

1967-07-14

1967-07-14

University of Lethbridge

University of Lethbridge

<http://hdl.handle.net/10133/5047>

Downloaded from University of Lethbridge Research Repository, OPUS

Minutes of a Meeting on Friday, July 14, 1967PRESENT: Board Members

Dr. N. D. Holmes, Dr. V. Christou, Dr. O. P. Larson, Dr. R. J. Leskiw,
Mr. A. F. Bullock

Faculty Member

Mr. L. G. Hoye

Secretary

H. Cooper

Dr. Leskiw said he had asked for the meeting which had been called at short notice, to review a proposal for student residences which was based on a bid supplied by Prebuilt Manufacturing Ltd. The proposal had already been relayed to the Universities Commission but Dr. Swift had requested that he be informed that the proposal had Board support before he presented it to the rest of the Commission.

The latest proposal is based on a bid from Prebuilt Manufacturing Ltd. at an approximate amount of \$194,000 and the total cost of the project as estimated by Mr. Hoye and Mr. Cooper is approximately \$293,000. The University banker would probably give the necessary credit either on a five or ten year basis, i.e. if the application were supported by the Universities Commission. The five year loan would probably be at about 6½% and the ten year loan at about 7%; the principal and interest repayment for the first year in the case of the former would be \$60,000 plus \$18,000 and in the case of the latter would be \$30,000 plus \$20,000. No provision is made for food services.

It was moved by Dr. Christou and carried that the Board reaffirm its view that there is an urgent need for a student residence and that the latest proposal formulated by the administration and based on an estimate supplied by Prebuilt Manufacturing Ltd. be approved by the Board and submitted to the Universities Commission with a request that a capital grant be provided to cover the total cost of the project or that the Commission approve a loan from the Canadian Imperial Bank of Commerce with terms to be negotiated.

Dr. Leskiw reported on a meeting with Mr. Lurie who had recommended that some consideration be given to extending the library instead of building a number of temporary structures. The increase in cost would be less than \$10,000. Dr. Swift had been informed but he had raised some queries as to the difficulties in financing permanent type construction which would belong to the Lethbridge Junior College; there was no precedent for a University to make an outright gift of capital monies to another institution.

It was moved by Dr. Larson and carried that the administration proceed with the temporary Library buildings project as originally approved.

It was moved by Mr. Bullock and carried that the Board approve an arrangement whereby a sum of money equal to the salary due in respect of the months of July and August, 1967, will be paid to the faculty who are transferring from the Lethbridge Junior College effective July 1, 1967 and whose names are included in this minute and further that the payment be made in 4 equal installments in June 1968, June 1969, June 1970 and June 1971, excepting that where faculty resign from the university in any year preceding the 1970/71 academic year, the balance of the sum due will be paid on the date of the final salary cheque issued in respect of the academic year in which resignation is effective.

S.S. Anant
E. Bilgin
G. Bowie
R. Bullock
A. Caouette
Y. Cheung
W.J. Cousins
R.M. Goodall
B.J. Gorrow
R.A. Hall
J.T. Hamilton
K.L. Hicken
L.G. Hoye
N.G. Little
W.B. Lambert
A.M. MacEwan

G.A. Mann
P. McGeorge
E.H. Mikhail
? E.R. Milton
N.W. Myshok
G.E. Orchard
F.Q. Quo
M.I. Rumpf
W.G. Santa
A.A. Schultz
W.H. Sharp
D. Thackray
W.L. Thompson
P.S. Upton
G.H. Zieber

The Chairman asked for an approximate cost of the Academic Planning Conference to be held in August and Dr. Leskiw said that it would be about \$3,000.

The next meeting of the Board will be at the call of the Chair.

H. Cooper
Secretary

67 07 14

UNIVERSITY OF LETHBRIDGE
ARCHIVES

A REPORT RECOMMENDING THE IMMEDIATE PROVISION OF
TEMPORARY STUDENT RESIDENCES AT THE UNIVERSITY OF LETHBRIDGE

from

BOARD OF GOVERNORS,
UNIVERSITY OF LETHBRIDGE

Presented to
The Universities Commission
Province of Alberta

28
June, 1967

I.

SUMMARY OF INFORMATION CONCERNING THE IMPORTANCE OF STUDENT RESIDENCES

The sharp increase in construction of student housing on this continent in recent years can be interpreted as an indication of the importance of residences to the social and educational well-being of university students. Students are expressing interest in residence-living in numbers considerably greater than was the case ten or even five years ago. There are strong indications that this interest will continue to expand and that student housing will play an even more vital role in the educational process than today (1).¹

Among the contributions made by student housing to the total educational process, the following have been listed by various authorities and writers in the field:

1. Assist in the creation of a student society and in involving the individual student in that society.

It is no longer a matter of contention that the nature of a student's social group and the extent of his association with it assume great importance in shaping his thoughts and attitudes. It is suggested that a student's peers play as significant a role in the formulation, testing, and consolidation of opinions and attitudes as does adult guidance and authority. Freedman (2), going even further, has stated,

. . . the student body as an entity may be thought to possess characteristic qualities of personality, ways

¹The numbers included in parenthesis refer to the publications listed in the final (Section V--References) division of this report.

of interacting socially, types of values and beliefs, and the like, which are passed on from one generation of students to another. . . . We contend, in fact, that this culture is the prime educational force at work in the college, for . . . assimilation is the foremost concern of most new students.

This need for assimilation and for advancing other benefits of residences is considered so important that some institutions are moving toward housing all undergraduate students on campus (1).

2. Encourage the involvement of the student in the total intellectual atmosphere of the university.

Increasing university enrolments and a broadening of the enrolment base have serious implications at both the process and outcome levels of university experience. Students on university campuses come from widely divergent environmental backgrounds with widely divergent outlooks toward the intellectual experiences facing them at the university. At the same time there is evidence that the learning potential of university students is greater today than ever before (1). It would seem, therefore, that a concerted effort must be made to provide opportunities for the maximum development of a student's intellectual potential through a variety of intellectually stimulating experiences on the university campus. We suggest that student residences can play a major role in contributing to this development.

3. Assist in the development of a closer identification with the University by the students.

Eddy (3,4) as well as Brown and Bystrom (5) have studied the part played by the campus climate in changing the attitudes and values of university

students. Eddy feels that "perhaps the best way to transmit values is to create an 'atmosphere' on the campus." He argues that experiences outside the classroom are of paramount importance in the development of character and suggests further that particular aspects of environment such as "attitudes, surroundings, extra activities, manners, and morals have the power to reinforce or negate all that the university has to offer." Furthermore, he contends, "the best environment for the development of character is the result of unity in common goals, a communicated tradition to which all phases of campus life make their particular contribution."

4. Enhance growth of student morale.

On the basis of a comprehensive study one writer suggests that the increased social activity on campus made possible by student housing provides valuable experiences to students in many kinds of enterprises (6),

from political campaigns to TV productions, from editing and publishing a newspaper to composing and producing a musical comedy, from classical drama to jazz concerts, from foreign language conversation to charitable money raising.

We think that this can be interpreted as support for the conclusion that student residences are an important element of social organization and thereby can significantly influence student morale.

5. Provide easy access to campus facilities for activities not specifically intellectual in character.

Physical activity by many students is to be expected and encouraged. It would therefore seem desirable to plan student participation in these

activities as a way (hopefully) of heading off the release of student energies in a variety of less desirable and well publicized forms which may disrupt other functions of the university. In short, we feel that student residences will enable students to participate in physical activities planned by the university.

6. Facilitate miscellaneous administrative operations.

There are other important considerations that are less obvious in their relation to social and academic outcome which can be applied in support of student residences, i.e., facilitating university programming; making available additional study space--particularly with the growing emphasis on independent study; relieving parental concern about the students' well-being; and providing satisfactory accommodation for students in a community where a critical shortage of such accommodation exists.

The above statements are intended to underscore the importance of residences in their total impact on the social, personal, and academic lives of students. Jacob (7) has said that with the exception of a few colleges, higher education has not made college students appreciably different from adults with comparable ability who had not attended college. Those institutions which did have a "peculiar potency" were relatively small residential colleges. There has thus been a trend in many large universities and in some newer ones, i.e., Harvard, Yale, Michigan State, University of California, York (Canada), toward reorganizing students into smaller resident colleges so that the alleged advantages of these small "potent" colleges can be available to their students.

II.

REASONS FOR THE RECOMMENDATION THAT TEMPORARY STUDENT RESIDENCES
BE CONSTRUCTED IMMEDIATELY AT THE UNIVERSITY OF LETHBRIDGE

It is hoped that the information presented in the preceding section will be convincing when applied to the question of whether or not to provide permanent student housing on the site of the University of Lethbridge. The likely point of contention is whether this information is equally telling when applied to the general question of temporary student residences, and the specific suggestion of the Board of Governors of the University of Lethbridge that such residences be constructed immediately on the present university site.

In the following points, the academic rationale supporting this specific recommendation is presented.

1. There is an immediacy in the need for student residences at the University of Lethbridge.

Following the information in Section I, it is felt that the individual and cumulative gains to the students from student residences are such that their postponement will deprive those students who attend university at the University of Lethbridge during the next several years of a vital phase of university education. From the standpoint of the individual, we feel that it would be unfair to ask these students to sacrifice these potential gains. From the institutional perspective a three to five year delay in providing residences will make it difficult for the University of Lethbridge to provide a complete university experience for these students.

2. There must be sufficient time for academic planning, site selection and physical plant planning, and construction of needed facilities.

During the past several months, numerous groups and individuals have urged the University to undertake careful and intensive academic and physical plant planning before construction begins on a permanent physical plant. Attention has been drawn to the crucial significance of certain decisions for the future development and growth of this university. Such decisions relate to the academic philosophy and objectives which will hopefully govern the evolution and implementation of the academic plan and must take cognizance of the changing environment of higher education (8). The academic plan must also consider recent modifications in the pattern of university internal organization; of relationships between universities and other post-secondary institutions; and numerous new developments ranging from curriculum content to new facilities. Responsibility for such decisions cannot be taken lightly and, once assumed, cannot and should not be implemented hurriedly. These decisions must be made only after careful deliberation by the faculty, after critical study of proposals by scholars from other institutions, after consultation with numerous communities of thought, and finally, after careful study by the Board of Governors.

The most common estimate of the time required for such planning and building ranges from three to five years. During this interval, extending to what we hope is a maximum of five years, use of temporary facilities would have to be made. It is, therefore, on the basis of providing an important "breathing space" that we support the immediate use of temporary

student residences. We think that a three to five year delay in their provision would seriously impair the benefits derived by students from their experiences at the University of Lethbridge, and could stunt the qualitative and quantitative growth of the University during this crucial planning and construction period.

3. Additional advantages in the immediate provision of temporary student residences.

(a) There is a serious shortage of study space on campus. The availability of study space in student residences on campus would ease this space problem.¹

(b) While exact figures are not available (despite repeated attempts to obtain them) there is little doubt that private rental units for student housing are a scarce commodity in Lethbridge. An expanding university enrolment must be accommodated along with: (1) an expanding Junior College enrolment; (2) an increasing number of young (and frequently single) public school personnel at the elementary and secondary levels; and (3) numerous workers in various occupations as a result of an upswing in the local economy.

To date only sixteen living units have been registered at the university. If all sixteen were available to the university, accommodation

¹Present area of the library is 4,050 sq. ft. plus a supplementary area of 1,595 sq. ft. for a total library square footage of 5,645 sq. ft. A request is being made to the Universities Commission for an additional 3,400 sq. ft. for a total of 10,045 sq. ft. All of this space will be used for stocks and for office space. Study space available in other areas has to be used for instructional purposes on a part-time basis.

for thirty-two students would be provided. It is expected that there will be 300 new students on campus in the fall of 1967 and that at least one-half of these will be looking for accommodation. In addition the specific ATCO proposal which follows includes accommodation for fifty Junior College students.¹

(c) The space problem in the Junior College cafeteria is also of some concern to University and Junior College personnel. At present there is seating accommodation for 130 students in the cafeteria proper and for an additional 170 in an adjacent area formerly used as a student and faculty lounge. Kitchen facilities even at the present time are taxed to the maximum.

The Junior College is located three miles from downtown Lethbridge so that some provision on campus has to be made for food services. The food services center in the student residences would relieve the present cafeteria so that an extension of facilities there would not be required.

(d) A quick survey of students leaving the province to attend university yielded the following returns.

| | <u>Leaving Province</u> | <u>Would remain with student housing at Lethbridge</u> |
|---------------------------|-----------------------------|--|
| Pincher Creek High School | 7 | 0 |
| Fort Macleod High School | 4 | 1 |
| Taber High School | 9 | 9 |
| Cardston High School | 25 | 0 |
| Milk River High School | 3 | 0 |
| | <u>56</u> | <u>10</u> |

¹Total student enrolment at the University of Lethbridge and the Lethbridge Junior College is expected to exceed 1,000. This represents a 41% increase over last year's Junior College enrolment of 675. Thus the proposed temporary residence accommodation for 200 students represents 21% of the projected total student enrolment.

Since many smaller high schools were not contacted it is probable that the number of students remaining in this province would be appreciably more than the 10 shown above. We feel that this is an important part of the justification for immediate student residences.

III.

THE BASES FOR THE RECOMMENDATION THAT THE ATCO PROPOSAL BE ADOPTED

The ATCO proposal submitted earlier to the Commission is recommended in preference to the pre-cast concrete alternative for the following reasons:

- (1) the availability of these units at an earlier date this fall (October 1),
- (2) the probability of more favorable financial arrangements for retiring the cost of such units.¹

IV.

INFORMATION CONCERNING CONTRACTUAL ARRANGEMENTS

This section of the report presents a rather terse summary of two contractual possibilities. A more detailed cost analysis will be presented at the time of the meeting with the Commission.

Two alternatives based on length of contract are available under the rental-purchase plan. Assuming the overall cost of residences for 200 students to be \$400,000, less furniture and equipment, the monthly rates for the two time periods are:

¹The pre-cast concrete construction was costlier--\$525,000 as against \$409,000--would take longer to construct (6 mos. compared with 3 mos.) and did not lend itself to a rental-purchase type of contract.

(a) 5-year period--\$8,449.00 per month

(b) 7-year period--\$6,531.00 per month

These monthly rates of payment can be varied to accommodate the budgeting practices of the institution; in addition arrangements can be made to complete a "buy out" in advance of the terms quoted above.

The 7-year contract alternative is included in this presentation as a result of an indication of interest by the Junior College Board. Although no commitments have been made, consideration is being given to the possibility of the Junior College taking over the ATCO units once the University has no further need for them. Although a number of uses could probably be found for such facilities by the University, i.e., married student and faculty housing, facilities for maintenance and service departments, semi-instructional, and health services, etc., the experience of other universities with temporary structures causes us to want to insure that a definite term is placed on our use of such facilities. Therefore, and without proposing that we deviously unload the problems of "permanent" temporary buildings on our sister institution, these discussions with the Junior College are continuing. We hope to be able to provide a more definite report at the time of the meeting.

V.

REFERENCES

1. Riker, C. H. & Lopez, C. F. College students live here: a study of college housing. New York: Educ. Fac. Labs., 1961.

2. Freedman, M. The passage through college. The Journal of Social Issues, 1956, as quoted by Riker and Lopez.
3. Eddy, E. D. Jr. Changing values and attitudes on campus. In A. E. Traxler (Ed.) Long Range Planning for Education. Washington, D.C.: A.C.E., 1958
4. Eddy, E. D. College influence on student character. Washington, D.C.: A.C.E., 1959.
5. Brown, D. R., & Bystrom, D. College enrolment, personality and social ideology of three ethnic groups. Journal of social Psychology, 1956.
6. Millett, J. The academic community: an essay on organization. Toronto: McGraw-Hill, 1962.
7. Jacob, P. E. Changing values in college. New York: Harper, 1957.
8. Wilson, L. (Ed.) Emerging patterns in american higher education. Washington, D.C.: A.C.E., 1966.