

residential life. The University also has determined that undergraduates should live on campus if they are to fully realize the formative educational experience Boston College has to offer. To this end, the University added more than 800 beds to its on-campus undergraduate housing supply in its 2000 Master Plan.

Newly designed and recently renovated residence halls provide students with a sense of small



Table 6-1 Boston College Undergraduate Residence Halls by Campus 2006

Facility	Address	Type of Housing	Number on Figure 2-1	Students Housed¹
Chestnut Hill Lower Campus				
90 St. Thomas More Road	90 St. Thomas More Road, Boston	Suites	19	381
110 St. Thomas More Road	110 St. Thomas More Road, Boston	Suites	17	306
Edmonds Hall	200 St. Thomas More Road, Boston	Apartments	15	771
Greycliff Hall	2051 Commonwealth Avenue, Boston	Traditional	12	33

Graduate Housing

Boston College does not house any graduate students in University-owned properties. To compete effectively with other universities for the most qualified students and faculty, and to meet the current housing needs of its graduate and professional students and junior faculty, the University, with the cooperation of the Inspectional Services Department (ISD) and the Boston Redevelopment Authority (BRA) reached an understanding with the City of Boston under the terms of which Boston College, in Fall 2006, leased several buildings from the Mount Vernon Company on Commonwealth Aven

year students, providing pastoral care and helping to articulate for students the Jesuit mission and philosophy of the University.

Resident Minister Program

Another partnership between the Office of Residential Life and Campus Ministry, the Resident Minister Program is composed of eleven individuals, both religious and lay, who assist the professional staff and Resident Assistants in creating an inclusive, respectful living and learning community in the residence halls. Resident Ministers live among students, serving as an adult presence in the residence halls, raising religious awareness, assisting with the implementation of programs for residents, and providing a sense of pastoral care and support for the students and staff of that community. Resident Ministers will be an important part of the student residences proposed for the Brighton Campus.

Boston College's Experience

In light of contemporary research showing that the physical structure of student housing has an effect on the conduct of residents, the Office of Residential Life at Boston College has conducted an analysis of the past four years of student resident behavior, comparing and contrasting low-rise, low-density residential communities with high-rise, high-density communities.

The two largest BC residential communities, with eight or more stories and housing about 800 students each, have had the largest number of conduct and behavioral issues over the last four years. These two buildings have had on average three times more incidents than the next closest (six low-rise buildings) combined.

National Research on Low-rise Housing

Current research on student housing suggests that BC's plans to develop low-density residential communities not only will encourage respectful student behavior and constructive social activity, but also will more effectively support the University's commitment to student formation and personal development. As previously cited, BC's commitment to excel in student formation requires the University to provide a living environment that encourages personal, social, spiritual and intellectual growth, and that values the development of a respectful community.

The following excerpts from research available within higher education and campus design underscore the importance of low-rise residential buildings.

Esteemed researchers Brian Wilcox and Charles Holahan, writing in the *Journal of Educational Psychology*, found that "students living in low-rise facilities are likely to feel greater commitment toward fellow residents than students living in high-rise facilities." Wilcox and Holahan indicate that there is even a difference in the connection developed between students living on the lower floors of a large high rise building and that of the

students living on the upper floors of the same building. This research supports Boston College's commitment to create low-rise living environments that promote the development of student communities.

Prior to announcing their research, Educational Psychologist Martin Heilweil reported that the “number of floors, the location of stairwells, and elevators, the design of inner spaces, and the use of amenities, all play an important role in the quality of their [college students'] lives.”

This would indicate that the lower density and low-rise buildings promote greater community development and an increased level of individual development and satisfaction.

This finding is supported by researchers Andrew Baum and Stephen Valins in their book *Architecture and Social Behavior: Psychology Studies of Social Density*; and by Paul Bell, Thomas Greene, Jeffrey Fisher and Andrew Baum in their 1996 book *Environmental Psychology*, who indicated that “high density buildings lead to behaviors less likely to foster inclusion or to build community,” and that high density in residence halls “is associated with less positive attitudes toward people and places” and “leads to social withdrawal, interrupts social networks, reduces a sense of neighborliness, and encourages more aggressive behaviors.”

In 1994, Patrick Terenzini and Ernest Pascarella, two of the nation's foremost scholars in higher education, stated in their book *How College Affects Students*, “that residence halls must become purposeful and intentional educational environments,” noting that current literature dictates that “halls with the strongest impacts on cognitive development and persistence are typically the result of purposeful, programmatic efforts to integrate students' intellectual and social lives.” This finding is supported by Alexander Astin, a leading scholar of student involvement and development, who reported that “learning communities are small groups of students... characterized by a common sense of purpose... that can be used to build a sense of group identity, cohesiveness, and uniqueness that encourage continuity and the

communities is limited by the architecture of the existing halls. New residence halls hold potential for BC to create additional intentional learning communities.

In addition, as part of the Master Planning process, Residential Life will collaborate with the

Options for Undergraduate Housing

At the request of the BRA, Boston College analyzed two options for adding housing to the Lower Campus. Both options eliminate the 500 beds proposed for the Brighton Campus in the IMPNF and instead provide additional beds on the Lower Campus.

Option 1

The first option for providing increased housing on the Lower Campus (to replace the

systems, the study indicated that obtaining the goal of LEED Silver suggests significant investment in new exterior enclosure systems and interior finish materials. These renovations would result in a loss of approximately 50 beds.

More detailed recommendations from EYP include:

- y Providing one major common room for at least every two floors (replacing a typical apartment unit), and at least one small study lounge on every floor, sacrificing an additional double bedroom per floor. Edmonds Hall currently contains only one common space for almost 800 student residents. It is the only space in the entire building that can be used by resident organizations for meetings or by RA staff for hall meetings.
- y Performing a gut interior renovation, including the full replacement of kitchens, baths, partitions and doors; improvement of unit HVAC distribution; and increasing the number of power and telephone/data ports per room to meet the demands of current students' electronic and computer equipment.
- y Converting the one bedroom units near the elevators to RA units and modifying at least two vertical lines of units to be fully accessible. The total loss of beds projected to accommodate program space, accessible units and dedicated RA units would be about 46 beds and could be more.
- y Replacing the window units with new low-emissivity insulated glass units and replacing the metal spandrel panels with a new, insulated metal spandrel panel. In order to reach LEED Silver certification, replacement of the entire exterior wall with a high-performance





The Boston College Police Department

The Boston College Police Department (BCPD) includes 53 sworn police officers providing 24-hour coverage every day. Their primary objective is to assure the safety and security of all students, faculty, staff and visitors. Officers are directly involved in both crime prevention and response/enforcement. The Boston College Police have the same authority and powers as local or state police in or upon the lands and structures owned, used or occupied by the University. They also have deputy sheriff powers for use in off-campus situations and support the Boston and Newton police. The BCPD participates in team policing and walking patrols with the Boston Police and CAP.

Vice President of Student Affairs

Under the direction of the Vice President for Student Affairs, The Campus Task Force on the Reduction of Alcohol-Related Problems is responsible for:

- y Developing policies to provide consistent enforcement and decrease alcohol use on campus
- y Increasing alcohol-free late-night programming and creating safe traditions around athletic events and holidays
- y Coordinating educational efforts and increasing the effectiveness of intervention and treatment services

Boston College residence halls are supervised by a staff of 155 resident assistants (undergraduate and graduate students), 1 area coordinator, 12 resident directors, 2 graduate resident directors and 21 other live-in professional staff members. These individuals, who are under the direction of The Office of Residential Life, enforce University policies as well as state and local laws along with the Boston College Police. The Office of Residential Life trains Resident Directors and Resident Assistants. Education regarding illegal use and abuse of alcohol is an intrinsic component of this training, which includes policy enforcement as well as issues relating to prevention, intervention and treatment. Residence hall staff offer a comprehensive array of educational programs about alcohol in all undergraduate residence areas throughout the year. The Office of Residential Life also enforces the on-campus ban on alcohol delivery and assists with off-campus housing services, including the annual meeting with landlords, ISD and the BPD.

