

■ RESIDENTIAL COLLEGES AND THEIR IMPACT ON STUDENTS' SENSE OF BELONGING

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MarQuita's Acknowledgments

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Executive Summary

This capstone explores the structures and processes associated with incorporating a residential college model at Wake Forest University. The university is considering the model implementation as an opportunity to closely integrate on-campus academic and social experiences, increase student retention and overall satisfaction, provide a sense of belonging and foster stronger partnerships between students, faculty, and staff. The project aims to provide insights to the university, specifically around the conditions that support or challenge model implementation, program success indicators, and ways to incentivize stakeholders.

We approached the study through the sociocultural learning lens, which suggests that human learning is a social process (Vygotsky, 1978). Students can provide and receive feedback from peers and faculty in this type of learning, which positively impacts their academic achievement and college persistence (Tinto, 1987; Vygotsky, 1978). We relied on the Best Practices Model for living-learning communities model as discussed by Inkelas et al. (2018) for setting the necessary foundation for a successful residential model. The model includes clear goals, objectives, and adequate resources. Moreover, a strong collaboration between academic and student affairs professionals is necessary.

Aligning the organizational context, literature review, and conceptual framework, we generated the following research questions:

1. What conditions support or challenge the implementation of a residential college model?
2. What are the stakeholders' perceptions of various approaches to residential college models from other schools?
3. What would stakeholders value as indicators of the success of the residential college model?

4. What factors motivate or inhibit faculty engagement in a residential college model?

The study employed a mixed-methods approach. We targeted eight U.S. universities with existing residential college models and interviewed them about their experiences. We surveyed Wake Forest faculty and students to understand their out-of-classroom interactions, commitments, and overall perception of the campus experience. Lastly, we conducted focus groups with Wake Forest's full-time faculty to gauge the factors that can motivate or hinder their participation in the residential community. Our data analysis yielded the following findings:

1. A successful residential college model must be supported by key leaders in academic and student affairs.
2. Fostering out-of-classroom student-faculty interactions is an integral part of the residential college implementation.
3. WFU faculty already have other commitments that can leave them with insufficient time to engage in a residential model.
4. Stakeholders viewed models where students are automatically placed more favorably than models where students applied and competed for membership into the community.
5. Students' academic performance in residential colleges is an indicator of the model's success. Education and learning must be part of the model.
6. Students' sense of belonging in residential colleges is an essential indicator of the program's success.
7. Faculty are inconsistent concerning the factors that could motivate or inhibit their engagement in the residential college model.

Aligning our findings and in-depth literature of residential college models, we generated the following recommendations.

Recommendation 1: Wake Forest University should form a committee of key stakeholders from across various departments that can make decisions and implement ideas regarding the residential college.

We recommend forming a moderate-sized committee of 12-15 stakeholders from various departments and colleges at WFU. It is vital to represent the academic, student affairs, and administrative levels of the university. We suggest choosing stakeholders who can make decisions about the model and implement ideas presented by the committee. It is imperative that each participant has a voice in the discussion and can give and receive feedback from other committee members about the residential model's goals and decisions. Committee members should feel comfortable communicating the information back to their departments and receiving feedback from their colleagues.

Recommendation 2: Wake Forest University should build the infrastructure for student-faculty engagement outside of class in the form of lounging spaces, dining halls, and study areas.

We recommend putting structures in place that will encourage students and faculty to engage outside of the classroom. One way to accomplish this is through a faculty-in-residence program. Academic leadership should include a live-in faculty member in the residential house. This person should be visible and approachable. When students see the faculty member as an adult who genuinely cares about their well-being rather than judging them by their academic accomplishments, it creates a safe and trusting environment for the students and breaks communication barriers. Sharing residence with faculty also shifts the power dynamics and

makes faculty more relatable. Another way is through fostering a special place for gathering and/or dining. Sharing a meal and special college events are vital for building student-faculty relationships and creating the college's culture. These events lead to college traditions that help students with forming their social identities. Each residential house should have a designated space capable of hosting 10-30 students for dinners, game nights, and discussions. Learning and socializing are the two core aspects of the residential college. Therefore, a comfortable and inviting space is necessary for the model to succeed.

Recommendation 3: Wake Forest University should choose residential faculty carefully by encouraging tenured or teaching faculty to serve in the live-in faculty roles while reserving the tenure-track faculty for the faculty fellow program.

We recommend recruiting full-time tenured and teaching faculty for live-in roles and allowing pre-tenured faculty to serve in additional roles that do not require the same level of commitment. The Wake Forest faculty also suggested that some library sciences staff members could make great additions to the program. Thus, the model should not be limited to recruiting just faculty and consider other diverse stakeholders who are just as passionate about students and want to engage. Initiating a model with various stakeholders from different departments, ranks, and engagement levels will ensure that the residential college will keep thriving even if some faculty leave the institution, retire, or discontinue participation.

Recommendation 4: Design the residential college system so that all first-year students are placed in one model.

We recommend that Wake Forest University assign all incoming students to a residential college while allowing them to choose their roommates. Such an inclusive approach provides a

built-in cohort for students and can reduce culture shock and loneliness when many students are away from home for the first time.

Recommendation 5: Connect the residential college students with an academic component such as a course or project.

We recommend that Wake Forest University partner with academic affairs to ensure students in the same residential college enroll in at least one academic course together. For first-year students, this could be a general education course such as math or English. This structure creates an environment where students develop group study habits and social connections that can lead to long-term positive outcomes (Inkelas et al., 2018).

Recommendation 6: Partner with Student Affairs on social programming to enhance the sense of belonging and involve student leaders.

While faculty members have a great skill set in developing students, student affairs partners can contribute much to students' social growth. We recommend that faculty who lead the residential colleges partner heavily with student affairs professionals to balance students' academic experience with their social livelihood. Some examples include recreational facilities and outdoor spaces designed to increase student interaction.

Recommendation 7: Wake Forest University should establish a flexible reward system for the stakeholders. To accomplish this, the institution should evaluate current resources and prioritize program goals.

We recommend creating a flexible reward system for the stakeholders in free living arrangements, meal plans, and course releases. Recruiting faculty and staff is a worthwhile endeavor and should be consistently evaluated against program goals and objectives.

It is noteworthy to recognize some limitations of the study. One of them was the COVID-19 pandemic that hindered our ability to travel to Wake Forest University to learn more about its institutional structures and community. Low faculty and student survey response rates were another limitation.

Introduction

Many American universities have a residential life program, meaning that some portion of the student body lives in university owned and operated housing. Living on campus can play a key role in helping students make the most of their academic experiences while successfully blending in and out-of-classroom learning. On-campus living became more popular after World War II with the enrollment of veterans, and in the mid-1960s when the Baby Boomers began arriving on college campuses (Pascarella & Terenzini, 2005). More than 60 percent of traditional-aged college students at four-year institutions live on campus in their first year (Laidley, 2014). Compared with students who live at home, students who live in residence halls have more interaction with faculty, participate in more campus activities, have higher GPAs, and are more developed in psychosocial areas than their counterparts who live off-campus (Pascarella & Terenzini, 2005). Living on campus could also provide students with a deeper feeling of connectedness to community, which has a positive effect on academic performance (Tinto, 1987). Effective residence life models create a living experience where students feel safe and experience growth while living among their peers.

Residential colleges take the living on campus experience a step further. O'Hara (2001) describes residential colleges as "a small, cross-sectional, social and academic unit within a large university" (p. 52). Residential colleges have been around for many years and are best known as products of institutions like Oxford, Cambridge, Harvard and Yale. While O'Hara (2001)

describes residential colleges within the context of larger universities, they exist across many institution types. Small and mid-sized higher education institutions use them to deepen what can already be an intimate connection to the institution, and larger universities see them as ways to create a small community at institutions that can enroll tens of thousands of students. Residential colleges at these institutions can create a small-school feel and help students find their communities sooner and in a more meaningful way. At the heart of residential college models are engaged faculty, dedicated staff, academic connections, carefully designed facilities, dining, and of course, students. Each campus will vary in their residential college makeup, but the common thread is normally enhanced faculty involvement outside of the classroom.

Because students spend much of their time on college campuses outside of the classroom, the residential experience is the perfect setting for integrating academic and social life. Students seeing their faculty members outside of the classroom, humanizes the faculty and can break down the power construct between student and teacher. Think about being an elementary-age student and seeing your teacher in the grocery store. In that moment, the teacher is just like you—with everyday needs and concerns. Having college faculty engage with students where they live can have the same impact and make students more likely to ask questions when struggling with an assignment in class. Models of faculty involvement in residential settings can take on a variety of forms including faculty in residence, living learning program advisors, teaching classes in residential spaces, etc. and many of these models evolved from the Oxford and Cambridge models that centered faculty involvement (O’Hara, 2001).

Recognizing the benefits of residential colleges, Wake Forest University in North Carolina has decided to reimagine its on-campus experience for students and create a model in the coming years. In the past few years, it has researched models of other universities and

worked with a consulting firm to take a deeper dive into the university’s goals. The purpose of this capstone project is to assist Wake Forest in building the residential model that works best for its campus and student needs.

Organizational Context

Founded in 1834 Wake Forest University (WFU) is a mid-sized private university in Winston-Salem, North Carolina. The university enrolls approximately 8,000 students, with about 5,000 of those students being undergraduates. WFU is consistently ranked as one of the top 30 national universities in the United States (U.S. News & World Report, 2020). The estimated cost of attendance for the 2020-2021 academic year was \$77,342 yet WFU still ranks in the top 30 as a best value institution. Over 6,000 faculty and staff are employed at the institution and the student population tends to be highly academically motivated and from affluent backgrounds.

Other key information regarding Wake Forest University:

Table 1
Facts about Wake Forest University

Number of Majors	45
Student-Faculty Ratio	11:1
Percent of Students Who Study Abroad	60
Percent of Ethnically Diverse Students	30
Foreign Countries Represented in Student Body	51
On-Campus Student Population	4,000
Motto	<i>Pro Humanitate</i> (For Humanity)

In order to understand Wake Forest’s desire to implement a residential college system, it’s important to understand other campus characteristics. WFU has a six-semester residency requirement and is one of the few universities that guarantees housing for undergraduates for eight semesters. The current residential model consists of live-in staff and faculty fellows who don’t live on campus, but plan community building events with assigned communities. These

two groups have been involved in internal conversations around what WFU's residential model might look like.

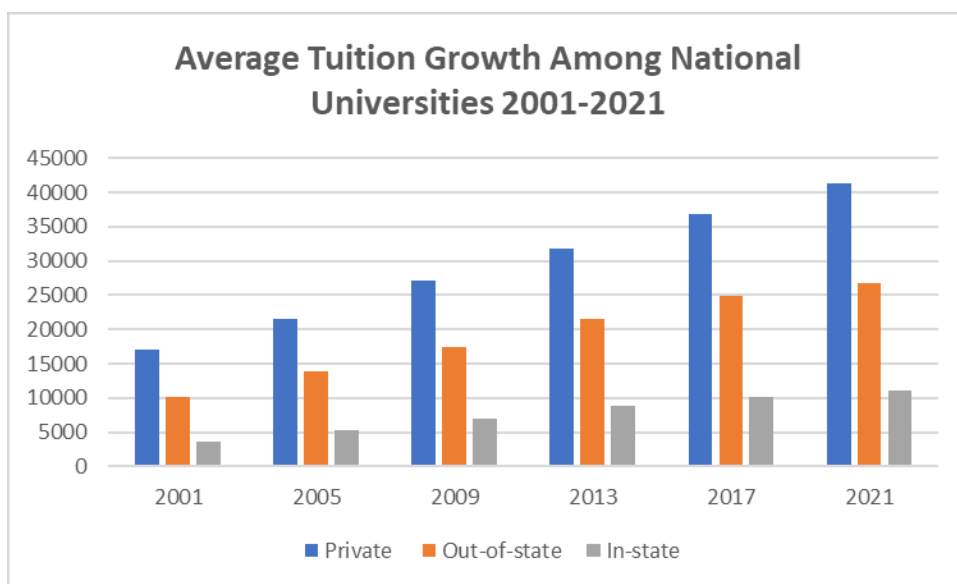
Approximately 47 percent of Wake Forest students are members of sororities or fraternities. Fraternities and sororities have long existed on college campuses and have taken many forms over the years. Started as a way for white men to socialize and form a brotherhood, they have been called elitist and exclusionary. For years they accomplished exactly what they were designed to do: separate the haves from the have-nots. Some have even argued that they seek to maintain segregated college campuses (Hughey, 2010) and are antithetical to the academic mission that universities claim to have (Hughey, 2010). There have been differing opinions about the value that these social clubs bring to campus (Hughey, 2010), but there is no denying that students across the country flock to these organizations as ways to bolster a sense of belonging and brother/sisterhood. In addition to concerns regarding alcohol use, partying, and distractions from the academic mission of the university, perceived racial bias creates apprehensions from college constituents. Recent news stories highlight racist themed parties, deplorable songs calling for violence against Blacks, and exclusionary behaviors. Residential colleges don't seek to erase fraternity and sorority culture, but they can offer an alternative for students who don't fit into the Greek culture. WFU is seeking to design a residential model that includes all students and does not feel exclusionary to any student population.

Area of Inquiry

Like many U.S. college campuses, Wake Forest is trying to find ways to ensure students have a positive experience on campus. Young people are often encouraged to obtain a four-year degree as it is a gateway to participating in the modern economy. Demographers also report that

by the mid-2020s, the college age population is expected to drop (Payne et al., 2017) making recruitment even more difficult for colleges and universities. As tuition prices continue to rise and students report feeling overwhelmed by student loan debt, universities, especially liberal arts institutions with high tuition rates, will have to sell the college experience to prospective students and their families.

Figure 1
Average Tuition Growth Among National Universities 2001-2021



Source: US News and World Report, 2020

So what is the competitive advantage for Wake Forest University? Why should a family spend close to \$80,000 for a liberal arts education and how do residential colleges aid in this messaging? The phenomena to better understand through this research project is how Wake Forest should design its residential college model and how this model might help the university with short- and long-term goals. The university is currently faced with the issues aforementioned: rising tuition rates, skepticism about the value of a liberal arts education, and changing demographics across the country. This means the university needs to find new and innovative ways to not only attract students, but also ensure those students become engaged

alumni and advocates for the institution post-graduation. While the research on residential colleges and their overall impact are still limited, many of Wake Forest's peers have found success in the ultimate outcomes that derive from these specialized communities within a community. Failure to address the changing landscape in higher education will result in a decline in a sense of belonging for some students who don't already belong to social groups like athletics or fraternities and sororities. Many marginalized students at predominantly white institutions like Wake Forest report feeling disconnected from faculty, staff, and other students at higher rates than their white counterparts (Kanter et al., 2017). Wake Forest also has a commitment to diversity and inclusion. Residential colleges are one way to create a non-competitive community for all students to find their place on campus.

Literature Review

Research shows that postsecondary education is more critical now than ever (Carnevale et al., 2009). However, the public's recent concerns about undergraduate education raises more questions about its quality rather than benefits. Critics argue that large research universities' multiple missions create a disconnection between students and faculty and contribute to students' inability to engage with faculty and peers (Jessup-Anger, 2012). Furthermore, the average tuition and fees at private and public universities have jumped 144% and 212% respectively in the past twenty years (Cude, 2016). These challenges, combined with recent budget cuts, have made the university administrators look at unique ways to attract incoming first-year students while creating an engaging atmosphere on campus in the form of living-learning communities (Inkelas et al., 2018).

Living-learning communities create a safe space for students with shared academic or career goals and provide the potential to interact with peers and faculty on or off-campus (Kuh, 1991). Passionate and engaged faculty, effective institutional leadership, and well-planned activities make for a thriving living learning community. Without a strong foundation, the model becomes yet another example of a dormitory. Learning communities seek to increase retention rates by connecting students with peers and faculty who share common interests and career aspirations. Also, the models help students with academics by making the first-year curriculum more cohesive and improving overall student satisfaction by connecting students to campus resources (Inkelas et al., 2018).

Importance of Community

The high-impact practice in higher education research conducted by Chickering and Gamson (1987) points to the importance of cooperation among peers and engagement between students and faculty (Soria & Stebleton, 2013). Prior research by Dewey (1916) emphasized the value of learning through interaction with others and reflecting as a part of a community where students can provide and receive peer feedback. Later, Tinto (1987) explored the effects of classroom interactions on learning among first-year students. Besides, Tinto advocated for universities to create diverse social groups and communities where students could share a common bond with peers (1998).

Improving students' sense of belonging and engagement has become a top priority for many institutions. For example, one university in Australia developed a program to increase students' sense of belonging and connection on campus (Macfarlane, 2017). Consistent with findings in research conducted by Devlin et al. (2012), this plan was vested in peer relationships to increase student engagement, participation, and inclusion. Being part of a cohort or a learning

community affords students the ability to overcome adversity and deal with challenges they confront in college more effectively, which leads to perseverance and graduation (Inkelas et al., 2018). Tinto (1998) argued that social support is critical for first-generation, low-income students and non-traditional students who may have additional responsibilities outside of the classroom.

Tinto (1998) argued that students persevere in communities, remarking that socially engaged and integrated students persist when they become a part of a group with shared goals. He also indicated that purposeful interaction among students during their first year, "especially during the first ten weeks when the transition to college is not yet complete and personal affiliations are not yet cemented", is the most important factor of college persistence (p. 169). He suggested reorganizing colleges by incorporating active learning in the curriculum; and recommended that learning communities become a part of the discussion surrounding student learning, persistence, and a sense of belonging. In such a community, faculty and staff work seamlessly together and focus on student success (Inkelas et al., 2018).

Learning Communities

Learning communities have developed over time in efforts to extend student engagement, persistence, and sense of community on campuses and the overall satisfaction with the university. Scholars like Dewey, Cadwallader, and others are the pioneers of learning communities. Their educational approaches and efforts to create purposeful learning experiences are the basis for implementing community programs of learning (Inkelas et al., 2018). The core concepts of education serve as the foundation of learning communities and are essential to current institutional initiatives. Dewey (1916) identified learning as a human process and

believed that teachers and students are learning partners (Inkelas, 2008; Shapiro & Levine, 1999).

Characteristics of a residential learning community differ on each campus. However, integrating a student's learning environment with his or her living environment is at the center of a successful residential model (Cox & Orehovec, 2007). In higher education institutions, learning communities take on different forms such as clustering houses, first-year student groups, team-taught courses, and residence-based programs (Inkelas, 2008; Shapiro & Levine, 1999).

Although the nature of the learning communities differs, most seek to develop the social identity, integrate students' academic and social experiences, create connections between disciplines, promote reasoning skills, and consistently evaluate learning outcomes (Brower & Dittinger, 1998).

One such learning community is the residential college. A residential college aims to increase the sense of belonging in students and integrate the social and academic areas of a large university into a harmonious community (O'Hara, 2001). Residential colleges first appeared nearly 800 years ago in Oxford and Cambridge, and emerged in America's higher education system in 1933 with the Harvard House System (Inkelas et al., 2018). In this residential model, students lived with their peers and faculty, studied, and built holistic university experiences similar to today's residential communities. With the emergence of the German educational model, colleges mainly focused on research and postgraduate education, which followed a more impersonal approach in the 1900s (Blimling, 2014). According to Smith (1994), residential colleges are "in the Renaissance" (p. 241). Numerous colleges and universities in the United States have rediscovered the valuable benefit of teachers and students living, eating, and studying in the same building.

College administrators are choosing living-learning programs in the hopes of collaborating with students, faculty, and staff to coordinate the academic and social aspects of higher education. Initially, administrators and teachers aim to create an atmosphere where everyone has an identity by creating small clusters of students who live together and have joint academic goals (Wawrzynski & Jessup-Anger, 2010). This model promotes students' intellectual development and the importance of values, including the commitment to students' holistic development, morals, and the creation of lifelong learners (Jessup-Anger, 2012).

Despite the popularity of residential college models, research on their effectiveness is limited. Many scholars have focused to compare the effectiveness of these environments to environments with no intervention in establishing student persistence, social integration, and academic achievement (Jessup-Anger, 2012; Pike, 1970; 1997). Others have expanded to include research from several organizations, including the National Survey of living-learning programs (Inkelas, 2008), and have examined in depth the differences between various communities within the same organization (Inkelas & Wiseman, 2003; Stassen, 2003).

However, research lacks to explain how this environment promotes the values that enhance students' inquisitive tendencies and their ability to learn throughout life. "One distinctive outcome of a liberal arts education, having a deep inclination to inquire would suggest that a student has a strong value for learning and thus a deep desire to learn" (Jessup-Anger, 2012, p. 432). Similarly, Hayek and Kuh defined this value as students' ability to "learn to learn and to interact effectively with others in a complex, information-based society" (1999, p.4). While the deep inclination to inquire is associated with the students' motivation to learn, lifelong learning indicates that students have the skillset to improve their value of exploration. Issues of analysis present another concern with current research on living-learning communities. Many researchers

often overlook students' differences in this environment, their motives, sociodemographic features, and experiences (Jessup-Anger, 2012).

Key Stakeholders

Learning communities play a vital role in student relationships with peers, faculty, and administrators. Many researchers have documented the importance of college students' relationships with peers, faculty, staff, and mentors in fostering positive outcomes in terms of their satisfaction and persistence (Austin, 1990; Kuh, 1991; Pascarella & Terenzini, 2005; Tinto, 1987, 1993). Studies show that out-of-classroom interactions between students and faculty positively affect students' learning and personal development (Kuh, 1991; Tinto, 1998). Personal contact with faculty positively affects student morals and political openness; and encourages students to pursue careers in academic fields. It is positively associated with an increase in cognitive skills, such as solving problems and evaluating materials. Moreover, this interaction has positively affected graduation rates and students were overall satisfied with their college experience (Boyer, 1986).

Faculty who participate in learning communities define themselves as teachers with broad disciplinary and research commitments. The faculty involved in cluster universities demonstrate the organization's commitment to the goal and idea of innovation (Ellett & Schmidt, 2011). Faculty who participate in the residential college community value working with colleagues from different academic departments. Residential programs also allow faculty to collaborate with colleagues from student affairs and integrate their academic and student services. Residence halls become a productive environment for integrating academic and social life and ensuring regular contact between students and faculty (Golde & Pribbenow, 2000).

Some faculty participation models include: live in faculty, faculty fellows, and students living in the same residence hall and enrolling in the same courses (Inkelas et al., 2008; Inkelas, 2018).

A study by Golde and Pribbenow (2000) at UW-Madison has explored motivating factors for initial and ongoing faculty participation in a residential university. The first finding was that most of the professors were deeply concerned about undergraduate education and desired to know the students better. This served as the strongest motivator for joining the residential model. Second, faculty were excited about being part of the innovative learning process and felt a special connection to their institution while belonging to a group. Third, faculty felt committed to the ideas of community and residential learning goals.

Many current residential colleges strive to restructure some aspects of the British "Oxbridge" system, promoting value of community life through knowledge and learning, and fostering a holistic student development (Ryan, 1992). However, difficulties arise when institutions attempt to imitate the English-based system within the American higher education system (Cox and Orehovec, 2007). Residential college stakeholders face significant challenges regardless of their engagement model. One challenge is recruiting and maintaining faculty members at the university. Inadequate faculty interaction with students attest to the increasing nature of this challenge (Golde & Pribbenow, 2000). Tenured or teaching faculty make good candidates for the residential faculty positions, in addition to the teachers who regularly interact with students outside of class by serving in student clubs or heading academic committees. (Austin, 1990). Many of these faculty members find the residential model duties to be time-consuming and exhausting. Therefore, it becomes challenging to retain excellent faculty long-term.

The two principal reasons for faculty members' unwillingness or hesitation to serve in the residential college model is the faculty reward system and differences between student and faculty cultures (Cox & Orehovec, 2007). In most cases, the blame for low faculty participation comes from the tenure system and faculty compensation. In many places, tenure, resources, and recognition are based on research activities rather than campus services, which is how the out-of-class student interactions occur (Cox & Orehovec, 2007; Golde & Pribbenow, 2000; Kuh, 1994; Umbach & Wawrzynski, 2005). The clear message is that faculty time should be spent mostly on research and publication while service activities should be minimal. This institutional preference towards research and away from campus services confirms the belief that faculty members are isolated from students, and that the academic and social aspects of student life are two unique entities (Ellett & Schmidt, 2011).

A second explanation is that faculty and student affairs professionals who initiate and organize out-of-classroom programs and recruit faculty have different communication styles and values (Cox & Orehovec, 2007). These cultural differences can lead to further challenges between the stakeholders. Some studies have found that many faculty had no understanding of the role of student affairs on campus (Gabelnick, 1990; Kuh, 1991). On the other hand, student affairs professionals had difficulty finding the best fit for faculty within the residential model. Student affairs professionals wanted faculty to engage with students academically while faculty wanted to voice their ideas about program planning and implementation (Braxton, 2019).

The third tension related to the relationship between faculty and students and what each stakeholder expected from this collaboration. Some studies have pointed to significant cultural differences between the two. Moffatt (1989) noted that most faculty “had never heard of some of the commoner terms in undergraduate slang... Almost all of them would have been confused and

uncomfortable in the average dorm talk session” (p. 26). The study found that the expectations of faculty and students of engagement outside the classroom were utterly different. The faculty thought students wanted another free class where they could learn more about the subject or improve their academic skills. However, the students wanted to know the faculty personally. They wanted to discuss personal matters and hear advice from faculty (Golde & Pribbenow, 2000). Some faculty were unprepared for such a relationship with students and sometimes did not know how to respond to students' conflicts with roommates or family members.

The current financial and economic climate is making college decisions more challenging for students. It is also driving postsecondary institutions to re-evaluate their programs' effectiveness in light of declining budgets. Living-learning community creates an inclusive and mutually-beneficial learning environment through cultural awareness and intellectual development. Successful integration of these components can benefit students in multiple ways – from positively affecting their learning outcomes and grades to instilling a sense of belonging and inclusion on campus.

Conceptual Framework

Sociocultural learning theories suggest that human learning is a social process. Learning depends not only on the transfer of information, but also on the social, historical, and cultural contexts of learners (Vygotsky, 1978). If we examine the efficacy of residential colleges through this framework, we will see that these microcosms of university communities are impactful because students are learning from faculty and staff as well as from each other. This sense of belonging not only enhances students' social lives on college campuses, but students who are connected perform better academically and persist at higher rates (Tinto, 1987).

Vygotsky's theory of learning emphasizes student-centered learning aided by partnerships with teachers and peers. In the case of residential colleges, students have a typical in-classroom experience with faculty, but that experience is being enhanced by living with their peers who are in similar classes and in some cases, they also live with faculty. They create their own communities of practice (Lave & Wenger, 1991). Communities of practice consist of people who have a shared interest and learning happens as a result of that shared interest. Teachers trying to understand how to improve test scores, senior administrators seeking ways to recruit and retain qualified staff, and engineers tasked with designing more handicap accessible entryways to buildings, are all communities of practice. The people make up the community and their experiences and ways of understanding are the practice. Learning, as Lave and Wenger (1991) describe it, is a participatory process in which members of the community have a shared understanding and a common goal to solve a designated problem. Lave and Wenger (1991) argue that "learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities—it implies becoming a full participant, a member, a kind of person" (p. 53). In other words, learning happens as a social function because of the communities to which we belong. We have an understanding of language, skills, knowledge, etc. because of our group affiliations.

What does this mean for residential colleges? One of the ideas behind residential colleges is that placing students in proximity outside the classroom to faculty will increase their level of comfort with faculty, and that comfort could lead to increased academic performance. For example, if a student is struggling with a concept or assignment, they are more likely to approach the faculty member for assistance. Social learning theory supports this idea. Through the social learning theory framework, we can examine the norms of language, culture, and practices of

residential colleges and their impact on the holistic student experience. We examine the impacts of residential colleges through Bandura's (1977) social learning theory which emphasizes that humans observe the behavior of others and use those observations as a model for their own behaviors. When a particular behavior is rewarded regularly, humans are likely to emulate that behavior and conversely, when behaviors are punished, humans are likely to avoid repeating said behaviors (Bandura, 1977). For students, having rewarding interactions within their comfort zone (outside of the classroom, especially in their residence) breaks down the invisible barrier that could impede their progress and persistence at the institution. Higher education institutions continue to invest in these models because there seems to be some evidence, even if only anecdotally, that residential colleges succeed in enhancing student learning (Penven et al., 2013).

In their work studying living learning communities, Inkelas et al. (2018) discuss the Best Practice Model for Living Learning Communities (Figure 2). This model depicts what researchers believe are key components of LLCs. The BPM posits that the foundation of a successful living and learning program include infrastructure like clear goals and objectives, Academic Affairs, Residence Life/Housing, and adequate resources (Inkelas et al., 2018). At the top or "pinnacle" of the BPM is intentional integration, meaning that all components of the model work together to create the best possible outcomes for students and align with the program's overall mission and goals (Inkelas et al., 2018). Using the framework, we can address several of our research questions including what indicators and conditions lead to a successful residential college model.

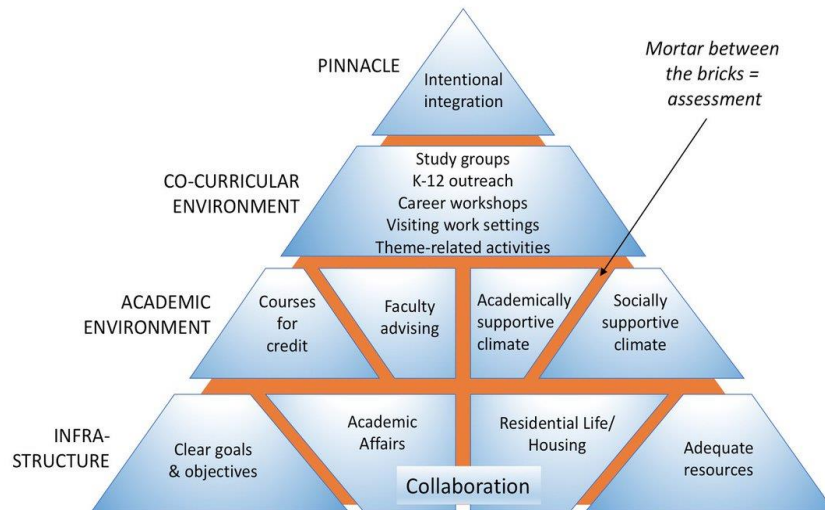
Above the infrastructure foundation on the model is the academic environment layer including the courses, faculty advising, and academically and socially supportive climates

components (Inkelas et al., 2018). These parts of a successful living learning program support the notion that academics are a crucial part of the experience even though many experiences occur outside of the four walls of a classroom. Having students enroll in a course connected to the theme of their LLC had more positive outcomes than no course component or a course indirectly related to the theme (Inkelas, et al., 2018). For example, if students were living in a communications LLC, taking a course in their curriculum had a greater impact.

The co-curricular level of the BPM emphasizes that the co-curricular components of the living learning program should also support the overall mission of the program (Inkelas et al., 2018). For example, service LLCs should also provide engaged learning opportunities outside of the classroom for students to do service. This supports the academic linkages to the importance of service opportunities.

The pinnacle of the BPM explains what happens when all other components align for a complete and cohesive experience. As social learning theory posits, it's the collection of social interactions and experiences that constitute learning (Scott & Palincsar, 2013). As Wake Forest explores their model, understanding the impact of these components and ways to integrate them will be vital to their success.

Figure 2
Best Practice Model for Living Learning Communities



Source: Inkelas, et al., (2018). Living-Learning Communities that Work

Research Questions

Four research questions were used to assist Wake Forest University in development of their residential college model. As mentioned, there are several key components of a residential model that must work together for students to have a cohesive experience. Some of these components include faculty and staff involvement, community understanding and buy-in, facilities, and academic connections. As Wake Forest begins to put the pieces together, it needs to understand the pieces of the model that are essential versus parts that can be modeled differently if time and resources are prohibitive. For example, some residential college models are led primarily by faculty with staff support. Some models are more egalitarian, with faculty and staff sharing the same level of responsibility and input. Based on WFU’s current infrastructure, we chose to focus on the following questions for maximum outcomes:

1. What conditions support or challenge the implementation of a residential college model?

2. What are the stakeholders' perceptions of various approaches to residential college models from other schools?
3. What indicators would stakeholders value as indicators of the success of the residential college model?
4. What factors motivate or inhibit faculty engagement in a residential college model?

Understanding the data collected to investigate these research questions will assist in the implementation of the BPM. An integrated approach to student learning ensures that the ideal outcomes (or pinnacle) is reached. These research questions will assist in obtaining information from various campus constituents about their own experiences and perceptions. For example, is there a difference between which components of the BPM students view as valuable versus how faculty view them? How have other institutions implemented these components and to what degree of success? What has been the value added? Using the concepts described in the BPM gives guidance to the infrastructure needed.

Table 2
Research Questions

Research Question	Concept	Method of Data Collection
What conditions support or challenge the implementation of a residential college model?	Best Practices Model for Living Learning Communities Social Learning Theory	Faculty Focus Groups Faculty and Student Surveys Peer Institution Interviews
What are the stakeholders' perceptions of various approaches to residential college models from other schools?	Sociocultural Learning	Faculty and Student Surveys Faculty Focus Groups
What indicators would stakeholders value as indicators of the success of the residential college model?	Best Practices Model for Living Learning Communities	Faculty and Student Surveys Peer Institution Interviews

What factors motivate or inhibit faculty engagement in a residential college model?	Best Practices Model for Living Learning Communities	Faculty Focus Groups Faculty Surveys Peer Institution Interviews
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Methods

Data Collection

When Wake Forest University began researching a residential campus model in 2018, it consulted with an outside firm to assess the current state of the campus and how a residential college model might enhance the student experience. Oftentimes, higher education institutions view residential colleges as a way to help solve problems on their campuses. These problems can range from student retention to the institution’s reputation enhancement (Jessup-Anger, 2012). At Wake Forest University, some administrators view residential colleges as a way to increase students' sense of belonging on campus. Existing literature suggests that when students feel a greater sense of belonging, academic performance and persistence rates often increase (Tinto, 1987). Therefore, Wake Forest University wanted to research other institutions with comprehensive or inclusive residential colleges, meaning every student participates in the program and the experience is not exclusionary. In order to ensure participation and an increased sense of belonging, it was important that barriers were removed, and the benchmarked schools included as many students as possible in the experience.

The first set of data collection included interviews with US universities which have residential colleges with some or most characteristics Wake Forest University would like to incorporate. Of the 11 schools Wake Forest recommended, eight responded and agreed to participate in the hour-long interview (Table 3). In collaboration with Wake Forest University, we developed a list of 11 questions that sought to answer our research questions and provide

information that was of interest to Wake Forest (Appendix A). The contacts at these institutions were primarily student affairs staff who worked directly with the residential colleges and could provide a breadth and depth of information regarding the program’s inner workings. We interviewed one stakeholder per institution, and these staff members were either mid or senior-level administrators who worked closely with the program.

Table 3
Institutions Interviewed for Research Study

Institution Interviewed	Undergraduate Student Population	Does every first-year student participate in a residential college?
School A	4,400	Yes
School B	5,300	Yes
School C	4,000	Yes
School D	7,000	No
School E	11,000	Yes
School F	27,500	No
School G	19,500	Yes
School H	7,800	Yes

The second data collection phase consisted of online surveys. Two surveys were administered concurrently with the informational interviews: one for faculty and one for students (Appendices B and C) at the beginning of November 2020. The first round of surveys was distributed with a reminder message sent to faculty and staff approximately one week later. After this reminder, the response rate was still not ideal, so another reminder was sent. The second survey reminder resulted in a higher response rate from faculty and students and we were able to finalize our data collection phase before students and faculty left campus for an extended break.

These two surveys were designed to gather information from current Wake Forest University faculty and students about their current perceptions of campus life and how they perceive the benefits of a holistic campus experience. With the assistance of the university’s office of research and sponsored programs, we administered both surveys via Qualtrics, an online survey

instrument. The faculty survey was administered to 300 randomly selected, full-time faculty designed to capture a mix of disciplines, ages, and tenure status; 65 faculty members responded to the survey.

The youngest faculty member was 30 years old and the oldest was 72 years old. Approximately 59% of the respondents were female, 39% were male, and 2% identified as “other”. Detailed faculty ethnic and cultural background is depicted in figure 3. The faculty represented 19 out of 29 undergraduate departments at Wake Forest University (Table 4).

Figure 3
Faculty Survey Respondents' Ethnic and Cultural Background

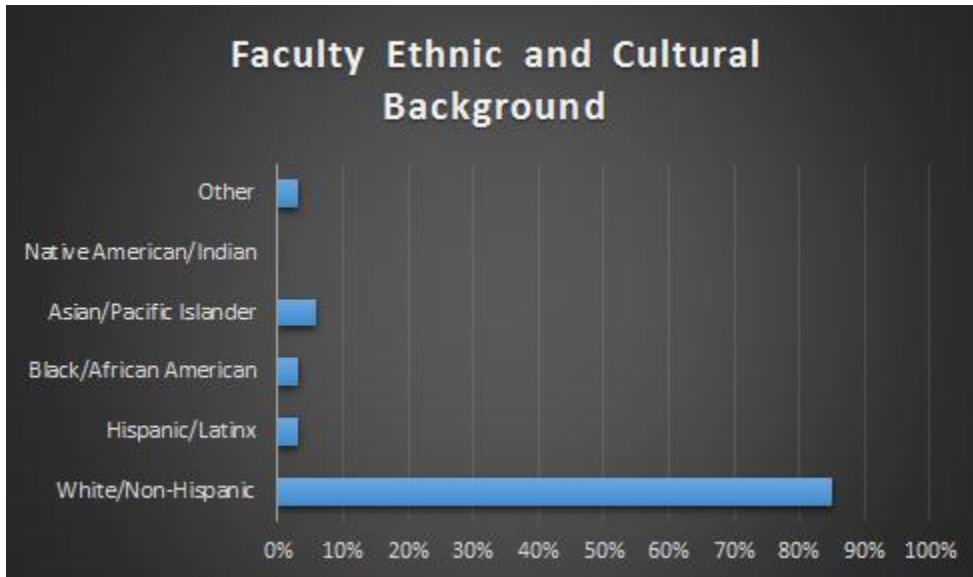


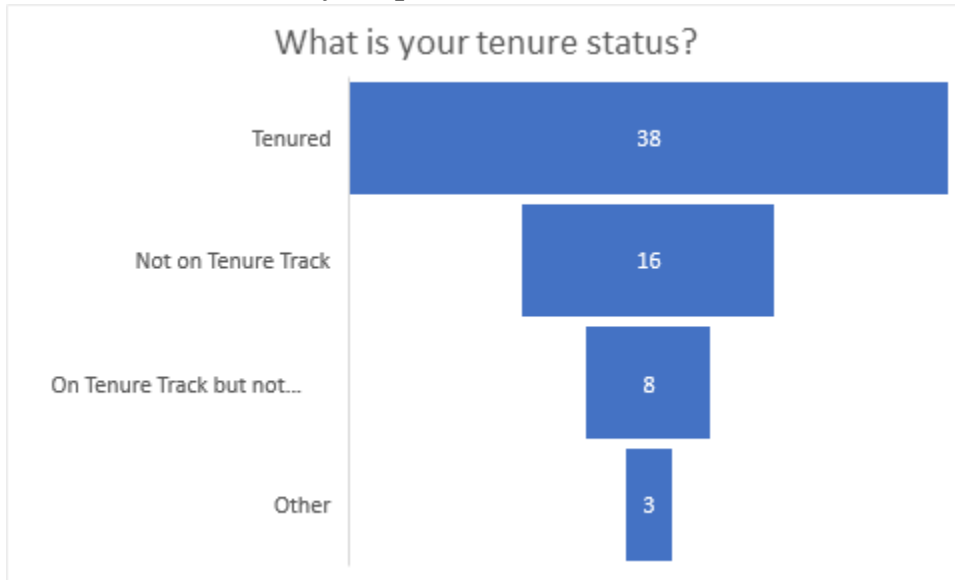
Table 4
Undergraduate College Departments at Wake Forest University

Undergraduate College Departments at WFU	
1. Anthropology	16. Health & Exercise Science *
2. Art *	17. History *
3. Biology *	18. Math & Statistics *
4. Chemistry *	19. Military Science
5. Classics *	20. Music *
6. Communication *	21. Philosophy *
7. Computer Science	22. Physics *
8. Counseling *	23. Politics & International Affairs
9. East Asian Languages and Cultures	24. Psychology *
10. Economics	25. Sociology *
11. Education *	26. Spanish & Italian *
12. Engineering *	27. Study of Religions
13. English *	28. Theatre/Dance *
14. French Studies	29. Women's Gender and Sexuality Studies
15. German & Russian	
Departments marked with * were represented in the faculty survey	

**Source: Wake Forest University*

It was important to interview full-time faculty versus adjunct faculty because most residential college programs across the country recruit from the full-time faculty population. Reasons for this approach vary, but full-time faculty may be committed to the university in a different way and faculty who already have tenure are not met with the same stressors and demands as those who are in the tenure process. Most faculty who responded to the survey were tenured faculty (Figure 4).

Figure 4
Tenure Status of Survey Respondents

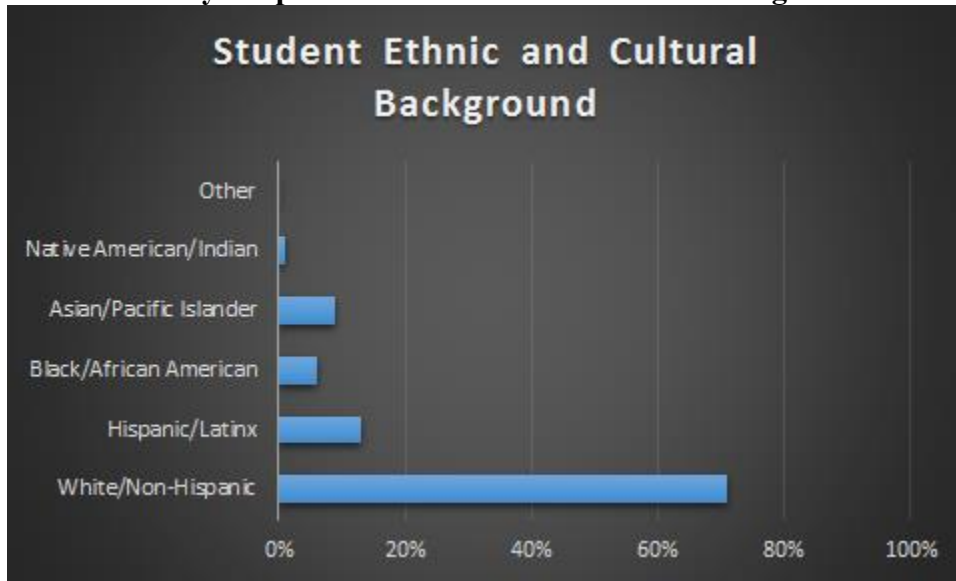


The student survey was administered to a sample of 500 current Wake Forest University undergraduate students with 77 responses. Undergraduate students were the target population because they represent the majority of Wake Forest students who are the most likely population to participate in residential colleges. The student survey was adapted from the LLC Experiences Questionnaire (Shushok & Sriram, 2010). In their work examining living learning communities for engineering and computer science students, Shushok & Sriram (2010) designed a 34-question survey adapted from Pace and Kuh (1998) aimed at determining “type and frequency of student interaction with faculty members; the type and frequency of participation in specified activities; the level of student satisfaction with specified components of the learning environment; and, finally, student estimates of gains in specified areas” (Shushok & Sriram, 2010, p. 73). In designing their model, it is important for Wake Forest to gather information about the current state of faculty-student interactions and how its plans might enhance the quality of those

interactions. The student survey asked a range of questions regarding these encounters and how students viewed their overall time at the university.

Students' ages ranged from 18 to 22 years old. Sixty percent of the respondents were female while 40 percent were male. Student ethnic and cultural background breakdown is shown in figure 5. The respondents represented the Wake Forest student population across all classifications, from first-years to seniors (Figure 6).

Figure 5
Student Survey Respondents' Ethnic and Cultural Backgrounds



The final source of data came from faculty focus groups to garner an understanding of what would motivate a faculty member to participate in a residential college program in a live in or live out capacity (Appendix D). Wake Forest University has a Faculty Fellows program comprised of faculty who are assigned to undergraduate residence halls and tasked with community-building and informal advising of residents. Administrators at Wake Forest University provided a list of faculty members from this group to the researchers based on their understanding of the Wake Forest culture and current residential structure. We conducted two focus groups with a total of seven faculty participants. Two of the participants were tenured

faculty, two were on tenure-track, two were on the teaching track and one was a clinical professor.

Data Analysis

The study employed a mixed-methods approach analysis. We created a data management plan to support the meaning-making process and facilitate formative data analysis (Ravitch & Carl, 2015). It was essential to use quantitative and qualitative methods to answer each research question (Table 2). Quantitative analysis provides consistency, precision, and reliability, while qualitative analysis aids in stakeholder storytelling and discerns their perceptions (Ravitch & Carl, 2015).

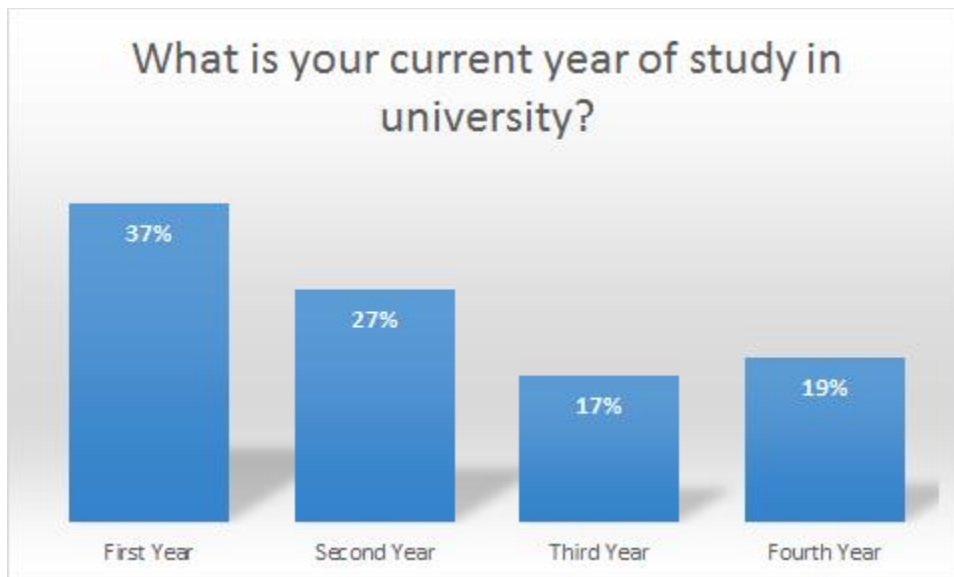
Quantitative Analysis

We began our quantitative data analysis by eliminating any incomplete responses from faculty and student surveys. In our analysis of faculty surveys, we developed descriptive statistics to understand faculty teaching and administrative obligations, and the amount of time faculty spend interacting with students outside of class. These areas of inquiry proved to be important in our literature review because time commitment and research obligations are the most significant barriers for faculty motivation in serving in the residential college model and faculty-student interactions outside of class have a positive effect on student persistence (Tinto, 1987). Next, we analyzed faculty expectations of student academic performance and social engagement. These areas are essential to our analysis because the foundation of the residential college integrates academics and social aspects of the community to benefit its stakeholders.

In our analysis of student surveys, we gathered students' perspectives from diverse years of study (Figure 6). We analyzed student perceptions of their interactions with faculty and

administrative staff at the university and overall satisfaction with their learning and the university.

Figure 6
Survey Respondents' Year of Study



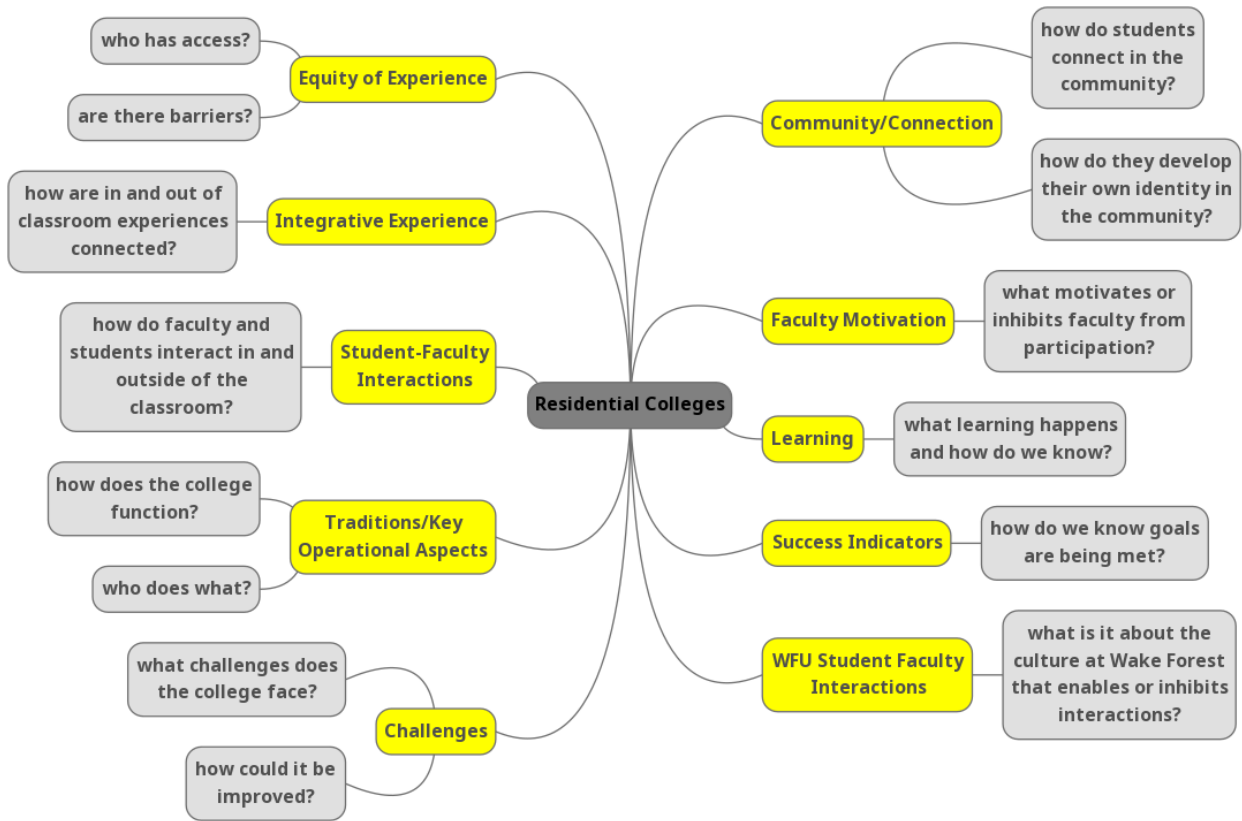
Because sense of belonging is a crucial aspect for student persistence and academic success during the first year of college, we further compared student satisfaction rates between first-year students and others. We also examined overall satisfaction levels and relationships between faculty and students regarding students in sororities or fraternities versus non-Greek students.

Qualitative Analysis

Our analysis of the qualitative findings began by organizing the data into two tables—one for the peer institution interviews and the second for the WFU faculty focus groups. Next, we transcribed all of the conversations using transcription applications. Then, we reviewed the transcriptions for errors and made the necessary corrections. During the subsequent analysis phase, we used qualitative analysis software.

Before we developed the codes, we listened to the interviews and focus groups at least three times. We gained familiarity with the interview context, the interviewee, and their rank during the first listening. We incorporated thick description into our analysis of the data to set the study participants' context and perceptions. This thorough and detailed account of the findings maintained fidelity to participants' perspectives. During the second listening session, we discerned themes in each dialogue that later helped develop the codes. We juxtaposed the data to identify tensions that supported or challenged theories. In the third listening session, we identified quotes and other important feedback to decide on the themes across the interviews and focus groups. As we linked the findings and finalized the themes, we continued this iterative process until the research reached a point of data saturation, when no new or relevant information emerged (Babbie, 2016). Figure 7 includes a list of the top ten thematic codes that emerged from the qualitative coding of peer institution interviews and WFU faculty focus groups.

Figure 7
Qualitative Codes for Research Study



Findings

Research Question 1: What conditions support or challenge implementation of a residential college model?

Finding 1: A successful residential college model must be supported by key leaders in academic and student affairs.

The first finding emerged from the interviews conducted with the leaders from peer institutions. Living-learning communities work best when student affairs and academic affairs professionals collaborate to create an integrated curricular and co-curricular experience for their stakeholders. This finding aligns with research from several scholars who argue that the

residential college model must foster both, academically and socially supportive environments for students (Golde & Pribbenow, 2000; Inkelas et al., 2018). One of the major themes that emerged from the discussions was a purposeful collaboration between key stakeholders at the university with the goal of creating a student-centric environment. Through effective cooperation, everyone has a role and responsibility within the model. The interviewee from School F offered her thoughts about the relationships:

If we're creating an engagement model, we need to talk about what is the RAs role in engagement, for sure, fellows role in engagement, the faculty role in engagement, and so we're kind of constantly having this broader conversation about what it is that we're doing the structure that we're providing, so that when the areas kind of come into play, everything has been considered.

The leaders spoke about the importance of the community approach to the goals and objectives of the residential model rather than “sticking to your own” area of expertise. For example, it may be more intuitive for faculty to be concerned about students’ academic performance and for student affairs staff to worry about their social engagement. Rather than falling back on these familiar roles, the stakeholder from School F pointed to the holistic approach to students’ success:

So I think what has worked really well is how cohesive our staff is and how we are the collaborative nature of our work is so impressive. I love the fact that everything that we do is with true collaboration by [our university] has a community-based approach to everything.

The interviewee from School B spoke to the importance of creating one program that involves stakeholders from different disciplines and departments working for the same goal.

The way this works is that everything I really do in the relationship is so interconnected we put our hands on all of the things. So it's not that we played on each other's sandboxes, it's that we are sandboxes. All making different castles, but it's really one program.

Others have commented on the benefits of the residential college model during the COVID-19 pandemic. While many higher education institutions may struggle with stakeholder engagement during tumultuous times, residential colleges can become a haven for residents according to the representative from School G.

That's been, I think, incredibly important as the partnership between the Residential Education Team and the faculty and I think one way we've overcome that barrier is having again such a focus on the RCD and faculty being partners. The pandemic has really brought us together around making sure we're on the same page on things and how we approach.

Therefore, residential college becomes this form of cooperative where participants are mutually respectful and work towards a common goal. The interviewee from School G has pointed out that the residential model is not just another “residence hall where students live or have fun and engage” but rather “a place where you’ve got to succeed academically”. Therefore, the model takes on its own distinct structure and requires involvement of caring stakeholders.

It does really contribute to the kind of tone and the atmosphere of a residential area of being academically centered and supported. I think that where when it

works really well is when we are successful and giving it structure, the needed structure that it does need around an engagement model around collaborative initiatives, I think also works really well when we have faculty who are just like super passionate and who probably give way more of their time than they have the ability to.

Finding 2: Fostering out-of-classroom student-faculty interactions is an integral part of the residential college implementation.

The second finding emerged from combined sources of the peer institutional interviews, WFU faculty and student online surveys, and WFU faculty focus groups. The second finding aligns with the literature review on student-faculty interactions outside of the classroom and their positive effects on both parties (Kuh, 1991; Pascarella & Terenzini, 1991; Tinto, 1975, 1987, 1993). Faculty can take on numerous roles within the residential model (Inkelas, 2008). Some faculty serve in the “live in” role within the residential college where they share living, dining, and recreational quarters with students and act as mentors. By entering the residential hall and sharing simple experiences with students such as playing board games or dining together, faculty become the student’s equal rather than university officials. During the peer institution interviews, the stakeholder from School B said:

The teaching faculty could form more familiar and familial relationships with students if they were to dine with them, to sit with them to talk to them outside of the classroom in a way that made them feel comfortable enough, that they would develop relationships in a mentoring kind of a role rather than it just being like, I’m in class, you’re sitting in class, I’m imparting knowledge you’re learning.

Seeing faculty in proximity shifts the power roles between the two parties by making the faculty less formal and more human. As a result, this creates a feeling of appreciation from the students who are pleasantly surprised to connect to the faculty in a more intimate way. The interviewee from School B continued:

So we'll be sitting in this meant for programming space, but so very intimate living room, you know, with 30 students with these huge names, just sitting there chit chatting with them. You know, it's super cool. But yes, our faculty, I think this opens them up to being connected to other faculty outside of their discipline, and therefore 100% in a way, you know, beyond enhanced love ability to support their students just by connecting them at the institution.

The interviewee from School A shared similar experiences about student-faculty interactions:

And so I think many of our students' reactions, that they're surprised, and that they're grateful to have this connection with someone who feels so official to them at the university, who is a faculty member. And for some of them, it is their faculty members, especially some of our faculty who teach chemistry or teach math, all of our students are going through these classes. And they feel super grateful and like, oh, my gosh, I just had this faculty member like, in my area, and they have faculty office hours in my area. And so I think it's kind of a surprise and a great gratefulness. And we really do see that we're achieving that mission of like, making all of our faculty feel more human and feel easier to connect to.

While acquiring knowledge and socializing can be seen as two separate functions on many campuses, out-of-classroom student-faculty relationships bridges this gap by

creating a strong connection between students and the faculty members affiliated with the residential house and faculty from other disciplines in a safe environment. The stakeholder from School B noted:

And we had a lot of faculty members who were really engaged in wanting to find ways to create that connection. But then also finding that the benefits of the students finding that strong faculty connection while they're here, and being affiliated with a house allowed them to have more one on one connections with faculty, and outside of just the faculty that are like the house professors that's associated with the house. There are also other faculty around campus who are affiliated with that house. So you might have a guest lecturer, you might have a, you know, you might have some programming where another faculty member is, you know, joining in to kind of build some more connections, and a lot of that is done through the house system. And so it just allows another opportunity for students to find a stronger connection with their faculty.

Moreover, faculty bring their professional and personal experiences to the table. They become more than their title of “English professor” or “librarian” and integrate life lessons and professional context through their engagement with students. One interviewee noted that students attending institutions without the residential college model may find it “weird or odd” to hang out with your professor outside of class or discuss life issues with them.

Consistent themes of out-of-classroom interactions between faculty and students have emerged from our second data source, the WFU faculty focus groups. One of the full-time teaching faculty members said she described herself to the students as “your

non-judgmental aunt that you could go to with anything”. It is important that students see faculty as individuals they can trust and who “won’t chase them around and try to impart rules but rather be there when they need me”. In addition, a full-time professor of practice, remarked on the importance of building relationships with students not just while they are at WFU, but also after they graduate:

After they graduate in particular, we get all the announcements to invitations to their weddings, you know, birth announcements, or their babies, graduation announcements for their grad school, their first job, we're on LinkedIn a lot, that type of stuff.

Our third data source, the WFU faculty and student surveys helped us understand the current level of engagement between faculty and students at WFU. Using the Likert-type scale ranging from 1 (Never) to 4 (Very Often), we asked students to indicate the frequency with which they met with a faculty member outside of class in the past academic year (Q8). Similarly, we surveyed faculty about how often they met with students outside of class during a typical week ranging from “0” hours to “more than 20 hours”. Figures 8 and 9 depict these descriptive statistics. Nearly 83% of WFU full-time faculty spend less than four hours per week meeting with students outside of the classroom and 63% of students have never or occasionally met with faculty members outside of the classroom. This illustration of the current faculty-student relationship can help us understand stakeholders’ perceptions and expectations for out-of-classroom engagement in the future. Despite our qualitative data indicating that the out-of-classroom relationships between faculty and students are important, both faculty and students indicated on the survey that these relationships are not frequent. We must add that the current out-of-classroom relationship could be affected by the limited on campus office hours policies

and other circumstances such as the prevalence of online and hybrid course modalities instead of face-to-face classes. We conducted both surveys in November 2020, during tumultuous times of the COVID-19 pandemic and U.S. elections, which could have added to interviewees' fatigue and resulted in lower response rate.

Figure 8
Hours Per Week Spent with Students Outside of the Classroom: Faculty Survey Responses

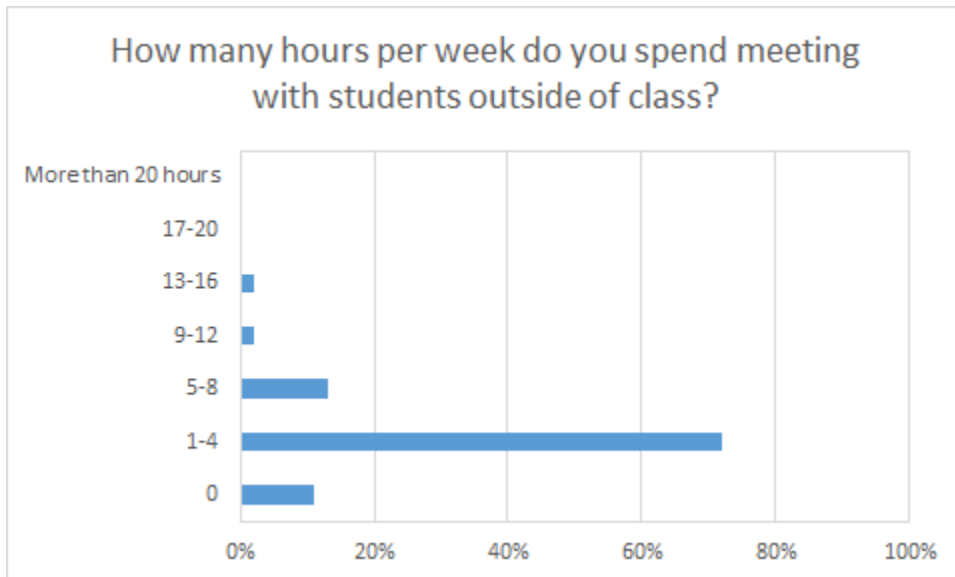
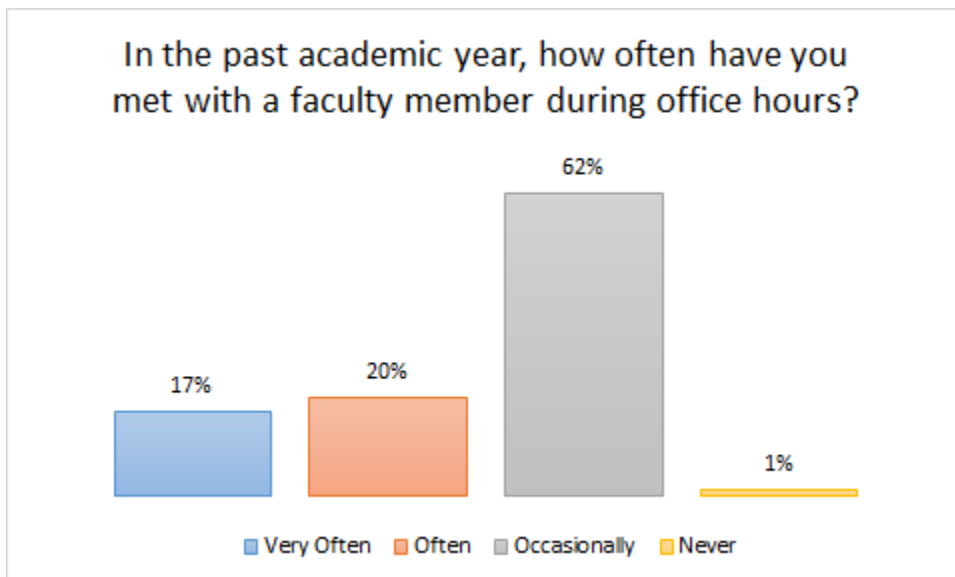


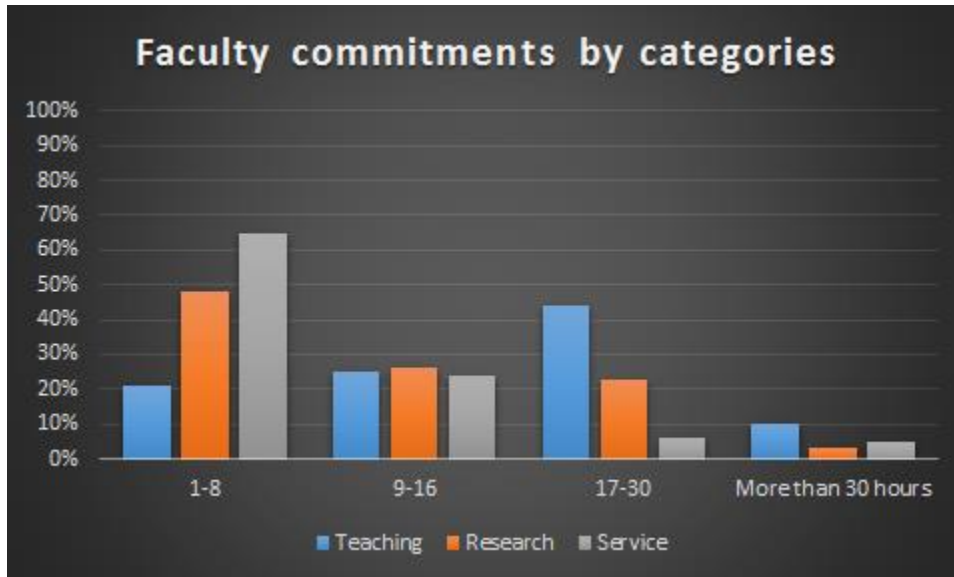
Figure 9
Time Spent with a Faculty Member During Office Hours: Student Survey Responses



Finding 3: WFU faculty already have other commitments that may leave insufficient time to engage in a residential model.

The third finding was supported by the data from WFU faculty focus groups and surveys. Research states that full-time faculty at higher education institutions are already stretched thin on time and university commitments (Cox & Orehovec, 2007; Golde & Pribbenow, 2000). In our analysis, we categorized faculty commitments into three major areas: (1) teaching activities that include preparing and teaching class sessions, grading, and meeting with students during office hours; (2) research, creative, and scholarly activities; and (3) service activities such as committee work and administrative duties. WFU faculty reported on these three commitments in terms of the number of hours they spend per week on these activities in figure 10. Teaching and research were two significant areas of commitment for WFU faculty. Nearly 44% of faculty spend 17-30 hours on teaching activities per week and nearly 50% of faculty devote close to eight hours on research weekly.

Figure 10
Faculty Commitments: Faculty Survey Responses



In the faculty focus groups, participants spoke to personal and family commitments that could discourage them from applying for the live-in faculty position. One of the teaching faculty members shared her previous positive experience with WFU Faculty Fellow program where faculty are able to connect with students on a deep level without the live-in requirement. She was concerned about the residential model faculty role consuming all of her time and not being able to balance her commitments at work and home.

So I'm going to throw myself into this [residential college] and adopt this new cohort of kids and then, you know, stop doing other things that are also a super important part of my life. And I think that's one of the things that I really love about the fellows program is that we get a glimpse of that without having to commit to living there all the time. You can create a lot of those relationships, but when you walk away, you're back into your own zone and there's a bit more separation between work life and home life.

Another teaching faculty member was concerned about balancing the residential college model with her husband's retirement if she were to apply for the faculty position. "I think it kind of depends on one's stage of life, probably wouldn't work so well at my stage because my husband is retired. I am not sure he would want to live in the dorms."

A tenure-track professor has noted the following when she spoke of her family size and the logistics of living in the residential hall. "I have three dogs and two kids like so just the size of the family. Is there enough space for all my people, and my pets?"

Similarly to the studies conducted prior to ours, many faculty find research responsibilities and student engagement as competing endeavors (Cox & Orehovec, 2007; Golde & Pribbenow, 2000; Kuh, 1994; Umbach & Wawrzynski, 2005). At many universities, research is seen as one of the greatest faculty accomplishments, and tenure and resources are accorded on that basis. Putting tenure-track faculty in a position of choosing between their tenure and student engagement can become a serious obstacle in fostering out-of-classroom faculty-student relations. Some faculty have commented on hiring only tenured or full professors and protecting faculty who are on the tenure-track or not permanent faculty. One of the tenure-track faculty members voiced her concern next. "Personally, I will get too involved [in the residential model] and damage my tenure eventually." A second tenure-track faculty member agreed by saying the following. "It should be tenured or full professors only and we should not even mess with people who are on the tenure track or not permanent faculty." Then, a tenured faculty noted: "This [residential college] is more for tenured folks. I mean, you don't want anyone to not have a smooth road to tenure as a consequence of this [residential college] model. That would be a very un-Wake Foresty kind of result."

Research Question 2: What are the stakeholders' perceptions of various approaches to residential college models from other schools?

Finding 4: Stakeholders viewed models where students are automatically placed more favorably than models where students applied and competed for membership into the community.

Residential colleges have taken on many different forms and have been established for various reasons depending on the needs of the institution. As mentioned, some universities view them as ways to address a sense of belonging within larger systems (Jessup-Anger, 2012). Some models are designed such that all incoming students (and in some cases, all undergraduate students) are assigned to a college upon attending the university. In other cases, students must apply and be admitted based on an application or some other measure. Our analysis found that stakeholders much preferred the non-competitive model of residential college participation in which all incoming students were automatically placed in a residential college. This decreased barriers to entry and created a cohort for all students upon arrival. If sense of belonging and community creation are concerns at larger universities, it makes sense that institutions want to remove inhibitors that could lead to negative outcomes such as attrition. One interview participant shared his thoughts on why residential colleges at his institution have been successful for many years, which serves as a guiding light for other institutions as they create their models:

There's no kind of opt-in system. There's no system where it's just for freshmen or just for upperclassmen. We pushed all the chips in the middle of the table because nobody is not part of a college. You can't even say I don't want to be part of a college. You have to be part of a college. So if you decide I'm going to live off campus, and I don't want to interact with anybody, but you have a problem, you have no choice but to go through

your faculty or through someone in the college. The networks are all developed that way, even the tutoring system is set up so that there's upperclassmen that will tutor in the college or remotely.

Social learning theory also supports the idea of building community and the impacts it has on learning (Scott & Palincsar, 2013). If universities can intentionally create healthy communities for students, those communities can serve as ready-made communities of practice for students as they enter the university. Failing to design these systems in an inclusive way leads to competition, much like what is seen in fraternities and sororities. While fraternities and sororities provide key social outlets for some students, they also can lead to feelings of exclusion. Residential colleges can provide a system for all students to be included without the social pressures of other campus student groups.

One institution in our study included only about 200 students in their residential college and students had to apply for admission. Their essays were then reviewed by a small group of faculty and staff using subjective standards. Students were also required to pay a fee to participate in the college. Systems such as this could lead to feelings of rejection and exclusion by students who were not selected to participate or who simply chose not to participate due to the additional fee. This system is antithetical to the campus culture and principles at Wake Forest and this model of small participation and competition was not prevalent in the other schools interviewed. In the initial meetings for this project with Wake Forest, it was clear that they wanted to avoid having students compete for a space in the college.

Research Question 3: What indicators would stakeholders value as indicators of the success of the residential college model?

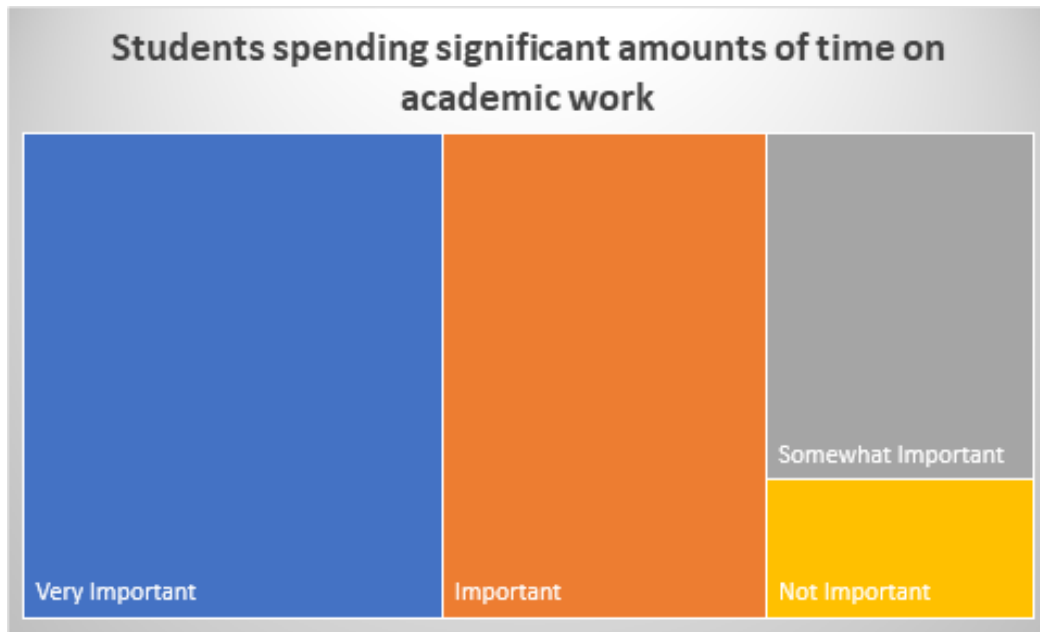
Finding 5: Academic performance of students in residential colleges is viewed as an indicator of the model's success. Education and learning must be part of the model.

Calderwood (2005) conducted a research study at a mid-sized Jesuit university in the northeastern United States that examined the experiences and identity development of students in the Ignatian Residential College (IRC). The findings showed that when compared to the general population, first-year students in this college had higher GPAs entering their sophomore year and maintained these higher GPAs over time. This study, along with many others, illustrate one of the many benefits and perceived indicators of success for residential colleges: enhanced academic performance. While GPA is one indicator of academic success, there are others such as passion for the area of study, critical thinking abilities, and enhanced study skills that are more difficult to quantify and compare to peers.

Across the peer institution interviews and faculty focus groups conducted in our study, it was clear that staff and faculty alike viewed academic performance as an indicator of the model's success. The survey data collected from Wake Forest faculty illustrates the important value they place on academic work (Figure 11). Each institution took pride in building their models to capitalize on embedded advantages of living on campus by bringing resources such as faculty, classrooms, and dining even closer to students and providing many of them in the students' residential buildings. While all of these resources were viewed as valuable, none mattered more than being able to prove, through assessment or anecdotal student interactions, that living in a residential college had a positive influence on the students' academic achievement and that the experience was viewed as educational. When asked why the residential model at her university was founded, one interviewee stated:

So, one of the reasons is, of course, to inform kind of that academic environment outside of the classroom. So, we always talk about residential areas, and residential life being educational, you know, students don't just learn inside of the classroom. They learn outside of the classroom. And so certainly the faculty who live in and who don't live in but still participate in the residential college model and form that kind of educational, that continued educational environment.

Figure 11
Importance of Students Spending Time on Academic Work Survey Responses



Most faculty and staff on college campuses can clearly articulate the value of learning outside of the classroom. Research suggests that students in residential colleges still need assistance in understanding the connection between what they learn in the classroom and the intentionally designed experiences in their residential colleges (Cox & Orehovec, 2007). One interviewee highlights how students have taken an interest in the out-of-class experience:

And they really do take advantage. I mean, I think back to when I was an undergraduate student, and I don't know, maybe because it wasn't ingrained in our culture. But if a faculty member invited me to a wine and cheese and you know, salsa dancing lesson, or some form of cultural experience class, or some kind of program at their residence, it might not have been something I wanted to do. I would have probably thought, let's go hang out with my friends. But the students here, they grab their friends, and then they say, hey, let's go over to the professor's house and learn about this together. And it's so interesting to see these students literally interested in learning, no matter if it's after hours, or after classes, they're really like interested in this stuff. I mean, they're just interested in anything arts and culture and, and the faculty are so rich that they have all the life lessons and life experiences, and they can really bring some context to the material, which really allows them to have that opportunity to put it into practice and not just talk about something that they read.

Current literature supports these findings. Anaya and Cole (2001) found that positive relationships and interactions between faculty and students outside of the classroom were not only appreciated by faculty and staff, but that students could also articulate the impact of these interactions.

Finding 6: Students' sense of belonging in residential colleges is an important indicator of the program's success.

In addition to the academic advantages of residential college participation, social benefits were also upheld as indicators of success. Many institutions talk about a sense of belonging among students and how university leaders need to pay attention to the connections students form on campus, especially in the first ten weeks (Tinto, 1998). Hoffman et al. (2003) describe a

sense of belonging as a “subjective sense of affiliation and identification with the university community” (p. 228). Sense of belonging can incorporate how students feel connected socially and emotionally to the community and is often an indicator of persistence. If students feel connected, they are much less likely to leave in the first year (Hoffman et al., 2003). This understanding of sense of belonging and its relation to attrition is the guiding work to the establishment and design of many residential colleges. It’s important to establish those connections early. One faculty leader of a historical and robust residential college noted that new students are “almost brainwashed into thinking this not only is this my home, but this is the best home. There's no better home”. He also stated, “We have a res college system where students say they're happy, and that they feel like the res college system makes them feel included. We know that's even more so true for our alum. Once they've graduated, they'll almost inevitably say the res college system was the most important thing that had more influence than anything else”.

While a sense of belonging is an important indicator of the model’s success, some students still struggle with connection. One faculty member states, “...One of the driving forces that we see across the country with residential colleges is trying to find a way to make students who don't always feel part of the community at large feel like they're part of the community. So especially underrepresented minorities. We even know in our own surveys that they still say I don't always feel completely comfortable. I don't see enough other people like me”. This finding is aligned with the literature because students of color often report feeling isolated on predominantly white campuses (Kanter et al., 2017).

Another finding revealed the idea of hyperbonding in living learning environments. This increased level of interaction with students in residential colleges could lead to unintended outcomes (Inkelas et al., 2018). Hyperbonding can occur when students become too socially

close to their peers in the college and rely too heavily on them for their social experiences. This could lead to isolation and the inability to build connections outside of the community. One interviewee described how there was hesitation when creating a residential college on campus. A senior administrator had experience at another university with a well-established residential model and students identified with their residential model much more than the larger university community. He noted that students identified much more as a "...residential college student than a [university name] student. Their primary identification and identity [were] around this residential college and that's so amazing, but their identity as a [university name] student needs to be coming through".

Research Question 4: What factors motivate or inhibit faculty engagement in a residential college model?

Finding 7: Faculty are inconsistent concerning the factors that could motivate or inhibit their engagement in the residential college model.

This finding was articulated by the WFU faculty focus groups. Stakeholders are inconsistent and unclear about the factors that could motivate or hinder their involvement in the residential college model. In line with research by Inkelas et al. (2018) and Maslow's Hierarchy of Needs, faculty are motivated by the opportunity to engage with students and a reward system for their participation in the residential college model. These rewards come in various forms such as stipends, course releases, spousal hire, living arrangements, and meal plans.

Similar to the study conducted by Golde & Pribbenow (2000), WFU faculty addressed the chance "to know students better" as one of the motivating factors. A clinical professor and a Faculty Fellow, explained:

I feel like I have deeper relationships. I talk more regularly with the students that I have tutored or mentored or, whatnot in the residence halls that I've been a faculty fellow member of. They know they can count on me. I've had those students come back to me for advice or help or, or whatnot. I know more about them by being a faculty fellow and being in the residence hall with them. I think residential would benefit our college. I'm in this position because I like to interact with students. I like teaching students. I like to be involved in their lives. I like to see them grow. I think this program, if it were to get off the ground would really enable that more so than kind of what we're doing now.

Some faculty shared how growing up with parents in academia and going to the residence halls to meet the students has left a life-long impact on them. Now that they were academics themselves with children of their own, they wanted to recreate the same experience for their family. Faculty also discovered that students can easily relate to their children who ranged from young children to teens, and therefore, make the faculty-student connection even better. Two fathers in the focus group--one is the tenured professor with four teenagers and the other is the clinical professor with two young children, shared these sentiments respectively:

I grew up as a son of a faculty member, and we had, you know, grad students and undergrad, always at our house and stuff. So it would be really fun for my children to grow up in an environment where they were surrounded by college students.

The students often know them [children] more than they know me sometimes just because they engage and they like that engagement to see a little person in the residence halls. It's nice, and it shows that you're a family person. And engagement is a lot better.

Other faculty noted that spousal hire would be a big motivator for them. A tenure-track faculty member pointed out:

I'm willing to live on campus and willing to help as much as I can, my husband will obviously be willing to do this, because he comes from the same background. And sometimes you can even get spousal hire, right? Some of these things that happen sometimes with faculty, so if you have only one person who's hired, and the other person is actually like, looking for a job or in are just instead of just stay at home with the kids, this would really, really work out.

However, others doubted that this free living arrangement would be a strong motivator for many faculty in Winston-Salem due to an affordable housing market. In addition, some faculty were not motivated by financial compensation but rather cautious of their parallel commitments. Another tenure-track faculty argued:

When I was in graduate school up in Massachusetts, a huge motivation there was that you could live free [on campus], otherwise, you could pay a million dollars for your house. So in certain housing markets, that in itself is enough motivation to get really awesome people to do this job. In Winston-Salem, housing is so cheap that we would have to find some other incentive for, especially for people who've been here for a while to get them to want to move on campus.

In addition, a teaching faculty member said: "To me the financial incentives at this point in my life is not what would drive that decision to me if I were to do it. And I think a part of me would love to do it just based on my experience with Faculty Fellows. I would want to do it the right way."

Other faculty voiced concerns about their current personal stage in life hindering their live-in role within the residential college model. Personal health and/or family obligations such as providing care for dependents and the inconvenience of situating pets in a small residential apartment were at the top of the list. One of the teaching faculty members said: “I think it kind of depends on one's stage in life, probably wouldn't work so well at my stage because my husband is retired. I'm not sure he would want to live in the dorm.” Then, a tenured faculty added:

The problem, of course, being that along with tenure, comes a few more years, possibly a few more kids, a couple more dogs. And now, that apartment that looked good as a young assistant professor, or as a grad student, now looks a little crowded. So I mean, you've got some cross winds in there.

Recommendations

Recommendation 1: Wake Forest University should form a committee of key stakeholders from across various departments that can make decisions and implement ideas regarding the residential college.

Researchers note that collaboration is a distinct form of cooperation where all stakeholders are mutually respectful (Golde & Pribennow, 2000; Inkelas et al., 2018). Partners must surrender some of the personal power to empower others and work together for the common goal. The Joint Report on Powerful Partnerships highlighted the significance of partnership: "Only when everyone on campus – particularly academic affairs and student affairs staff – shares the responsibility for student learning will we be able to make significant progress in improving it" (American Association for Higher Education, ACPA & NASPA, 1998, p. 2). During the interviews, some stakeholders spoke of a clear structure within the residential model where each participant had a distinct role and responsibility. In this model, faculty were

responsible for academic aspects of the program, such as curriculum, while student affairs staff planned and supervised non-academic elements. Other peer institutions touted an "exemplary collaboration" model where all participants worked synergistically with a community approach in mind.

We recommend forming a moderate-size committee of 12-15 stakeholders from various departments and colleges at WFU. It is vital to represent the academic, student affairs, and administrative levels of the university. We suggest choosing stakeholders who can make decisions on the model and implement ideas presented by the committee. It is imperative that each participant has a voice in the discussion and can give and receive feedback from other committee members about the residential model's goals and decisions. Committee members should feel comfortable communicating the information they gather from the committee back to their departments and receiving feedback from their colleagues.

This committee would be charged with using research and data already available regarding Wake Forest's residential model and use this information to develop an implementation plan that works for the unique culture of the institution. The committee would start meeting at least one year before the implementation of the model and develop specific plans such as the recruitment timeline and process for faculty, the process for students to participate, suggestions for locations and makeup of the colleges, etc. Because the details and operations of the model are important to all constituents, students should also be included in the committee. A proposed makeup of the committee would include:

1. A high-level academic affairs partner such as an assistant or associate provost
2. A high-level student affairs partner such as an assistant or associate vice president of student affairs

3. Several faculty members
4. Residence Life staff
5. Other student affairs staff such as campus recreation or student involvement
6. A representative from athletics
7. Several students from various class years

Golde and Pribennow (2000) warn "The desire for efficiency conspires with habit and often results in those with greater expertise in certain areas assuming greater responsibility for those aspects of the program" (p. 37). However, a true collaboration does not happen overnight. Collaboration is an ongoing effort of several participants to create one residential model and consistently analyze the program goals seamlessly. For faculty, partnership means inviting student affairs staff into academic discussions about curriculum and learning and incorporating feedback that student affairs professionals provide about the students' experiences. For student affairs staff, partnership means creating a welcoming environment where faculty can offer ongoing planning input. Fostering a safe community where stakeholders with diverse experiences and backgrounds can work together is not an easy task. However, partners must recognize that they bring different skill sets to the table, and they need each other. Therefore, stakeholders must pay ongoing attention to their collaborative relationship and be respectful to each other, keeping in mind the joint project.

Recommendation 2: Wake Forest University should build the infrastructure for student-faculty engagement outside of class in the form of lounging spaces, dining halls, and study areas.

Research has been inconsistent and unclear about the effects of student-faculty classroom interactions. However, numerous studies agree on the importance of out-of-classroom

engagement between students and faculty and its advantages in student development and college persistence (Cox & Orehovec, 2007; Gabelnick, 1990; Guskin, 1994). Moreover, faculty-student interaction is strongly related to student satisfaction in college (Austin, 1990). Unfortunately, these interactions carry no value if they do not occur or in the instance of poor planning. For example, disengagement may occur within a well-funded residential college intentionally structured to create meaningful interactions between faculty and students (Cox & Orehovec, 2007). Therefore, fostering a space where students and faculty can share a meal, have a conversation about a shared interest, or enjoy a board game becomes necessary for the residential model's holistic approach.

We recommend putting structures in place that will encourage students and faculty to engage outside of the classroom. One way to accomplish this is through a faculty-in-residence program. Academic leadership should include a live-in faculty in the residential house. This person should be visible and approachable. When students see the faculty member as an adult who genuinely cares about their well-being rather than judging them by their academic accomplishments, it creates a safe and trusting environment for the students and breaks communication barriers. Sharing residence with faculty also shifts the power dynamics and makes faculty more human and easier to connect to. Another way is through fostering a special place to gather for dining. Sharing a meal and special college events are vital for building student-faculty relationships and creating the culture of the community. These events lead to college traditions that help students form their social identities. Each residential house should have a designated space capable of hosting 10-30 students for dinners, game nights, and discussions. Learning and socializing are the two core aspects of the residential college. Therefore, a comfortable and inviting space is necessary for the model to succeed.

Many faculty value their relationship with students beyond interacting outside of the classroom. It is about creating a sense of place within the campus community and building lifelong relationships with students after they graduate. Inkelas et al., (2018) note that creating these opportunities for natural engagement, such as in dining facilities, make the occurrences more likely.

Recommendation 3: Wake Forest University should choose residential faculty carefully by encouraging tenured or teaching faculty to serve in the live-in faculty roles while reserving the tenure-track faculty for the Faculty Fellows program.

Finding number three shows that WFU faculty have significant research and service commitments in addition to teaching responsibilities. We also learned that faculty genuinely care about undergraduate achievement and want to learn more about students. However, producing research and adding to the body of knowledge remains the tenure-track faculty's primary responsibility. Many universities value the creation of knowledge or research over disseminating knowledge or teaching and service. Therefore, the reward structure at American postsecondary institutions makes the decision to participate in a residence faculty program challenging. Interacting with students outside the classroom may send the wrong message that faculty do not value research. Additionally, national and international faculty recognition and service on the board of a science or professional association are more important to universities than a local reputation as a person who affects students' lives (Golde & Pribbenow, 2000).

Some WFU faculty voiced concerns about targeting untenured faculty for the residential college model, stating that making faculty choose between tenure and service is unfair. Others mentioned that serving as a residence faculty is a big undertaking and would consume the entirety of their free time. Several faculty said that the current WFU Faculty Fellows program

serves a similar purpose of interacting with students without a long-term commitment or the "live-in" component. Therefore, we recommend recruiting full-time tenured and teaching faculty and allowing pre-tenure faculty to serve in additional roles that do not require the same level of commitment or time. Because of the differences in time available, these different levels of faculty engagement open the door for more faculty to be engaged. While faculty seeking tenure may not be comfortable with a live-in role and that level of commitment, they can engage in other meaningful ways. The faculty also suggested that some library sciences staff members may make a great addition to the program. Thus, the model should not be limited to recruiting faculty and consider other diverse stakeholders who are just as passionate about students and want to engage.

Initiating a model with diverse stakeholders from different departments, ranks, and engagement levels will ensure that the residential college will keep thriving even if some faculty leave the institution, retire, or discontinue participation. Inkelas (2018) warns about the residential model's challenges associated with its key stakeholders who act as "glue" and ensure everything runs smoothly. However, once that person leaves the institution, the entire model falls apart. To prevent this, we recommend fostering a community of professionals who can learn from one another. For example, an untenured faculty can serve as a faculty fellow one year, and the next year they can become a residential faculty if they reach tenure or have time. If a residence faculty retires, the stakeholders will find a replacement for them within their community without looking for a replacement outside their group. Hence, changes in stakeholders will never interrupt the fluid processes of the residential college.

Recommendation 4: Design the residential college system so that all first-year students are placed in one.

In finding number 4 this study revealed that stakeholders viewed models where students are automatically placed more favorably than models where students applied and competed for membership into the community. This finding is supported by the literature regarding a sense of belonging and the design of other successful residential college models across the country. Of the eight institutions interviewed for this study, six had a model where all incoming students were placed into a residential college. This provides a built-in cohort for students and can help in the reduction of culture shock and loneliness when many students are away from home for the first time (Inkelas et al., 2018). For these reasons, we recommend designing a residential college model that places all incoming students in a residential college.

Nearly half of Wake Forest University students belong to a fraternity or sorority with recruitment being deferred until the second semester of students' first year. This means that students can join a Greek organization in the second semester of their first year, and while there are other ways to become involved in on-campus activities, many students across the country have a strong interest in sorority and fraternity life. What about the students who don't have an interest in sorority and fraternity life? And since recruitment is deferred until the second semester, what about those critical first six to ten weeks on campus for students? Designing an inclusive residential model has the potential to create affinity networks, faculty connections, and intellectual curiosity very early on and combat the deleterious impact of feeling excluded. They offer a non-competitive sense of belonging that also incorporates the main focus of the university: academics.

School B (Table 3) is a prominent Ivy League university in the northeast United States that randomly places all incoming students in a residential college. Students do not rank their preferences or choose a roommate on their applications. Instead administrators read through

application materials and try to create colleges that are balanced based on gender, race, home state, etc. Students are also placed in groups and share the same academic advisor their first year. In describing the culture and how students feel about their experience, the interviewee stated that students have an affinity to this college not only for two or four years, but for a lifetime. They are heavily engaged alumni who give back to the college in many ways—whether it be through time or monetary donations. At this institution, the affiliation has created life-long connections to the institution, the residential college and to other students in the cohorts.

In assigning students to residential colleges, we recommend that Wake Forest University oversee the assignment process, but allow students to have choice in their roommates. There has been a recent trend in universities disallowing incoming students from choosing their roommates in hopes of increasing diverse student interactions (Fosnacht, et al., 2020). However, a recent study by the National Survey of Student Engagement (NSSE) revealed that this process did not increase diverse interactions and that Asian, Black and multiracial students who had the ability to choose their roommates had a more positive perception of the campus environment than their same-race peers who did not have the opportunity to choose their own roommates. With the student demographic at Wake Forest University, we think it would be better if students were given choice in this area as roommates play a critical role in the college experience. Assignments to the colleges should be made with some intentionality, meaning the university would consider the composition of the colleges, so there is diversity among participants.

Recommendation 5: Connect the students in the residential college with an academic component such as a class or project.

In describing the Best Practice Model for Living Learning Communities, Inkelas et al. (2018) list the academic environment of living learning communities as the second tier above the

program's infrastructure. The academic environment can include components such as academic courses and faculty advising. Inkelas et al. (2018) note that students who are involved in these types of residential environments show more of a propensity for learning and that simply placing them in a residential environment without an academic connection does not meet the goals of a residential college. Based on this and other research, we suggest that Wake Forest University partner with academic affairs to ensure that students in the same residential college enroll in at least one academic course together. For first-year students, this could be a general education course such as math or English. This structure creates an environment where students develop group study habits and social connections that can lead to long-term positive outcomes (Inkelas et al., 2018).

Based on the Wake Forest curriculum, the university will need to decide on the best mode of delivery for the academic courses. Inkelas et al. (2018) note that some communities have an interdisciplinary approach while others have a narrower focus. One of the institutions in our study requires all students in the residential college to take two courses together in the first semester. By the second semester, the hope is that they have established connections and healthy habits. However, students can still choose to enroll in courses with other students from the same residential college in the spring semester. Wake Forest may want to consider having students remain in classes together for the entire academic year, partly because of the Greek culture. For students who do not want to join a fraternal organization, this is an effective way to keep students connected to peers.

Recommendation 6: Partner with Student Affairs on social programming to enhance a sense of belonging. Involve student leaders.

As mentioned, the social environment in these communities rank closely behind the academic environment as it relates to important features of residential colleges. In order for true integration to occur, special attention should be paid to the social environments created through the student affairs and academic affairs relationship. Many studies over the years have pointed to the importance of social growth and development of college students, and how healthy social relationships not only impacts emotional stability, but can lead to better academic outcomes (Tinto, 1998). Referring back to the framework of sociocultural learning theories, learning is a social process and when students learn from their peers, their cognitive growth can be positively impacted (Pascarella & Terenzini, 2005). While faculty members have a great skill set in developing students, student affairs partners can contribute much to student's social growth as well. It is our recommendation that faculty who lead the residential colleges partner heavily with student affairs to balance students' academic experiences with their social livelihood.

While many agree that the main goal of college is academic achievement and degree attainment, Pascarella & Terenzini (2005) argue that that is only part of what it means to be an educated person. When many people reflect on their undergraduate experience, they remember some professors and courses, but they also remember their social circles. They remember where they lived while at the university, the friends they made (or didn't make), and other relationships. Knowing that social and identity development are critical for college students, this needs to be considered in any design of a residential college. What resources are important for students as they come of age and enter an understanding of who they are and who they are called to be?

Many of the institutions in this study discuss ways to utilize campus resources to enhance students' social wellbeing. Some examples include recreational facilities and outdoor spaces designed to increase student interaction. One topic that emerged again and again in the literature

and the data collection for this study was the importance of dining to the residential experience. The ability to sit down over a meal with peers to reflect on the day or just be in community with each other played an important role in the success of the residential colleges. Many institutions intentionally designed the dining facilities or faculty apartments so that engagement over a meal or snack was possible. This intentionality accomplished two goals: allowing participants to take care of foundational needs (eating) while engaging in meaningful interactions aimed at achieving integration.

Recommendation 7: Wake Forest University should establish a flexible reward system for the stakeholders. Therefore, the institution should evaluate current resources and prioritize program goals.

Faculty and staff recruitment is a worthwhile endeavor, and the institution must plan for it in the short- and long-term by consistently evaluating program goals and resources.

Stakeholder recruitment raises questions of motivation and rewards. Should the stakeholders receive a stipend, course release, and free-living arrangements for their participation, or should this be a voluntary position driven by stakeholder passion for undergraduate education? No one answer fits all the residential models, and our findings are also unclear about what factors the residential model faculty may find appealing or off-putting. However, research encourages institutions to keep the rewards flexible when possible (Cox & Orehovec, 2007; Golde & Pribbenow, 2000).

In our third finding, we recommended recruiting tenured or teaching faculty passionate about undergraduate education and who have a consistent record of excellence in teaching. Such established faculty who have served a long tenure with WFU might not be willing to give up their homes to live in a small residence hall apartment. Therefore, faculty living arrangements

should be spacious to appeal to seasoned faculty or someone with a midsize family and pets. Faculty could find it advantageous to rent out their current homes and live in the residential college while serving in the program. Still, these living arrangements should be worthwhile efforts, primarily due to an affordable housing market in Winston-Salem.

Similarly, a meal plan should be considered a nice perk for faculty. Faculty may find it convenient not to worry about packing a daily lunch and to know that a hot meal awaits them in the nearest dining hall. Furthermore, faculty with a meal plan may find it easier to invite students over for dinner rather than deciding where to meet in town. The institution should consider allowing course releases or rewarding some faculty with a stipend for their involvement. In finding 3 we discussed that WFU has competing commitments of teaching, research, and service. Therefore, providing a course release or service credit will motivate faculty and staff to engage in the model. For example, the FIG program at the University of Missouri offers a \$500 credit to participating faculty for books and travel; and Indiana University recognizes an outstanding faculty member's contribution to the residential community with a \$500 award (Inkelas et al., 2018).

Our findings show that WFU faculty strongly believe in the value of out-of-classroom interaction and how the residential college can benefit the entire institution. Many faculty we have interviewed spoke highly of the institution's faculty fellow program. We learned that many faculty members who served as faculty fellows were invited by a faculty colleague, not student affairs professionals. Therefore, the strongest motivator for faculty involvement might just be "word of mouth." The faculty participants believed that respect and prior relationship with a faculty fellow were vital to the faculty participants' willingness to hear that "pitch" about becoming involved. There is a substantial variation in the incentives and rewards for faculty

participation. Many of them depend on WFU's resources. Conversations about incentivizing faculty are essential and should be a part of the ongoing program evaluation.

Discussion

This project aimed to use theory and data to assist Wake Forest University in developing a residential college on their campus. Four research questions served as a guide to collect what works well on other campuses and what might motivate faculty to serve in a leadership role in the college. The findings revealed that in order for the residential college to be successful, academic and student affairs should work as partners, models that included as many students as possible were viewed favorably, and faculty had mixed motivations for wanting to be involved in the program. At the heart of all the findings was the idea that in-and-out-of-classroom learning and true integration were the overall goals for student success.

The study relied on qualitative data in the form of interviews from other institutions with residential colleges and focus groups at Wake Forest University. The interviews aimed to discern what are non-negotiables for program success, and the focus groups were aimed at gathering a deeper understanding of faculty motivation. The study also relied on quantitative data in the form of surveys intended to assess faculty and student attitudes regarding their campus experience. Through data analysis, this study provided recommendations for Wake Forest to consider as they continue the planning process for residential colleges.

Limitations

In early 2020, the world learned of a new respiratory illness that was spreading across many countries including China, Italy, Iran, and eventually, the United States. When the virus hit the United States, colleges and universities were some of the earliest institutions to respond

publicly and change their day-to-day operations in response to what became known as COVID-19. In spring 2020, universities made changes to operations in an effort to mitigate the spread of the virus. This presented challenges for this study as the researchers were unable to travel to Wake Forest University to spend time getting to know the campus community. The researchers also had to collect all data using online platforms for safety reasons.

Other limitations include survey response rate. The faculty survey was administered to 300 randomly selected, full-time faculty designed to capture a mix of disciplines, length of service at the institution, and tenure status. The response rate was 22 percent. The student survey was administered to a sample of 500 current Wake Forest University undergraduate students with a 15 percent response rate. These limited survey responses mean that the perception of only a few students and faculty were reflected. Also, the focus groups only had seven members participate even though the invitation was extended to many more. This also limits the data available for faculty motivation.

Conclusion

Findings of this study are aligned with current literature regarding the needs of students and the impact residential colleges can have on students' sense of belonging. Sense of belonging involves how students connect with and identify themselves as part of communities. It can have a significant impact on persistence rates. Overall, the findings also confirmed that academics are at the core of successful residential models. Well-engaged faculty, academic courses, advising, and other academic components provide the necessary elements for the program's success. Due to the importance of faculty involvement, successful models have the support of key leaders on campuses such as the Provost and President. Faculty, who are already committed to other obligations such as research and teaching, are much more likely to serve as leaders in the

residential college if they have the support of academic leaders and sufficient foundational needs such as spacious apartments, parking, and dining.

Recommendations in this study were informed by the findings and best practice models from around the country. Wake Forest aims to provide an inclusive campus where as many students as possible have a cohort experience from the moment they step foot on campus. Our recommendations include designing a program that does just that by addressing some of the belonging issues created by fraternities and sororities and other competitive groups. The planning committee should include faculty and staff who have the power to make decisions, but also include members of the community who are familiar with the work and can offer expertise. In designing the model, we recommend infrastructure such as adequate dining and engagement space be provided to enhance peer-to-peer and faculty-student interactions.

In conclusion, Wake Forest University is well-positioned to enhance the student experience with the implementation of residential colleges. With thoughtful planning including dedicated faculty, engaged staff, and intentional academic focus, a student's sense of belonging and affinity for the university has the potential to be positively impacted.

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Appendix A

Peer Institutions Interview Questions

Introduction

Good (morning/afternoon/evening) and thank you for speaking with me today.

We are doctoral students at Vanderbilt University collaborating with Wake Forest as they develop a residential college model. Beginning in our sixth term of study in Vanderbilt's doctoral program in Leadership and Learning in Organizations, we engage with an organization to do a capstone project over the course of one year. The purpose is to allow us, under faculty supervision, to use what we have learned to solve a problem of practice or to understand a phenomenon important to our partner organization.

We use a model of evidence-based practice that requires us to gather various types of data in a way that will help us understand what the organization needs. This interview is part of our data collection process.

This interview will allow us to investigate the various models of residential colleges and discern what aspects might work best at Wake Forest University. There are no right or wrong answers, so please feel free to share your point of view about what happens in your residential model and what has/has not worked well.

Are you okay if I record this interview?

Interview Questions

1. Let's start with introductions. Tell me a little about yourself. How long have you been at the institution and what is your role?
2. Describe your residential college model. Who participates? Faculty? Staff?
 - a. How do faculty, staff, and students work together?
 - b. Describe the governance structure.
3. What problem(s) has having a residential model helped you solve?
 - a. How do you know?
4. What percentage of your student population belongs to a fraternity or sorority?
5. How are students selected for the experience?
6. How long has this model been around?
7. What are the costs associated with your model?
8. What assessment has been done?
9. What barriers have you overcome in your model? What did you learn?
10. What are the areas that seem to work very well? Conversely, what parts of the model need improvement?
11. What is the overall student perception of the residential experience?

Appendix B

WFU Faculty Online Survey

Dear Faculty,

We are doctoral students at Vanderbilt University collaborating with Wake Forest University to develop a residential college model. We are trying to understand engagement between faculty and students at your institution. We would appreciate your participation in the survey below. It should not take more than 10 minutes to complete. Your participation is completely voluntary. You may ask questions at any time by contacting one of the investigators listed below.

Principal Investigators: Aida Murtazina-Allen (aida.allen@vanderbilt.edu) and MarQuita D. Barker (marquita.d.barker@vanderbilt.edu)

WFU Faculty Online Survey

1. In a typical 7-day week, about how many hours do you spend on each of the following?
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours
 - a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
 - b. Advising students
 - c. Research, creative, or scholarly activities
 - d. Service activities (committee work, administrative duties, etc.)

2. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours
 - a. Preparing class sessions
 - b. Teaching class sessions
 - c. Grading assignments and exams
 - d. Meeting with students outside of class
 - e. Course administration (emailing students, maintaining course website, etc.)
 - f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

3. How important is it to you that your institution increases its emphasis on each of the following?
Response options: Very important, Important, Somewhat important, Not important
 - a. Students spending significant amounts of time studying and on academic work
 - b. Providing support to help students succeed academically

- c. Students using learning support services (tutoring services, writing center, etc.)
 - d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
 - e. Provide opportunities for students to be involved socially
 - f. Students attending events that address important social, economic, or political issues
4. Indicate your perception of the quality of student interactions with the following people at your institution.
Response options: 1=Poor to 7=Excellent
- a. Other students
 - b. Academic advisors
 - c. Faculty
 - d. Student services staff (career services, student activities, housing, etc.)
 - e. Other administrative staff and offices (registrar, financial aid, etc.)
5. During the past school year, about how often have you done each of the following with students you teach or advise?
Response Options: Very often, Often, Sometimes, Never
- a. Talked about their career plans
 - b. Worked on activities other than coursework (committees, student groups, etc.)
 - c. Discussed course topics, ideas, or concepts outside of class
 - d. Discussed their academic performance
6. During the past school year, have you taught an undergraduate class?
Response options: Yes, No
 If No, respondent skips to # 13
7. What is the general academic discipline of your appointment?
[Write-in]

Please answer the following questions based on one particular undergraduate course section you are teaching or have taught during the past school year.

- 8. What is the class level of most students in your selected course section?
Response options: Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors); Other
- 9. In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

10. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

11. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

Response Options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- c. Working for pay **on campus**
- d. Working for pay **off campus**
- e. Doing community service or volunteer work
- f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- g. Providing care for dependents (children, parents, etc.)
- h. Commuting to campus (driving, walking, etc.)

12. In your selected course section, to what extent do you think the typical student does their best work:

Response options: Very much, Quite a bit, Some, Very little

13. During the past academic term, did your institution consider you to be employed full-time or part-time?

Response options: Full-time, Part-time

14. What is your current tenure status?

Response options: Tenured; On tenure track but not tenured; Not on tenure track, but this institution has a tenure system; No tenure system at this institution

15. Enter your year of birth (1965, etc.)

Response options: [Write-in year]

16. What is your gender identity?

Response options: Man; Woman; Other; I prefer not to respond

17. Which of the following categories best describes your ethnic or cultural background?
(You may choose more than one category)
*Response Options: White/Non-Hispanic, Hispanic/Latino, Black/African American,
Asian/Pacific Islander, Native American/Indian, Other*

Appendix C

WFU Student Online Survey

Dear Students,

We are doctoral students at Vanderbilt University collaborating with Wake Forest University to develop a residential college model. We are trying to understand how Wake Forest students engage academically and socially. We would appreciate your participation in the survey below. It should not take more than 10 minutes to complete. Your participation is completely voluntary. You may ask questions at any time by contacting one of the investigators listed below. You must be 18 years of age or older to participate.

Principal Investigators: Aida Murtazina-Allen (aida.allen@vanderbilt.edu) and MarQuita Barker (Marquita.d.barker@vanderbilt.edu)

WFU Student Online Survey

Directions: In thinking about the past year as a student, please indicate the frequency with which you engaged in the following activities with faculty:

Response Options: Very Often, Often, Occasionally, Never

1. Discussed career plans and vocational aspirations with a faculty member
2. Met with a faculty member during office hours
3. Socialized with a faculty member outside of class (had a snack or soft drink, etc.)
4. Discussed academic issues with a faculty member outside of class or faculty office
5. Worked harder as a result of feedback from an instructor
6. Worked harder than you thought you could to meet an instructor's expectations and standards

In thinking about the past year as a student, please indicate the frequency with which you engaged in the following activities with other students:

Response Options: Very Often, Often, Occasionally, Never

7. Discussed your career plans and vocational aspirations with another student
8. Met in an organized study group or informally with other students to prepare for an academic assignment
9. Discussed a social concern, political issue, or world event with another student outside of class
10. Developed a friendship with a student of a different background (culture, ethnicity, religion, etc.)

In thinking about your participation in a variety of activities during the past year, indicate how involved you have been in the following:

Response Options: Very much, Quite a bit, Some, Very little

11. In activities with an academic emphasis (outside of class)
12. In activities with social emphasis
13. In campus student organizations
14. In activities with a multicultural emphasis
15. In a campus student organizations

In thinking about the past year as a student, how satisfied would you say you are with the following:

Response Options: Very Satisfied, Somewhat Satisfied, Neither satisfied or dissatisfied, Somewhat dissatisfied, Very dissatisfied

16. The friendships you have developed
17. The level of support and interaction you have with faculty members
18. The level of academic growth you have experienced
19. Your overall experience at Wake Forest University

In thinking about the past year as a student, how many hours have you spent in a typical 7-day week doing the following?

Response Options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30

20. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
21. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
22. Working for pay **on campus**
23. Working for pay **off campus**
24. Doing community service or volunteer work
25. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
26. Providing care for dependents (children, parents, etc.)
27. Commuting to campus (driving, walking, etc.)

28. What is your current year of study in university?

Response Options: 1st year, 2nd year, 3rd year, 4th year, Other

29. Do you live on campus or off campus?

Response Options: On campus, Off campus

30. What have most of your grades been up to now at this institution?

Response Options: A, A-, B+, B, B-, C+, C, C-, lower

31. What is your gender identity?

Response Options: Man; Woman; Other; I prefer not to respond

32. Enter your year of birth (e.g., 1994)

Response Options: numerical values

33. Which of the following categories best describes your ethnic or cultural background?

(You may choose more than one category)

Response Options: White/Non-Hispanic, Hispanic/Latino, Black/African American, Asian/Pacific Islander, Native American/Indian, Other

34. Are you a member of a social fraternity or sorority?

Response Options: Yes, No

Appendix D

Focus Group Protocol

Introduction

Good (morning/afternoon/evening) and welcome to our session.

[INTRODUCE SELF & CO-FACILITATOR]

We are doctoral students at Vanderbilt University collaborating with Wake Forest as they develop a residential college model. Beginning in our sixth term of study in Vanderbilt's doctoral program in Leadership and Learning in Organizations, we engage with an organization to do a capstone project over the course of one year. The purpose is to allow us, under faculty supervision, to use what we have learned to solve a problem of practice or to understand a phenomenon important to our partner organization.

We use a model of evidence-based practice that requires us to gather various types of data in a way that will help us understand what the organization needs. This focus group is part of our data collection phase.

Thank you for taking the time to join our discussion. This focus group is about your overall impressions and thoughts about the feasibility of a residential college model at Wake Forest University. As you might know, faculty involvement will be key for the success of this system. We'd like to gather your thoughts about what might motivate faculty to participate in and lend ideas to a residential college system. There are no right or wrong answers, so please feel free to share your point of view even if it differs from what others have said.

Discussion Group Rules

Before we begin, let me suggest some guidelines that will make our discussion more productive.

1. Please speak up—but only one person should talk at a time. We're recording the session because we don't want to miss any of your comments. If you have trouble hearing any of the comments, please let the group know.
2. In the discussion, we'll be on a first-name basis. In later reports no names will be attached to any comments. Your name will be kept confidential. We also ask that you respect the confidentiality of everyone here. We've placed name cards on the table in front of you just to help us remember each other's names during the course of the discussion.
3. My role here is to ask questions and to listen. I won't be actively participating in the conversation, only guiding it. I want you to feel free to talk to the group and not just to me. I'll be asking some specific questions. We are interested in your experiences, but because this is an assessment project, it is important that you link your comments back to the questions.
4. Once we start, we will not be taking any breaks for the next 60 minutes. If you need to go to the bathroom or another break, feel free to take care of your needs.

5. Sometimes, people in focus groups think of things they want to say after the discussion has moved on to other questions. If you would like to add to your comments after the group, we will be around to talk with you privately.

Any questions before we begin?

Focus Group Questions

1. Let's begin with introductions. Please tell us your first name (or pseudonym), your role at the university, and how long you have been employed at Wake Forest University.

2. Now that we have all been introduced, we would like you to think broadly about your experience here – about your classes, your outside of class time, and your service to the university. When you think about faculty working with students outside of the classroom, what comes to mind?

3. What value, if any, do you think students receive by working with faculty outside of the classroom?

4. What is your perception of on-campus living for students? Is there learning that happens in residential life? How might faculty contribute to this?

5. Nationally, students indicate they would appreciate better opportunities for student-faculty interaction. Do you share their perspective? Where, outside of classes, have some of your most positive interactions with students occurred?

6. What would motivate you to serve in a faculty-in-residence role? Likewise, what are the barriers that would inhibit your participation?

7. If you could not serve in a live-in capacity, what would motivate you to be involved in other ways?

8. Of all the roles you play at the university: scholar, mentor, researcher, which of these roles motivates or inhibits your ability to serve in the residential college system?

9. [SUMMARIZE SESSION] We wanted to get lots of perspectives on the experiences here at Wake Forest. In thinking about what we've talked about today, is there anything we didn't address?

Appendix E

Findings and Recommendations Matrix

Research Questions	Findings	Recommendations
<p>RQ 1: What conditions support or challenge the implementation of a residential college model?</p>	<ol style="list-style-type: none"> 1. A successful residential college model must be supported by key leaders in academic and student affairs. 2. Fostering out-of-classroom student-faculty interactions is an integral part of the residential college implementation. 3. WFU faculty already have other commitments that may leave insufficient time to engage in a residential model. 	<ol style="list-style-type: none"> 1. WFU should form a committee of key stakeholders from across various departments that can make decisions and implement ideas regarding the residential college. 2. WFU should build the infrastructure for student-faculty engagement outside of class in the form of lounging spaces, dining halls, and study areas. 3. WFU should choose residential faculty wisely by encouraging tenured or teaching faculty to serve in the faculty residence while reserving the tenure-track faculty for the Faculty Fellow program.
<p>RQ 2: What are the stakeholders' perceptions of various approaches to residential college models from other schools?</p>	<ol style="list-style-type: none"> 4. Stakeholders viewed models where students are automatically placed more favorably than models where students applied and competed for membership into the community. 	<ol style="list-style-type: none"> 4. Design the residential college system where all first-year students are placed in one model.

<p>RQ 3: What indicators would stakeholders value as indicators of the success of the residential college model?</p>	<p>5. Students' academic performance in residential colleges is an indicator of the model's success. Education and learning must be part of the model.</p> <p>6. Students' sense of belonging in residential colleges is an essential indicator of the program's success.</p>	<p>5. Connect the residential college students with an academic component such as a course or project.</p> <p>6. Partner with Student Affairs on social programming to enhance the sense of belonging and involve student leaders.</p>
<p>RQ 4: What factors motivate or inhibit faculty engagement in a residential college model?</p>	<p>7. Faculty are inconsistent concerning the factors that could motivate or inhibit their engagement in the residential college model.</p>	<p>7. WFU should establish a flexible reward system for the stakeholders. Therefore, the institution should evaluate current resources and prioritize program goals.</p>