. For example, during the Academics section of the CHO interview protocol I asked participants to describe an example that illustrated how the residential college program had influenced student academic experiences. One participant might have replied:

It [the residential college] has changed the way students interact in the residential hall. It's not just about football or what they did over the weekend. For example, I'll hear stories about three students from different majors having debates about the role of the U.S. in addressing the AIDS epidemic in Africa.

Another CHO might have responded to the same question:

We've seen students' involvement in undergraduate research go off the charts. Part of this is because the faculty principal really emphasized this with students but I think another reason is because these students are learning about it from each other.

Finally, one participant might have reflected:

In the residential college it isn't uncommon at all to see upper-division students tutoring first year students, or offering advice on majors, classes to take, or particular faculty to connect with. You don't typically see that sort of academic relationship among students in other residence halls.

If reviewing the above comments I would have first assigned them all to the Benefits category since they all talk about positive outcomes for students in RCs. I would have then created a theme (axial coding) entitled Intellectual Climate and assigned these three comments to that theme because they all had to do with the climate in the RC. I ensured that I had comments from at least three respondents on the same topic before establishing a theme. Using data from three participants with different perspectives was to ensure validity of the generation of themes (Merriam, 2009). Further analysis might lead to the development of a sub-theme (under Intellectual Climate) of Peer-to-Peer Learning. In each of these examples it appeared the CHOs were referencing a noticeable difference in peer engagement in intellectual activity in the residential college.

After completing both open and axial coding for four CHO transcripts I shared the transcripts along with the categories, themes and sub-themes I had developed with a peer reviewer familiar with qualitative research methodology. The purpose of this step in the data analysis was to reveal discrepancies between the codes I assigned and codes my colleague might have assigned. Any differences were discussed and we determined the procedures I would use to complete the analysis of the remaining transcripts. I then continued the processes of coding the remaining CHO transcripts

Next I turned my attention to the faculty transcripts. Similar to my analytical approach to the CHO interviews, the unit of analysis was the comment. A comment was defined as a collection of words and ideas that applied to one topic. When the topic changed a new comment was created. To identify comments I once again used a function that allowed me to highlight text and make a note to myself about that comment. After the open coding for an initial group of four transcripts was completed I created four new documents and named them Faculty Costs, Faculty Benefits, Faculty Changes Over Time, and Faculty Miscellaneous (reflecting the overarching categories of my study and one for comments that held meaning but did not belong in one of the prior categories). I then began copying and pasting comments from the transcripts

into the corresponding documents. For example, comments from a transcript labeled Benefits were copied to the Benefits document. I then began the process of axial coding. Similar to the CHO axial coding, I reviewed the four documents individually to explore what themes emerged from the data.

To illustrate how I approached data analysis, during the Research section of the faculty interview protocol I asked participants to describe how they had managed their research while serving as a faculty principal. One participant might have responded by stating:

It's been a challenge. I've had to try and carve out specific time during a week and be gone from the residence hall so I can be sure I have uninterrupted time that can't be taken up by residential college work.

Another principal might have reflected:

The simple fact is, I haven't. This job (principal role) is pretty demanding. My research has definitely diminished during my time in the principal role.

Finally, one faculty member might have shared:

My research has suffered. I really need to finish my book but I've had to push some of that work off to summer because of my commitments in the college.

If I had reviewed the above comments I would have first assigned them to the Costs category since they all suggest that the principal role had come at a cost to research interests. I would then have created a theme entitled Research Time and assigned these three comments to that theme within the Costs category. Additional analysis might result in the creation of a sub-theme (under Research Time) entitled Lack of Control over Research Time. In each of these examples it appears the faculty are referencing spending their time in one fashion though they would prefer to spend their time on their research. I ensured that I had comments from at least three different participants before identifying a theme or subtheme.

Once both open and axial coding were completed for four faculty transcripts I shared the interview transcripts along with the categories, themes and sub-themes I had developed with a peer reviewer. This served to illuminate any discrepancies between the codes I assigned and codes the peer reviewer might assign. We discussed any differences and made decision rules for assigning comments on the remaining transcripts. I then continued the process of coding the remaining faculty transcripts.

This analytical approach enabled me to produce a narrative describing the perceptions of

costs, benefits, and how these changed over time for the CHOs and faculty principals working with residential colleges.

Accuracy of the Data

Ensuring accuracy of the data is an important step in any form of research (Creswell, 2003). Accuracy for the study was addressed in several ways. To start, I consulted personnel (both CHOs and faculty principals) familiar with residential colleges to create interview questions that would elicit responses pertaining to the questions posed in the study.

Additionally, I sought expert review of both interview protocols. Using expert review is one approach to ensuring a research instrument is structured in such a way to collect the necessary data (Creswell, 2003). Additionally, I piloted both protocols, another way of ensuring the trustworthiness of the responses (Creswell, 2003).

Participants received a typed transcript to review and revise in the event their comments did not reflect their sentiments in the manner they intended. This is a form of member checking, the process by which a researcher verifies the accuracy of the information provided by participants. It is an additional mechanism to ensure the data are trustworthy (Creswell, 2003).

After coding several transcripts I had an expert familiar with qualitative research review my proposed coding scheme. Such peer review is another mechanism to ensure confirmability of the data (Anfar, Brown, & Mangione, 2002). Accuracy of the data was also enhanced by requiring comments from three different participants before identifying a theme. Use of triangulation enhances the credibility of the study (Creswell, 2003; Merriam, 2009).

In summary, I wanted to explore costs and benefits of residential colleges as perceived by faculty principals and CHOs. The methodology described in this chapter was designed to answer the research questions posed in this study.

Chapter Four

Findings about Costs

The research questions that guided this study focused on how CHOs and faculty principals perceived the costs and benefits of participation in a residential college. Additionally, two questions explored how perceptions of costs and benefits changed over time for each group. As I conducted the data analysis, I realized it made more sense to collapse my research questions into two more general questions that did not segment responses by participant group. That is, I wanted to talk about costs and benefits for RCs in general, not just for one participant group or another. So I revised the research questions to the following:

1. How do chief housing officers (CHOs) and faculty perceive the costs of participating in a residential college and whether those costs change over time?
2. How do chief housing officers (CHOs) and faculty perceive the benefits of participating in a residential college and whether those benefits change over time?

I have chosen to address each research question in a separate chapter. In this chapter, I focus on the results associated with costs of residential colleges. I start by providing a profile of the two participant groups, and then I report the findings related to costs and changes in cost over time.

Participant Profiles: Chief Housing Officers and Faculty Principals

Data were collected from two participant groups involved with residential colleges at one type of institution: Carnegie classification, Research Universities Very High Research Activity. Tables 1 and 2 provide a summary of CHOs and faculty principals, respectively, who provided data for the study.

Chief Housing Officers

A total of 11 CHOs participated in the study. They all had served in their role for at least two years at the time of data collection. All respondents supervised both the residence life and housing programs on their respective campus with the exception of three participants. In those three cases, the housing and residence life programs reported to separate units on campus. In two of the three cases, I elected to interview both directors. In the third instance I interviewed the director of housing only as the director of residence life elected not to participate in the study. Table 1 provides information regarding CHO participants. The 11 CHOS worked on 10 different campuses. Six of the CHOs were male and the remaining five were female. Years served in

Table 1

Demographic Characteristics of Chief Housing Officer (CHO) Participants (N=11)

Pseudonym	Years in Position	Years of Operation for RCs	Residential College(s)	Number of RC Students	Number of Students Housed
Ping	9	9	1	260	7,600
Christopher	26	32	5	3,600	4,300
Diane	14	50	10	8,310	9,090
Séamus	14	8	2	584	12,200
Mari	5	40	3	800	6,500
Marie	7	22	1	158	6,700
Swede	3	16	12	5,300	6,500
Ward	4	16	12	5,300	6,500
Emma	25	13	1	600	10,000
Dexter	8	7	10	1,600	6,000
Amanda	4	2	1	1,500	13,500

Table 2

Demographic Characteristics of Faculty Principal Participants (N=10)

Pseudonym	Years as a FP	Rank	Department
Suzanne	3	Pre-Tenure	Music
Angelica	8	Tenured	Religious Studies
Jacqueline	6	Tenured	Psychology
Matthew	3	Tenured	Social and Cultural Analysis
Josh	2	Tenured	Engineering
Benjamin	5	Tenured	History
Zach	8	Tenured	English
Sinbad	7	Permanent Instructor	Food and Resource Economics
Terry	8	Permanent Instructor	Spanish and Portuguese
Lucy	2	Permanent Instructor	Sociology

their current role as a CHO ranged from three to 26 with an average of 10 years. The average number of years residential colleges had operated on their respective campuses was 19 with the shortest operational period being two years and the longest operating for 50 years.

Faculty Principals

A total of 10 faculty principals (FPs) from the same 10 campuses as the CHOs participated in the study (see Table 2). Respondents were equally divided by gender with five females and five males participating. The majority of participants ($n=6$) were tenured faculty. One participant was pre-tenured. There were three faculty members who were permanent instructors. Eight of the 10 participants taught/researched in the liberal arts/social sciences. The remaining two participants were in Engineering and Food & Resource Economics. Participants had served as a faculty principal for an average of five years, though years of experience ranged from two to eight years.

Findings about Costs

In this chapter, I present the themes of costs perceived by both participant groups. I conducted three iterations of coding, collapsing data with each iteration. At the end of this process, five overarching themes related to costs emerged: (a) *university incurred costs*, (b) *individual incurred costs*, (c) *costs becoming benefits* (changes over time), (d) *professional costs*, and (e) *personal costs*. I present each theme and explain the data analysis process by which I arrived at the theme. I then describe the theme and support that description with evidence gleaned through respondent comments. Table 3 illustrates how this theme emerged and should be read from the bottom to the top.

The early stages of my data analysis revealed 26 codes. These codes were then grouped into 12 categories. Upon further analysis, these 12 could be collapsed into five themes, three of which pertained to CHO perceptions of costs and two of which pertained to faculty perceptions of costs.

University Incurred Costs

The first theme was *university incurred costs*. The initial iteration of data analysis revealed 26 codes, three of these being: *renovations*, *unique spaces*, and *new facilities*. When I saw comments like “recently updated” or “invested money to address the facility” I coded these as *renovations*. Similarly, when I noted comments such as “variety of common spaces” or

Table 3

Themes and Categories Related to Costs

RQ1. How do chief housing officers (CHOs) and faculty perceive the costs of participating in a residential college and do they describe these differently over time?

Iteration Three: Themes	
CHOs	Faculty
CHO-C1: University incurred costs	Faculty-C1: Professional Costs
CHO-C2: Individual incurred costs	Faculty-C2: Personal Costs
CHO-C3: Costs becoming a benefit	

Iteration Two: Categories:	
CHOs	Faculty
A1. Facility costs	D1. Does not count toward promotion/tenure
A2. Residential college staffing	D2. Time demands
A3. Programming in residential colleges	D3. Negative impact on research
A4. Costs related to providing faculty benefits	E1. Faculty Principal not understood by others
B1. Student fees for participation	E2. Having to be "on"
B2. Experience for students not in the residential college	
C1. Initial costs for new/renovated facilities become a benefit	

Iteration One: Open Codes:	
CHOs	Faculty
A1a. Renovations for the RC	D1a. Not recognized in my FAR
A1b. Unique spaces	D1b. I never discuss the FP role with my chair
A1c. New facilities	D2a. It invites interruptions
A2a. Additional staff	D2b. FP role has a relentless pace
A2b. Focused RC staff	D3a. Struggle finding time to do research
A3a. Special events in the RC	D3b. Research is not as productive
A3b. Programming budgets	E1a. Other faculty have a hard time wrapping their head around the FP role
A4a. Faculty apartment and utilities	E1b. Seen as a student affairs position
A4b. Tangible incentives	E2a. It is hard to turn off work
A4c. Course buyout	E2b. I have to be "on"
B1a. Additional programming fee	
B1b. RC fees in addition to room rent	
B2a. Non RC run differently	
B2b. More robust programming happens in RC	
C1a. Lack of facility renovation requests	
C1b. Facility enhancements improving experience	

“special facility spaces” I identified these as *unique spaces*. Finally, I noticed comments referring to “newest facility” or “built them new” and organized these as *new facilities*.

It is not surprising that CHOs, who are responsible for physical buildings often think about the cost of space requirements in their RC residence halls. Most commonly, they described renovating residence halls to accommodate RCs. The traditional residence halls on their campus lacked the appropriate physical spaces to support an RC program. Renovation projects to existing facilities ranged in size. Minor renovation projects added spaces in existing facilities such as a faculty apartment or lounges. Other renovations involved overall refurbishing of existing facilities that resulted in a virtually brand new building. In either case, the modification of space was used to support the RC program. Traditional residence hall buildings constructed prior to the introduction of an RC were not suitable for an RC and this created an immediate cost when CHOs and other university administrators decided to implement an RC. Christopher illustrated how the renovations on his campus were introduced incrementally when the decision was made to implement a RC program:

When we did the [residential] colleges we went back through and kind of renovated the first floors, definitely took some steps in the right direction but we didn't really do much on the student floors themselves. (Christopher)

Making smaller renovations like those on Christopher's campus helped provide necessary programming space for the RC at a lower cost than making major modifications.

Residential colleges often have unique spaces that add a special ambience to the community. CHOs most often spoke about generous common space in the RC that allowed for programming, community gathering, and general student social space. Residential college environments often offer unique programming, classes, and community traditions requiring space to accommodate these events. Traditional residence halls lack the facilities to adequately support a RC. Therefore, modifications to facilities to incorporate the needs of the residential college are implemented. Libraries, theatres, coffee shops, and other unique spaces are common in RC facilities but rare in other types of residence halls. Ping described several unique spaces built into the RC on his campus:

We have a nice multipurpose space - it kind of looks like the New York Public Library. It's a study space, it's a lounging space, but also could be a programming space, that's why we call it a multipurpose space. We've got a number of really nice study rooms throughout the building. We've got a library downstairs that is reminiscent of the library that was in the old building that the students built. We now have a nice seminar room

where we can fit around 15 people around the seminar table- with books that students have collected over the years.

These spaces described by Ping were unique to the RC and unlike facilities in other residence hall on his campus.

On some campuses university administrators decided to build new facilities to house the residential college. These new facilities were often significantly different than the remaining inventory of residence halls.

That's our newest facility [the residential college] and we have that community and then in 2006-2007, we opened our apartment community. Those are our only new construction since you know 1970. So as far as I mean there is a drastic difference in the quality of the facility for [the residential college] and those two communities I talked about. They are our only communities that are air-conditioned so you know, brand new. So you can't really compare. ...

Additionally, when building new facilities, CHOs and partnering offices/university personnel were able to consider the needs of the RC in the planning phase. In new construction, CHOs were able to discuss needs of an RC model with partners and incorporate those needs into the blueprints. Building new facilities required significant resource investment as compared to minor renovations implemented in other instances.

The overall purpose of a residence hall is to house students, thereby creating revenue (from room rates). Adding in common space, classrooms, or other non-revenue generating spaces comes at a cost for CHOs. However, when noting the lack of common space in other facilities (which aid in the success of a RC) CHOs saw this as a necessary expense.

Overall, appropriate facilities are a fundamental need for the residential college model of housing. CHOs attempted to meet this through renovating or building new facilities to incorporate unique spaces that support the RC program. The financial costs of this were at times substantial. When reflecting on the investment into facilities Swede talked about the financial impact:

I mean it's massive. My mission is to provide facilities that further [RC staff] programs. And so if their programs aren't successful, I'm not successful. But then that becomes a question—is what the upgrade that's being asked for ... does that further the program or does it do something else?

Beyond facilities CHOs also spoke about staffing needs in the residential college. Similar to the coding for facilities, I noted specific codes related to staffing. For example, when I reviewed statements that spoke about “residential college staff” or “extra staff” I coded these as

additional staff. Additionally, when I identified reflections that containing “unique titles of RC staff members” or “associated RC administration” I coded these as *focused RC staff*. Staffing in residential colleges varies. All RCs in this study had at minimum a faculty principal and basic residential life staff (hall director and resident advisors). The complexity and richness of the residential college experience at times required additional staff to work alongside the faculty principal and residential life staff. Often, these staff had specific areas of responsibility such as course work, program coordination, advising, etc. Within well-developed residential college programs this additional staffing could be extensive:

Each college has what we call a senior staff. ...In the freshman colleges there's a [faculty principal], two associate [faculty principals], an area director and an assistant area director- both of which are Master's Level professionals. ... We also have an Academic and Career Advisor in Residence (ACAR), which is a Master's level professional whose focus is career development and academic advising. They supervise a staff a staff of 11 academic fellows who live on every other floor with the freshmen and provide academic and career programming, mentoring, advisement for students. The RA staff, one per floor, there's 22 of those in each of the freshmen colleges, reporting to the two Assistant Directors. But that group of faculty and res life and ACAR are the people who get together and develop the program each year for the college. (Christopher)

At times additional staffing involved adding supplementary student staff that non-RC residence halls did not have. These students provided additional support to the residential life staff but also assisted the faculty principals. Not all RCs had the multitude of staff represented at Christopher's campus. Even on campuses where RC staffing was more modest, CHOs recognized a need for focused RC staffing to help FPs accomplish their goals:

The Res College has actually an extra full-time person. That extra person... Because of the longevity of the program we thought that was important. (Séamus)

Regardless of the numbers of additional staffing or focused RC staffing, these positions resulted in a cost.

Programming was another cost identified by CHOs. There were specific comments I noted pertaining to programming costs. Statements such as “unique programming” or “RC programs” were coded as *special events in the RC*. Reflections that mentioned “using RC specific funds” or “programming dollars” were coded as *programming budgets*.

Faculty principals organized numerous programs and special events for RC students. At times, the location of the institution impacted the types of program offerings. FPs at institutions in metropolitan areas were able to organize a number of special events for student residents:

So, as a learning environment, there are some things here you wouldn't have available... and I know visa versa. But it would seem silly for us not to engage our students in the urban life... in a place like [name of city]. So taking them out to the arts complex, the sports venues, the beaches, our ethnic neighborhoods for different celebrations and festivals... the arts district for the museum walk. We would be missing an opportunity if we didn't do that. So we do spend a good deal of money on transportation. You know, getting people to those kinds of events. (Christopher)

Christopher's comments reflected costs incurred even if the program did not have a direct cost (e.g. the beach). Hidden costs (such as transportation) had to be considered. A common sentiment among CHOs was the role food played in programming. CHOs at times lamented the amount of food purchased in support of programming but in the same reflection saw this was a necessary cost of encouraging students to attend RC events. CHOs also spoke about residential college programming budgets. These budgets almost always exceeded what was offered to non-RC residence halls on their campuses. Funding often was determined based on the number of residents in the RC. On campuses with multiple RCs, the budget allocations varied:

There's a cruise; it's a dinner cruise kind of ship; and so one [residential college] spends close to \$10,000 taking their sophomores out, offering [the cruise] to all their sophomores in the [residential college] who just moved in as an opportunity to meet their colleagues and go out on this nice dinner cruise. Most of my [residential colleges] couldn't afford to do that only from the standpoint of it's too large a chunk of their budget. But they've made that a signature program in their [residential college]... (Ward)

Regardless of RC programming budget allocations, these communities had specific resources allocated to support RC events. Thus, when considering costs associated with the RC, CHOs spoke about the necessity of programming funds.

Finally, CHOs spoke about costs related to faculty benefits. When I noted comments that referred to "housing for the faculty" or "utilities" I coded these as *faculty apartments and utilities*. Similarly, comments such as "meal dollars" and "parking" I coded as *tangible incentives*. Finally, I noted comments referring to "course release" or "teaching reduction". These comments were coded as *course buyout*.

The residential colleges in this study all had live-in faculty principals. Therefore, apartments for the faculty (and at times their family) were key necessities of the RC program. A defining feature of the RCs in this study was the fact the faculty principals lived among the students either in the residence hall or within the residential area. Faculty apartments ranged in size but all far exceeded the size of housing provided to students. The most common form of housing was an apartment that was built into the residence hall. In planning for RCs and the

subsequent need of a faculty apartment some institutional leaders attempted to manage this cost. For some, like Dexter's campus, this ultimately resulted in the need for renovations:

We have gotten requests ... to increase the size (of the) faculty apartments. Most of the apartments in there, when they were built, were smaller than they should have been. But like a lot of universities or businesses, the first cost becomes the overriding determinant of what happens in the construction. Nobody worries about what happens after they open the doors. And so the faculty apartments were intentionally small—typically 2-bedroom apartments. Well now everybody wants three so we're having to go back and that becomes a bit of a game between who is going to pay for it.

In addition to the apartment, utilities such as electricity, water, and internet access were provided free of charge to the faculty. Though the faculty did not have to pay for these necessities, the cost still existed and was incurred by the department.

There were other tangible benefits beyond housing and utilities provided to faculty that resulted in a cost. Because faculty lived on campus a number of CHOs referenced supplementary money provided to faculty for dining in university dining centers. At times this funding was also provided to faculty family members. Additionally, for some campuses, FPs were provided a parking space (and permit) to have easier access to their vehicle.

Finally, some CHOs indicated faculty members had a course buyout/teaching reduction when they assumed the FP position. The primary roles of the faculty in this study were teaching, research, and service (or a combination thereof). In an effort to recognize the duties required of the FP, CHOs or other institutional leaders attempted to mitigate the additional workload by reducing other responsibilities. This course buyout was tied to serving in the FP role. Funding to cover the loss of instruction (paying another instructor to teach the course) had to be identified. Marie shared that on her campus this resulted in an additional cost to her departmental budget:

When [name of FP] got the position, he had teaching release time, and then housing picks up that portion of the teaching release time.

Not all faculty principals in this study were provided a course release/reduction. However, for the campuses in which FPs were provided a course release, this release required additional resources paid for by either the housing department or the FP's academic department.

In summary, I identified 10 initial codes related to costs associated with residential colleges. When I reviewed these I realized that *renovations for the RC*, *unique spaces*, and *new facilities* could be collapsed into one category that I called *facility costs*. Similarly, the codes

additional staff and *focused RC staff* could be merged into the category *residential college staffing*. I grouped together *special events in the RC* and *programming budgets* codes to the category *programming in the residential colleges*. Finally, I recognized the codes *faculty apartments and utilities*, *tangible incentives*, and *course buyout* could all be combined into the category *costs related to providing faculty benefits*. After further analysis I realized these categories could be collapsed into the overarching theme of *university incurred costs*. CHOs indicated these costs were financed by multiple areas of the university not just the housing office. For example, several CHOs discussed that the provost's office or other academic departments contributed finances to help address the costs of the RC.

Well, you know part of it is that there's different funding sources... so maybe that's getting at the question...or different programming funds. Housing money should not be used for non-housing related things. (Marie)

Marie's response indicated that the RC was not a housing-only funded program. There were several funding sources financing the costs of the RC. Therefore, it was appropriate to reflect the funding of these costs at the broader, university level.

Individual Incurred Costs

CHOs also identified costs that were incurred by individuals. First, students living in the RC incurred costs. There were specific codes I identified that related to this. CHO comments referring to "paying extra" or "other RC fees" were coded as *additional programming fee*. Additionally, comments that referred to "on top of the room rent" or "in addition to the room costs" were labeled *RC fees in addition to room rent*.

Students living on campus paid to live in the residence hall. This fee or "room rent" was paid by all students living on campus. However, students living in the RC often incurred an *additional programming fee* that was allocated toward the residential college. These fees were either separate from the room rent or "built into" the rent (resulting in a higher room rent cost). The most common use of this additional fee was for programming. These charges provided a budget the faculty principal used to facilitate events. Additionally, in some RCs students were charged an additional fee for special events such as banquets that were for RC members only:

They pay an additional "activity fee" currently for participation in the residential college each semester. And then on top of that there is currently a mandatory meal plan. And that includes their "banquets." (Mari)

CHOs also indicated that at times a RC fee was built into the room rent. For example the

housing office charged a specific amount for room rent but then added into the rent a residential college fee. This embedded fee was not necessarily seen by the students. However, the students were paying more than the cost of room rent for their participation in the RC.

They're (programming fees) \$100 per semester, per student is part of the housing rent. ...The student never sees it but it generates the (programming) budget. (Christopher)

Though some CHOs supplemented programming funding from their departmental budgets, it appeared students incurred the bulk of these costs either through increased room rent (that included additional funds to be allocated to the RC) or through a specified additional fee. Beyond these costs to RC students, students not in the RC also incurred a cost.

When reviewing transcripts I noted comments such as “we don't do that in non-RC halls” or “difference between RC and non-RC halls.” I labeled these *non RC run differently*. Additionally, I noted comments speaking to a difference in opportunities for the RC. Comments similar to “not offering as much in non-RCs” and “more opportunities in RC” were labeled *more robust programming happens in RC*.

RCs offered a significant number of opportunities for student participants. By default, students not participating in the RC did not have access to these experiences. Programming, interactions with faculty, access to special facilities were all areas where non-RC students had a “lesser” experience than RC peers. CHOs reflected about the variance between the RC and non-RC experience and noted the discrepancies. This disparate experience was amplified on campuses in which the RC was the predominate form of housing. When Christopher reflected on how community development differed for his non-RC students he regretted the decision to build non-RC facilities:

We sold our soul to the neighbors in order to build the [non-RC] facility. So we have no programming space. We have no infrastructure to support a programming. In many respects it is like living off campus. We made a horrible mistake.

In such programs, the RC environment provided a number of mechanisms to support the overall experience (i.e. programs, facilities, faculty). For some CHOs this cost to the non-RC students was so great that they considered measures to get these students into a RC. By providing these students a similar environment to their RC peers, the costs pertaining to a “less than” experience could be mitigated.

(There's)... no programming dollars; there's no faculty in place; the reason that we're building a new [residential college] is to get that group of students out of that

environment and into a [residential college].

In summary I noted the four codes in my analysis. After reviewing these I decided to combine *additional programming fee* and *RC fees in addition to room rent* into the category *student fees for participation*. Additionally, I took the codes *non RC run differently* and *more robust programming happens in RC* and collapsed these into a category labeled *experience for students not in the residential college*. In reviewing these two categories I determined they connected as an overarching theme: *individual incurred costs*. Unlike university incurred costs, these expenses were incurred by individuals. First, students in the RC had to pay additional fees or higher room costs (due to the built-in RC fee). The other individuals incurring a cost were students not in the RC. According to CHOs these students received a substandard experience than their RC peers. CHO reflections within this theme demonstrated there were specific costs incurred by students. These costs were financial (evidenced by additional fees charged to students) and intangible costs often reflecting what was not offered in the non-RC communities.

Costs Becoming a Benefit

A final theme that emerged related to *costs becoming a benefit*. This theme involved the perception of costs over time. Simply stated, some CHOs perceived a cost differently after time elapsed. When I reviewed comments that referred to “limited facility issues” or “no facility needs” I labeled these *lack of facility requests*. Similarly, when I identified comments such as “great facility for students” or “higher quality facility” I labeled these *facility enhancements improving experience*.

As noted, CHOs identified facilities as a necessary cost for a RC. Some CHOs described substantial renovations or “new builds” in the RC facilities. These all involved substantial costs. However, it was clear as CHOs described outcomes of these renovations or new construction projects, their perception of the cost diminished due to positive outcomes of the facility. For example, newer facilities required less facility enhancement (since it was new). In all cases CHOs compared the new RC facility to older halls in their inventory and saw dramatic differences in the number of facility requests made in the new RC building. For example, Amanda reported that the new RC facility on her campus reduced her costs pertaining to requests she may have received from faculty in an older facility:

At this point because it’s new, we have not gotten requests from the [residential college]. Our other facilities with our sophomore communities for example, we did talk to those

academic partners of what would be some of their needs and interests to work with us on those communities, and so did make some as we were able, changes in those communities to accommodate the academic partners requests for what they were looking to do in those communities. Only in our [residential college], there really hasn't been any need at this point because it is brand new.

In addition to the benefit of limited facility enhancement requests in new (or substantially renovated) RC facilities, CHO's perceptions of costs also changed in regards to positive outcomes resulting from facility expenditures. Addressing facility needs or adding facility enhancements to better meet the needs of RC student participants could have very positive results. Though a newly renovated facility might cost students more, CHOs reported this helped the overall bottom line as the higher room costs resulted in an increase in revenue. Furthermore, there were results regarding student satisfaction which for Swede justified the costs associated with his renovation:

So we had a (residential college) two years ago that had weaker retention of upper-class students. So that led to in that renovation really focusing in on the cooking and eating areas—making sure those were very nice—making more improvements to the student rooms. Working with the students to determine how to improve privacy and whatnot. And just making an investment there, in those sorts of things. And we saw retention jump right up in that area.

In summary, when analyzing the data I noted two codes that I collapsed into one category *initial costs for new/renovated facilities become a benefit*. Upon further consideration, I determined this reflected a larger theme of *costs becoming a benefit*. Though not all CHOs experienced a change in their perception of costs, there were CHOs for whom results of the renovation or new build impacted their view of costs. In these cases, the preliminary view of the costs of renovation/new build shifted to becoming a benefit *because* of lowered facility requests and other positive outcomes resulting from the facility enhancements. Said another way, for these CHOs the original incurred cost transitioned to being a benefit.

CHOs identified costs that divided into three overall themes: university incurred costs, individual incurred costs, and costs becoming a benefit. Faculty principals also identified costs of participation in a residential college but viewed these differently than their CHO counterparts. Two cost themes emerged from the faculty participants: *professional costs* and *personal costs*. Professional costs for faculty included the categories: (a) *position doesn't count toward promotion and tenure*, (b) *time demands*, and (c) *negative impact on research*. Categories for *personal costs* included the *faculty principal not being understood by others* and *always having*

to be “on”.

Professional Costs

Faculty principals identified several costs to their participation in a RC that impacted their professional productivity at the university. I followed the same analysis process that I implemented with CHO data. Comments similar to “FP role is not part of my evaluation” or “does not count toward tenure” were labeled *not recognized in my FAR (Faculty Activity Report)*. Similarly, faculty comments that reflected statements such as “my chair does not care about the FP role” or “my chair does not bring up the FP role” were identified as *I never discuss the FP role with my chair*.

Faculty principals in this study all had primary duties other than the faculty principal role. The majority of these participants included tenure/tenure track faculty who had duties related to teaching, research, and service. Respondents completed an annual Faculty Activity Report that served to capture their accomplishments for the previous year in the areas of teaching, research, and service. A number of participants indicated they were evaluated only upon these three areas. Therefore, the investment FPs made into the role was not “well spent” and did not “count” in their annual review that captured their performance for the year. This was particularly an issue for the one pre-tenured participant in the study. Suzanne reflected:

I think it sort of comes down to, would it get me tenure? No. This contribution would really not factor greatly into that process. ... But I think a good portion of them (faculty in her department) also expressed concerns about the publications not being out yet. I doubt there was probably much conversation about what I’m doing in terms of the service beyond saying “service.” It checks the box and I could probably also get that box checked if I weren’t doing this [faculty principal] position- with what I’m currently doing within (my department). I don’t think there is a lot of credit that goes toward that.

Each year, a number of the faculty principals participated in a conversation with their department chair regarding their performance that year. Though some respondents would catalog their FP duties in their FAR report, they realized this would have little impact in the conversations with their department head:

...(chuckling) I don’t think it is (recognized in his annual review) Actually, I don’t think it matters because when we’re asked about ... You know, every year we complete a survey or a review that’s used for a merit increase... and it really just asks about our scholarly activity. It doesn’t ask about our involvement with something like [the Faculty Principal role]. In that document that we submit it is the basis for our annual merit increase. (Matthew)

Other faculty when asked if they attempted to share their accomplishments as a FP with their department head simply responded “No.” A number of these faculty members resigned themselves to the fact that the FP role “didn’t count” and therefore did not speak about this with their department head.

Another cost for faculty pertained to time. Respondents talked about this in several ways. Comments referring to “distractions” or “difficulty focusing” were categorized as *it invites interruptions*. Additionally, comments such as “it is really busy” or “after 5pm” I labeled as *FP role has a relentless pace*.

The faculty in this study invested significant time in their FP role. This impacted them in several ways. For example, the location of their office in the RC and its proximity to students created complications for FPs as they frequently interacted with students. Their physical presence in the residential college building and more specifically their office invited interruptions. While they enjoyed the time with students it was not without its drawbacks:

And so I made [residential college] my main office, which meant I was doing all of my work, having all of my meetings, in [residential college]. Well it saved me some time in terms of me just moving back and forth across campus, but it invites interruptions, which are inevitable given that my office is on my main hallway of the building. And so what I envisioned as kind of working here and then there has not been the case. So it’s been a challenge for me to figure out the best way to remove myself from [residential college], even though I live in the building and even though I eat in the dining hall three or four times a week. So that’s been somewhat of a challenge. (Benjamin)

As previously stated, FPs fulfilled their roles in the RC in addition to addressing their full time faculty/instructor role at the institution. During a given week, FPs may have taught 1-2 courses, pursued their research agenda, attended departmental/university committees as well as meeting non-university “life” commitments. Adding the FP duties to this full plate was challenging for a number of participants. Additionally, a large portion of respondents’ traditional duties occurred during the normal business hours or hours of operation at the university. However, for these faculty members, their FP duties and commitments began *after* “5pm” and thus created long days and nights that compounded their work load over the course of the semester. This pace of life presented a challenge for some faculty:

Like I mentioned, it’s really a relentless pace- your schedule as [a faculty principal]... so even though I have to wake up and teach early, and go to meetings- students get back to study or be in the [residential college] after 9:00 pm. So that’s when we have some more meetings and our events here. So you can’t just go home and say “Whew, I’m done”. (Terry).

Many of these faculty felt as if they had two jobs: their T/R faculty role and their role as FP in the residential college. Faculty spoke about the importance of the breaks between the semesters as a way to recover from the busy pace of the semester. The impact of the FP role on research was another professional cost identified by faculty.

As I reviewed faculty transcripts and noted comments such as “it is hard to set aside time for research” or “research gets derailed by FP duties” I coded these as *struggle to find time to do research*. Comments referring to sentiments such as “not as many publications” or “other faculty are more productive in research” I labeled as *research is not as productive*.

Faculty in this study all served at high research activity universities. Therefore, for the majority of faculty, research was a significant component of their role. Research required a great amount of time and FPs found this often competed with their normal faculty duties (e.g., teaching, service) and their FP duties. Because research was more “flexible” in their schedule, faculty often struggled to devote adequate time to this area. For Suzanne, who did not have tenure, research was an area of concern:

I mean this is definitely a source of concern for me that it is a matter of the time that I can devote within my teaching year between the teaching responsibilities and service including the [residential college]. It doesn't leave very much time for me to work on my own individual research. So I have to kind of pack as much as I can into my summer.

Grant/research funding and numbers of publications are measures of faculty members' success as a researcher. The majority of faculty in this study had an active research agenda and a number of these respondents lamented a decrease in research productivity as a result of the faculty principal role. Respondents had a keen sense of research productivity within their department and described themselves as lacking in this area. When comparing herself to peers in her department Jacqueline reflected:

And since becoming [faculty principal] my research productivity has gone way down. The norm in my department would be something like two articles a year and a book or monograph maybe every 7 years. So I was basically at about twice what the norm would be for my department (prior to becoming faculty principal). And now I'm at about 70% of what the norm would be for my department.

It is important to note that not all faculty in this study expressed concerns about their research. These participants reported they had been very successful scholars before the FP role and had maintained a high level of productivity despite the demands of the FP role. One principal

continued to devote significant time in the lab. Another principal found she was able to adjust her schedule to take advantage of the “slow” times in the RC (when students were not active in the morning). It was during these times she focused on her research and found it worked for her:

I’m pretty productive as a scholar ... I guess. So I’ve always been able to carve [out] time for writing. And so prior to the residential college experience... My productivity hasn’t been affected, but HOW I approach my research has changed. (Angelica)

To summarize, I noticed six codes from the faculty participants. After further review I decided to collapse the codes *not recognized in my FAR* and *I never discuss the FP role with my chair* to the category *does not count toward promotion and tenure*. I then determined the codes *it invites interruptions* and *FP role has a relentless pace* were connected and created the category *time demands*. Finally, I reviewed the codes *struggle finding time to do research* and *research is not as productive* and merged them into a single category *negative impact on research*. When I considered these three categories I realized these all related to the professional life of faculty. Therefore, I labeled this theme *professional costs*. The stories within this code all reflected how these FP-specific challenges impacted the faculty professionally. As a faculty member at a research institution, these respondents had professional responsibilities as a scholar. The impact the RC experience had on their ability to do research therefore impacted this professional aspect of their faculty role. The stories pertaining to time demands focused on how the additional time needed for the RC or the student interruptions impacted faculty principals’ other responsibilities (most often research).

Personal Costs

Beyond professional costs, faculty spoke about experiences that impacted them outside their professional life. I coded statements like “fellow faculty do not understand this role” or “people do not understand what I do” as *other faculty have a hard time wrapping their head around the FP role*. Similarly, I also grouped statements such as “they think I have students knocking on my door at all hours” or “I am a dorm parent” into *seen as a student affairs position*.

The FP role is a unique position and unlike any other faculty role on campus. Unless faculty members were on a campus where there were multiple RCs they found themselves alone among their peers. Other faculty at the institution had a difficult time understanding the FP role. Even on campuses where there were multiple RCs, some faculty found their peers were unable to relate to their work as a FP. In a role that required such a significant investment, this could be

isolating:

It's that the connection between their world [faculty colleagues] and what I do as a [faculty principal] is either fairly unclear or is unattractive to them. And so they often have a failure of sympathy or sympathetic imagination because they can't project themselves into my position with any kind of credibility or pleasure. ...Because at [name of university] at least the [residential college is] seen as pretty marginal and dysfunctional, which isn't necessarily true, but in this case it still is. And in the case of my department, my department is an extremely good teaching department. ... for most of my colleagues, the idea of living in a dorm is something that --is horrifying. (Zach)

The role of the FP was viewed by peers as an anomaly to traditional faculty life. Respondents in this study attempting to describe their role found peers struggled to understand why a faculty member would choose to do this. This led to some faculty confusing the purpose of the FP with their perceptions of residence hall administration and student affairs' roles in the residence halls. Faculty confused the FP for a traditional residence hall staff positions or other positions that diminished the important role the FPs have within the RC:

But I think that the perception, which unfortunately remains with some faculty, is that we're kind of like - counselors that get a free apartment. And we've been trying really hard to change that perception because I know what we are. ... And when I first started here, it was ... It was kind of seen of a Student-Affairs position. (Angelica)

While some faculty had a cohort of FP colleagues, other participants reported feeling isolated and misunderstood when trying to help departmental colleagues or other faculty members understand what they did in the residential college. In fact some decided it was best not to try.

The final cost identified by FPs in residential college was also personal in nature. Life in the residential college was active and demanding. Respondents spoke about this cost as well. In my analysis I grouped comments like "always feeling like I'm at work" and "it is taxing" as *it is hard to turn off work*. Other comments such as, "it takes energy to be available" or "you can't have a bad day" were coded as *I have to be on*.

Because they lived among students, FPs often felt as if they were at work far beyond normal hours. Beyond the evening activities and meetings, participants spoke about that challenge of separating work from personal life. They described the pressure of maintaining their faculty identity or a "professional presence" while in the residence hall because they were surrounded by students. For some faculty this led them to feel as if they were at work even when they were conducting personal activities:

...it definitely takes [energy] to always be available and open and friendly. It's difficult. It

almost feels like you're always teaching in a weird way. (Angelica)

Other faculty described the feeling of “performing” for students or putting on a facade because of their FP role and trying to maintain a level of professionalism. This resulted in respondents feeling as if they were always “on” for students. Normally, faculty members only see students a few times a week (during class). For these non-RC faculty navigating how they (the faculty) respond to personal life was easier given their bounded interaction with students. FPs living in the residence hall however had to address stressful life moments and challenges all while being in and among students who were now their neighbors:

I think one of the hardest things about living among students is this feeling that whenever I walk out my door I have to be “on.” And that having a bad day or having ... to get outside I have to walk through students. And so especially on bad days there's been a performative aspect to that. When my kids are misbehaving... that has been quite tiring at times, especially because we've had a few things happen since we've been in the dorms. Like a good friend of ours, right before school started last year, dies unexpectedly. My husband's father passed away last December. My children have had some trouble and we've had to go through certain processes with the school in terms of getting them the support that they needed. So the personal stuff doesn't go away. And trying to navigate those very personal issues within the context of a very sometimes public space has been challenging at times. (Lucy)

Multiple faculty reflected on the challenges and expended energy in trying to be “on” for students, whether this was not letting students see them in a bad mood or putting on a brave face (as Lucy did) amidst difficult circumstances. For these faculty members, this performance was a cost.

In summary, during my analysis I noted four codes that I decided meant that *other faculty have a hard time wrapping their head around the FP role and seen as a student affairs position* were one category: *faculty principal not understood by others*. I then collapsed *it is hard to turn off work* and *I have to be on* into the category *having to be on*. I realized both of these categories reflected the larger theme that pertained to the personal impact on the faculty member.

Therefore I decided these categories should be merged into one theme: *personal costs*. Unlike professional costs, the impact of these experiences took a personal toll on the faculty principals. Not being understood by professional peers was personally isolating. While the FP role pertained to their professional identify (as a faculty member) they described the impact in more personal terms. Likewise, feeling that they must always be on or hiding when they were in a bad mood, were more personally challenging for FPs.

To summarize, CHOs and faculty principals perceived costs differently. CHO's perceptions of costs were divided between two themes: *costs incurred by the university* or *costs incurred by students*. *University incurred costs* all pertained to resources to operate the residential college. Because residential colleges are located in residence halls, it was natural CHOs would consider the financial impact of the residence hall facility. CHOs spoke about unique spaces available in the RC that were not offered in non-RC residence halls. RCs also required unique staffing not offered in other residence hall programs. At times this staffing required additional resources. CHOs also spoke to the additional programming offered in RCs. Finally, they recognized the costs associated with the faculty apartment, paying faculty stipends, meal plans, etc.

CHOs also reported there were *individually incurred costs* associated with a residential college. RC programming or other operations often are funded through additional student fees (beyond that of the room rent). Finally, when examining the difference between their RCs and non-RC halls CHOs indicated a "less than" experience for the non-RC students. This group (the non-RC students) experienced a "cost" by not being in the residential college. It is important to note with the exception of this sub theme, all of the identified sub themes pertained to tangible costs (financial resources).

CHOs were the only participants to view costs differently over time. Several CHOs shared their experiences with building a new residence hall facility (or incurring the costs of a major facility renovation) for their respective residential college(s). It was clear these participants initially viewed the facility as a cost. However, after opening the residence hall CHOs noted there were very few (if any) facility improvement requests from faculty or RC partners. Over time, the CHOs began to view the expenses of the new(er) facility as a benefit due to the lack of facility enhancement requests and improved student experiences. These resulted in the final theme: *costs becoming a benefit*.

Faculty participants viewed costs at more of an individual level than CHOs. FPs spoke of costs in terms of *professional* and *personal costs*. The work associated with being a faculty principal was not recognized by departmental or university personnel as contributing toward the promotion and tenure or the merit salary process. For the one un-tenured participant, this was voiced several times in her interview. Faculty also spoke to significant time demands to effectively serve in the faculty principal role. At times this conflicted with other primary faculty

responsibilities such as research, service, or administration. The last category for professional costs was the impact of the faculty principal role on research. A number of faculty principals shared they were less productive in their research as compared to non-faculty principal peers in their department.

Faculty also perceived *personal costs*. A number of faculty participants indicated peers (not associated with a residential college) did not understand the faculty principal role. They reported their colleagues held misinformed ideas of what it meant to serve as a faculty principal. Finally, faculty also shared the feeling of always having to be “on.” Due to the nature of the role, faculty felt they had to continually present a professional self.

Both CHO and faculty participants indicated there were a variety of costs associated with participation in a residential college. These participants also identified a number of related benefits to involvement in a residential college. I report these findings in the next chapter.

Chapter Five

Findings About Benefits

This chapter reports the findings of the study with respect to the benefits of RCs. I report the open codes, categories, and themes identified by CHOs and faculty principal participants related to their involvement with a residential college. Similar to the data analysis for costs, I conducted three iterations of coding, collapsing data into broader groups with each iteration. Six themes emerged from the data pertaining to benefits: (a) *building relationships*, (b) *expanding learning opportunities*, (c) *rewards for faculty*, (d) *professional benefits*, (e) *personal benefits*, and (f) *weight of extrinsic benefits impact on motivation*. In this chapter I present each theme and explain the data analysis process by which I arrived at the theme. After describing the theme I support it using respondent comments.

Table 4 illustrates how the themes emerged and should be read from the bottom to the top. My initial analysis revealed 26 codes. These codes were then grouped into 13 categories. Upon further analysis, these 13 could be collapsed into six overarching themes, three of which pertained to CHO perceptions of benefits and three that pertained to faculty perceptions of benefits.

Building Relationships

The first theme to emerge for CHO participants was *building relationships*. CHOs reported that the residential college environment served as a mechanism for facilitating relationships. To arrive at this theme, I first reviewed comments in the transcripts and grouped these into codes. Comments referring to “making friends” or “connections (to peers)” I coded as *enhancement of friendships*. Statements that spoke to “identify with the community” or “connection to the community” I labeled as *sense of identity to the RC*.

Students in the residential college participated alongside peers. Through their experiences, students formed powerful friendships and peer connections within the residential college community. The friendships students formed with peers were enhanced in the residential college environment. Some participants attributed this to the numerous events offered in the RC. These events allowed for greater frequency of interaction among students through which they created community and built connections with one another. CHOs described RC environments as very social. The peer-to-peer component accounted for a significant part of this. When reflecting on their observations of students’ social connections within the RC a number of

Table 4

Themes and Subthemes Related to Benefits

RQ2. How do chief housing officers (CHOs) and faculty perceive the benefits of participating in a residential college and do they describe these differently over time?

Iteration Three: Themes	
CHOs	Faculty
CHO-B1: Building relationships	Faculty-B1: Professional benefits
CHO-B2: Expanding learning opportunities	Faculty-B2: Personal benefits
CHO-B3: Rewards for faculty	Faculty-B3: Weight of extrinsic benefits impact on motivation
Iteration Two: Categories:	
CHOs	Faculty
A1. Student social connectedness	D1. Bridging the gap between informal and formal learning
A2. Connecting students with faculty	D2. Transformation as a teacher
B1. Creating learning opportunities	D3. Opening eyes to the student experience
B2. Integrating university life	D4. Expanding sense of community and connections
C1. Tangible benefits for faculty	D5. Course release
	E1. Relationships with students
	E2. Life and family benefits
	F1. Changes in view of importance of extrinsic benefits
Iteration One: Open codes	
CHOs	Faculty
A1a. Enhancement of friendships	D1a. Informal teaching
A1b. Sense of identity to the RC	D1b. Special residence hall programming/events
A2a. Student interactions with faculty	D2a. Improved teaching
A2b. Students seeing faculty differently	D2b. Pedagogy changes
B1a. Educational programs	D3a. Understand students better
B1b. Faculty led events	D3b. Seeing student holistically
B2a. Value of learning	D4a. More connected at university
B2b. Connecting in and out of class learning	D4b. Relationships with fellow faculty in RC
C1a. Faculty apartment	D5a. Teaching less
C1b. Faculty stipends/tangible benefits	D5b. Course reduction
	E1a. Rewarding relationships with students
	E1b. Mentoring students
	E2a. Tangible benefits (apartment, stipend)
	E2b. Having family in the residence hall
	F1a. Degree housing benefit plays
	F1b. Extrinsic benefits weight in returning to role

CHOs reported students had a very strong sense of connection to their peers in the residential college:

But, what I can say is that there is a sense of community, a sense of connection, and a sense of bonding that is very strong. And, one small very simple example would be that they had their end of the year cookout on Saturday and several alumni (who are current students) came back for the barbeque. So to me that's a pretty good indication that this social integration that's happening is powerful for students and allows them... so that all of the things that are part of that community are part of the learning outcomes. (Ping)

For Ping, the sense of community students felt in the RC led them to remain connected to the RC even after moving out of the community. In essence this became a social group for students in which they remained.

Closely coupled to peer relationships was students' sense of identity to the RC. CHOs often remarked residential college students strongly identified with the RC community. Traditions, programs, and peer relationships created a sense of belonging. Strong residential college communities bred a sense of identity within its student members. This connection proved much stronger than the connection to the residential community that occurred for peers not in RCs. Dexter noted the "before and after" sense of connection that occurred after the implementation of several residential colleges on his campus:

Another thing—and this is a little bit related to an academic outcome or a learning outcome—is a sense of a shared endeavor, of a learning community. The [residential colleges] develop identities; they seem to take pride in where they live, which was something that did not occur prior to the opening of the [colleges]. And you see allegiance to [residential colleges] that extends beyond the first year.

This *esprit de corps* among residential college students was commonly noted by CHOs as one way in which the RC environment benefitted students.

Another aspect of the relationships within the RC pertained to faculty and students. In reviewing CHO's statements I identified comments such as "students connecting with faculty" or "faculty student relationships" and coded these as: *student interactions with faculty*.

Additionally, I reviewed CHO statements like: "seeing faculty as real people" or "able to approach faculty" and labeled these *students seeing faculty differently*.

The residential college integrated faculty into the community and allowed for students and faculty to connect. Though some RCs in this study included courses (specific to the community) that allowed students to connect to the FP, most connections occurred through programs and other events in the RC. Dinners, field trips, guest speakers, and other social events

created opportunities for students and faculty principals to interact informally and form relationships. For some, these relationship transformed students' experience at the university and extended beyond the time a student lived in the RC:

Sometimes faculty really bond with students. We have faculty who... in the years that I've been here, they're literally they're their second set of parents for some of these kids. You know, the list of wedding invitations they get in a year can be pretty daunting- from people that they've known as students. They wind up being godfathers of students' children. I think there are lots of those sort of anecdotal examples how the opportunity to interact and connect with students ... outside of the classroom have just fundamentally changed a student's interaction in college. (Christopher).

CHOs like Christopher often reflected about the relationships students and faculty formed in the RC. These relationships "humanized" faculty to the students that allowed students to view faculty differently. CHOs remarked students sometimes viewed faculty only within the context of their role in the classroom. The residential college offered opportunities for students to see faculty members outside of the classroom and therefore outside the role of "professor". Living in the RC, students experienced faculty as both as "real people" and as scholars. Ward observed:

[Dr. ...] a [faculty principal] in an all-freshman building. On Tuesday nights I believe, he sits in his apartment and does 3 hours of math tutoring—that's his academic background—for students. Students wouldn't come to him for tutoring unless they had some sense of who he is. So he leaves his office, has his schedule worked around this event, every Tuesday at about 4:00 PM, goes to his apartment, and starts baking about 500 cookies that he honestly bakes. And then at 9:00 PM, throws the doors open to his apartment, and students from the college are invited to come in and sit and chat. The other faculty come. The other staff in the college come. You're allowed to come in and have cookies and as many as you wish to eat, but you have to eat them in the apartment. That's the rule. And so it's not the come grab food and off I go again kind of thing. And what that really has done is it levels the playing field—yes he's a faculty member but you know he likes cookies just like you do—and he's willing to bake them for you. And they actually engage in conversations from everything from how poorly the [professional baseball team] [is] doing to what's going on with your academic work, to talking about research and what projects are you working on.

In summary, there were four codes I identified in my initial analysis: *enhancement of friendships, sense of identity to the RC, student interactions with faculty, and students seeing faculty differently*. As I reviewed these I determined *enhancement of friendships* and *sense of identity to the RC* could be collapsed into one category: *student social connectedness*. Similarly, I realized *student interactions with faculty* and *students seeing faculty differently* could be merged into a single category: *connecting students with faculty*. Upon further analysis I

determined that these two categories could be joined under one overarching theme: *building relationships*. CHOs reported that relationships were a significant benefit to the residential college. These relationships were both peer to peer (among students) and between students and faculty. The RC environment allowed for significant and rich student-to-student interactions. As a result, students in the RC felt a strong sense of connection to their RC and fellow RC members. This often lasted beyond their time living in the RC. Additionally, students and faculty developed relationships within the RC. These relationships resulted in many students viewing faculty differently.

Expanding Learning Opportunities

The second theme described how the residential college environment was one in which learning opportunities for students were expanded. In my initial analysis of the CHO data I saw comments such as “educational activities” or “intellectual programs.” I labeled these as *educational programs*. When I saw statements that included language such as “faculty organized” or “residential college curriculum” I named these *faculty led events*.

Educational programs were offered in all of the residential colleges. CHOs spoke to a variety of programs offered by faculty principals, affiliated faculty, guest speakers, and in some cases, students themselves. The RC environment was one which students embraced learning outside of the classroom. Ward described how a faculty principal connected students to learning outside of the RC that resulted in students presenting educational programs about what they learned:

... last year [faculty principal] set up about 15 first-year students with faculty he knew to work with them on research projects, or help them create their own requests for proposals for research programs. [The residential college], as an entity, sponsors student research and we fund some of that through some application processes and some other kinds of things, along with other ones. Those then are given back in terms of presentations and what not to the [residential college] or to the large community...

In residential colleges, faculty assumed leadership within the residence hall. Often, they provided an intellectual vision for the community that included *faculty led events*. In traditional halls, student affairs staff coordinated educational events. RCs offered much more robust learning opportunities for students. Faculty leadership of the residential college ensured the RC environment was one in which student learning was paramount. Mari believed an aspect of the success in creating these learning opportunities was in part due to faculty organizing these events:

... because it's the faculty that is designing the programmatic elements in the colleges... Because the director of studies is usually a tenured faculty. And so that person who is doing the actual programming and the course development for those students—(they have short courses; they have other types of courses and lectures and things like that)- I think because THAT person is doing it versus a Student Affairs person doing it, I think that that students deem that as a more enriching academic experience.

A number of the CHOs in this study shared a similar perspective to Mari regarding the difference faculty principal leadership had on the types and quality of activities provided to students in the residential college. CHOs also noticed a difference regarding how students made meaning of their learning at the university or the integration of university life.

In my initial coding, I reviewed CHO transcripts and identified statements such as “love of learning” or “lifelong learning.” These comments I coded as *value of learning*. Comments such as: “in class experience versus out of class” or “purpose of education” I coded as: *connecting in and out of class learning*.

A number of CHOs remarked that residential colleges were environments that promoted learning for learning's sake. In the RCs students were encouraged to fully embrace a wide number of opportunities to broaden their understanding of the world around them. These communities promoted a value of learning. CHOs reported that residential college environments, through programming and modeling values, were able to reinforce larger university values of inquiry, research, and learning.

The thing that to me is clearest about especially the [residential college] is the focus that it has on acculturation to university values of inquiry and scholarship and tolerance. Those are the three focuses of the program and I think they (residential college faculty and staff) have done a very good job of doing that. (Dexter)

CHOs also described students in the RC as being able to connect their classroom learning to out of classroom learning experiences. In other words they were making meaning of what they learned in the classroom through out of class experiences offered in the residential college. These out of class activities allowed students to reflect on their classroom learning and make meaning of this. Diane described how programming and co-curricular experiences helped students make these connections:

And I think it's the ideal co-curricular scenario in their ... [residential college] community... to be able to have that. You know, we have university wide programs and activities, athletics and those kinds of things. Students have experience in the local community to be able to experience a number of things rather than just housing happening over here and other activities happen elsewhere on campus.

In essence, the residential college environment helped students to integrate their two lives at the university: in class and out of class.

In my second iteration of analysis I noted the codes that could be collapsed into broader categories. Specifically, the codes: *educational programs* and *faculty led events* were merged into a single category: *creating learning opportunities*. The codes *value of learning* and *connecting in and out of class learning* were merged into one category: *integrating university life*. These categories were then collapsed into one overarching theme: *expanding learning opportunities*.

CHOs often described RC environments as intellectual communities. Faculty presence, programming, and opportunities for learning contributed to these communities. Learning opportunities in the residential college were expansive. There were formal and informal programmatic opportunities presented to students in the RC. These varied by residential college. The only consistency among all the residential colleges and CHO perspectives was that the RC expanded learning opportunities for students.

Rewards for Faculty

The final theme CHOs identified was benefits faculty received for serving as a faculty principal. CHOs statements that included comments such as: “we provide them housing” or “faculty housing” were coded as: *faculty apartment*. Other statements such as: “pay them a percentage of their salary” or “meal plans” were coded as: *faculty stipends/tangible benefits*.

CHOs most commonly identified housing as a benefit. A key aspect of the residential college is a faculty principal residing in the residential community. In exchange for their service as principal, faculty were provided housing either rent free or at a significantly reduced rent. These apartments were often larger than the apartments provided to the live-in residence life staff. On some campuses the faculty apartments were designed to accommodate student receptions and therefore offered the faculty a significant degree of living space:

The [faculty principal] apartments range from about 4500 square feet to 6500 square feet, so they're huge. But they were intended as programming spaces. So the living rooms are a good chunk of that. The smallest of those apartments would handle 60 for a reception. The largest could probably handle 125. And they were... again designed as being the college living room. And then the family quarters are off of that. Most of them are three bedroom, two bath- some of them. A couple of them are two bedroom, two bath. I think one is four bedroom, three bath. (Christopher)

The majority of CHOs in this study reported apartments and utilities were provided at no cost to the faculty. Beyond the apartment CHOs also indicated faculty received additional benefits such as meal plans, stipends, or course buyouts. Providing meal plans encouraged faculty to eat with students in the dining centers, thus increasing faculty student interactions. Additionally, because the faculty principal role required work above and beyond the faculty member's normal responsibilities, university leaders attempted to acknowledge this through adjustments to salary or stipends. Additionally, work in the residential college was not limited to the academic year. Some faculty principals were compensated during the summer for the work they did preparing for the next academic year:

When [faculty principal] got the position, [s/he] had teaching release time, and then Housing picks up that portion of the teaching release time. And then for the summer, we pay 15% of [their] annual salary to cover the summer. (Marie)

To summarize, in my analysis I noted two codes: *faculty apartment* and *faculty stipends/buyouts*. I collapsed these into a single category: *tangible benefits for faculty*. As I considered this category I determined a broader theme to which this connected was *rewards for faculty*. CHOs shared the various benefits offered to faculty at times categorizing them as incentives or rewards. Tangible benefits served several purposes. First, they assisted faculty in the role of principal by creating mechanisms to increase faculty student contact (by housing them in the residential area and at times providing meal allotments to encourage dining with students). Second, they provided financial resources to assist faculty in accomplishing their teaching/research responsibilities at the university through course buyouts/course releases. Finally, these benefits served as recognition to faculty for their investment in the FP role.

In sum, CHOs described benefits through three themes. The first theme was *building relationships*. CHOs described this happening through students' relationships with peers and their connections to the residential hall/residential college community. CHOs also spoke to the benefit of faculty and student interactions and relationships. These relationships helped make faculty more approachable to students because it allowed RC students to see faculty differently. Second, the RC offered students *expanded learning opportunities*. Faculty and staff in residential colleges provided significant programming opportunities for students. Additionally, CHOs described how the residential college community helped students to integrate university life (connect their classroom learning to out of class experiences. Finally, the subsidies faculty principals received in the form of housing, meal plans, and stipends, were benefits of the RC.

FP participants described benefits differently than CHOs. I grouped faculty principals' comments into three themes. The first two themes were *professional benefits* and *personal benefits*. There were five categories that comprised *professional benefits*: a) *bridging the gap between informal and formal learning*, b) *transformation as a teacher*, c) *opening eyes to the student experience*, d) *expanding sense of community and connection*, and e) *course release*. There were two categories for the *personal benefits* theme: *relationships with students* and *life/family benefits*. The final theme related to a change in how faculty perceived benefits. This theme was titled *changes in view of importance of extrinsic benefits*. The next section reports the themes related to faculty perceived benefits.

Professional Benefits

There were five categories for professional benefits that emerged from the initial codes revealed in the first iteration of data analysis. When I read statements that referenced: “present interesting activities” or “present things I wouldn’t normally get to do in the classroom” I coded these as *informal teaching*. Additionally, statements such as “special events” or “learning opportunities”, I categorized as *special residence hall programming/events*.

Faculty principal participants identified opportunities to engage students in informal learning opportunities as a benefit to serving as a FP. Organizing these events allowed faculty to bridge the gap between formal and informal learning. Essentially, the flexibility and informal nature of the residential college allowed faculty to help the residence hall become a learning environment. These opportunities for informal teaching included book discussions, guest speakers, film discussions, and other programs that were offered in the RC. Though some faculty principals also taught classes in the RC, they often spoke about the informal programs, discussions, and RC events as learning opportunities for students. They believed these events broadened students’ education while at the university.

I once did an activity where I took students to ... it was a course on DJ-ing... to learn how to DJ. They were introduced to the music and the techniques of DJ-ing and one of the students that signed up for that activity, the following semester took a course I taught at [University] on Hip Hop and Politics. And so it’s like the student knew she wanted to take the course and so decided to do this activity or decided she wanted to take the course based on this activity. It was an opportunity to connect my [faculty principal] duties with my teaching. (Matthew)

Additionally, the residential college allowed for faculty principals to create *special residence hall programming/events*. For some faculty members, these events were established as

on-going traditions (e.g., speaker series, faculty dinners). In the context of the residential colleges, faculty principals were able to integrate new ideas with the student experience. FPs saw these programs specifically as a way to help students learn outside of the classroom. At times, these FP organized programs served as a way to expose students to issues with which they had no experience:

And one of the organizations that we brought before us was a group called [name of group] which is a local homeless shelter within [city]. And through [student's] work with them, we have now developed a partnership where the Dining Hall (where we eat dinner every night Monday and Thursday), all the overage food from that facility goes to the homeless shelter. And as a part of the kind of exposure that our residents, many of whom have had no exposure to urban poverty-- we brought clients from the homeless shelter to our dining halls as our guests for dinner. And it was one of the most powerful moments to witness, to see these men—young to middle-aged African American men—coming to a university campus, many for the first time, sitting among undergraduates, telling their stories. And telling it in all of its complexity and challenges. And to see our students mesmerized and astounded at what they were both seeing and hearing. And it was one of those moments where it couldn't have been more orchestrated because I think on both sides we saw mutual discovery and understanding taking place. (Benjamin)

Many faculty respondents shared similar stories about informal teaching, programming, and mentoring they did within the residential college. They also found the RC as an environment that expanded their teaching skills.

A number of faculty principals reflected about their teaching while serving in the role. When I analyzed these data I noted statements such as “better at teaching” or “my teaching has transformed” and labeled these statements *improved teaching*. Additionally, when I saw statements such as “have changed my teaching approach” or “my techniques have improved” I identified these as *pedagogy changes*.

A number of faculty principal participants remarked their teaching had improved because they had served as a FP. Some attributed this to increased contact with students and understanding their audience better. Interactions faculty had with students in the RC changed how the faculty viewed their teaching. Based on their interactions with students in the RC, faculty adapted how they approached students in their classrooms. FPs were invigorated with these new discoveries and their comments reflected greater confidence in their identity and abilities as teachers:

I'm a much better teacher because I understand the kids [who] are sitting in my classroom now in ways that I just didn't beforehand. And I've had conversations with them that I would NEVER have had if it was just them in my class and coming to my

office hours and sitting in my tiny little office. It just wouldn't have happened. And so it's really, I think, made me a much, much better teacher. That understanding of teaching in a way that I didn't beforehand. (Angelica)

The frequency and richness of student interactions in the RC opened doors for faculty to which they previously had limited to no access. Faculty saw that non-residential college students were benefiting from their improved teaching (not just their RC students).

Additionally, in their transformation as teachers, faculty adopted *pedagogy changes* that allowed them greater success as teachers. Some of the FPs reflected that interacting and observing students out of the classroom allowed them to realize students had significantly more capability than they (the faculty) originally believed. In other words, FPs observed what students did outside of the classroom and saw greater capacities than they previously believed students had. As a result faculty described changing their pedagogy to greater challenge students:

I know one of the things you're interested in is how this experience might transform teaching. For me there's been VERY LITTLE transformation. . . . In many ways, it's actually made me tougher and more formal in the classroom itself. And part of that is because I live with the students, and so there are times where . . . I live with the students and I know how much time they spend And I also know how much time they spend on their extracurricular groups or their frats or sororities or other things. And so I feel a lot less hesitation on giving them real work and really tough assignments. So in some ways it's actually made me . . . I don't know a way to put it. I certainly understand how they live a lot better and it's fascinating, and I know they face a lot of pressures—but at the same time one of the things it's made me do is to place a greater value on the time that they spend in class. (Zach)

Though Zach believed his teaching and pedagogy hadn't been transformed by the RC experience, his comments reflected a shift in his approach to how he assigned work in the classroom. His observations on how students spent their out-of-class time impacted how he engaged them in the classroom and challenged them academically. Furthermore Zach viewed his “up front/in class” time with students differently because of his RC experience.

In the third category, faculty principal participants noted the FP role had opened their eyes to the student experience. In this section, statements such as “seeing students differently” or “opened my eyes to the students' experience were coded as *understand students better*. Closely related to these statements were comments such as: “seeing what students struggle with” or “I've been exposed more to students' lives,” These were labeled *seeing students holistically*.

Faculty members at research universities often have little interaction with students outside of the classroom. As a result, faculty often only viewed students in the context of the

classroom. Students' lives outside the classroom were a mystery to many faculty members prior to assuming the faculty principal role. After serving as an FP, respondents reported having a more holistic view of students; far beyond what the classroom offered. Many described this experience as eye opening:

I mean I think it gives me really good information. I think that prior to being [faculty principal], I was less aware of the range of things that impact students academically. And the extent to which those things that have nothing seemingly to do with the classroom or with student academics or making progress toward your degree, how in fact those things like mental illness, like family issues, like the inability to pay for your classes for a semester—like the extent to which that actually impacts the student's ability to perform in an academic sense. And so I feel like I have a whole lot more in my toolkit in terms of understanding and figuring out how to develop the support. (Lucy)

In addition to *understanding students better*, faculty principals understood students were “whole” people and lived *complex lives*. The residential college opened a window that led to FPs *seeing* students holistically. They described how they now saw students holistically, and not just a student to be taught in class. This change in perspective was not limited to students just in the RC. Benjamin reported interactions with students in his RC impacted how he viewed students in his courses who were not associated with the RC:

And so I think as a consequence of living in [residential college], I see students in a more holistic way and see them as not simply members of my class, but as members of the university community.

Similar to teaching, it was in the RC that faculty gained perspective that impacted how they worked with students. The greater exposure to students' day-to-day lives expanded a faculty principal's understanding of what it meant to be a student at their respective university. Additionally, these interactions opened their eyes to the wider student experience that was previously unknown.

The next category in the theme *professional benefits* was an *expanding sense of community and connections*. When analyzing the data I identified respondent comments such as “understanding more about the university” or “I know more people at the university.” I coded these as *more connected at the university*. Additionally, when I reviewed statements in which faculty reflected “getting to know other FPs has been great” or “we have a community among live in faculty” I identified these as *relationships with fellow faculty in the RC*.

Serving as a faculty principal exposed a number of respondents to the larger university. Whereas their faculty/instructor roles provided them a narrow view of the institution, the FP

position led them to feel *more connected to the university*. On several campuses the FP role increased the faculty member's visibility. As a result they were often tapped to serve on university-wide committees. Serving in these capacities connected them to aspects of the university they had not experienced prior to assuming the FP role. Additionally, the FP role exposed faculty to students and other faculty with whom they normally would not interact.

Sometimes this was due to the diversity of students in their RC:

That has changed dramatically because the College of Arts and Sciences is probably like 70% of our student population. Engineering is probably only like 15%. So now I interact with faculty all over the university in all different disciplines. So I kind of basically segment—part of my life is engineering, and part of it is with the college—those two do not really overlap to be honest, as you can kind of tell by my other answers. I've had to learn about all those different parts of the college and also Student Affairs, and Housing, and all that kind of stuff. (Josh)

Serving in the FP role required faculty to familiarize themselves with other aspects of the university. Normally, a faculty member would not need to understand University Housing or Student Affairs. Prior to serving in the FP role, faculty in this study did not work with either of these departments. However, when serving as a FP faculty developed a fuller understanding of these offices and others.

FPs serving at institutions with multiple residential colleges also spoke to the expansion of their professional networks among the RC faculty (*Relationships with fellow faculty in RC*). FPs in this study served at institutions with both RCs and traditional housing. On some campuses, however, there was more than one residential college. Faculty principals on these campuses benefitted from peers who were in a similar faculty live-in role. Often these faculty developed relationships with fellow FPs and other faculty associated with the RC and that was rewarding. Not only did these relationships serve as a peer community but faculty also found them intellectually engaging and reinforced their decision to serve as a FP:

I work with talented and engaged, totally committed faculty—so that's a very stimulating, creative environment. So we have a neighborhood and also an intellectual community here. So I'm content. I'm happy in my profession. And that's hard to come by, isn't it? (Terry)

Faculty serving in the residential colleges became connected to both the institution and other faculty. Some faculty found serving as a FP increased their visibility on campus. As a result they were often asked to serve on universities committees that increased their feelings of connection at the university. Additionally, others spoke about this increased visibility leading

them to be asked by students to serve as organization advisors, which also increased their feelings of connectedness to the university community. Many respondents reflected they had become much more involved in university life. They attributed this increased connection and institutional involvement to their FP role. Finally, a feeling of camaraderie among FPs and with fellow RC faculty developed for several participants in the study. These relationships were rewarding and also helped faculty to feel part of a smaller community at the university.

The final category faculty identified within professional benefits related to teaching load. Faculty members have standard teaching loads (number of courses taught per semester/year). When I reviewed respondent comments referring to “I teach fewer courses” or “I don’t teach as many courses” I coded these as *teaching less*. I noticed nuance in faculty comments regarding this area. Statements such as “they reduced my teaching load” or “the department paid for a buyout” I coded these as *course reduction*.

Several faculty principals reported that they were assigned a lighter teaching load because of the FP role. Reducing the FP workload was the primary reason cited by respondents. Ultimately this resulted in some FPs *teaching less* than a normal course load. Teaching requires preparation as well as grading. Therefore, by teaching less FPs had more time to balance their FP Role:

I usually do seminars each semester as well as one big class in the fall and a small class in the spring. And I was able to get out of the big class, which is 120 students, which is a really heavy load...by taking this on. (Josh)

At some institutions those overseeing the RC instituted the *course reduction*. At institutions where the RC was more established, formal agreements had been created between the provost or student affairs leadership and the housing staff. Most course releases were for one course per academic year. In some cases, FPs may have had other responsibilities for which they received a course release and were granted an additional course reduction due to their FP role:

My job carries with it here a course release formula, and so that was an important piece of it that if I hadn’t had my department’s support it would have never have happened. ... I had some administrative duties in my department that counted for one course release. So I taught five courses in a year, plus administrative work in my department. When I took on the [faculty principal] position, I have one course release per semester, two per year. So I teach three classes. (Terry)

Terry noted that the course reduction had only been possible because her academic department leader was supportive of her work in the residential college. Her department head demonstrated that her FP work was valued through the course release.

Though some faculty received a course release it is important to note that several faculty principal participants indicated no change to their teaching load. In some instances neither student affairs leadership nor academic affairs personnel supported a course release. FPs in these circumstances were left to navigate the additional workload on their own. For example, Sinbad worked to adjust his other time commitments to accommodate the increased load of the FP role:

Um, my teaching role didn't really change when I ... nothing really changed when I took the [faculty principal] role. If anything, I just sort of backed off a couple of other things that I was involved in on my own time. Sort of shifted around my own time.

In summary, I noted 10 selected codes: *informal teaching, special residence hall programming/events, improved teaching, pedagogy changes, understand students better, seeing students holistically, more connected at university, relationships with fellow faculty in RC, teaching less* and *course reduction*. When I reviewed these codes I determined *informal teaching* and *special residence hall programming/events* could be merged into the category *bridging the gap between informal and formal teaching*. Furthermore, I collapsed the codes *improved teaching* and *pedagogy changes* into a single category called *transformation as a teacher*. I then created the category *opening eyes to the student experience* by combining the codes *understand student better* and *seeing students holistically*. Next, in analyzing the codes *more connected at university* and *relationships with fellow faculty in RC* I ascertained these could be collapsed into a single category: *expanding sense of community and connections*. Finally, I noted the codes *teaching less* and *course reduction* could be merged into one category: *course release*. After reviewing these five categories I realized all of these had to do with the *professional benefits* of serving as an FR. The professional life of a faculty member includes teaching students. Having the opportunity to teach informally and to better understand students transformed them as teachers. The expanded network created by involvement in the RC (community and connections) affected how FPs became more involved in the university. Finally, having professional duties (teaching) reduced in recognition of their RC involvement also had professional significance.

Personal Benefits

Beyond professional benefits faculty also identified benefits that impacted them on a personal level. There were two categories to these personal benefits: *rewarding relationships with students* and *life and family benefits*. Every participant in the study spoke to relationships with students as benefit of serving as a faculty principal. When I reviewed statements such as: “it was a moment of pride to see student growth” or “I’ve developed close relationships with students” I labeled these *rewarding relationships with students*. Additionally, faculty described moments they had such as: “increased advising of RC students” or “would sit down and challenge students.” Statements like these I coded as *mentoring students*.

Life in the residential college offered myriad opportunities for faculty and students to interact. Serving as a FP promoted interactions with students out of the classroom and within informal arenas, like the residence hall. Interacting in the context of the RC removed the perceived barrier between faculty and students and allowed both parties to develop authentic relationships (*rewarding relationships with students*). These relationships (unlike relationships within the context of a classroom) were not mitigated by a grade. Faculty described these relationships as incredibly rewarding. FPs were able to assist students navigate university life. Living in the residence area afforded faculty the opportunity to interact with students in times where the student needed assistance. Angelica found these moments to be some of the best moments as a FP:

But for me also it’s just the best experiences are the little every-day ones. When I run into a student and he or she looks bummed out or stressed out and I say “What’s going on?” And they say “Well I want to switch majors and I don’t how; I’ve been calling this office and they don’t get back to me.” And I just say “Come with me now. Let’s make an appointment. Come into my apartment. I’m going to get on the phone and send an email and we’re going to solve this problem for you.” So a lot of the kind of triaging we’ll do. And I know this sounds kind of sappy, but I always tell students I have three favorite days in the year. Two of them are the two move-in days, and the third is commencement because they’re such significant milestones in their lives. And it’s so emotional. And the fact that I get to be a part of that and share that with them is a gift to me.

Whether it was assisting a student as Angelica described or engaging with students in the FP apartments at meals or events, faculty warmly described meaningful relationships and encounters they had with students in the RC. They shared many stories of students throughout their tenure in the RC who showed significant growth. These descriptions reflected both pride and nostalgia.

FPs saw students as advisees, mentees, but also as friends. Living in the community facilitated faculty and students creating meaningful connections.

The RC environment also offered FPs numerous opportunities for *mentoring students*. In some cases this was due to unique student positions FPs supervised in the context of their principal role. In other cases it was due to simply having access to the faculty member. Students living in the RC felt more comfortable approaching FPs with both personal and educational matters. FPs were then able to capitalize on this openness and made themselves available. For some FPs, mentoring students was a critical function of the RC:

But I work as hard as I possibly can to have as much non-class, non-office-hours, but kind of more informal mentorship and interaction outside of the classroom, outside of the office type interaction between faculty and students. We have a mentor program also that gives the faculty and students chances to meet and get to know each other on a personal and professional basis—not talking about what classes they’re taking but more talking about the big picture of life. And I feel really strongly about that. So that takes up a lot of time because faculty are busy, students are busy. But if don’t pull this off, then there’s not a big reason to call this a college. It just becomes a dorm. (Josh)

Some FPs reflected on mentorship as another form of teaching. Unlike a class of 30 or more students, the RC offered faculty one-to-one opportunities for mentorship. Additionally, the RC opened the door for FPs to mentor students in a variety of aspects and not limit mentorship to the context of a course.

Beyond the relationships faculty formed with students, *life and family benefits* was another category within the *personal benefits* theme. Unlike the relationships category, these benefits were a mix of tangible and intangible benefits. Respondent statements such as “I’m provided an apartment with utilities” or “I receive a stipend” were coded as *tangible benefits* (*apartment, stipend*). When faculty principals spoke about “it’s a great place to raise a family” or “intergenerational living” I labeled these *having family in the residence hall*.

Faculty readily identified tangible perks such as the housing and utilities they were provided as a benefit of the FP role. The majority described their apartments as comfortable spaces that supported both their personal as well as FP needs. Often the apartments were large in size (in order for FPs to host student events in the apartment). In all but one instance these apartments were rent-free. In the one instance that the FP paid rent, it was a reduced rate and the faculty member was not concerned with the cost of rent. Living on campus in an apartment offered faculty the opportunity to walk to work, avoiding the need to drive. Additionally,

utilities for the apartment such as water, electricity, and internet access were provided at no cost to the faculty.

I have a very nice apartment that I use to entertain students and speakers and other people about 30-40 times a year. The apartment comes with utilities, WIFI, basic cable, some basic form of insurance. (Zach)

For a number of faculty, not having to pay rent was an added benefit as it allowed for them to direct these resources elsewhere. Faculty principals who owned a home were able to rent their house and thus able to save the money they normally would have paid toward a mortgage. For others this was an opportunity to save money to purchase a house. Suzanne reflected:

We would like to continue this for many years and allow us to save money. Then by that point we might be ready to buy our own house. We have really benefitted from just being able to live on campus, it being very convenient for my teaching, being able to just walk to my class. We weren't necessarily looking forward to the prospect of having to live off campus and having to pay all the living expenses at this point.

Participants also spoke about meal plans, parking spaces and tangible benefits tied to living on campus. Though providing faculty principals a meal plan created an additional "venue" in which faculty could interact with students, it also created convenience for faculty as they navigated life on campus.

Beyond these campus living benefits, some faculty participants also identified supplemental pay for their responsibilities as principal. The amount of pay or formula to determine compensation varied by institution. At times it was based on a percentage of the faculty member's salary. For other RCs, institutional personnel identified a fixed amount that was paid to FPs. Respondents viewed the supplemental pay as both compensation (reflecting the time and energy it took to serve as a FP) as well as an incentive to recruit faculty to the role.

There was also a monetary incentive, so the apartment itself is free. And the [faculty principals] are also paid \$1000 a month for 9 months during the school year. And so there's compensation, in addition to any perceived sort of status or value outside of that. (Lucy).

FPs appreciated these tangible benefits. Living on campus created "a way of life" for faculty that to some degree reduced stress in other areas of life.

Stepping into a role that required them to live on campus allowed faculty to integrate other aspects of their life into the FP role. For those with family this meant the opportunity to introduce students to this facet of their life. Some faculty reflected that having their family

members (and at times pets) living in the residence hall further helped them to be seen as whole persons by students. Rather than being the formal “instructor” in the front of the classroom, students saw them in dining halls or walking on campus with family or their pets. Additionally the college campus also provided a unique environment for FP family members to experience a community unlike the one they would normally live in off campus:

We go for walks at night with the dogs and I run into students, and I talk to students, you walk and people smile at you and say hello. [CITY] is not a city where people do this. And of course for them (her children) a university campus is a big playground. And I think for me—and this is extremely important to me and my husband—we’ve been able to raise our kids in a very diverse environment. While [CITY] is a very diverse city, it’s a very segregated city. So I love that my kids will have dinner with Muslim students, Asian students, students from China, African-American students. I mean they don’t know anything but that. And it raises them with a different type of way of viewing the world. And for us it’s been fantastic too—I mean as adults. (Angelica)

These benefits, both individually (stipends, apartments, etc.) as well as for family were important aspects to the FP position. When reflecting over their entire experience faculty identified *having family in the residence hall* as meaningful aspects of serving in the FP role.

In summary, I noted four codes in my analysis. Upon further analysis I decided to collapse *rewarding relationships with students* and *mentoring students* into a single category I called *rewarding relationships with students*. I determined the codes *tangible benefits (apartment, stipend)* and *having family in the residence hall* should be connected under a single category I named *life and family benefits*. As I reviewed these two categories I realized that they were connected. Having rewarding relationships with students and life and family benefits seemed to be about the personal advantages of serving in the FP role. I decided these two categories spoke to an overarching theme of *personal benefits* of serving in the FP role. Faculty stories almost always focused on how they (the faculty) felt personally rewarded by the relationships they developed with students. Furthermore, faculty described how they personally benefited from incentives such as a rent-free apartment, meal plans, parking, and stipends. While a number of these benefits served a purpose for the RC (increasing interaction between the FP and students because of the FP living in the residence hall or eating in the dining center) these incentives also provided a personal benefit for the faculty. Having their family in the residence hall also was a personal benefit as several FPs described the positives of raising a family in the residential college.

Changes in View of Importance of Extrinsic Benefits

The final theme for benefits pertained to a change in how faculty viewed benefits. This theme reflected the *weight of extrinsic benefits impact on motivation* for faculty in the principal role. There were several faculty respondents who spoke about how certain benefits were perceived at later points in their FP tenure. In my analysis, statements such as: “I didn’t really do it for the housing” or “housing has become a more important factor” I labeled as *degree housing benefit plays*. Further, I categorized statements such as “they (the benefits) are something I definitely now consider even more” or “the intrinsics don’t outweigh the difficulties” as *extrinsic benefits weight in returning to role*.

A number of respondents described their original rationale for applying for the FP role. Very few of these faculty spoke to the significance that “free housing” played into their decision to apply. Though FPs recognized housing as an incentive, the importance of this did not serve as a primary motivating factor in deciding to apply for the position. However, as some faculty spent more time in the position, their view of the benefit shifted:

So we have a three-year term. I did my first three-year term and I upped it again. What I did not think was going to be a big benefit—I think I mentioned that I have a house off-campus that’s a perfectly wonderful house - I did not think the [faculty principal apartment] was going to be a big benefit to me. But the [apartment] in my particular case turned out to be an ENORMOUS benefit. (Jacqueline)

In Jacqueline’s case, her perception of the housing benefit shifted. Though she originally did not consider this benefit as a significant incentive of the FP role she later realized she benefited greatly from this.

Several faculty in this study discussed their decision making process in regards to continuing in the FP role. In all of these cases faculty considered a variety of factors. In particular, the importance of the extrinsic benefits became more important to some faculty at different stages of their time in the faculty principal position (*Extrinsic benefits weight in returning to role*). For several faculty participants in this study the importance of extrinsic benefits (like housing) became a greater factor for them as they continued in the role.

Well this is my last year in the role for a number of reasons. I think that I probably would not have done it this year if those extrinsic benefits weren’t there. Largely because I do feel quite burned out ... So the intrinsic benefits have been greatly reduced over the summer and this year. And so I wouldn’t have done it if it weren’t for that (housing). (Lucy)

In Lucy's case she discussed a variety of reasons she decided to leave the FP role. As the previous quote indicates, the intrinsic benefits (interactions with students, opportunities for informal teaching, etc.) no longer held the same importance they once had. Essentially, she described a shift to the importance the extrinsic benefits played in her decision to continue in the role.

To review, I noted two codes: *degree housing benefit plays* and *extrinsic benefits weight* in returning to role. I determined these codes could be collapsed into a single category: *changes in view of importance of extrinsic benefits*. As I considered this I realized this category spoke to a larger theme of the *weight of extrinsic benefits impact on motivation*. Faculty described viewing extrinsic benefits differently over the course of their involvement with the RC. Some faculty spoke about how the housing benefit played little into their decision to apply to the FP role. However, these same faculty respondents then spoke to the weight of this benefit changing during the course of their tenure in the RC. While most often this shift was described as increasing in importance, faculty also described extrinsic benefits decreasing in their impact on motivation to continue in the role.

Similar to perceptions of costs, CHOs and faculty members' perceived the benefits of participating in residential colleges differently. CHOs spoke about benefits in three capacities: *building relationships*, *expanding learning opportunities*, and, *rewards for faculty*. First, CHOs observed that RC students had greater levels of connection with their RC peers. Some participants spoke to students having a strong sense of identity to the residential college community. CHOs noted students' connection with faculty in the RC as another benefit. The RC offered many opportunities for faculty and student interaction. As a result students and faculty often formed positive relationships outside of the classroom.

Second, CHOs identified *expanded learning opportunities* as a benefit to RCs. The residential college environment facilitated a variety of programming and non-traditional learning opportunities for students. Additionally, CHOs spoke about students in the RC as better integrating the values of a university such as lifelong learning and the importance of inquiry. RC students also were able to connect their in-and out-of-classroom learning.

Finally, CHOs spoke about *rewards for faculty*. The FP apartment (and utilities) was most frequently identified by CHOs as a benefit. They also noted additional benefits such as

supplemental meal plans, parking, and stipends. These were the only extrinsic benefits identified by CHOs.

Faculty segmented benefits between *professional benefits* and *personal benefits*. In terms of *professional benefits*, FPs found opportunities to bridge informal and formal learning. These activities allowed students to explore learning opportunities outside of the classroom. A number of faculty participants spoke about being a better teacher because of their role in the RC. Additionally, FPs appreciated the opportunity to have a better understanding of students. Living among students gave them a greater appreciation for the challenges students face while at the university. Faculty also experienced a greater connection to the university community. They saw the principal role as a primary reason why they were more knowledgeable about and involved with the institution. On campuses with more than one residential college, faculty appreciated connections with other FPs on campus. Finally, faculty spoke about the benefit of course releases that helped to offset time commitments related to the FP role.

Second, faculty identified *personal benefits* related to their participation in the RC. This theme had two categories: *relationships with students* and *life and family benefits*. Faculty principals reported they were able to develop meaningful relationships with students. Serving as a FP encouraged deeper relationships with students than the classroom environment allowed. Additionally, the RC environment promoted numerous mentorship opportunities. Finally, there were life and family benefits. Faculty noted personal extrinsic benefits like the faculty principal apartment, meal plans, stipends and sometimes course releases. They appreciated being able to have their family in the residential college environment. The ability to integrate this personal aspect of their life was very appealing to faculty in the study.

The final theme related to how faculty perceived benefits over time, in particular the *weight of extrinsic benefits on motivation* to continue in the role. There were times faculty perceived the benefit of housing either more or less than when they first started in the position. This either served as a motivating factor (to continue in the role) or had an impact on their decision to continue to serve as a principal.

In summary, CHOs and faculty identified multiple benefits for participation in a residential college. Though participants described benefits differently each participant group readily spoke to these as they reflected on their experiences with the residential college

Chapter Six

Discussion

In this chapter I discuss the findings of the study. First, I present limitations of the study. Next I describe the key findings of the study and the relationship of the finding to prior literature. I then provide implications for practice, research, and policy. Finally, I provide concluding remarks.

Limitations

Limitations occur with all studies and it is important to make note of these. One limitation of this study related to the sample. CHOs in this study were responsible for large housing programs. As a result, the level of detailed knowledge about RCs they were able to offer was at times limited. I may have elicited richer data by interviewing housing staff with direct responsibility for managing the RC.

Another limitation related to data collection. I relied on interviews to collect the data for this study. Therefore, the data were limited by the questions I asked. There may have been additional information I may have learned through other questions or another form of data collection. Additionally, I relied on participant candor. If FPs and CHOs were not comfortable talking with me and were not completely candid, that could have influenced the results.

A third limitation related to the point in time I interviewed the faculty. All of these faculty members were currently in their role as a faculty principal. Faculty who were several years removed from the experience might have had more time to reflect on their time as a FP and provided additional insight into their experiences.

The number of faculty and students involved in residential colleges at each campus also was a limitation of this study. There were several institutions at which over 50% of campus residents participating in the residential colleges. On other campuses, RC participation only reflected 2% or 3% of the campus population. Because I did not analyze data by RC participation rates it is possible there are certain themes may have been amplified on campuses in which there were more residential colleges than on those where there were fewer.

A final limitation of this study was the design. This was a qualitative exploration of CHOs and faculty associated with a RC. Its findings should not be considered transferable to all RCs, faculty principals, or CHOs working with RCs. There are hundreds of residential colleges across the United States. My study only explored only a few of these.

Discussion of Key Findings

The first research question focused on the costs of participation in a residential college. I discussed these results in Chapter Four. The second research question pertained to benefits of participation in a residential college. I reported these in Chapter Five. I reflected upon these costs and benefits and realized that I could merge them into overall findings. Table 5 provides a summary of the key findings of this study and should be read from the bottom up. The bottom section of the table reflects the themes CHOs and faculty principals identified pertaining to costs and benefits. I then considered the relationships these themes had with one another. I determined these cost and benefits themes could be collapsed into five categories: (a) interpersonal benefits, (b) departmental costs, (c) people costs, (d) organizational benefits, and (e) distinct benefits. The second level of the table reflects these categories. Upon further analysis I determined these categories led to four key findings related to my study, as reflected in the third level of the table.

Institutional Costs Associated with Residential Colleges

The first key finding pertains to the significant institutional costs associated with residential colleges. Costs incurred by the university and how these costs evolved into benefits informed this finding. Institutional costs associated with a residential college are incurred by a variety of departments including but not limited to housing and residence life, the provost's office, student affairs, and other academic and administrative units. First there are physical facility costs associated with a RC. One of these pertains the faculty apartment. A key feature of the RC involves a faculty member living in (or in close proximity to) the residential college. Therefore suitable housing for faculty principals (and at times their family) is a necessity. Coupled with the cost of building an apartment is the loss of revenue generating space. Residence hall space that does not generate revenue is considered a cost, particularly when student rooms are consumed in a renovation to build a faculty apartment or other programmatic spaces. Residential colleges often feature unique or special spaces for students and faculty to gather. CHOS in this study spoke to the generous common spaces available in the RCs that were not in offered in their non-RC residence halls. Similar to faculty apartments, common space (classrooms, lounges, coffee shops, parlors) consumes square footage that normally could be used for student housing, thus generating revenue. In a similar vein, a significant decision for CHOs and other university administrators is whether to place a RC in an existing residence hall

Table 5

Key Findings

Key Findings			
Institutional Costs	Institutional Benefits	Individual Costs	Individual Benefits
B. Departmental costs	D. Organizational benefits	C. People Costs	E. Distinct benefits A. Interpersonal benefits
Costs and Benefits Categories			
A. Intrapersonal benefits		D. Organizational benefits	
1. Building relationships (CHO-B1)		1. Expanding learning opportunities (CHO-B2)	
B. Departmental costs		2. Professional benefits (Faculty-B1)	
1. University incurred costs (CHO-C1)		E. Distinct benefits	
2. Costs becoming benefit (CHO-C3)		1. Personal benefits (Faculty-B2)	
C. People costs		2. Weight of extrinsic benefits impact on motivation	
1. Personal costs (Faculty-C2)		3. Rewards for faculty (CHO-B3)	
2. Individual incurred costs (CHO-C2)			
3. Professional costs (Faculty-C1)			
Overall Themes of Costs and Benefits			
CHO-C1: University incurred costs		CHO-B2: Expanding learning opportunities	
CHO-C2: Individual incurred costs		CHO-B3: Rewards for faculty	
CHO-C3: Costs becoming benefit		Faculty-B1: Professional benefits	
Faculty-C1: Professional Costs		Faculty-B2: Personal benefits	
Faculty-C2: Personal Costs		Faculty-B3: Weight of extrinsic benefits impact on motivation	
CHO-B1: Building relationships			

(and then incur costs for necessary renovations) or to build new. Though renovating existing halls results in significantly less up-front costs, CHOs may expect to receive future renovation requests because the residence hall was “retrofitted” to accommodate the RC. Building a new facility may result in considerable debt service (mortgage) however it appears newer facilities may eliminate on-going facility requests or renovation needs. The common thread is the tension between adequate programmatic space and adequate revenue-generating space.

There are other costs related to the staffing in a RC, particularly costs related to the faculty principal. FPs are often provided a variety of tangible benefits for their service in the residential college. One primary benefit is the faculty apartment and associated utilities (e.g., water, electric, internet, cable). Housing departments have to fund the on-going maintenance and utilities for the apartment. FPs are also provided additional benefits such as meal plans, supplementary pay (stipends), and course buyouts. Who pays for these benefits varies from campus to campus. On campuses in which there are multiple departments involved in the RC, these partners may cover some of the costs. However, on campuses where there are limited partners, these tangible benefits to faculty may be reduced in an effort to manage costs. CHOs had to consider how to manage these costs especially when Housing was often seen as the department with greater resources and therefore able to assume a larger portion of the costs. Overall, the findings in my study reveal that the institutional costs (both tangible and intangible) to establish and maintain RCs are considerable.

Individual Costs Associated with Residential Colleges

In addition to the institutional costs there are also costs impacting individuals. This finding originated from personal and professional costs for faculty and individual costs incurred by students. The major cost of participating in a residential college for faculty principals pertained to the significant amount of time the FP position demanded. The FP role required work outside of the traditional business day resulting in a relentless schedule. Often FPs would work a traditional day (8:00-5:00) and then tend to their FP duties when students returned to the RC in the late afternoon/evening. Fulfilling the duties of FP required faculty to arrange their lives differently. For some it required shifting when they did their research (to mornings when students were less likely to be around). Others adapted aspects of their traditional faculty duties to accommodate the heavy time demands of the role. Living and working in a residence hall

invited interruptions. This led faculty to feeling as if they were always “on” and did not have a private moment. Though all faculty members in this study valued interactions with students, these interactions required time and energy. The intensity of this involvement may lead to burnout among faculty principals. This cost of time seemed to be coupled with the impact on research. Often, research time was flexible, unlike time associated with teaching a class. Therefore, faculty found their FP duties supplanting time originally allocated to research. Although there may not be immediate ramifications for “losing” this time, faculty members who continually compromise this element of their job eventually are likely to pay a price in terms of either promotion and tenure or merit salary increases.

The faculty participants in this study served at Carnegie Very High Research Activity (VHRA) institutions. Knowledge production (research) was a significant component of their duties as a faculty member. FPs reported at least 30% of their job was to conduct research. Not surprisingly faculty members reflected about the impact the FP role had on their research productivity. Participants often described their research productivity as “less than” fellow departmental colleagues who were not serving as FPs. The nature of the FP role (time intensive) resulted in many of the respondents feeling their residential college involvement came at a significant cost to their research. In the future this could limit the number of faculty willing to step into this role.

The other major cost for faculty was related to the FP role not being recognized in the promotion and tenure and merit salary processes. Faculty in this study indicated there was little to no recognition from their departments for their work as a FP. Some participants indicated their department head did not understand the faculty principal role and therefore they did not list their FP activities on their annual faculty activity report. Even though a number of the FPs believed what they did applied to both service and teaching they found recognition of these activities through existing measures (e.g., faculty activity reports, annual evaluations) was not a common practice. Because department heads (and other departmental faculty) did not fully understand the FP role, faculty principals either gave up trying to argue the role’s importance or felt their FP accomplishments were misunderstood and unappreciated by their departmental colleagues.

Students also assumed costs associated with residential colleges. RCs offered an extensive array and number of programs, events, and opportunities. RC residents often incurred

additional expenses in order to participate in these activities. Though some institutions imbedded these fees within the room rate (which was an increased rate for RC participants) others added a separate fee to the student's account. In either instance, students *had* to pay additional monies in order to participate in the RC. These additional expenses may have made it cost prohibitive for some students. Secondly, there was a cost to students not in the residential college. This cost was amplified on campuses with multiple RCs. Non-RC students experienced fewer programmatic opportunities and connections to community. CHOs described non-RC students receiving "less than" the students in the RC. There were also secondary costs borne by students at the university regardless of involvement in the RC. Several faculty respondents indicated they received a course release (in recognition of their being a FP). Typically, when a course release is issued either the course is not offered that term, or another faculty member (or adjunct instructor) delivers the course. In some cases faculty principals may be the faculty member best suited to teach a particular course. Not offering a course or offering a course taught by a faculty member who does not traditionally teach that course may have impacted non-RC students who either enrolled or would have enrolled in the course.

Finally, faculty not associated with the RC also may incur costs. To start, they might be assigned to teach additional courses that would normally have been taught by the FP. Additionally, some FPs reported reducing their committee work, advising, and other service activities. Other departmental faculty members are likely to have to assume these responsibilities in the absence of the faculty principal. Therefore, non-FP faculty members may have to juggle more service responsibilities in addition to their traditional research and teaching duties.

There is little doubt, then, that beyond the institutional costs incurred by RCs, there are individual costs borne by FPs, students, and other faculty on campus. That said, however, it is also important to note the numerous benefits of residential colleges that can be reaped by both institutions and individuals.

Institutional Benefits Associated with Residential Colleges

Institutional benefits stemmed from the expanded learning opportunities offered to students and to professional benefits that FPs gained. In terms of expanded learning opportunities, CHOs described residential colleges as "intellectual environments." These communities were significantly different than traditional residence halls. A key aspect of the faculty principal's role in the residential college was to create opportunities for student learning

including guest speakers, special events, field trips, individual mentorship, and student leadership opportunities. CHOs and faculty reported that life in the RC prompted students to be curious and to learn for the sake of learning. FPs described multiple examples of students making meaning of what they were learning in the classroom during RC events. It was clear that RCs reinforced the goals of undergraduate education: inquiry, research, and learning. All of the RCs in this study were housed within the context of large research institutions. These smaller learning communities (residential colleges) reinforced the values of curiosity and learning for learning's sake. Furthermore, the RC environment was one in which students could connect their "two worlds" at the university, their intellectual lives in the classroom and their social lives outside of the classroom. It seems the RC model of residential living and learning transforms the out of class experience for students. It would stand to reason that expansion of RCs on campuses would allow a greater number of students access to such a transformation.

The student experience is not the only way in which institutions benefit from residential colleges. FPs also are transformed by the experience. These faculty members noted that their teaching and pedagogy were significantly improved *because* of their faculty principal experience. The opportunity to think creatively about formal and informal learning prompted some faculty to try different strategies in the classroom. The experimental nature of the RC may encourage forms of "pedagogical risk taking" among FPs. Given the critical role faculty play in the classroom, improved pedagogical growth can significantly improve the quality of learning for all students in FP classes, not just RC residents. Additionally, the RC environment expanded faculty members' exposure to and understanding of students. Better understanding students encouraged FPs to have a holistic view of students and better engage them both in and out of the classroom. This new understanding was not limited to their dealings with students in the RC. FPs saw all students differently. This holistic view of students likely made them more effective in the classroom, in laboratories, and in their work as advisors. Faculty members often teach hundreds of students within a year. It is likely all students benefited by FPs who better understood the student experience.

Finally, FPs benefitted from the integration into the larger university they achieved. Faculty respondents described a marked difference in their connection to their institution as a result of serving as a FP. They were more likely to engage with a variety of personnel that were not connected to their home department. FPs spoke to being much more knowledgeable about

operations at the university as well as feeling part of a collaborative experience. Additionally, faculty principals found they were often tapped to serve on university committees because of their role in the RC: others assumed them to be more connected to students. Faculty also reported that the RC environment exposed them to faculty and students with whom they would not have otherwise interacted. Finally, on campuses in which there were multiple residential colleges FPs spoke to the benefit of the community they formed with other faculty principals. These communities encouraged FPs in their pursuits, cultivated intellectual creativity, and served as sources of support. Given that RCs promote these forms of faculty benefits, it could be argued that FPs are better positioned for future collaboration and service at the institution.

Individual Benefits Associated with Residential Colleges

The final key finding had to do with the individual benefits associated with RCs. These included both distinct benefits and intrapersonal benefits. More specifically, there are personal benefits and rewards for faculty involved in the RC. Additionally, the weight that extrinsic benefits played on faculty motivation and relationships formed between students and faculty were themes that informed this finding. CHO and faculty principal participants readily identified the relationships faculty and students build with one another in RCs as a distinct benefit. Living in the residence hall led to significant and frequent opportunities for FP and student interaction. Traditionally, this interaction is bound by the classroom or laboratory. However in the RC students had many opportunities to engage with faculty principals as well as with RC affiliated faculty. These experiences reinforced the value of “getting to know faculty.” Spending time with faculty members out of the classroom shifted the paradigm students had of faculty, making them “more human.” This led to increased comfort approaching FPs and, subsequently, encouraged students to approach faculty not associated with the residential college. Such interactions may lead to greater student engagement across the university, as students become more comfortable approaching faculty for advising, or undergraduate research or other opportunities.

Additionally, RC students may serve as ambassadors to peers not in the RC, further reinforcing the value of faculty-student relationships. These relationships are also of significant value to faculty. FPs spoke to the benefit of feeling that they were making a difference in the lives of RC students through mentoring, supervision of RC student employees, assisting students navigate university processes, and other interactions. For many FPs, the highlights of their time

in the RC were punctuated by the relationships they formed with students. Feeling as if they were making a difference in the lives of young people was a powerful motivator. This may suggest that faculty-student relationships should be considered as an intangible benefit of the FP role.

Tangible benefits also played a key role in the RC. In particular, benefits may help to incentivize FP participation. Though most faculty participants did not apply for the FP role because of benefits, it was in fact the benefits that made fulfilling the FP responsibilities possible. Course buyouts, stipends, and similar benefits were *recognition* by institutional personnel of the additional work FPs assumed. These benefits reflected institutional and departmental value of the work of the FP. By reducing a faculty member's course load, departmental personnel were creating a mechanism for faculty to devote time and energy to the RC. Additionally, within a system that so highly emphasizes knowledge production, it gave *permission* for FPs to spend valuable time mentoring, advising, and interacting with students in the RC. Similarly, providing FPs an apartment within (or in close proximity to) the RC removed another barrier and encouraged faculty and student interaction. Whereas faculty members traditionally leave campus after work each day, FPs remained on campus. By providing a comfortable space in which faculty principals (and their families) could live and engage with students, university personnel offered a benefit (housing) and simultaneously removed obstacles for FPs

In summary there are four key findings from this study. First, there are significant institutional costs associated with establishing and maintaining residential colleges. Second, individuals incur both direct and indirect costs associated with an RC. However, third, there are substantial institutional benefits of residential colleges. Finally, individuals (primarily, students and faculty) garner considerable benefits from RCs.

Relationships of the Findings to Prior Research

It is important to consider these key findings in light of prior research. There is very little literature regarding residential colleges and no cost benefit studies on RCs. However, there are CBAs in which some findings have connections to this study. The findings of my study were delineated between costs and benefits to both institutions and individuals. Other CBAs report a similar type of distribution across groups (or institutions) and individuals. Several CBAs pertaining to healthcare in the public sector report their findings this way (Guo, et al., 2010;

Reiter, et al., 2014). Additionally, Hoffman's (2009) CBA on undergraduate research demonstrated both institutional and individual costs.

My study demonstrated there are significant costs associated with residential colleges, both institutional and individual costs. Residential colleges require significant financial resources for facilities and staffing. This supports Smith's (1994) argument that these programs are expensive to maintain and run the risk of being closed because some administrators may view them as non-essential expenses. There are substantial "start-up" costs associated with a RC. In evaluating the costs and benefits of periodical ownership Hawbaker and Wagner (1996) discovered there were initial costs (or start-up costs) that had to be considered in evaluating the overall benefit to full text online access. Hoffman (2009) reported similar institutional start-up costs regarding undergraduate research. Undergraduate research (an endeavor to improve undergraduate education) can have substantial upfront costs related to purchasing necessary equipment. These start-up costs can be difficult for some institutions to incur and therefore prohibitive in implementing this type of program (Hoffman, 2009). Though the start-up costs in this particular study pertained to equipment one can draw parallel considerations between these initial equipment costs and the necessary start-up costs (facilities and personnel) of a residential college. The existing CBA and residential college literatures do not speak to multi-departmental or institutional costs related to extensive staffing like that found in a RC.

There were also individual costs associated with a residential college, in particular for faculty principals. FPs in this study expressed serious concerns about the amount of energy and time required to fulfill the duties of the position. This is similar to several studies in which researchers identified faculty/instructor time as a key costs of the project. In Hoffman's (2009) study on undergraduate research, the time demands on faculty was a key consideration. Whereas there are measures to quantify time in regards to teaching and research, in a project such as undergraduate research, it is difficult to calculate time faculty members have to spend (Hoffman, 2009). Other CBAs that explored initiatives to enhance undergraduate education also identified faculty time as a key cost. Wright, et al., (2011) identified faculty time as a consideration among the costs of a student-learning approach to teaching. In that study instructors used a peer-to-peer learning approach that required substantial investments of time to provide feedback to students. These demands can be overwhelming for a faculty member engaged in such a project (Wright, et al., 2011). Similarly, faculty principals invest significant time in the residential

college and FP role. Meetings with students, programming, unexpected interruptions from students all required substantial time from FPs. This supports previous literature documenting the time-intensive nature of a residential college (Golde & Pribbenow, 2000; Theis, 2003; Jessup-Anger, et al., 2011). In fact, Gold and Pribbenow (2000) discovered that concerns about time prevented some faculty from becoming involved in a RC. Others who did decide to participate still cited serious concerns about the time necessary to fulfill the role (Gold & Pribbenow, 2000).

FP concerns about the impact on their research also appear in prior literature. Multiple faculty members in this study expressed concerns regarding research productivity as well as the tension of balancing research and residential college demands. This supports work by Jessup-Anger, et al. (2011) who found faculty are challenged to balance research demands and other traditional faculty duties when serving in a FP role. Faculty members had to seriously consider whether to continue their involvement with a RC due to the extra work it took (Jessup-Anger, et al., 2011). Unlike some of the faculty in Jessup-Anger's (2011) study, FPs in my study did not attempt to shape their work in the RC in a way that helped them balance the competing demands of their traditional faculty duties. Finally, the FP role is not recognized in the promotion and tenure process. Gold and Pribbenow (2000) posited the reward structure (promotion and tenure) made participating in a RC (or similar endeavor) difficult, particularly at research universities because involvement in activities outside of research (and some teaching) are counter to the culture of these institution types. My findings clearly substantiated this earlier study.

There are also costs to students. This study showed students involved in the RC incur financial costs through additional fees beyond the room rent. Evans (2012) cited costs to students in a study focused on incorporation of a student response system (clickers). To incorporate this technology (which was intended to improve student engagement in class) part of the costs were passed on to students. In this particular instance students incurred these costs through purchasing the required clicker (Evans, 2012). Though the Evans study does not pertain to a residential college it does indicate that costs may be passed on to students for their participation in a program. Non-RC students also incurred opportunity costs based on their inability to benefit from RCs. Zorach (1983) reported students in one RC (with a foreign language requirement) were more proficient than non-RC peers. Essentially, the non-RC student

learning experience (pertaining to language acquisition) was impacted by their non-RC involvement (Zorach, 1983). My study expands the discussion surrounding the costs that both RC students and non-RC students incur.

The findings of this study also demonstrated there are substantial institutional and individual benefits to participation in residential colleges. Programs meant to enhance the quality of undergraduate education (like the residential college) can have substantive benefits for the institution. Hoffman (2009) found undergraduate research can reap institutional benefits including enhanced success of recruiting talented students, increased student retention and increased graduation rates. RCs also offer institutional benefits.

Residential colleges create an intellectual environment outside of the classroom and reinforce the values of inquiry and learning. This supports Jessup-Anger's (2012) study on residential colleges. The longer students live in a residential college the greater they increase their propensity toward curiosity and lifelong learning (Jessup-Anger, 2012). Though my study did not explore outcomes for students, per se, the findings align with Jessup-Anger in regards to RCs being environments that reinforce learning and curiosity.

There are significant levels of collaboration that develop in a residential college according to Golde & Pribbenow (2000). Faculty in their study reported developing rich collegial relationships that transcended disciplinary boundaries as a result of their participation in a RC. Faculty members' individual learning expanded beyond the boundaries of their department. My findings support these contentions. The residential college environment encouraged FP participation and led to a more integrated experience for faculty and students (Jessup-Anger, et al., 2011). In particular, opportunities for cross-disciplinary collaboration were available to faculty within the residential college (Jessup-Anger, et al., 2011). My study also aligned with these findings.

Institutions can benefit from strong teaching (Patrick & Stanley, 1998). Faculty members in my study reported they were better teachers as a result of having been in the residential college. This supports several prior studies. Golde and Pribbenow (2000) found RC faculty discovered that their greater understanding of students (from the residential college) affected their teaching. Being more aware of students and their lives allowed faculty members to adapt their teaching in ways that benefited students in all of the classes these faculty members taught (Golde & Pribbenow, 2000). Sriram, et al. (2011) also found living among students helped

faculty members to better understand how to be more effective teachers. Though that study included faculty living in student residential communities in addition to residential colleges, my results are consistent with these prior studies.

Residential college environments can also yield positive benefits for individuals. My study shows FPs interacted with and developed positive relationships with students. This supports Golde and Pribbenow's (2000) findings. In their study relationships faculty developed with RC students were profoundly impactful for faculty. This was a primary benefit for faculty members who were involved in the study. However, not all faculty members in their study were able to develop meaningful relationships with students, resulting in their departure from the RC. This contradicts my findings. All of the FPs in my study reported the value of the meaningful relationships they had developed with students. Additionally, previous research by Hoffman (2009) explored undergraduate research and found that faculty spent significant time mentoring and interacting with students. Absent from the discussion is any mention of the positive benefits associated with this type of relationship. Though the Hoffman study was not focused on residential colleges, my results are contradictory and suggest that close mentoring and interactions with students is a significant reward for faculty.

Finally, my results expand on existing literature documenting benefits for faculty in residential colleges or similar programs. Golde and Pribbenow (2000), Jessup-Anger, et al. (2011), and Thies (2003) all report on the many *intangible* benefits faculty receive as a result of their participation in a residential college. However there is no existing literature documenting the *tangible* benefits faculty receive as a result of their RC involvement. There are other studies that have shown tangible benefits faculty receive for participation in programs outside of their traditional faculty duties, such as mentoring students in undergraduate research. Hoffman (2009) reported that faculty members mentoring students in undergraduate research benefited by gaining assistance with their research. Additionally some institutions may provide additional *tangible* benefits for faculty involved with undergraduate research such as financial rewards (Hoffman, 2009). My study expanded on this limited literature by documenting tangible benefits FPs may receive as a result of their involvement in a residential college.

Implications for Future Practice, Research, and Policy

The results of this study had implications for future practice, research and policy. University administrators considering implementing residential colleges, chief housing officers,

faculty members, and academic leaders may benefit from my findings. First, university administrators considering the implementation of a residential college should consider the significant “start-up” and ongoing costs of a residential college. Having a full understanding of the necessary costs associated with a residential college may allow academic and student affairs administrators to anticipate and to levy resources to mitigate these costs. Additionally, knowing the anticipated benefits can help administrators justify why the startup and ongoing costs of a residential college are a worthwhile investment.

CHOs at institutions with multiple RCs can also benefit from the study findings. This study revealed both known and hidden costs to students. In particular there are hidden costs to students not associated with a RC. CHOs should consider how to alleviate these opportunity costs to non-RC participants. For example, expanding programming budgets in non-RC residence halls may allow staff members in those buildings to expand offerings to students.

There are also implications for faculty. Faculty members in this study reported improved pedagogy as a result of their RC experience. Many attributed this to their frequent and extensive interactions with students that provided them a more holistic view of students. Therefore, faculty members should consider how opportunities like the RC might increase their understanding of students that in turn, might enhance how they engage students in the classroom. Likewise, academic administrators should consider ways that might expose all faculty to a more holistic view of students. For instance, they might sponsor student panels at departmental faculty meetings in which students talk about how they spend their out-of-class time and the challenges they face in their daily lives. This kind of exposure might paint students with a different brush in the eyes of faculty and prompt them to reconsider how they treat students both in and out of the classroom.

Additionally there are implications for dean, department heads, or other academic hiring authorities. Given the costs incurred by academic departments to have tenured faculty involved in RCs, leaders may wish to consider how non-tenure track faculty might be involved in time intensive projects like the residential college. Involving instructors, lecturers, or other non-tenure eligible faculty in RCs, in theory, may yield the same benefits but reduce overall university and individual costs..

Academic and student affairs leaders might also benefit from this study. The results of my study demonstrated that despite the intensive nature of FP work, this work was not

recognized in the promotion and tenure process. Administrators might consider how to modify departmental and institutional culture in order to demonstrate the benefits of and value added by faculty serving as FPs. This might then allow for greater understanding among peers and greater recognition of the role by university and departmental leaders.

Finally, faculty in this study indicated greater connections to other faculty and the institution as a result of their involvement with the RC. Academic leaders might consider how these types of collaborations help integrate faculty into the institution and seek additional mechanisms that allow faculty to collaborate with others outside of their department. To start, they might create task forces comprised of faculty from across the academic unit to address a common problem like grade inflation or student awards. The focus on a common issue might catalyze collaboration which might then lead to other faculty initiatives.

There are also implications for future research. First, faculty in this study reported being better teachers as a result of their involvement in a residential college. A future researcher might undertake a study that more closely explores teaching effectiveness and pedagogical changes before and after a faculty member's involvement as a faculty principal. Such a study could provide empirical evidence about the likelihood of improved teaching and pedagogy as a consequence of serving as a FP.

My study elicited data from CHOs and FPs, but there are other staff members associated with RCs. A future study might explore the relationships between FPs and student affairs educators directly involved with the residential college. The proposed study could provide insight into the other relationships needed to manage a successful RC.

Finally, future scholars might consider a study exploring the experiences of the live-in residence life educators associated with a RC. Though RC residential live-in staff members have similar roles and responsibilities as their non-RC residential life peers, future scholarship might explore the differences between these two types of experiences, providing greater insight into the RC environment and how it compares to other residential communities.

Finally, there are implications for policy. Provosts, deans, and department heads should consider the results of this study as it pertains to the promotion and tenure process. Serving as a FP is rarely recognized in the promotion and tenure process and if so, it appears in the area of service that receives the least weight in the process. Given the significant time invested by FPs in creating an intellectual environment in the RC, academic leaders should consider ways to

incorporate this type of work into promotion and tenure procedures.

Additionally, this study might inform university leaders in regards to financial costs incurred by students. The majority of RCs in the study passed on programming costs to students. For some students, particularly those from low income backgrounds, this may have made participating in a RC cost prohibitive. Many institutions are actively seeking to recruit more students from disadvantaged groups. Given the benefits students can accrue from participating in RCs, university leaders might consider how they can mitigate financial barriers for students through scholarships or other means.

Finally, provosts and other university academic leadership might consider how the work of FPs can be considered in the merit process. Faculty principals invest a significant amount of time and energy into their role in the residential college. By recognizing this work in the merit salary policies of an institution, these university leaders could acknowledge the value of the institutional benefits and benefits to students that accrue from the residential college.

Conclusion

This study added to the limited research regarding residential colleges. Little is known regarding the costs and benefits of a RC and my study provided valuable insights into these. Given the ongoing concerns regarding efficiency and quality in higher education my study provided timely information to consider when deliberating enhancement endeavors like residential colleges.

Higher education is increasingly about efficiency. Cost-benefits analyses are conducted to assess how efficient an initiative might be. It is important, however, that the issue of effectiveness is not sublimated. Terry best summarized this when reflecting:

What does it mean to be a professor outside of the classroom? That's what you're exploring here (in the residential college). What does it mean to bring the best of your professional role, your curiosity, your intellect, your discipline, your scholarship, your experience into the academic world and so forth.... How does that come to play in your conversations around a very innovative and different environment—upstairs where they (the students) live- in their lounges, down in our lobbies with the social hour, when I host them in our apartment over a meal...

Within the current cost-savings climate of higher education, many administrators are seeking ways to reduce costs. Residential colleges and similar programs may be easy targets to yield significant savings. Alternatively, university leaders may avoid RCs altogether due to fear of their high start-up costs. However, without considering the enormous benefits these

programs can produce for institutions, faculty, and students, administrators may find they have forfeited a powerful mechanism toward enhancing quality in undergraduate education.

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APPENDIX A

Research Universities (VHRA) With Residential Colleges

Institution	CHO	Phone	Email
Arizona State University	Kendra Hunter	(480) 965-8651	kendra.hunter@asu.edu
California Institute of Technology	Peter Daily	(626) 395-6176	pdaily@caltech.edu
Case Western Reserve University	Loretta Sexton	(216) 368-4468	lmh12@case.edu
Colorado State University	James Dolak	(970) 491-4752	jim.dolak@colostate.edu
Columbia University in the City of New York	Annie Aversa	(212)854-5561	aaversa@barnard.edu
Cornell University	Virginia Lisano	(607) 255-5511	vfl3@cornell.edu
Dartmouth College	Woody Eckels	(603) 646-1203	woody.eckels@dartmouth.edu
Georgetown University	Stephanie Lynch	(202) 687-4056	sjl28@georgetown.edu
Harvard University	Merle Bicknell	(617) 495-1942	Bicknell@fas.harvard.edu
Louisiana State University	Steve Waller	(225) 578-5388	swaller@lsu.edu
Massachusetts Institute of Technology	Naomi Carton	(617) 452-4280	naomic@mit.edu
Michigan State University	Kathy Collins	(517) 355-7457	kc@rhs.msu.edu
Mississippi State University	Ann Bailey	(662) 325-3555	annb@saffairs.msstate.edu
New York University	Thomas Ellett	(212) 995-3506	te13@nyu.edu
Northwestern University	Paul E. Riel	(847) 491-2001	paul.riel@northwestern.edu
Oregon State University	Dan Larson	(541) 737-4771	dan.larson@oregonstate.edu
Princeton University	Andrew Kane	(609) 258-3469	kane@princeton.edu
Rice University	Mark Ditman	(713) 348-5441	mditman@rice.edu
Rutgers University-New Brunswick	Joan Carbone	(848) 932-4371	jcarbone@rci.rutgers.edu
Stanford University	Rodger Whitney	(650) 723-0656	rwhitney@stanford.edu
Stony Brook University	Laura Valente	(631) 632-6750	laura.valente.stonybrook.edu
Tufts University	Yolanda King	(617) 627-3248	yolanda.king@tufts.edu
Tulane University of Louisiana	Danielle Klein	(504) 862-8944	dklein1@tulane.edu
University of California-Los Angeles	Suzanne Seplow	(310) 825-3066	suzanne@orl.ucla.edu
University of California-Riverside	Andy Plumley	(951) 827-6350	andy.plumley@ucr.edu

University of California-San Diego	Mark Cunningham	(858) 534-4015	mcunningham@ucsd.edu
University of California-Santa Cruz	Sue Matthews	(831) 459-4448	sdmatthe@ucsc.edu
University of Chicago	Katie Callow-Wright	(773) 702-7366	ccallow@uchicago.edu
University of Florida	Norbert Dunkel	(352)392-2171	norbd@housing.ufl.edu
University of Georgia	Gerry Kowalski	(706) 542-1421	kowalski@uga.edu
University of Hawaii at Manoa	Michael Kaptik	(808) 956-8177	kaptik@hawaii.edu
University of Illinois at Chicago	Susan Teggatz	(312) 355-6320	steggatz@uic.edu
University of Kentucky	Sarah Nikirk	(859)257-2042	sfm@uky.edu
University of Maryland-College Park	Deborah Grandner	(301) 314-7343	dgrandne@umd.edu
University of Massachusetts Amherst	Enku Gelaye	(413) 545-2300	egelaye@umass.edu
University of Miami	James G. Smart	(305) 284-4505	jsmart@miami.edu
University of Michigan-Ann Arbor	Linda Newman	(734) 764-7401	newmanll@umich.edu
University of Pennsylvania	John Eckman	(215) 898-3547	Eckmanj@upenn.edu
University of South Carolina-Columbia	Kirsten Kennedy	(803) 777-4129	kirstenk@mailbox.sc.edu
University of South Florida-Tampa	Ana Hernandez	(813) 974-4041	ahernandez@usf.edu
University of Southern California	Keenan Cheung	(213) 740-7371	kkcheung@usc.edu
University of Virginia-Main Campus	B. Gay Perez	(434) 924-3736	bgd2j@Virginia.edu
University of Wisconsin-Madison	Jeff Novak	(608) 262-7748	jeff.novak@housing.wisc.edu
Vanderbilt University	Steve Caldwell	(615) 322-2591	steve.caldwell@vanderbilt.edu
Virginia Commonwealth University	Curtis Erwin	(804) 828-2466	cgerwin@vcu.edu
Virginia Tech	Eleanor Finger	(540) 231-6205	efinger@vt.edu
Washington University in St Louis	Justin Carroll	(314) 935-5050	carroll@wustl.edu
Yale University	George Longyear	(203) 436-4899	george.longyear@yale.edu

APPENDIX B

Pre-screening Protocol CHO

Thank you for taking time to speak with me regarding my research. I am exploring the experiences of CHOs and faculty with residential colleges at Carnegie Research Very High Activity Universities. After reviewing your website I am wanting to gain additional information about your model. If you are not eligible or decide you do not wish to participate I would like to retain the information you've shared so that I can report the number of institutions and possible participants I contacted. I will not reveal either your institution or your name. May I have your consent to continue with this brief pre-screening interview?

Institution: _____ CHO Name: _____

Number of Students living on Campus: _____ Number of Residential Colleges: _____

How long has each RC been operating: _____

Residential College Criteria Information:

1) Is the residential college the only form of student housing you offer on campus?

Yes

No

2) Has the residential college been at your institution longer than two years?

Yes

No

3) If Yes, how many years has the residential college been operating?

4) How is the community referred to at the institution (e.g. residential college/commons)?

Residential College

Residential Commons (or "Commons")

_____ House

Other _____

5) Do you describe the purpose of your residential college to students/parents as a community that:

Connect students to faculty

Enrich the educational experience of students

Intentional Living Learning community to enhance student learning/success

Other _____

6) Are your residential colleges led by a faculty member?

Yes

No

Faculty Principal Criteria Information

7) Does this faculty member live in the residential college?

Yes

No

8) Is the faculty member's primary responsibility at the university teaching/research (or some combination of these)?

Yes

No

9) What is the title of the faculty leader (e.g. faculty principal, faculty master, etc)?

Title of role: _____

10) Have your faculty principals been in their role as principal at least two years?

Yes

No

CHO Criteria Information

11) As the CHO do you have full oversight for the housing and residence life program at your institution?

Yes

No

12) How long have you been in your current role as the Chief Housing Officer?

Less than two years

More than two years (How many years: ?)

If the institution and CHO meets eligibility for participation in the study:

1) Would you be willing to schedule and participate in a follow-up 60 minute interview that will explore your experiences as a CHO with the residential college?

Yes

No

2) Would you be willing to facilitate an introduction of me to the faculty principal so that I might speak with them? (If yes, ask for the faculty member's contact information and name)

If CHO agrees to interview: make arrangements for interview.

Day: _____ Time: _____

Explain that I'll be using a digital voice recorder to record the call. Explain that I will send a follow up email confirming the interview information (date, time, etc.) and that this email will include an informed consent.

If institution/residential college doesn't meet the criteria for inclusion:

Thank you so much for taking the time to talk with me. Based upon your answers it does not appear that the institution/residential college meets the criteria for participating in my study. I appreciate you taking the time to speak with me and the opportunity for me to hear a little bit about your program. The information I've collected during this pre-screening interview will be deleted after our phone call. I wish you the best in your work.

If institution/residential college meets the criteria for inclusion BUT CHO does not meet criteria:

Thank you so much for taking the time to talk with me. Based upon your answers your institution and residential college meet the criteria for inclusion in my study, however because you have been in your CHO role at (Institution) for less than two years I am not able to include you in the study. Based on your description, it appears your faculty principal may meet the criteria for inclusion in the study. Would you be willing to facilitate an introduction of me to the faculty principal so that I might speak with them? (If yes, ask for the faculty member's contact information and name)

Name: _____ Contact Information: _____

I appreciate you taking the time to speak with me and the opportunity for me to hear a little bit about your program. I wish you the best in your work.

APPENDIX C

Faculty Pre-Screening

Thank you for taking time to speak with me regarding my research. I am exploring the experiences of faculty and chief housing officers with residential colleges Research Universities. I recently spoke with (CHO) regarding the residential college and they shared your name and contact as the affiliated faculty with the college. I hope you might be willing to consider participating in my study. If you are not eligible or decide you do not wish to participate I would like to retain the information you've shared so that I can report the number of institutions and possible participants I contacted. I will not reveal either your institution or your name. May I have your consent to continue with this brief pre-screening interview?

Name: _____ Institution: _____

Phone #: _____ Email: _____

Faculty Role at Institution

- 1) Is your primary role at (institution) teaching, research, and service? ___Yes ___No
- 2) Approximately what is the percentage of your role is teaching ____ and research ____ and service_____.
- 3) In which department are you? _____
- 4) What is the focus of your research? _____
- 5) What is your faculty rank? (e.g. Assistant, Associate, Full Professor) _____

Faculty Principal Role

- 5) Have you been in the faculty principal role since (date - 2 years prior to start of the study)?
___Yes ___No *If Yes:* How many years have you served as a faculty principal? _____
- 6) In your role as the principal do you develop intellectual/academic programs for the college? ___Yes ___No
- 7) Does part of your role as principal involve you creating opportunities to help connect students in the college to the academic aspects of university life (i.e. introducing them to other faculty, undergraduate research, academic support resources, etc.) ___Yes ___No
- 8) Do you live in the residence hall as part of your role as principal? ___Yes ___No

If Eligible:

Would you be willing to participate in a 60 minute follow up interview to discuss your experiences with the residential college?

If yes: Identify a time, day, and phone number to call.

Day: _____ Time: _____

I will send a follow up email confirming the interview date and time. This email will include an informed consent for your participation in the study. I will be recording the interview via a digital voice recorder.

Thank you for your time.

If NOT eligible:

Thank you so much for taking the time to talk with me. Based upon your answers it does not appear you meet the criteria for participating in my study. I appreciate you taking the time to speak with me and the opportunity for me to hear a little bit about your experience with the residential college. I wish you the best in your work.

APPENDIX D

CHO Interview Protocol

Name: _____ Pseudonym: _____ Date/Time: _____

Institution: _____

Script:

Thank you for agreeing to speak with me today. As I explained on the phone, the purpose of this study is to explore faculty and Chief Housing Officers' experiences with residential colleges. This study is part of the requirements for my doctoral studies. I sent you the informed consent by email. Before we begin, I'd like to answer any questions you might have about the informed consent. (Verify Informed Consent is completed or receive verbal consent).

Warm up:

- Can you tell me how you first got into housing and residence life?
- Please share with me the scope of your position and your responsibilities at (Institution).
- Can you generally describe your on-campus student population? (Are they primarily first year students... mix of first and second year...)

(I'd like to learn a little more about the (NAME) Residential College.)

- How many students are in the college?
- Is there a particular theme associated with the college (e.g. leadership, honors, etc.)
- When did this residential college first begin?

Student Learning/Academic Success:

- Share with me an example that illustrates how the residential college program has influenced student learning experiences.
- In your residence halls that are not residential colleges, how do you address enriching the intellectual development of student residents?

Facilities

- When you think about the facility side of your program, how would you characterize the condition of your residential college residence halls? *Follow up: How do these compare to your non-residential college residence halls? What is unique about the residential college compared to your other facilities?*

- How do you determine room rates? *Follow up: Are there different fees/rates for students in the residential college(s)?*
- Share with me how you prioritize addressing facility needs/improvements in your program. *Follow up: When you receive facility improvement requests from the residential college- how do these requests factor into that prioritization.*
- When thinking about facility costs and the resources allocated for facility upkeep and on-going maintenance, what impact has the residential college had for your department?
- Tell me about the apartment you provide to the faculty principal.
- Describe the average apartment provided to your residence life staff.

Community/Connection to Institution

- How would you describe residential college students' connection to their residence hall community?
- How would you describe students' connection to their residence hall community in your non-residential college residence halls?
- How does the residential college staff address community development? *Follow up: What funding exists for this?*
- How is community development approached by staff in your non-residential college residence halls? *Follow up: What type of funding exists for these halls for programming?*

Staffing

- What staffing is associated with the residential college? *Follow up: How are these positions funded?*
- Can you describe the staffing you use in your non-residential college residence halls?
- Beyond the apartment, what other benefits do your faculty principals receive? *Follow up: Who covers the cost for this?*

Wrap Up

- Based on your experience, what advice would you have for a CHO who is considering the implementation of a residential college?

Thank you for your time today. As I indicated earlier I will be sending you a copy of the transcript of this interview via email. I'll ask for you to review this and let me know if there are any changes you'd like me to make to the transcript within a week of when you receive this. Do

you have any questions at this time? Thank you again for your willingness to participate in this interview.

APPENDIX E

Faculty Interview Protocol

Name: _____ Pseudonym: _____ Date/Time: _____
 Institution: _____

Script:

Thank you for agreeing to speak with me today. As I explained on the phone, the purpose of this study is to explore faculty experiences with residential colleges. This study is part of the requirements for my doctoral studies. I sent you the informed consent by email. Before we begin, I'd like to answer any questions you might have about the informed consent. (Verify Informed Consent is completed or receive verbal consent).

Warm Up

- Can you share with me how you came to be involved with the residential college?
- What are your responsibilities as the faculty principal?
- Do you live in the residential college by yourself or do you have a spouse/partner-children or pets living with you?
- Prior to starting the faculty principal role, how did you perceive the Faculty Principal role would be valued and or rewarded by your department/institution?

Teaching:

- Think about your approach to teaching before taking the principal role. Can you share with me an experience in the classroom that clarified for you, your role as a teacher at the university?
- Can you share an example that you believe illustrates how your faculty principal role connects to your teaching experiences (responsibilities?) at your institution?
- Tell me about your most memorable teaching moment after becoming a faculty principal?
- Reflecting back over your involvement in the residential college, what has this experience meant to you as a teacher?

Research:

- Prior to becoming principal, how did you manage your research responsibilities?
- Can you share with me an example of how you have handled your research since

becoming a faculty principal?

- Share with me an example of the impact the faculty principal role has had on your research.

Service:

- What type of departmental/university service were you involved with prior to assuming the principal role?
- What does your department/university service look like since assuming the faculty principal role?
- How is your faculty principal role is recognized in your annual review? (Faculty Activity Report)
- How has your role with the residential college contributed to your involvement in the university community?

Personal:

- Share with me what it has been like for you to be living among the students in the residence hall.
- What has been the biggest eye-opening moment for you that you learned because of living on campus with students?
- What extrinsic benefits do you receive for your being a faculty principal? *Follow up- How have these factored into your decision to continue in the role?*
- Tell me about the intrinsic benefits of being a faculty principal? *Follow up- How have these factored into your decision to continue in the role?*
- Can you share with me the best experience overall you've had in the residential college?

Wrap up:

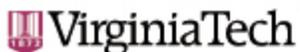
- If a fellow faculty colleague were considering the faculty principal role, based on your experience, what words of advice would you offer?

Thank you for your time today. As I indicated earlier I will be sending you a copy of the transcript of this interview via email. I'll ask for you to review this and let me know if there are any changes you'd like me to make to the transcript within a week of when you receive this. Do you have any questions at this time? Thank you again for your willingness to participate in this

interview.

APPENDIX F

IRB Approval



Office of Research Compliance
 Institutional Review Board
 North End Center, Suite 4120, Virginia Tech
 300 Turner Street NW
 Blacksburg, Virginia 24061
 540/231-4606 Fax 540/231-0959
 email irb@vt.edu
 website <http://www.irb.vt.edu>

MEMORANDUM

DATE: January 28, 2015
TO: Joan B Hirt, James Penven
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE: Costs and Benefits of Residential Colleges
IRB NUMBER: 15-003

Effective January 28, 2015, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Expedited, under 45 CFR 46.110 category(ies) 5,6,7
 Protocol Approval Date: January 28, 2015
 Protocol Expiration Date: January 27, 2016
 Continuing Review Due Date*: January 13, 2016

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

APPENDIX G

Participant Interview Reminder Email

Dear [Participant Name],

Thank you for agreeing to participate in my study. This email is to remind you of our interview appointment for [Day], the [Date number] at [Time]. I will call you at the number you provided me: [Phone Number]. If I should contact you at a different phone number please let me know. Attached to this email please find the informed consent for me study. Please review, sign, and then return this via email to me prior to the interview. If you have any questions please don't hesitate to contact me. I look forward to our conversation.

Best regards,

James Penven

James C. Penven
Associate Director of Academic Initiatives
Housing & Residence Life
Virginia Polytechnic Institute & State University
(540) 231-6205
jpenven@vt.edu
www.housing.vt.edu

APPENDIX H

Informed Consent

Informed Consent

Project Title:

Exploring the Costs and Benefits of Residential Colleges as Perceived by Faculty and Chief Housing Officers

Investigator:

James C. Penven**Doctoral Candidate****ELPS- Higher Education****144 New Hall West****Virginia Tech****Blacksburg, V A 24061****540-831-9908 (cell)****jpenven@vt.edu**

Faculty Advisor:

Dr. Joan B. Hirt**Professor****ELPS- Higher Education****307 East Eggleston Hall****Virginia Tech****Blacksburg, VA 24061****540-231-9700 (office)****jbhirt@vt.edu**

Purpose of the research:

This study was developed to explore the cost and benefits of participation in a residential college. The purpose of the study is to better understand how live-in faculty principals and chief housing officers perceive costs and benefits of their participation. Faculty and chief housing officers will be interviewed.

Procedures:

You have indicated interest in participating in this study. Your participation will involve one 60 minute interview that will take place via telephone. If you agree, your interview will be digitally recorded and transcribed so I am sure I accurately interpret your information.

Risks:

There are minimal risks involved with participating in this study.

Benefits:

As a participant, you may benefit only indirectly from this study. You may gain insight into your role as a partner in a residential college. No promise or guarantee of benefits has been made to encourage you to participate. The findings of this study will provide information to other researchers and college administrators about residential colleges. You may contact the investigator at a later time for a summary of the research results.

Extent of Anonymity and Confidentiality:

To maintain anonymity, you will be identified by a pseudonym that you select. Your identity will not be divulged to anyone. At no time will I release the results of the study to anyone other than individuals working on the project without your written consent. Only I and my faculty advisor will have access to the data. All forms, transcripts, and digital voice files will be saved via my password protected laptop, password protected desktop, and password protected Google Drive. It is possible that the Institutional Review Board at Virginia Tech may view the data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. The data will be destroyed one year after the study is completed.

Compensation:

There is no compensation provided for your participation in the study.

Freedom to Withdraw:

You are free to withdraw from this study at any time. You are free not to answer questions during the interview. You also may decide to withdraw your participation from the study

after completing the interview and your data will be considered in the study.

Subject's Responsibilities:

I voluntarily agree to participate in this study. I have the following responsibilities:

To participate in one 60 minute interview

To review the transcript from my interview to ensure that it accurately reflects what I said during the interview.

Subject's Permission:

I have read the Informed Consent Form and the conditions of this study. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

Participant's Signature

Date

University

Should I have any pertinent questions about this research I may contact:

James Penven

Dr. Joan Hirt (faculty advisor)

(540) 831-9908

(540) 231-9700

jpenven@vt.edu

jbhirt@vt.edu

Should I have any questions about my rights as a human research participant I may contact:

Dr. David Moore, VT IRB Chair

(540) 231-4991

moored@vt.edu

APPENDIX I

Participant Member Check email

144 New Hall West (0428)

Virginia Tech

Blacksburg, VA 24061

[date]

Dear [Name],

Thank you for your recent participation in the interview related to your experiences with a residential college. Attached for your review is the interview transcript. Please review to be sure the transcript accurately reflects your thoughts on the topic. If you have any additions, deletions, or clarifications please make those on the attached transcript and send it back to me within the next 7 days. If I do not hear from you by then, I will assume that you have no changes to make and the attached transcript accurately reflects your comments. If you have any questions, please don't hesitate to contact me. Thank you for your assistance with my study.

Best regards,

James Penven

James C. Penven
Associate Director of Academic Initiatives
Housing & Residence Life
Virginia Polytechnic Institute & State University
(540) 231-6205
jpenven@vt.edu
www.housing.vt.edu