

Appendices

Boston University Living-Learning Programs Review Committee Report
November 4, 2013

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Appendix I. Charge to the BU Living-Learning Communities Review Committee

To undertake a comprehensive review of BU's Specialty Houses, and make recommendations for the future development of BU's living-learning programs over the next 5-10 years. The recommendations could include suggestions for particular themes for living-learning programs, but should focus centrally on the kind of program and a process for developing them. The Committee should report its recommendations to the Associate Provost for Undergraduate Affairs by May 17, 2013.

The Committee should pay particular attention to evaluating whether BU is taking full advantage of living-learning communities to:

1. Provide an enriched educational experience that is engaging and interesting, that promotes student interaction with faculty on substantive matters, that actively advances the understanding of diverse experiences and points of view, that integrates what happens inside the classroom and out, and that matters significantly to students' intellectual development;
2. Increase BU's ability to recruit top students;
3. Increase BU's ability to retain and graduate those students;
4. Promote curricular innovations (such as interdisciplinary programming across departments and colleges) or social/community goals (such as civic engagement or community service).

The proposed plan should pay special attention to how living-learning programs help define a distinctive BU residential experience. This will include thinking carefully about how to use our extraordinary housing assets, particularly the houses on Bay State Road, to best advantage. Size of program will be an important factor here.

In conducting its study, the committee should think of BU's living-learning communities as a whole. It is assumed that all programs should advance goal 1 above, but not all programs need to promote all of goals 2-4. Our suite of offerings as a whole should, however, strongly advance all four.

The committee will want to consider such questions as: how effective are the existing programs and in what ways? What are the characteristics of an effective program? Are BU's programs the right size? Should BU have different kinds of living-learning programs, e.g. more curriculum-based, more limited or extended in time, focused just on first and second year students, on third and fourth year students? If so, what kinds of programs ought we develop and how should they be developed? These questions are not meant as limits to what the committee considers, but as examples of some issues.

The committee will want to educate itself about programs at our peer institutions and other universities to spur new ideas and discover effective practices for use at BU.

WISE@Warren and Kilachand Honors College are not part of this review, but should be considered for purposes of comparison and as part of the suite of living-learning programs BU offers.

Appendix II. BU Living-Learning Communities Review Committee Members

Chair: Nathan Phillips, Professor, CAS, Earth & Environment

Staff: Kelly Connors, Office of the Provost

Heather Barrett, Graduate (PhD) Student, English, CAS

Linette Decarie, Director, Institutional Research

Roscoe Giles, Professor, ENG, Electrical Engineering

Karen Jacobs, Clinical Professor, SAR, Occupational Therapy; Faculty-in-Residence,
33 Harry Agganis

Steven Jarvi, Associate Dean, Student Academic Life, CAS

Sam Kauffmann, Professor, COM, Film

Hugh O'Donnell, Professor, CFA, Visual Arts

Davida Pines, Associate Professor, CGS, Rhetoric

Tyrone Porter, Associate Professor, ENG, Mechanical Engineering

Sean Reilly, Undergraduate Student, CAS; RA Italian House

Bruce Schulman, Professor, CAS, History

Kelly Walter, Associate Vice President and Executive Director, Admissions

David Zamojski, Assistant Dean of Students and Director, Residence Life

Appendix III. Comments received by Specialty Community Advisors

The BU Living-Learning Community Review Committee solicited feedback via email from 32 of the 34 Specialty Community Units* in May 2013 and then again in October of 2013. We received feedback from 21 advisors, one of whom wished to remain anonymous. Feedback in Appendix III appears in alphabetical order by Specialty Community Unit.

*Please note: We did not solicit feedback from the Limited Parietal House. We solicited feedback from the Women in Science and Engineering Specialty Communities (WISE Floor and the Upperclass WISE-UP) as a single unit.

Specialty Houses: Classics House
Core Curriculum House

Advisor: Stephanie Nelson
Assistant Dean and Director, Core Curriculum
Associate Professor of Classical Studies

Having served as faculty advisor for both the Classics House and the Core House and Floor in Warren Towers for something like five years now, I have developed some fairly strongly held feelings about specialty housing at BU.

First, I feel very strongly that the physical conditions of many of the specialty communities seriously jeopardize the communities' mission. In the Classics House, for example, an inviting and commodious common room in an ideal location, just off the entrance and facing Bay State Road, was turned into a bedroom quite a number of years ago. The result has been that the residents have no inviting space to gather, and consequently, I am told, tend to spend their time in the house in their individual rooms with the doors closed. The only common spaces in the house are in the basement, with no windows, and cramped conditions and in the entrance way, where the residents have placed a table and chairs, but where any conversation has to contend with a continual stream of traffic. On the Core floor in Warren Towers the common room is the one standard to the building, which is again quite cramped. Also, since there is no possibility of designating one space for study, and another for socializing, students don't have the kind of space conducive to working together, which should be one of the main opportunities provided by a Living-Learning community. In contrast the Core House was able to keep the same kind of inviting, convenient common room that the Classics House once had, as well as a rather less inviting, but sufficiently large "television room" in the basement, and the result is that the students do regularly both study and socialize together, initiating, on their own, events like a regular weekly movie night and various study sessions.

Secondly, largely, I think, because the responsibilities for the specialty houses are divided between Res Life, Housing, and CAS I have personally found it almost impossible to equip the houses with even the simplest requirements for allowing them to carry out their mission. In the Classics House, for example, I spent a full three years requesting a whiteboard for the students' use (indispensable for students trying to study beginning Latin or Greek together) and only acquired one when the department agreed to purchase it for the house out of department funds. Similarly, although both the department and Classics alumni wished to donate basic texts to the house to aid the students' study, it took another three year to get permission for a bookcase on which to put them. In the Core House the built-in bookcase which

Core had stocked with the books all the students study in common was missing half of its shelves, and again the problem was only remedied, after a number of years of futile requests, when I personally went to the hardware store and purchased the necessary shelves. Aside from the inconvenience of lacking such simple aids to an academic community, the lack of concern expressed in not providing convenient tables and chairs for study (for example) sends a strong message to the students that at basis the Specialty Community is really just another dorm, with a couple of events added on, and not taken seriously as a Living-Learning Community.

Finally, and perhaps most crucially, the complexity of Housing selection, and the alacrity with which Housing has filled spots in the Specialty Community with students completely uninterested in the specialty in question, has seriously undermined the communities' mission. Over and over again I have heard of students who were very interested in the particular community who failed, for one reason or another, to obtain a space, while (for example) international and transfer students who required housing at the last moment were simply stuck in, without having expressed any interest in the community, or even knowing that the residence was a specialty community. As a result I have found that unless an enormous effort is made by the academic department concerned, a majority of residents have no involvement in the specialty, meaning that even for those students interested in the field, it becomes "uncool" to focus on it, which, of course, ends by lessening their own interest in the community.

The strength of the Specialty Houses is that there certainly is a quite sizable number of undergraduates at BU who find a Living-Learning Community rewarding and who profit greatly from it. To my mind we can best use this advantage by attempting to make the physical space of the communities serve their end (and, by the way, I might add that the single most desirable improvement almost every undergraduate has mentioned to me would be the addition of a common kitchen and dining space) and by streamlining and facilitating both faculty involvement in the specialty houses and student selection. I would suggest that each house be equipped with a comfortable common room, equipped to serve students' needs, that a separate space for socializing also be provided, that the supervisors for the Specialty Houses arrange for regular meetings with the RA and faculty advisor, and take responsibility for implementing suggestions made, that Specialty Housing be made far more visible than it currently is, and that a simplified method of filling residences with qualified students be instituted, even at the cost of leaving some rooms open when a qualified resident has not yet been found for them.

Current attempts to strengthen the sense of community in the Specialty Houses by establishing a charter and a committee of residents have, in my experience, only added another level of bureaucracy to the communities, without addressing any of the underlying problems. To put it very bluntly, despite our focus on establishing BU as a top flight academic institution, residences such as the Student Village complexes invite students to value luxury housing (which also commands a top dollar in terms of pricing) rather than the possibilities of an academic community. To make Living-Learning Communities a success we will have to make them attractive and desirable locations, and then strictly enforce the requirement that students in these communities be actively involved in the specialty of the particular house. If we can do that we will not only provide an environment which will nurture those students who are already actively engaged academically, we will also encourage more marginal students to become so engaged, and set academic involvement as a desirable goal for the BU undergraduate community as a whole.

Thank you so much for the opportunity to express my views on this subject, which I consider extremely important, and where I feel we can do much to help BU students, and BU as an academic institution, live up to its enormous potential.

Specialty Community: College of Fine Arts Floor

Advisor: Alyssa Baker
Director of Student Services, CFA

*Please note: Alyssa Baker choose to incorporate her feedback with that of her colleague, Sarah Bellow, Student Services Coordinator in the School of Music, who worked closely with the Music House.

What has been your overall experience as faculty advisor for a specialty house?

Alyssa Baker: Some RAs have been more responsive than others.

Sarah Bellow: I've had a great experience working with Mariya. I'd like to learn more for next year about the expectations from the BU Specialty Housing Program about events. It's been a good year.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

Alyssa Baker: I feel that the current strengths are the students' drive and intentions at the start of the year. The follow through on many of the ideas has not been as successful. This is where I feel there is room for improvement and possibly more facilitation on my end. I also think that students that tend to be leaders and get involved in many things also are interested to be in our specialty housing communities. These students are fantastic, but often they are so busy that it is difficult to initiate new events.

Sarah Bellow: The house community is very inclusive and diverse, and seems to be making a decent connection with music majors and non-music majors. The weakness of the house is definitely its plumbing, specifically, and facilities in general. I heard about a long stream of maintenance requests – most of which were promptly filled.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Alyssa Baker: Students should be given more responsibility in carrying out their missions.

Sarah Bellow: I'd like to be able to choose community members in a more strategic way than simply disqualifying people. If we could rank them, that would be helpful. We're trying to choose members who are interested in participatory music, and participation in general.

Specialty House: College of General Studies House

Advisor: Stacy Godnick
Associate Dean, CGS

What has been your overall experience as faculty advisor for a specialty house?

As staff advisor for the College of General Studies House, my experience has been positive. Residence Life is very supportive and trains the RA's very well. That said, at times I have felt that the information ORL sends me regarding the RA candidates as well as a list of the applicants (who I ultimately approve), is a bit last minute. That is, I don't have a ton of time to turn it around to them.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

One of the biggest strengths is RA selection process. ORL includes me in on the process in terms of letting me know who has applied. Most times I know the students already, but if I don't, ORL is very willing to let me interview the candidates and to incorporate my impressions and preferences in their selection process.

Another strength is the strong sense of community based on the residents having a common academic experience. The success of the House is predicated on the RA's ability to create community among the current and former CGS student residents, who serve as mentors to their younger peers.

Programming with the faculty and staff once or twice a semester in the house is a core strength in that it gives students an opportunity to talk with professors and deans in an intimate, informal setting. One thing that I thought was a weakness but has ended up being a positive is the fact that if the House does not have enough CGS applicants, Housing places non-CGS students there. True, a non-CGS student does not have the common academic experience with CGS students; however, they seem to engage in the fellowship of the House just as well, if not better because they are curious/envious about the CGS curriculum/experience.

Not too sure of any weaknesses, per say. Optimally, it's best to have the House full with CGS/former CGS students; but as I mention above, it seems to be working out when this arrangement is not possible.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

More regular programming with faculty in the CGS House would enhance the Living-Learning opportunities of its residents. Perhaps a more intentional curriculum for the house with learning goals and outcomes would be nice. Maybe the CGS House residents could engage in directed study for credit with a professor.

Any other comments you have, however brief, will be welcomed.

Glad the University is looking at this very important aspect of undergraduate education.

Specialty House: College of Communication Floor

Advisor: Cheryl Ann Lambert
Assistant Professor of Public Relations, COM

Thank for the opportunity to provide feedback on Specialty Communities at BU. I have been a Specialty Advisor for a COM floor in Warren Towers for the past three years, and I have enjoyed the experience. Because I teach upper-level undergraduates and graduate-level students, I rarely get the chance to interact with freshmen students. The Specialty Advisor position gives me that chance. Below are my responses to your specific questions:

What has been your overall experience as faculty advisor for a specialty house?

My overall experience as Specialty Advisor for a COM floor has been positive. I have had the opportunity to offer advice about events that I believe have been beneficial to students. Those events have included a pop culture panel; a Communication Research Center presentation, and a Writing Center tutorial.

What are the current strengths and weaknesses of your specialty house?

One of the strengths of the COM Specialty Floors is the number of COM faculty who are involved in the residential life activities. This enables some joint programs, or at least some opportunities for faculty to support one another in hosting or speaking or presenting for colleagues.

The only weakness of the COM Specialty Floors is something I also view as a strength. The flexibility and freedom to select or create an event lends itself to creativity from the RAs and the advisors. However, the flexibility became a challenge this year due to the restricted availability of my floor's RA due to her work, class, and homework obligations. Freedom also became a liability because of the floor's RA. She was non-responsiveness to emails and demonstrated unwillingness to implement several easy specific program ideas I recommended, nor did she utilize material I provided for the purpose of benefiting the residents. This was disappointing given my primary concern of helping the residents.

What are the current strengths and weaknesses of the BU specialty housing programs in general?

I believe the current strengths of the BU specialty housing programs in general are the variety of opportunities for students. I have long believed in holistic learning. The specialty housing programs puts holistic learning into action.

I do not see any weaknesses in the BU specialty housing programs in general.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

My only recommendation for enhancing the residential experience in specialty housing as Living-Learning communities would be expanding the advisory opportunities to align with faculty research areas. For example, my research includes health message presentations. I would have loved to serve either as an advisor or presenter for the Sargent College house or Wellness house. I imagine other professors would like to do the same.

Any other comments you have, however brief, will be welcomed.

As much as I have enjoyed serving as a Specialty Floor Advisor for COM, I will be unable to participate in fall, 2013 due to a Junior Scholar Leave that semester. I will be available in Spring 2014, however. I hope to continue serving as a COM Specialty Floor Advisor at that time. Thank you.

Specialty House: Common Ground House

Advisor: Katherine Kennedy
Director of the Howard Thurman Center for Common Ground

What has been your overall experience as faculty advisor for a specialty house?

As the faculty advisor for the Common Ground House, my experience has included years of great success and some of great disappointment in terms of the final placement of residents and the deteriorating condition of the facility itself.

A few years ago the requirements for application and acceptance was changed to try to ensure that only students who were committed to the mission and purpose of the House would be accepted and the integrity and programming could be maintained from year to year.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

STRENGTHS:

- The purpose of the Common Ground House is connected to the Howard Thurman Center's mission/philosophy;
- The application requirements ensure that the students who are accepted and live there are having the Living-Learning and social experience they were promised.
- The House has the opportunity to automatically participate in any Thurman Center programs thereby enhancing the variety and frequency of events for students

WEAKNESSES:

- Specialty Housing not effective if requirements for acceptance are not adhered to.
- The Common Ground House needs renovation that includes painting, carpet, plumbing, etc. It has deteriorated to the point where I do not want to recruit students to live there. Students who live there are complaining and will not return.
- If students permitted to live there are not from the pool that applied, then it is near to impossible to fulfill the purpose of the house because students say that they signed up to live in a Brownstone on Bay State Road.
- While the application and review process has been adhered to by Residence Life and the Thurman Center. Housing has not complied with placing the selected students in the Common Ground House.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

I want the guidelines for Specialty Housing to be strictly applied to. I understand that when there are openings that there may be a need to place someone there that needs housing. In the case of the Common Ground House, students who applied and thought they would be moving into the residence were not placed and this year, almost the entire house is filled with students who did not apply but were simply placed. This makes it very challenging for the resident assistant as well as the faculty advisor.

I think priority should be given to seeing that the residence is attractive and desirable to live in.

Specialty House: Community Service House

Advisor: Lindsey Wyld Kotowicz
Community Service Center Director

What has been your overall experience as faculty advisor for a specialty house?

I have been very fortunate to have had very strong RAs at the Community Service House. They have kept me in the loop, reached out when they needed advice or resources and developed great relationships with their Residence Life supervisors. It has made my job pretty easy.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I can't speak to all of the other houses on campus but I think it is hard for the CS House when first-years are pre-placed in this house. I'd like to think this doesn't happen often but when it does I think it can really change the dynamic of the house. This first-year may have no interest in service which can leave a big impact on such a small house. I also know it has been a real challenge to find a time for the house to volunteer together.

What are your recommendations for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

In the past two years I have seen a lot of positive changes happen. I like the idea of having an executive board within the house. I like that they have a constitution or charter that they follow. I also like the fact that the RA is typically someone who is well connected to the service opportunities that exist at BU and in Boston. I do wish that the first-years had to take some sort of pledge together to find the time for the whole house to volunteer together at least once a semester. I feel like that is the whole purpose of the house and that they shouldn't lose sight of that.

Specialty House: Earth House

Advisor: Dennis Carlberg
Sustainability Director

Sustainability@BU supports the Earth House and has since fall '10. To date, our collaboration has included:

- Kickoff meeting/presentation in September to talk about global sustainability, our need to act, what BU is doing, and how they can get involved.
- Provide each student with a recycle bag, Earth House hooded sweatshirt, reusable mug, Earth House water bottle, USB drive, pencils, and reusable shopping bags.
- Earth house now has the most water efficient toilets on campus (1.28/0.8 GPF) dual flush.
- Each shower has a 5 minute shower timer.
- Adjusted boiler temp and instructed residents on the use of radiator valves.

In the fall of '11 I helped them with their charter.

Lisa Tornatore (Sustainability Outreach Coordinator) and I feel we need a more robust program for Earth House. It is very difficult to engage the residents as a house if they are not all interested in the environment. More needs to be done to reach out to those students who have genuine interest and get them to apply to the Earth House.

It would be wonderful to engage the residents further and use the house as a living lab, getting the students involved in LEED certification of the house perhaps in conjunction with the ENG house. I have discussed this in general with Bill Walter, Gary Nicksa, and Marc Robillard. They are open to this, and Marc suggested combining the Earth House with ENG House in one building we renovate on South Campus a year or two from now.

Specialty House: Education House

Advisor: Debra McCullough
Records Manager, SED

What has been your overall experience as faculty advisor for a specialty house?

Overall, it has been great; the RA has been responsive and busy planning activities for her residents. I enjoy meeting with the residents outside of the office and see the bond grow amongst them. The camaraderie has brought these students closer together and they identify themselves as Ed Housers, it's a great thing to watch and foster.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I believe it's been a great place for our students to come together to have a living/learning experience, where they can seek help and talk shop outside of the classroom. One of the weaknesses is the physical plant, it seems a little outdated and could use a little sprucing up.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

I think cross-programming with other specialty housing would go a long way, maybe a housing fair where students outside of specialty housing can explore what it means living in specialty housing.

Any other comments you have, however brief, will be welcomed.

So far it's been a great experience and all of the residents I talk to love living in Ed House!

Specialty House: French House (La Maison Française)

Advisor: Liliane Dusewoir
Senior Lecturer in French & Spanish, CAS

I really wanted to share my comments as I have been Faculty Advisor to the French House for over 5 years and I have participated in numerous meetings regarding Specialty housing.

My overall experience as faculty advisor at the French House has been improving over the past five years. The contact with the students outside the classroom is refreshing and interesting.

But there's still room for improvement.

The main strengths are definitely the beauty and the location of the house. Also, Res Life is doing a great job at selecting excellent RAs and at trying to get residents who actually specialize in French. Although Res Life doesn't have much freedom in this regard as I understand it.

The strongest weaknesses is that as a language house, the residents very rarely speak French among themselves, that students typically organize events in the house for themselves, which is crucial to get to know each other, but they rarely involve the whole campus nor do they target academically-oriented events.

Somehow, the residents turn to the RA for leadership and usually the RA is overwhelmed by administrative & logistic issues. The residents don't take ownership of their experience at the house (they complain in the applications about the lack of French spoken at the house). There's very little leadership and that factor should be suggested or encouraged or fostered somehow. Maybe encourage an e-board with a president-elect etc. from within the body of residents? (with the support of Student Activity office maybe and the Chair of the department). There is also very little linguistic support. The possibility of prioritizing some applications (upon faculty recommendations for instance) to live at the house would make sense. And/or for native speakers of French (those doing an exchange program, for instance). Only a certain amount though, as we would want to keep a healthy blend of intermediate, advanced and superior. As well as a blend of freshmen, sophomores, juniors and seniors, to foster role-model and leadership among themselves.

Another aspect that I believe to be problematic is that we have a spectacular common room but it is the common room of the residents and for security reasons, it is swipe-accessible to residents only. The residents do agree to open the common room for outside events when I ask but I feel that this wouldn't be appreciated if this were to happen too frequently.

However, I strongly believe the common room of the French house should be open to all. I'm not sure how to do this and ensure resident's safety at the same time with the current setup but there are currently at least 300 students following the undergraduate association of students of French on campus and a strong base of 40 students who go to most of the events. Among these events, there is a weekly conversation group, a bi-weekly Cine Club, a weekly ping pong club, a French soccer team.... and academic event (currently a week of events and roundtables and exhibits about Albert Camus's 100th birthday). There are only 24 residents, most of which don't attend these events. There's something that doesn't compute in this equation.

I don't want to just be negative though, the current RA is great, I have organized several events at the house and everyone has been gracious about it, the residents, overall, are very friendly and I have a great experience with them. I just think that the residents' academic experience could be richer and more rewarding.

Specialty House: German House (Deutsches Haus)

Advisor: Beate Alhadeff
Senior Lecturer in German, Head of German Language Program

What has been your overall experience as faculty advisor for a specialty house?

Short of Dean Jarvi's exciting plan to have all the language houses under one roof, it would be helpful if the DH had a community room equipped with a bit of technology so that the students can listen to music and watch movies. The DH originally had one, but years ago it was converted into a dorm room. Together with the residents I have been advocating the restitution of a common room for a long time. But unfortunately, to no avail. Also, the quality of the rooms falls far below of what people can get in one of the new dorms.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

Bay State Road is a popular location. For the last three years the atmosphere has been very positive, largely thanks to the RAs Nairika Murphy and Chris Barnes who organized events like movie watching (for which they congregate in the hall and need to borrow a projector from the Geddes Center), playing games, outings to concerts in Symphony Hall, annual Oktoberfests and soirees with the other language houses. But due to the fact that usually a third or a fourth of the residents have nothing to do with German, the language only gets practiced in small circles.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Although I am called "faculty advisor" I often feel more like a supervisor, especially since I have to review the applications for residence in the DH. As for the cultural activities, I think it would be great if a suitable (graduate) student could be assigned with the task and get credit for it. I also support the idea that the residents should be obligated to take one or two credit courses related to the different cultures of the language houses. Those courses could be scheduled in the evening to make attendance easier, avoid the problem of finding sufficient rooms or, if possible, take place in the language houses themselves.

Specialty House: Hospitality Administration House (SHA House)

Advisor: Brian Shockley
Assistant Dean, Finance & Administration, SHA

What has been your overall experience as faculty advisor for a specialty house?

It has been a great experience to work with devoted and caring student leaders.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

The strength of the Hospitality House is the sense of community and feeling of being part of the School and being together as a team.

A weakness can be that it is not as close to SHA since we moved to our new building 6 years ago.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Would it be possible to have images of the different specialty houses so when students are choosing, they see how beautiful Hospitality House is?

Specialty House: Italian House (La Casa Italiana)

Advisor: Claretta Tonetti
Senior Lecturer in Italian

I have been the faculty advisor of the Casa Italiana for many years and I must say that my overall experience has been very good, especially in the last few years. The RA, Sean Reilly, a former student of mine, has been excellent in listening to all of the guests without antagonizing anybody. Every time that I went to the Casa for a cultural presentation (generally an Italian film), I could see that there was a very nice sense of community and cooperation in the residence.

This is certainly a point of strength together with the beauty of the Casa and its location.

A weak point, which we have been dragging along for years, is the fact that Italian is not spoken enough in the Casa; I have recently talked with an enthusiastic student who would like to be a guest of the residence during the Spring semester for the purpose of being in an Italian environment, and, alas, I had to let her know that, unfortunately, not everybody speaks Italian there; I felt that it was my duty to inform her because I do not want her to be disappointed.

Sean, whom I will see tomorrow, has informed me already that the language situation is slightly better than last year, but still too many residents are not even taking Italian. It seems that, as it happened before, some people who had applied made another choice during the enrollment process, thus leaving spots filled by other students at random. Sean also told me that there was a waiting list, but I do not know if it made a difference.

What I will discuss tomorrow with Sean, is the possibility of organizing the residents who WANT to speak Italian. Many in fact complain that they had expected to hear the language and they do not. Students are very young, busy and sometimes overwhelmed by all the activities that BU offers, but if we can get the "good" residents together and ask them to take a commitment consisting of meeting three hours a week (in different days of course) in the living room and SPEAK ITALIAN, we could already make a difference.

Needless to say that I will be happy to go to the Casa and help with the organization and I will also be happy to drop by and participate in the Italian conversation.

Let us hope that it will work.

Specialty House: Kilachand Honors College House

Advisor: Amanda Scobie
Assistant Director for Student Services, KHC

What has been your overall experience as faculty advisor for a specialty house?

I have had a positive experience. Both my area director and RA are especially helpful. They foster an active and supportive community.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I feel that my students simply don't engage in programming; a lot of students simply want to live in a brownstone more than they want to be engaged in the community, I feel.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Perhaps there could be some kind of incentive for students to live in specialty house and Living-Learning communities to help fill the houses/floors. I've found that it's awkward when a house/floor isn't full of students opting for the specialty community and other students are placed in, as well as difficult for the RAs to then facilitate community-themed events when they have other students' interests to consider as well. Additionally, I feel there needs to be more sense of a community identity within the houses, both for community bonding and to differentiate themselves from other specialty communities. This began with charters – but perhaps activities that bring together all specialties in which they must distinguish themselves, some kind of branding, etc.

Specialty House: Management House
Management Floors

Advisor: Norm Blanchard
Director, Undergraduate Program, SMG

What has been your overall experience as faculty advisor for a specialty house?

I've enjoyed working with the Management House and the Management Floors at Warren and Towers (previously Shelton). The RA's have been generally been eager to work with my office to cooperate in programming. I think this is a combination of the structure in place that requires them to do so, good choices made in hiring them, and good supervision by the Directors.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I can't speak to specialty housing in general, but I like the fact that the students in our residences tend primarily to be SMG students (which, I guess, is the point), which promotes cohesion. This also facilitates programming, which I believe is our strength: tutoring in the dorms, dinners with the Dean, LinkedIn photo sessions, etc. No glaring weaknesses spring to mind.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

We will continue to work with the RA's and Directors to enhance the programming. I think this is what draws students in.

Specialty House: Sargent College Floor

Advisor: Lee Marinko
Clinical Assistant Professor, Physical Therapy and Athletic Training

What has been your overall experience as faculty advisor for a specialty house?

I have been a faculty advisor for the past 4 years I think and overall it has been a lot of fun. I think initially I struggled with how to make my role valuable to the Residents and how to create a connection with them. I am not quite sure I have figured that out but I can say I have a good relationship with my RA and have met a number of wonderful girls over the years.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I believe that creating the mission and goals for the floor was one of the most beneficial exercises since my tenure. It enabled me to sit with the RA and reflect on what would make the experience better for the residents. I would say currently I only have I think 5 residents of the entire Sargent Floor that are actually Sargent students which is a little disappointing. I am not sure that the Specialty Communities are advertised or showcased enough in the Open Houses or even the Accepted Student Open House.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Could we set aside time at Open House to showcase the Communities. Work with the Dean or Academic representative for the College to better position the community at the College level. Could we try to get the current Faculty Advisors together for brainstorming successes and failures or have some sort of orientation type event so that we are all consistent in our programs. It would be interesting to hear the opinion of Specialty Communities from the President or Dean of Students.

Specialty House: Sargent College House

Advisor: Chad Clements
Clinical Assistant Professor
Coordinator of Clinical Education Programs in Athletic Training

What has been your overall experience as faculty advisor for a specialty house?

Very positive, though it's RA-dependent. I'm confident the new RA we are moving forward with will be very helpful in achieving many of the goals of the house charter & I look forward to a couple of productive years.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

Strengths: connection to the College & support from the College; sense of community; chance for students from various healthcare disciplines to interact and learn more about one another; community service; promotion of healthy lifestyle. Beginning to connect with other specialty housing also, which can make for a richer experience.

Weaknesses: Need to be better at letting the College faculty know what Sargent House residents are doing. There was a plan for a Sargent House "Soirée" that didn't materialize this spring that I hope will be a good first step for improving. Continue to build connections with the other specialty housing residents.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

I believe that most critical is a connection to & support from the College/School that the specialty housing is affiliated with.

Specialty House: Trustee Scholar House

Advisor: James H. Johnson
Associate Professor of History, CAS

I write as the Academic Director of the Trustee Scholars, who, as you know, have a portion of 200-202 Bay State Road (Boyd House) designated as specialty housing. The house is a tremendous asset to the program. It enhances the intellectual and social lives of these gifted students, and truly builds community in the ways we seek. It is a source of pride for these students and for the program. I hope for the sake of these students, the program, and the university that Boyd remains a residence dedicated at least in part, if not in full, to the Trustee Scholars program.

Specialty House: Wellness House

Advisor: Katharine Mooney MPH, CHES
Wellness Coordinator

What has been your overall experience as faculty advisor for a specialty house?

This was my first year serving as advisor to the Wellness House and I really enjoyed the experience. I mostly served as a resource for the Resident Assistant of the Wellness House, giving her feedback on her programming ideas and providing programming myself including a Welcome Brunch, sleep hygiene presentation, and smoothie night. I particularly enjoyed getting to know the residents of the house (many by name!) and appreciated that they helped out with our Wellness Fair in March.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I think the strength of the Wellness House is that it provides a quiet, substance-free home for students who seek that kind of environment. Because students there pledge to live substance-free, there's also a strong sense of community and commonality among residents. In terms of areas of improvement, I think there can always be more community-building and programming to further enhance students' 'wellness experiences' while living in the Wellness House. While I have less experience with BU specialty housing programs as a whole, it seems to me that a strength is that they create smaller, more tight-knit communities within the larger BU community. Through specialty communities, students can more quickly meet peers who have similar academic interests and passions. I think an area of improvement for the overall program would be marketing these housing opportunities.

What are your recommendations for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

I would love to see all (23 or so) residents of the Wellness House take a PDP class together – or even be required to do so! I think taking a yoga/stress management/cooking class would build strong relationships among the residents and enhance their wellness experience while living in the specialty community.

Specialty House: Wellness House

Advisor: David R. McBride, MD
Director, Student Health Services

I'm responding to the recent call for comments about LLC's. I currently serve, with our Wellness Coordinator Katharine Mooney, as the advisor for the Wellness House. Wellness was added as a department at SHS about 5 years ago. Upon arriving at BU, I started a student peer education group and advisory board for SHS called the Student Health Ambassadors. My vision for the SHA experience had been that students would complete some coursework or training in peer health education, that those student would then be eligible to apply as SHA's, and then that a capstone to the experience would be living in the Wellness House. The vision for the Wellness House experience was that it would be a "credit bearing", community health oriented and directed study/program planning one. We've had some challenges fully realizing this continuum, though I would still love to see it come to fruition.

The challenges that we've faced are numerous. The Wellness House physically is not attractive to students, partly because of location and the fact that it doesn't have "apartment style" units with kitchens. Many of the students who live in the Wellness House are assigned there and don't choose to be there for the experience. We've also encountered some difficulty with students having "space in their schedule" to do non-classroom based learning, yet credit bearing, experiences. Some schools (Sargent) have internship experiences built into their senior curriculum where the Wellness House experience could reside, though this flexibility is not present in other programs. Another challenge has been identifying faculty mentors for the LLC experience. I hold a split clinical and administrative position at BU with limited time for teaching and mentoring. Therefore, it is difficult for me to work formal academic mentoring time into my schedule. The history of the Wellness House is not academic. The house historically was created for students with the social desire to live in a space where alcohol was not permitted (there is a behavioral contract that students must sign to live in the house). RA's in the house are typically there for just one year, making program development and mentoring difficult to develop. The RA's have been medical students in the past, who rarely have time to devote to programming in the house.

On the upside, we have been able to do some event and education planning with the students in the house, on a small scale. The students in the house have helped produce our annual wellness fair and in other events on campus. We have been able to collaborate with the house residents to hold some events in the space.

I would love to see the Wellness House experience become more substantial.

Specialty House: Women in Science and Engineering (WISE)

Advisor: Kristal Sullivan
Graduate Student, PhD Candidate in Chemistry

What has been your overall experience as faculty advisor for a specialty house?

My case is a bit different, because I am actually a graduate student who is serving as an advisor for the WISE@Warren Program, with my major contribution being organizing and instructing (mostly by organizing guest speakers and panelists) a special first year seminar our students are required to take. It has been a very good experience overall. I have been the WISE@Warren advisor since January, and it has been a crash course in learning how to support and run the program. The students are wonderful, though most of the work I do is administrative and not so much interacting with the students. I believe in what the program is working to accomplish and I believe it is fulfilling its goals, though of course could be improved.

What are the current strengths and weaknesses of your specialty house? What are the current strengths and weaknesses of the BU specialty housing programs in general?

I can't speak to any other BU specialty housing programs. The strength of the WISE@Warren residence is the community. The young women living on the floor are surrounded by students with similar interests and challenges. They make friends that can support them and move with them through their science or engineering program. They don't have to feel odd being the only student around who is interested in science. Another strength is the on-floor tutors. Students from previous years expressed how much they miss having a tutor living at their new residences.

The FY101 class is also a good opportunity for these students, though I think that many of the students don't understand what a good opportunity it is. This is a weakness of the floor. We try to organize events that we know these freshmen can learn from and will support them going forward, but they don't understand how helpful these actually are until much later. I wonder if the FY101 class would be better suited to sophomores or juniors, who would realize how much our events are needed.

What are your recommendations are for improving and enhancing the residential experience in specialty housing as Living-Learning communities?

Finding a good RA / on floor peer tutors and mentors is the most important thing. These types of jobs are hard to micromanage- you can't make the RA be a constant supportive presence on the floor- they have to have the motivation to do that themselves. We have had mostly good luck with this, but I feel this is very important. We also survey are students often to get their feedback about what types of activities they would like to do.

Any other comments you have, however brief, will be welcomed.

I think having a graduate student serve as the advisor for the floor is a wonderful idea. It allows me the opportunity to get involved on campus, learn leadership skills, and make a difference. However, I would recommend that the adviser be in their third or higher year of graduate school. I was hired as a first year grad student and have been taking classes, teaching other classes, doing research, and preparing for

qualification exams in addition to working with WISE. I have not been able to put in the time and energy into the program that I would have liked to.

Specialty House: Writers' Corridor

Advisor: Chris Walsh
Associate Director, CAS Writing Program
Assistant Professor, English

I'm on sabbatical, and my work with the Writers' Corridor hasn't been too extensive. I've enjoyed it, though. The WC has a good tradition, and I think both the former and current RAs have done good work in trying to cultivate that tradition. I do think more could be done to connect the WC to the broader community of writers at BU--through the Creative Writing Program, for example. More generally speaking, I think residential learning at BU could be exploited more fully than it is now.

Specialty House: Anonymous

Advisor: Anonymous

The biggest problem I have with the Specialty Communities is the difficulty of communicating with the office staff who involve the selection of the RA, choosing the residence every year, etc.

I feel like I only get e-mails when they need help from us, which is fine as far as they do a good follow-up with us. I am always very happy to help the staff when they need. For example, when they did not get any candidate for [----] House RA, they have contacted me. You have hired RAs whom we recommend in the past. I also interviewed a candidate last Spring.

The problem is though they (the staff) don't make me feel they have good communication with the advisors.

For example, I do not get any e-mails regarding

1. When the position gets advertised--if I knew it, we could recruit many candidates so you can choose the most qualified and suitable RA. Last year, all of sudden I was told there's only one candidate.
2. I never received any e-mail after I interviewed a [----] House RA candidate. I do need an e-mail about what you decide.
3. I always go over [----] House residents' applications with the RA. However, there's absolutely no e-mail about it last Spring. I personally did all the reviews with the RA who received the application.

I was able to do above jobs just because I had a good contact & communication with the RA. My past RA also had similar experience with the office. There are quite a few cases we are told to do certain jobs with a very short notice.

I am very happy about the past RAs, and all the residents residing in the House. Currently [----], the new [----] RA is trying hard. So I do not have much concern regarding the students, but I do have concerns regarding the office that run the Specialty Communities. I do not feel they are very organized, consistent, have good communication among them, sometimes with the RAs, and with us. I greatly appreciate if you could improve this situation.

Appendix IV. List of Current BU Specialty Houses

	Specialty Community Residences	Requirements
1	Chinese House, <i>172 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
2	Classics House, <i>176-178 Bay State Road</i>	A major or minor in classical studies, Greek, Latin, Modern Greek, or archaeology.
3	College of Communication Floors: <i>Clafin 3, Shields 11 and 14</i>	Enrollment in the College of Communication.
4	College of Fine Arts Floors: <i>Clafin 9</i>	Enrollment in the College of Fine Arts.
5	College of General Studies House, <i>166-168 Bay State Road</i>	Enrollment in the College of General Studies (juniors and seniors who are selected to reside in the House will act as mentors to the underclassmen and will be expected to participate in House activities).
6	Common Ground Floor, <i>Warren Towers 5C</i>	Interest in exploring cultural differences and common ground, social activism, and the philosophical foundations of justice.
7	Common Ground House, <i>158-160 Bay State Road</i>	Martin Luther King Scholar, Howard Thurman Center Ambassador, or demonstrated commitment to the Howard Thurman legacy by attendance at Common Ground Orientation or other programs sponsored by the Howard Thurman Center.
8	Community Service House, <i>31 Buswell Street</i>	Involvement in local community service organizations and projects; participation in FYSOP or the Community Service Center strongly preferred.
9	Core Curriculum Floors: <i>Marshall 11, and 12</i>	Enrollment in the College of Arts and Sciences Core Curriculum Program.
10	Core Curriculum House, <i>141 Carlton Street</i>	Enrollment in the College of Arts and Sciences Core Curriculum Program.
11	Earth House, <i>29 Buswell Street</i>	Strong interest in the environment and environmental issues; participation in sustainability initiatives on campus; involvement in events such as Earth Hour and RecycleMania.
12	Education House, <i>179 Bay State Road</i>	Open to any undergraduate student enrolled in the School of Education
13	Engineering Floors: <i>Marshall 9, Myles Standish 7, Kilachand 5, Shields 12, Towers 4W</i>	Enrollment in the College of Engineering.

14	Engineering House, <i>1 Buswell Street</i>	Enrollment in the College of Engineering.
15	Hospitality Administration House, <i>184-186 Bay State Road</i>	Enrollment in the School of Hospitality Administration.
16	Kilachand Honors College House, <i>117 Bay State Road</i>	Enrollment in the Kilachand Honors College.
17	Kilachand Honors College – Floors, Kilachand Hall 2, 3, 4	Enrollment in the Kilachand Honors College.
18	French House (La Maison Française), <i>153 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
19	German House (Deutsches Haus), <i>209 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
20	Italian House (La Casa Italiana), <i>193 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
21	Japanese House, <i>206 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
22	Spanish House (La Casa Hispánica), <i>188-190 Bay State Road</i>	A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.
23	Limited Parietal House, <i>157 Bay State Road</i>	For female students who prefer more restricted visiting hours (no Specialty Residence application required).
24	Management House, <i>161 Bay State Road</i>	Enrollment in the School of Management.
25	Management Floors: <i>Marshall 14, Towers 8W, 9W</i>	Enrollment in the School of Management.
26	Music House, <i>207 Bay State Road</i>	A major or minor in music or the ability to demonstrate an active interest in music.
27	Performing Arts House, <i>40 Buswell Street</i>	A major or minor in theater or music; or current enrollment in theater, music, or dance courses; or active participation in University performing arts organizations.

28	Sargent College House, <i>205 Bay State Road</i>	Enrollment in Sargent College.
29	Sargent College Floor, <i>Towers 7W</i>	Enrollment in Sargent College.
30	Trustee Scholars House, <i>200 Bay State Road</i>	Enrollment in the Trustee Scholars Program.
31	Wellness House, <i>7 Buswell Street</i>	Interest in a healthy lifestyle; commit via signed house agreement to live in a smoke-free and substance-free environment.
32	Women in Science and Engineering Upperclass (WISE-UP) <i>163 Bay State Road</i>	WISE-UP: Female students (sophomores, juniors, and seniors) who are declared majors in STEM (Science, Technology, Engineering, and Mathematics). Preference given to former WISE@Warren residents. WISE-UP house activities will include special seminars, interaction with STEM female faculty, peer and graduate student mentoring, academic support, STEM career experiences, creativity and innovation, and societal outreach in STEM.
33	Women in Science and Engineering (WISE) Floor, <i>Fairfield 15</i>	WISE@Warren: Female students who are entering freshmen and are interested in majoring in a STEM (Science, Technology, Engineering, Mathematics) discipline. Residents must register for a freshman seminar (First Year Experience) that meets twice a month and focuses on career opportunities, discussions with STEM female faculty and non-academic professionals, academic preparation and social and community outreach around STEM topics.
34	Writers' Corridor, <i>Kilachand 4</i>	Interest in writing and in sharing your work with others, and in submitting original work for floor publications.

Appendix V. Selected Specialty House Student Comments

Comment #1:

I currently live in 200-202 Bay State, the Trustee Scholars / Boyd House.

I very much appreciate both the community and the people as well as the general atmosphere of the house. Boyd is a safe space for me; it is quiet and respectful, and I trust the vast majority of my housemates enough to not always lock my door. It is neither unusual nor socially unacceptable to work on homework on weekend nights here - a marked change from Towers last year, where an RA on another floor actually mocked me for doing so. Despite a tenuous common thread - being chosen for accomplishments one to four years ago - Boyd is very much a community, and I have many friends here. Because of the terms of my scholarship I must live in BU housing all four years; I may choose to live in Boyd rather than get an apartment room.

However, the community is not without its drawbacks. The specialty communities are often used as housing for the late transfer students (rather than opened as general housing sooner), which creates an awkward dynamic where the extra students are almost complete opposites of those who chose the specialty communities. As I mentioned, Boyd is a studious and quiet house, and to be blunt the loud and obnoxious transfer students are often not welcome here. They in turn feel uncomfortable as they are not in the atmosphere they expected and are surrounded by students they usually do not get along with.

This is a problem that is known to housing; however, their simplistic solution is to downsize specialty communities rather than to pursue more effective solutions like giving housing priority for specialty-accepted students (or, god forbid, based on GPA), or to open the houses earlier to the general student population rather than using them as housing of last resort for transfer students. Boyd is actually being reduced to half of the existing double brownstone - and even that half was only kept after an outcry from us residents - making it harder for those who wish to stay here to stay. Much like SAO, Housing is resistant to change and to treating students as anything but universally untrustworthy. Their goal is to push students to off-campus housing or apartments; they don't like specialty houses for various reasons including that they attract upperclassmen and the slots can't then be filled with freshmen.

I am particularly sensitive to this issue because it has been problematic for me. I got a random roommate in the beginning of the year who turned out to be a chain-smoking meathead frat boy - not exactly the quality of housemate I expected. I had to move out after two months because I could no longer stand him. This semester, moving into a single was delayed because of problems with other late-transfer students who had obtained a key to the room. So perhaps I have a bias here, but I see this demographic issue as a large problem with specialty houses.

Specialty houses can also be good or bad for socialization for younger students. Some freshmen have made many friends in Boyd as a safe and supportive community. But a freshman friend of mine found herself in a triple with two rather asocial students and found it very difficult to make friends in her house (the Japanese house) because it was very quiet and full of introverts who mostly stayed in their

rooms. She would have preferred the more common dorm experience with a floor of 30-odd people. This lack of friends ultimately affected her mental health and, I believe, contributed to her leaving the university after one semester.

If you have any questions or wish for more information, feel absolutely free to ask.

Comment #2:

Living on the Writer's floor in Shelton there was never much actual writer's spirit in the air, except for the ghost of Eugene O'Neil. It would have been better if there were more events or speakers, like some of the other specialty housing provides (perhaps an outing to The Cantab Lounge for some slam poetry?).

Also, I lived on the floor as a sophomore, and mostly everyone else on the floor was a freshman. The floor felt very divided between first and second years.

I applied to live in specialty housing after having too random of a living experience in Warren Towers my first year. I wanted to live with other people who enjoyed writing, and have something in common with the people I shared a space with.

What I did like was the proactive nature of some of the students who were on the floor. One student suggested an editing folder on the main corkboard, and if you wanted a fresh pair of eyes on your work, you would put it in the folder and someone would edit it and return it. However, it was not used very often.

Overall, there needed to be more structure and creativity in thinking of activities and the purpose of a writer's floor. Otherwise, it just really felt like any other floor in Shelton.

Comment #3:

It's nice to have a specialty house. But I feel the housing office could make better use of the specialty house(s).

My freshman roommate and I really spent the whole year wondering why we were in the Philosophy House.

And I know that at least 8 people in this house were like me—and none of them were majoring in philosophy. Most of them were not even from CAS.

Then we figured out that we all had put our room preference as "apartment style preferred." The whole building is suite-style. That's probably the reason why we were in this specialty house.

So maybe the housing office could arrange for students who really do major in philosophy, or at least are interested in philosophy, to live in this house in order to make the time there profitable.

And as far as I remember, very few people showed up for the meetings organized with speakers who were knowledgeable about Philosophy.

Comment #4:

The author was the RA for the Chinese House

To be honest, I don't think that my own LLC was successful. I had issues that were very specific to the Chinese house, but in general, it takes an incredibly charismatic and passionate leader to get residents excited to participate in events and house activities. To improve my own community, I would have liked to have all extra-curricular events from the Chinese department hosted at the Chinese House.

Transforming these LLCs into the home base for the entire Chinese department would make a huge difference. It's not enough to have one or two department-wide events hosted in a specialty living community.

Appendix VI – Comparison of Selected Data from 2007 NSLLP Survey to Fall 2012 BU Residents

	Research Universities - 2007				Boston University - 2012		
	All Research		Very High, > 10 L/L Programs		In L/L Community	Applied to L/L	
	L/L	Comp	L/L	Comp	L/L	Comp	(U1 - U4)
Gender							
Male	35.3	36.5	43.4	47.6	40.4	38.0	40.8
Female	64.7	63.5	56.5	52.4	59.6	62.0	59.2
Transgendered	0.0	0.0	0.1	0.0			
Race/Ethnicity*							
African Am. / Black	9.1	10.7	5.5	6.9	2.6	3.7	2.6
Asian / Pacific Islander	12.5	3.9	6.6	7.1	15.3	15.0	15.5
American Indian	0.5	0.6	0.2	0.2	0.0	0.1	0.0
Hispanic/Latino	5.2	8.1	2.3	2.9	9.3	10.2	10.6
White/Caucasian	64.4	65.5	78	76.3	44.5	49.1	45.9
Multi-racial/ethnic	10.2	10.3	6.5	5.7	3.4	3.9	3.5
Non-Resident Alien					15.8	10.5	12.3
Unknown	1.1	0.7	0.7	0.8	9.0	7.4	9.6
International							
Foreign-Born	6.3	9.7	5.8	6.4	17.0	15.7	14.1
Domestic	93.7				83.0	84.3	85.9
High School GPA							
≥ A (>3.7)	35.1	22.8	50.0	39.8	37.0	26.7	37.1
B+ to A- (3.3 - 3.7)	43.8	46.3	36.9	41.6	48.0	52.4	48.9
B (2.8 - 3.2)	15.4	23.1	10.1	13.7	9.3	16.3	10.7
C+ to B- (2.3 - 2.7)	4.3	7.3	2.6	4.0	0.1	0.4	0.0
C- to C+ (1.7 - 2.2)	0.6	0.5	0.3	0.7	0.0	0.0	0.0
D or lower (0.0 - 1.6)	0.0	0.0	0.1	0.1	0.0	0.0	0.0
None reported	0.7	0.0	0.1	0.0	5.5	4.2	3.3
SAT (3-Score)							
600-1710	59.9	68.3	26.0	39.9	5.9	8.4	5.1
1720-1880	20.7	16.0	14.2	18.5	23.6	28.0	23.3
1890-2000	13.8	13.0	20.6	17.8	23.6	24.4	23.6
2010+	5.6	2.7	39.3	23.7	32.9	24.2	35.1
None Reported					14.0	15.0	12.8
Class Standing							
Freshman (U1)	71	63.9	65.9	66.3	66.6	30.9	60.7
Sophomore (U2)	19.5	27.4	22.1	21.6	21.4	27.3	26.6
Junior (U3)	7.8	6.1	8.4	8.1	7.9	23.1	10.0
Senior (U4)	1.7	2.4	3.4	3.7	4.0	18.6	2.8
Graduate	0	0	0.1	0.1			
Other	0	0.3	0.1	0.1			
Primary Major (in order of top undergraduate majors)							
Approved Deferral	1.1	0.3	1.1	1.0	14.1	17.0	13.8
Biology	6.7	4.6	11.4	8.0	2.6	3.1	2.5
Biomedical Engineering	in Engineering		in Engineering		7.2	3.2	9.1
Business Admin & Mgt	13.4	13.5	12.6	18.7	11.2	8.8	11.8
Communication	3.6	7.1	9.5	7.7	2.5	2.2	2.8
Computer Science	2.5	2.1	1.4	2.0	0.8	0.7	1.0
Economics	na	na	na	na	3.2	2.4	1.6
English	1.8	2.7	2.4	2.4	1.6	1.6	2.0
Engineering	2.0	1.9	8.8	7.6	na	na	na
Film & Television	in Communication		in Communication		2.3	1.7	2.1
Genl Lib Arts & Sci	na	na	na	na	4.9	14.7	4.2
Health Science	13.8	16.8	11.4	14.1	0.4	0.4	0.3
Hospitality Admin	0.4	0.8	0.4	1.0	1.4	1.3	1.5
Human Physiology	na	na	na	na	0.7	1.2	1.1
International Relations	na	na	na	na	2.3	2.9	2.0
Journalism	in Communication		in Communication		2.6	2.3	3.0
Mechanical Engineering	in Engineering		in Engineering		4.1	2.0	4.6
Neuroscience	na	na	na	na	1.2	0.8	1.2
Political Science	in Social Sci		in Social Sci		1.0	1.3	1.3
Psychology	in Social Sci		in Social Sci		2.1	2.8	1.6
Social Sci and Public Admin	7.9	11.1	11.5	10.2	na	na	na

Appendix VII – Comparison of Fall 2012 Undergraduates by On-Campus Housing Type and Choice

Boston University - Fall 2012				
	All Undergraduates	Traditional Housing	Specialty Housing	Applied to Specialty Housing
Total	10,934	9,595	1,339	763
Gender				
Male	4,185	3,644	541	311
Female	6,749	5,951	798	452
% Female	61.7%	62.0%	59.6%	59.2%
Race/Ethnicity¹				
African Am. / Black	390	355	35	20
Asian / Pacific Islander	1,647	1,442	205	118
American Indian	11	11	0	0
Hispanic/Latino	1,105	980	125	81
White/Caucasian	5,310	4,714	596	350
Multi-racial/ethnic	424	379	45	27
Non-Resident Alien	1,215	1,003	212	94
Unknown	832	711	121	73
High School GPA				
≥ A (>3.7)	3,057	2,561	496	283
B+ to A- (3.3 - 3.7)	5,670	5,027	643	373
B (2.8 - 3.2)	1,687	1,562	125	82
C+ to B- (2.3 - 2.7)	45	43	2	0
C- to C+ (1.7 - 2.2)	3	3	0	0
D or lower (0.0 - 1.6)	0	0	0	0
None reported	472	399	73	25
Average HS GPA	3.56	3.55	3.64	3.63
Median HS GPA	3.60	3.60	3.70	3.70
SAT (3-Score)				
600-1710	885	806	79	39
1720-1880	2,999	2,683	316	178
1890-2000	2,658	2,341	317	180
2010+	2,764	2,324	440	268
None Reported	1,628	1,441	187	98
Average SAT	1920	1915	1957	1960
Median SAT	1920	1910	1950	1965
Class Standing				
Freshman (U1)	3,860	2,968	892	463
Sophomore (U2)	2,902	2,615	287	203
Junior (U3)	2,319	2,213	106	76
Senior (U4)	1,839	1,785	54	21
Other Undergraduate	14	14	0	0
% Freshmen	35.3%	30.9%	66.6%	60.7%

Appendix VIII – Comparison of Retention by Housing Type, Entering Cohorts of Fall 2009 through 2011

Housing Option	% with LLC as 1st Choice	Not Retained	Retained	Grand Total	% Retained
Not in Specialty Community (LLC)		845	8,560	9,405	91.0%
In Specialty Community (LLC)		204	2,937	3,141	93.5%
Grand Total		1049	11,497	12,546	91.6%

Retention by Specialty Community and Method of Entry into the Community (Choice vs. Placed)

Specialty Community	% with LLC as 1st Choice	Not Retained	Retained	Grand Total	% Retained
Chinese House	82.4%	1	16	17	94.1%
Did Not Request LLC Placed in			3	3	100.0%
Requested LLC Placed in		1	13	14	92.9%
Classics House	36.0%	3	22	25	88.0%
Did Not Request LLC Placed in		2	14	16	87.5%
Requested LLC Placed in		1	8	9	88.9%
Common Ground House	23.5%	3	31	34	91.2%
Did Not Request LLC Placed in		2	24	26	92.3%
Requested LLC Placed in		1	7	8	87.5%
Common Ground, Warren (C)	22.4%	6	52	58	89.7%
Did Not Request LLC Placed in		4	41	45	91.1%
Requested LLC Placed in		2	11	13	84.6%
Communication, Warren (C)	71.3%	10	234	244	95.9%
Did Not Request LLC Placed in		2	68	70	97.1%
Requested LLC Placed in		8	166	174	95.4%
Communication, West (Clafin)	16.3%	9	120	129	93.0%
Did Not Request LLC Placed in		8	100	108	92.6%
Requested LLC Placed in		1	20	21	95.2%
Community Service House	35.3%	2	15	17	88.2%
Did Not Request LLC Placed in		1	10	11	90.9%
Requested LLC Placed in		1	5	6	83.3%
Core Curriculum House	56.3%	2	30	32	93.8%
Did Not Request LLC Placed in			14	14	100.0%
Requested LLC Placed in		2	16	18	88.9%
Core Curriculum, Warren (B)	17.7%	15	222	237	93.7%
Did Not Request LLC Placed in		14	181	195	92.8%
Requested LLC Placed in		1	41	42	97.6%
Earth House	28.6%		7	7	100.0%
Did Not Request LLC Placed in			5	5	100.0%
Requested LLC Placed in			2	2	100.0%
Earth/Environ. Awareness House	18.2%		11	11	100.0%
Did Not Request LLC Placed in			9	9	100.0%
Requested LLC Placed in			2	2	100.0%
Education House	37.5%	1	15	16	93.8%
Did Not Request LLC Placed in			10	10	100.0%
Requested LLC Placed in		1	5	6	83.3%
Engineering House	50.0%	2	28	30	93.3%
Did Not Request LLC Placed in		1	14	15	93.3%
Requested LLC Placed in		1	14	15	93.3%

Specialty Community	% with LLC as 1st Choice	Not Retained	Retained	Grand Total	% Retained
Engineering, Myles Standish	14.5%	9	122	131	93.1%
Did Not Request LLC Placed in		7	105	112	93.8%
Requested LLC Placed in		2	17	19	89.5%
Engineering, Shelton	28.6%	3	53	56	94.6%
Did Not Request LLC Placed in		3	37	40	92.5%
Requested LLC Placed in			16	16	100.0%
Engineering, The Towers (West)	20.7%	3	79	82	96.3%
Did Not Request LLC Placed in		3	62	65	95.4%
Requested LLC Placed in			17	17	100.0%
Engineering, Warren (B)	76.9%	8	113	121	93.4%
Did Not Request LLC Placed in		2	26	28	92.9%
Requested LLC Placed in		6	87	93	93.5%
Engineering, Warren (C)	39.0%	6	117	123	95.1%
Did Not Request LLC Placed in		5	70	75	93.3%
Requested LLC Placed in		1	47	48	97.9%
Engineering, West (Sleeper)	18.2%	7	141	148	95.3%
Did Not Request LLC Placed in		6	115	121	95.0%
Requested LLC Placed in		1	26	27	96.3%
Fine Arts, West (Clafin)	46.7%	4	116	120	96.7%
Did Not Request LLC Placed in		3	61	64	95.3%
Requested LLC Placed in		1	55	56	98.2%
Fine Arts, West (Rich)	32.8%	6	113	119	95.0%
Did Not Request LLC Placed in		5	75	80	93.8%
Requested LLC Placed in		1	38	39	97.4%
French House	40.0%	1	4	5	80.0%
Did Not Request LLC Placed in		1	2	3	66.7%
Requested LLC Placed in			2	2	100.0%
General Studies House	51.6%	3	28	31	90.3%
Did Not Request LLC Placed in		3	12	15	80.0%
Requested LLC Placed in			16	16	100.0%
German House	33.3%	1	14	15	93.3%
Did Not Request LLC Placed in		1	9	10	90.0%
Requested LLC Placed in			5	5	100.0%
Honors House, Bay State Road	77.8%		9	9	100.0%
Did Not Request LLC Placed in			2	2	100.0%
Requested LLC Placed in			7	7	100.0%
Honors House, Carlton Street	46.9%	1	31	32	96.9%
Did Not Request LLC Placed in		1	16	17	94.1%
Requested LLC Placed in			15	15	100.0%
Hospitality Admin. House	25.8%	7	24	31	77.4%
Did Not Request LLC Placed in		5	18	23	78.3%
Requested LLC Placed in		2	6	8	75.0%
Italian House	26.3%	1	18	19	94.7%
Did Not Request LLC Placed in		1	13	14	92.9%
Requested LLC Placed in			5	5	100.0%
Japanese House	46.7%	2	13	15	86.7%
Did Not Request LLC Placed in		1	7	8	87.5%
Requested LLC Placed in		1	6	7	85.7%
Limited Parietal House	12.5%		16	16	100.0%
Did Not Request LLC Placed in			14	14	100.0%
Requested LLC Placed in			2	2	100.0%
Management House	0.0%		7	7	100.0%
Did Not Request LLC Placed in			7	7	100.0%

Specialty Community	% with LLC as 1st Choice	Not Retained	Retained	Grand Total	% Retained
Management, Shelton	17.1%	7	75	82	91.5%
Did Not Request LLC Placed in		6	62	68	91.2%
Requested LLC Placed in		1	13	14	92.9%
Management, Warren (B)	64.5%	7	117	124	94.4%
Did Not Request LLC Placed in		3	41	44	93.2%
Requested LLC Placed in		4	76	80	95.0%
Music House	61.1%	2	16	18	88.9%
Did Not Request LLC Placed in			7	7	100.0%
Requested LLC Placed in		2	9	11	81.8%
Performing Arts House	18.5%	4	61	65	93.8%
Did Not Request LLC Placed in		3	50	53	94.3%
Requested LLC Placed in		1	11	12	91.7%
Philosophy House	18.9%	6	31	37	83.8%
Did Not Request LLC Placed in		5	25	30	83.3%
Requested LLC Placed in		1	6	7	85.7%
Pre/Accel. Medical, Warren (B)	65.2%	18	335	353	94.9%
Did Not Request LLC Placed in		6	117	123	95.1%
Requested LLC Placed in		12	218	230	94.8%
Sargent College House	37.5%		8	8	100.0%
Did Not Request LLC Placed in			5	5	100.0%
Requested LLC Placed in			3	3	100.0%
Sargent College, Danielsen	2.4%	4	37	41	90.2%
Did Not Request LLC Placed in		4	36	40	90.0%
Requested LLC Placed in			1	1	100.0%
Sargent College, Towers (West)	23.4%	8	86	94	91.5%
Did Not Request LLC Placed in		7	65	72	90.3%
Requested LLC Placed in		1	21	22	95.5%
Spanish House	45.8%	2	22	24	91.7%
Did Not Request LLC Placed in		1	12	13	92.3%
Requested LLC Placed in		1	10	11	90.9%
Trustee Scholars House	50.0%	2	36	38	94.7%
Did Not Request LLC Placed in		2	17	19	89.5%
Requested LLC Placed in			19	19	100.0%
Univ. Honors Col., The Towers	37.2%	6	72	78	92.3%
Did Not Request LLC Placed in		5	44	49	89.8%
Requested LLC Placed in		1	28	29	96.6%
Univ. Professors Program House	0.0%	3	13	16	81.3%
Did Not Request LLC Placed in		3	13	16	81.3%
Wellness House	68.2%	3	19	22	86.4%
Did Not Request LLC Placed in		1	6	7	85.7%
Requested LLC Placed in		2	13	15	86.7%
Women in Science, Warren (A)	72.4%	5	93	98	94.9%
Did Not Request LLC Placed in		2	25	27	92.6%
Requested LLC Placed in		3	68	71	95.8%
Writers' Corridor, Shelton	17.0%	11	95	106	89.6%
Did Not Request LLC Placed in		9	79	88	89.8%
Requested LLC Placed in		2	16	18	88.9%

Appendix IX. Telepresence Examples

VIII.1. University Interest In Telepresence

Colleges are taking teleconferencing seriously:

- Learning via Telepresence , University of Washington. Researchers at the University of Washington have been studying the ocean and seafloor of the Northeast Pacific Ocean. For the piloting of the VISIONS At-Sea Telepresence (VAST) Program during VISIONS 11, four hour-long broadcasts were transmitted live to college classrooms at both the College of Charleston and Rutgers University. These broadcasts included live and archived HD video narrated by shipboard scientists, as well as documentaries created by UW students who were on the cruise. The broadcasts were supplemented by a comprehensive suite of web resources and a series of taped presentations and lectures. Also on VISIONS '11, live interactive sessions were held with scientists on the ship and visitors to Seattle's Pacific Science Center. <http://www.interactiveoceans.washington.edu/story/Learning+via+Telepresence>

- Yale, Cornell University, and Columbia University, backed by a two-year, \$1.2 million grant from the Andrew W. Mellon Foundation, have launched a pilot program to conduct classes in uncommonly taught languages, including Indonesian, Yoruba, and Zulu, across the different campuses using videoconferencing technology. The college introduced TelePresence, a technology from Cisco Systems that makes participants feel like they're all seated at the same table. <http://www.insidehighered.com/news/2012/12/07/colleges-use-videoconferencing-offer-classes-across-different-campuses>

- Rhode Island Community College.

http://www.ccri.edu/it/classrooms/videoconferencing_examples.html. Collaborative Projects
Videoconferencing makes it possible to join students and faculty from many institutions in collaborative projects. One example of this utilization is CCRI's Music Department participation the Slide Heard Round the World. The 2nd annual Slide Heard Round the World! was held on April 5-9, 2004. This event was a virtual gathering of trombonists through advanced technology. The Slide's 2004 schedule included a concert, a recital, two master classes, and a lecture. This year, more than two hundred people were involved from the following states: Massachusetts, Rhode Island, New York, Pennsylvania, North Carolina, Mississippi, Kansas and Texas.

Guest Speakers: Faculty have the opportunity to bring in interesting guest speakers to interact with their students on topics pertinent to their coursework. EID Solutions of Indiana used the CCRI video conferencing to connect a Rhode Island toy designer, Deon Knuckles, with middle and high school students from all over the United States. During this series of video conferences Knuckles spoke about his career, toy and animation design, toy manufacturing as well as marketing. Knuckles used PowerPoint and a document camera in each conference to show his designs and toys in various stages of development. The students were also able to show their toy designs to him for his critique.

- Central Michigan University A CMU professor begins her course in the Telepresenter Room Wednesday afternoon in the Health Professions building<http://www.cm-life.com/2013/02/12/global-telepresence-room-offers-technological-learning-innovations-for-students-faculty/>

- Duke University Extends Global Learning With Cisco TelePresence Lecture Hall
<http://www.situatedresearch.com/blog/2010/02/duke-university-extends-global-learning-with-cisco-telepresence-lecture-hall/>

- Robust Videoconferencing Apps for Higher Ed Staff and Administrators
http://www.higheredtechdecisions.com/article/robust_videoconferencing_apps_for_android_and_ios/earning_spaces

http://www.higheredtechdecisions.com/photos/robust_videoconferencing_apps_for_android_and_ios

- More universities are making their courses available through online platforms such as Coursera and edX, and great lectures can be found on YouTube. Students are supplementing their own school's classes with online lectures from rock-star professors at other institutions.

More and more, this type of learning will become part of the fabric of college life. "Students will be able to acquire knowledge globally, across different campuses," says Ron Kraemer, chief information and digital officer at the University of Notre Dame.

<http://online.wsj.com/news/articles/SB10001424127887323527004579079673280705960>

VIII.2: Examples of learning opportunities through Telepresence.

Mastery Based Learning Games:

- Telepresence Workshop Part III - Locations: New York University, Tisch School of the Arts | Google Campus London. The workshop used improvisational games to experiment with multiple screens. Three screens/work stations were set up in New York City and three in London, England

<http://www.lonyla.com/workshop-videos-i---improv-games>

- One of the hottest trends in education evolution is the introduction of games into the classroom. Gamification of just about anything has been tried by teachers around the globe.<http://www.edudemic.com/colleges-game-based-learning/>

- How best can we leverage the promise of mobile platforms to raise children who aim beyond mediocrity, and towards mastery in their learning? We can do it through adaptive, mobile, game-based learning. <http://graphicsweb.wsj.com/documents/ImageGrid/?slug=techeducation>

- The real project - Telepresence games<http://www.youtube.com/watch?v=jbjwtnL1OIA>

Telecollaboration: Pure high definition video conferencing systems or telepresence solutions, a telecollaborative high definition video conferencing environment is supplemented by spontaneously shared personal content thereby putting a remote meeting's emphasis not only on face to face communication but concurrently on collaboration. Telecollaboration allows users to share and edit

documents, files and applications in real-time synchronously. The development of new technologies like HTML5 and WebRTC will enable software development companies to develop audio, video and document collaboration systems. Telecollaboration can be used across the industry verticals for productivity, training and other functions. Education, Training and e-commerce industry will benefit tremendously by adopting live audio, video and document collaboration.

Telecommuting, remote work, or telework is a work arrangement in which employees do not commute to a central place of work. A person who telecommutes is known as a "telecommuter", "teleworker", and sometimes as a "home-sourced," or "work-at-home" employee. Many telecommuters work from home, while others, sometimes called "nomad workers", use mobile telecommunications technology to work from coffee shops or other locations. According to a Reuters poll, approximately "one in five workers around the globe, particularly employees in the Middle East, Latin America and Asia, telecommute frequently and nearly 10 percent work from home every day".[2]

Lucifuge Project: telepresence and digital art

http://www.digitalarti.com/blog/digitalarti_mag/lucifuge_project_telepresence_and_digital_art

Appendix X. Boston University Living-Learning Community Residences: Fact Sheets.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Chinese House

Address: 172 Bay State Road
Faculty Advisor: Dr. Xiaoyang Zhou
Fall 2012 Capacity: 13 Beds
Amenities: Study Room
TV Room

Mission: The mission of the Chinese House is to bring together students who have a special interest in Chinese language and culture. Residents will have the opportunity to participate in Chinese-related academic and social events, focusing on promoting and experiencing aspects of Chinese culture. Residents will also have the opportunity to interact and form friendships with other people from diverse backgrounds linked by their common interest in Chinese.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Chinese House

Fall 2012 Resident Demographics:

Total Residents:	14
Gender	7 Male 7 Female
Race/Ethnicity:	5 Asian 3 Caucasian 1 Multiple Race/Ethnicity 5 International
Class Year:	4 Freshmen 8 Sophomores 1 Junior 1 Senior
Top Majors:	4 Business Administration & Management 2 Computer Science 2 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

Classics House

Address: 176-178 Bay State Road
Faculty Advisor: Stephanie Nelson
Fall 2012 Capacity: 32 Beds
Amenities: Entry Lobby
TV Room

Mission: The Classics House hopes to foster an appreciation for the Classics and how they apply to modern life. We wish to create an environment that encourages learning and the sharing of ideas between peers. To do this, we want to create a community of like-minded individuals who find comfort in the lessons of the past and believe that the thoughts and ideas of the ancients still apply today. Through this, we will promote a forum where all can appreciate the lessons of those who came before us.

Requirements: A major or minor in classical studies, Greek, Latin, Modern Greek, or archaeology.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Classics House

Fall 2012 Resident Demographics:

Total Residents:	32
Gender	12 Male 20 Female
Race/Ethnicity:	5 Asian 2 Hispanic/Latino 18 Caucasian 3 Multiple Race/Ethnicity 2 International 2 No Information
Class Year:	12 Freshmen 6 Sophomores 10 Juniors 4 Seniors
Top Majors:	6 Archaeology 4 Business Administration & Management 4 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of Communication Floor

Address:	Clafin Hall 3 (all female) Warren Towers 11C Warren Towers 14C (all female)
Faculty Advisor:	Assoc. Dean Tammy Vigil (Clafin Hall 3) Roy Grundmann (Warren Towers 11 C) Dr. Cheryl Ann Lambert (Warren Towers 14C)
Fall 2012 Capacity:	130 Beds
Amenities:	N/A
Mission:	The mission of the COM floor is to create a community for BU's underclassmen COM students that facilitates the sharing of knowledge and ideas in the communications field. With the variety of communication concentrations, students gain new and interesting insight to how the world of COM functions. Residents of the COM floor will not only create a strong network among their peers, but be exposed to numerous opportunities to build relationships with their faculty and experiences that add breadth to their knowledge of communications.
Requirements:	Enrollment in the College of Communication.

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of Communication Floor

Fall 2012 Resident Demographics:

Total Residents:	130
Gender	21 Male 109 Female
Race/Ethnicity:	1 African American or Black 13 Asian 17 Hispanic/Latino 66 Caucasian 6 Multiple Race/Ethnicity 16 International 11 No Information
Class Year:	122 Freshmen 5 Sophomores 1 Junior 2 Seniors
Top Majors:	32 Approved Deferral 24 Communication 17 Journalism

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of Fine Arts Floor

Address: Claflin Hall 9
Faculty Advisor: Dean Patricia Mitro & Alyssa Baker
Fall 2012 Capacity: 44 Beds
Amenities: N/A

Mission: The goal of the College of Fine Arts floor is to support a community built on the foundations of the appreciation of the fine arts. The community seeks to build relationships between students, whether or not they are enrolled in the College of Fine Arts. The floor also functions as a place where the three schools within the College of Fine Arts can communicate with one another and can learn from one another. Finally, the floor is place for students to find resources that compliment what they are studying at the College of Fine Arts and at Boston University.

Requirements: Enrollment in the College of Fine Arts.

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of Fine Arts Floor

Fall 2012 Resident Demographics:

Total Residents:	44
Gender	16 Male 28 Female
Race/Ethnicity:	2 Asian 3 Hispanic/Latino 26 Caucasian 1 Multiple Race/Ethnicity 5 International 7 No Information
Class Year:	42 Freshmen 1 Sophomores 1 Senior
Top Majors:	10 Theatre Perform Core 5 Freshman/Sophomore Core 4 Performance-Brass

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of General Studies House

Address: 166-168 Bay State Road
Faculty Advisor: Asst. Dean Stacy Godnick
Fall 2012 Capacity: 38 Beds
Amenities: Entry Lobby
Common Kitchen
TV Room
Bike Room

Mission: The mission of Brendan Gilbane House is to create a residential community centered on the residents' mutual love and appreciation of the liberal arts, and the College of General Studies' core curriculum. In addition to engaging and collaborating in the interdisciplinary academic curriculum of the college, Students strive to explore the importance, relevance and cultural impact of a liberal arts education in the modern age.

Requirements: Enrollment in the College of General Studies (juniors and seniors who are selected to reside in the House will act as mentors to the underclassmen and will be expected to participate in House activities).

**Boston University Living-Learning Communities
Fall 2012 Profile**

College of General Studies House

Fall 2012 Resident Demographics:

Total Residents:	36
Gender	19 Male 17 Female
Race/Ethnicity:	4 African American or Black 3 Asian 3 Hispanic/Latino 16 Caucasian 2 Multiple Race/Ethnicity 4 International 4 No Information
Class Year:	17 Freshmen 13 Sophomores 6 Juniors
Top Majors:	18 General Liberal Arts & Science 6 Business Administration & Management 2 Psychology

**Boston University Living-Learning Communities
Fall 2012 Profile**

Common Ground Floor

Address: Warren Towers 5C
Faculty Advisor: Christian Cho & Valerie Heruska
Fall 2012 Capacity: 29 Beds
Amenities: N/A

Mission: The mission of the Common Ground Floor is to create community centered around students celebrating diversity on campus. In addition residents will engage in meaningful discussion on current social affairs affecting the country. The residence hall will be a place where ideas, thoughts and different perspectives can be openly shared and discussed. The purpose of the floor is to provide residents with a fresh perspective on the BU community through conversations on various political, social and cultural issues affecting their generation.

Requirements: Interest in exploring cultural differences and common ground, social activism, and the philosophical foundations of justice.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Common Ground Floor

Fall 2012 Resident Demographics:

Total Residents:	30
Gender	13 Male 17 Female
Race/Ethnicity:	1 African American or Black 6 Asian 5 Hispanic/Latino 9 Caucasian 7 International 2 No Information
Class Year:	27 Freshmen 1 Sophomore 1 Junior 1 Senior
Top Majors:	5 General Liberal Arts & Science 3 Biology 3 Business Administration & Management 3 Mathematics 3 Neuroscience

**Boston University Living-Learning Communities
Fall 2012 Profile**

Common Ground House

Address: 158-160 Bay State Road
Faculty Advisor: Katherine Kennedy
Fall 2012 Capacity: 32 Beds
Amenities: TV Room
Entry Lobby

Mission: The mission of the Common Ground Floor is to create community centered around students celebrating diversity on campus. In addition residents will engage in meaningful discussion on current social affairs affecting the country. The residence hall will be a place where ideas, thoughts and different perspectives can be openly shared and discussed. The purpose of the floor is to provide residents with a fresh perspective on the BU community through conversations on various political, social and cultural issues affecting their generation.

Requirements: Martin Luther King Scholar, Howard Thurman Center Ambassador, or demonstrated commitment to the Howard Thurman legacy by attendance at Common Ground Orientation or other programs sponsored by the Howard Thurman Center.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Common Ground House

Fall 2012 Resident Demographics:

Total Residents:	27
Gender	13 Male 14 Female
Race/Ethnicity:	3 African American or Black 3 Asian 1 Hispanic/Latino 11 Caucasian 4 Multiple Race/Ethnicity 1 International 4 No Information
Class Year:	9 Freshmen 10 Sophomores 7 Juniors 1 Senior
Top Majors:	6 Business Administration & Management 3 Approved Deferral 3 Economics

**Boston University Living-Learning Communities
Fall 2012 Profile**

Community Service House

Address: 31 Buswell Street
Faculty Advisor: Lindsay Wyld Kotovich & Orpheo Speer
Fall 2012 Capacity: 14 Beds
Amenities: Study Lounge

Mission: The mission of the Community Service House is to create a residential community centered on residents' mutual enthusiasm for participating in community service as a means of addressing the critical concerns of the Greater Boston area community and beyond. Residents of the Community Service House share a self-initiated desire to perform service as part of their overall college experience at BU; furthermore, they strongly support and encourage their fellow peers and mentors to make a difference.

Requirements: Involvement in local community service organizations and projects; participation in FYSOP or the Community Service Center strongly preferred.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Community Service House

Fall 2012 Resident Demographics:

Total Residents:	15
Gender	4 Male 11 Female
Race/Ethnicity:	2 Asian 1 Hispanic/Latino 9 Caucasian 1 International 2 No Information
Class Year:	7 Freshmen 7 Sophomores 1 Senior
Top Majors:	3 Approved Deferral 2 Biomedical Engineering 2 Political Science

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum Floor

Address: Warren Towers 11B
Faculty Advisor: Stephanie Nelson
Fall 2012 Capacity: 42 Beds
Amenities: N/A

Mission: The Core Curriculum aims to create connections between the humanities, social sciences, and natural sciences. The Director of the Core Curriculum, Dr. M. David Eckel, says, "Great Ideas, Great Minds, Great Books, and the Great Questions of Life." The Core Curriculum hopes to foster relationships amongst students and faculty that facilitate great discussions and an even greater community. The mission of the Core Curriculum Floor is to extend the goals of the Core Curriculum into the social and emotional aspects of student life. By continuing to ask essential questions and read the Great Books within the curriculum as part of a living, learning community, the students and faculty of the core Curriculum strive to create a stronger community.

Requirements: Enrollment in the College of Arts and Sciences Core Curriculum Program.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum Floor

Fall 2012 Resident Demographics:

Total Residents:	43
Gender	19 Male 24 Female
Race/Ethnicity:	1 African American or Black 9 Asian 3 Hispanic/Latino 22 Caucasian 1 Multiple Race/Ethnicity 6 International 1 No Information
Class Year:	42 Freshmen 1 Senior
Top Majors:	10 Approved Deferral 5 English 4 Psychology

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum Floor

Address: Warren Towers 12B
Faculty Advisor: Stephanie Nelson
Fall 2012 Capacity: 42 Beds
Amenities: N/A

Mission: The Core Curriculum aims to create connections between the humanities, social sciences, and natural sciences. The Director of the Core Curriculum, Dr. M. David Eckel, says, "Great Ideas, Great Minds, Great Books, and the Great Questions of Life." The Core Curriculum hopes to foster relationships amongst students and faculty that facilitate great discussions and an even greater community. The mission of the Core Curriculum Floor is to extend the goals of the Core Curriculum into the social and emotional aspects of student life. By continuing to ask essential questions and read the Great Books within the curriculum as part of a living, learning community, the students and faculty of the core Curriculum strive to create a stronger community.

Requirements: Enrollment in the College of Arts and Sciences Core Curriculum Program.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum Floor

Fall 2012 Resident Demographics:

Total Residents:	42
Gender	19 Male 23 Female
Race/Ethnicity:	4 African American or Black 11 Asian 4 Hispanic/Latino 1 Native Hawaiian or Pacific Islander 10 Caucasian 9 International 3 No Information
Class Year:	41 Freshmen 1 Sophomore
Top Majors:	6 Approved Deferral 6 Biology 5 Economics

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum House

Address: 141 Carlton Street
Faculty Advisor: Stephanie Nelson
Fall 2012 Capacity: 23 Beds
Amenities: Bike Room
Study Lounge
TV Room

Mission: The Core Curriculum aims to create connections between the humanities, social sciences, and natural sciences. The Director of the Core Curriculum, Dr. M. David Eckel, says, "Great Ideas, Great Minds, Great Books, and the Great Questions of Life." The Core Curriculum hopes to foster relationships amongst students and faculty that facilitate great discussions and an even greater community. The mission of the Core Curriculum Floor is to extend the goals of the Core Curriculum into the social and emotional aspects of student life. By continuing to ask essential questions and read the Great Books within the curriculum as part of a living, learning community, the students and faculty of the core Curriculum strive to create a stronger community.

Requirements: Enrollment in the College of Arts and Sciences Core Curriculum Program.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Core Curriculum House

Fall 2012 Resident Demographics:

Total Residents:	24
Gender	8 Male 16 Female
Race/Ethnicity:	1 African American or Black 1 Asian 3 Hispanic/Latino 10 Caucasian 4 International 3 Two or More Races Reported 2 No Information
Class Year:	6 Freshmen 12 Sophomores 5 Juniors 1 Senior
Top Majors:	3 Economics 2 Approved Deferral 2 Computer Science 2 History 2 Psychology

**Boston University Living-Learning Communities
Fall 2012 Profile**

Earth House

Address: 29 Buswell Street
Faculty Advisor: Dennis Carlberg
Fall 2012 Capacity: 13 Beds
Amenities: Study Lounge

Mission: The mission of the Earth House is to provide a living environment that conserves energy and water and minimizes waste, in order to reduce the carbon footprint of the residents. Residents will look to promote sustainable living and awareness throughout BU's campus.

Requirements: Strong interest in the environment and environmental issues; participation in sustainability initiatives on campus; involvement in events such as Earth Hour and RecycleMania.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Earth House

Fall 2012 Resident Demographics:

Total Residents:	14
Gender	8 Male 6 Female
Race/Ethnicity:	4 Asian 5 Hispanic/Latino 2 Caucasian 2 International 1 No Information
Class Year:	10 Freshmen 2 Sophomores 1 Junior 1 Senior
Top Majors:	3 Economics 2 Astronomy & Physics

**Boston University Living-Learning Communities
Fall 2012 Profile**

Education House

Address: 179 Bay State Road
Faculty Advisor: Jacqueline Boyle
Fall 2012 Capacity: 25 Beds
Amenities: Entry Lobby
TV Room

Mission: *The Education House is a community in which School of Education students can live and be immersed in an environment among others with similar interests. Through the Education House, students integrate themselves into the School of Education community.*

The mission statement of the Education House supports the mission statement of the School of Education:

The School of Education is a diverse, scholarly community engaged in transforming lives through teaching, learning, and service. We prepare professionals to lead in education, to practice civic responsibility, and to exemplify intellectual curiosity. We conduct research and scholarship that advances knowledge and refines practice. We collaborate with local and global partners to forge more caring, just, and sustainable societies.

Requirements: Open to any undergraduate student enrolled in the School of Education.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Education House

Fall 2012 Resident Demographics:

Total Residents:	26
Gender	4 Male 22 Female
Race/Ethnicity:	1 Asian 4 Hispanic/Latino 18 Caucasian 1 International 1 Two or More Races Reported 1 No Information
Class Year:	6 Freshmen 10 Sophomores 7 Juniors 3 Seniors
Top Majors:	6 Elementary Education 4 Early Childhood Education 4 Math Education

**Boston University Living-Learning Communities
Fall 2012 Profile**

Engineering Floor

Address:	Myles Standish Hall 7, Shelton Hall 5, The Towers 4W (all male), Warren Towers 12 C, Warren Towers 9B
Faculty Advisor:	Prof. Ted DeWinter (Myles 7, Shelton 5) Prof. Caleb Farny (Towers 4W) Prof. Stormy Attaway (Warrens Towers 9B)
Fall 2012 Capacity:	252 Beds
Amenities:	N/A

Mission: **Myles 7:** To create an interactive living and learning environment surrounding the common interest of engineering.

Shelton 5: The Engineering Floor is aimed to generate a residential community centered on students based on a common interest of engineering. Socially and academically, this environment is essential for the success of an engineer. Residents live in a close vicinity to their classmates and friends, making it much more accessible to find help with homework and academic advice. A goal of the fifth floor of Shelton is to create a friendly and helpful atmosphere that will make residents want to continue living there for the following academic year.

Towers 4W:

- To create an environment for balance between academics and extra-curricular activities.
- To provide an academically invigorating atmosphere for learning and innovating.
- To follow the mission of the College of Engineering “to expand and advance the frontiers of science and technology through research, discovery, and innovation.”
- To create societal engineers.

Warren 12C: The mission of the 12C Warren Towers Engineering floor is to create a residential community centered on the residents’ common goals of becoming engineers. The residents of 12C will be encouraged to immerse themselves in the Boston University engineering culture while participating in things outside of engineering to foster a well-rounded environment. They will be provided with the tools necessary to meet engineering students and become active in the various College of Engineering events and organizations, allowing them to use their community as an academic and social resource.

Warren 9B: The mission of the engineering floor on the 9th floor of B Tower in Warren Towers is to create an engineering community conducive to ingenuity and intellectual growth. On top of a shared

passion for the applied sciences, students of the engineering floor of 9B are encouraged to engage in academic, cultural, and athletic activities, outside of classes in order to give the undergraduates a broad perspective on all areas important to the world.

Requirements: Enrollment in the College of Engineering.

Fall 2012 Resident Demographics:

Total Residents:	251
Gender	151 Male 100 Female
Race/Ethnicity:	7 African American or Black 45 Asian 28 Hispanic/Latino 100 Caucasian 12 Two or More Races Reported 40 International 19 No Information
Class Year:	174 Freshmen 66 Sophomores 7 Juniors 4 Seniors
Top Majors:	79 Biomedical Engineering 48 Mechanical Engineering 42 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

Engineering House

Address: 1 Buswell Street
Faculty Advisor: N/A
Fall 2012 Capacity: 24 Beds
Amenities: Study Lounge
TV Room

Mission: The mission of the ENG House is to provide a community where engineering majors can live amongst one another to collaborate both academically and socially. One of the best resources for any engineering undergrad is one's peers. It is a great support system when one's neighbors are enrolled in the same classes.

Requirements: Enrollment in the College of Engineering.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Engineering House

Fall 2012 Resident Demographics:

Total Residents:	25
Gender	19 Male 6 Female
Race/Ethnicity:	2 Asian 2 Hispanic/Latino 8 Caucasian 1 Two or More Races Reported 10 International 2 No Information
Class Year:	19 Freshmen 4 Sophomores 1 Junior 1 Senior
Top Majors:	9 Mechanical Engineering 7 Biomedical Engineering 2 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

French House

Address: 153 Bay State Road
Faculty Advisor: Liliane Dusewoir
Fall 2012 Capacity: 22 Beds
Amenities: Entry Lobby
Common Kitchen
TV Room
Study Lounge

Mission: The mission of La Maison Française is to provide a space for residents to practice and explore the French language and culture. La Maison Française is a living-learning language community where residents participate in an immersive French language environment.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

French House

Fall 2012 Resident Demographics:

Total Residents:	22
Gender	5 Male 17 Female
Race/Ethnicity:	2 Hispanic/Latino 15 Caucasian 1 Two or More Races Reported 4 International
Class Year:	5 Freshmen 7 Sophomores 10 Juniors
Top Majors:	3 International Relations 2 Approved Deferral 2 Biology with Specialization in Cell Biology, Molecular Biology, & Genetics 2 Biomedical Engineering 2 Psychology

**Boston University Living-Learning Communities
Fall 2012 Profile**

German House

Address: 209 Bay State Road
Faculty Advisor: Beate Alhadef
Fall 2012 Capacity: 24 Beds
Amenities: Entry Lobby

Mission: The Deutsches haus aims to create an engaging community, to encourage German culture and to deliver opportunities to learn and use the language. The house serves as a hub for German culture and events on the Boston University campus and invites all students and faculty to participate in various traditions. Residents hope to express their interests in the culture and language and share their experiences with the rest of the community.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

German House

Fall 2012 Resident Demographics:

Total Residents:	25
Gender	11 Male 14 Female
Race/Ethnicity:	2 African American or Black 5 Asian 2 Hispanic/Latino 13 Caucasian 3 International
Class Year:	6 Freshmen 12 Sophomores 5 Juniors 2 Seniors
Top Majors:	3 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Kilachand Honors House

Address: 117 Bay State Road

Faculty Advisor: Amanda Scobie

Fall 2012 Capacity:

Amenities: Bike Room
Common Area
Entry Lobby
Study Lounge (2)
TV Room

Mission: Common experiences being a solid foundation upon which to build a community, the Kilachand Honors College House aims to complement the camaraderie that comes from taking classes together with the natural affinity of neighbors. We also believe that KHC students will benefit academically by living in a community of their peers. Finally, as the KHC aims to push students outside of their chosen academic fields, we aim to further this goal both through cultural activities and through a literal exploration of the city outside the BU campus.

Requirements: Enrollment in the Kilachand Honors College.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Kilachand Honors House

Fall 2012 Resident Demographics:

Total Residents:	25
Gender	12 Male 13 Female
Race/Ethnicity:	2 Asian 3 Hispanic/Latino 13 Caucasian 3 Two or more races reported 2 International 2 No Information
Class Year:	0 Freshmen 9 Sophomores (entered in Fall 2011) 11 Juniors (10 entered in Fall 2010, 1 entered in Fall 2011) 5 Seniors (entered in Fall 2010)
Top Majors:	4 Biochemistry & Molecular Biology 3 International Relations 2 Film & Television

**Boston University Living-Learning Communities
Fall 2012 Profile**

Kilachand Honors Floors

Address: 140 Bay State Road, Floors 5W, 8W, and 9W

Faculty Advisor: Amanda Scobie

Fall 2012 Capacity: N/A

Amenities: N/A

Mission: KHC Residence Floors offer students a collaborative environment that fosters personal discovery, growth, scholarship, and creativity. It aims to bridge the gap between students, faculty, and the greater Boston community.

Requirements: Enrollment in the Kilachand Honors College.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Kilachand Honors Floors

Fall 2012 Resident Demographics:

Total Residents:	61
Gender	28 Male 33 Female
Race/Ethnicity:	9 Asian 45 Caucasian 2 Two or more races reported 5 No Information
Class Year:	61 Freshmen (Entering Fall 2012)
Top Majors:	10 Approved Deferral 8 Biomedical Engineering 4 Psychology 4 Film & Television 3 Biology 3 Business Administration and Management 3 Physics

Note: Data above includes only floor residents in the Kilachand Honors program. 36 additional residents on these floors were not part of the program. In addition, KHC students who entered in the fall of 2012 were also housed on 3W (6) and 4W (4) of 140 Bay State Road.

Boston University Living-Learning Communities

Fall 2012 Profile

Italian House

Address: 193 Bay State Road
Faculty Advisor: Claretta Tonetti
Fall 2012 Capacity: 22
Amenities: Entry Lobby
Common Kitchen
TV Room

Mission: First to foster a residential community focused on each resident's love and appreciation of Italian Language and Culture through conversation, comradery, and excursions. Secondly, to depict the elegance of modern Italian culture to the Boston University student body. Lastly, to ensure Casa Italiana remains a vibrant specialty community, and persists for generations to come.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Italian House

Fall 2012 Resident Demographics:

Total Residents:	22
Gender	8 Male 14 Female
Race/Ethnicity:	6 Hispanic/Latino 11 Caucasian 3 International 2 No Information
Class Year:	11 Freshmen 7 Sophomores 3 Juniors 1 Seniors
Top Majors:	5 Business Administration & Management 3 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

Japanese House

Address: 206 Bay State Road
Faculty Advisor: Dr. Mariko Henstock
Fall 2012 Capacity: 20
Amenities: Game Room
Study Lounge

Mission: As active participants in the Japanese house, residents will be part of a dynamic living and learning environment that will allow them to gain a deeper understanding of the Japanese culture through programmed events and interactions. Students will also have the opportunity to benefit from an atmosphere that will facilitate group studying and learning of the Japanese language and customs.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Japanese House

Fall 2012 Resident Demographics:

Total Residents:	21
Gender	8 Male 13 Female
Race/Ethnicity:	4 Asian 2 African American or Black 2 Hispanic/Latino 5 Caucasian 1 Two or more races reported 5 International 2 No Information
Class Year:	7 Freshmen 7 Sophomores 2 Juniors 5 Seniors
Top Majors:	2 Anthropology 2 Approved Deferral 2 Business Administration & Management 2 General Liberal Arts & Sciences 2 Japanese Language & Literature 2 Linguistics

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management Floor (1 of 2)

Address: Warren Towers 14B (700 Commonwealth)
Faculty Advisor: Norm Blanchard
Fall 2012 Capacity: 42
Amenities: N/A

Mission: The goal of MGMT is foster development of its residents academically, professionally and personally by creating an environment that emphasizes community, participation and academic excellence.

Requirements: Enrollment in the School of Management.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management Floor (1 of 2)

Fall 2012 Resident Demographics:

Total Residents:	42
Gender	21 Male 21 Female
Race/Ethnicity:	16 Asian 1 African American or Black 1 Hispanic/Latino 10 Caucasian 11 International 3 No Information
Class Year:	40 Freshmen 1 Sophomore 1 Junior
Top Majors:	38 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management Floor (2 of 2)

Address: Shelton Hall 2
Faculty Advisor: Norm Blanchard
Fall 2012 Capacity: 57
Amenities: N/A

Mission: The mission of the SMG is to create a residential community of students interested in the management world. In addition, residents of the Management floor will engage in various activities and events centered on the world of business as well as seek academic support from their community members. Their goal will be to build a stronger community focused on the goals and conditions set forth.

Requirements: Enrollment in the School of Management.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management Floor (2 of 2)

Fall 2012 Resident Demographics:

Total Residents:	57
Gender	30 Male 27 Female
Race/Ethnicity:	3 African American or Black 7 Asian 5 Hispanic/Latino 24 Caucasian 1 Two or more races reported 14 International 3 No Information
Class Year:	35 Freshmen 17 Sophomores 4 Juniors
Top Majors:	36 Business Administration & Management 6 Economics 5 Approved Deferral

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management House

Address: 161 Bay State Road
Faculty Advisor: Norm Blanchard
Fall 2012 Capacity: 22
Amenities: TV Room
Entry Lobby

Mission: Our overall objective is to create a residential community centered on similar aspirations and interests in the School of Management. In addition to fostering personal relationships amongst management students, we will collectively make a presence at extra-curricular events associated with SMG. We as the Management House on Bay State Road will strive to upholding the standards of excellence and professionalism that the school instills into its graduates.

Requirements: Enrollment in the School of Management.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Management House

Fall 2012 Resident Demographics:

Total Residents:	23
Gender	15 Male 8 Female
Race/Ethnicity:	5 Asian 7 Caucasian 1 Two or more races reported 8 International 2 No Information
Class Year:	3 Freshmen 12 Sophomores 7 Juniors 1 Senior
Top Majors:	21 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Music House

Address:	207 Bay State Road
Faculty Advisor:	Dean Patricia Mitro and Alyssa Baker
Fall 2012 Capacity:	22
Amenities:	Music Room (4) Bike Room Study Lounge TV Room
Mission:	The music house community aspires to create and strengthen bonds between residents through their love for music and music making. The music house seeks to celebrate the varied musical tastes of its residents and maintain a strong bond with the College of Fine Arts and its musical wealth.
Requirements:	A major or minor in music or the ability to demonstrate an active interest in music.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Music House

Fall 2012 Resident Demographics:

Total Residents:	23
Gender	8 Male 15 Female
Race/Ethnicity:	1 African American or Black 2 Asian 16 Caucasian 3 International 1 No Information
Class Year:	3 Freshmen 15 Sophomores 4 Juniors 1 Senior
Top Majors:	5 Performance—Voice 2 Performance—String

**Boston University Living-Learning Communities
Fall 2012 Profile**

Performing Arts House

Address:	40 Buswell Street
Faculty Advisor:	Dean Patricia Mitro and Alyssa Baker
Fall 2012 Capacity:	36
Amenities:	Study Lounge TV Room
Mission:	The mission of the Performing Arts House is to create a strong residence hall that is centered around everyone's love for the performing arts world. This mutual bond will connect all the residents, creating an atmosphere that mirrors one that a family shares, a home. Additionally, the performing arts will support each other's performing (and non-performing) endeavors. This support will be the foundation of what will become a strong community.
Requirements:	A major or minor in theater or music; or current enrollment in theater, music, or dance courses; or active participation in University performing arts organizations.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Performing Arts House

Fall 2012 Resident Demographics:

Total Residents:	34
Gender	16 Male 18 Female
Race/Ethnicity:	3 Hispanic/Latino 19 Caucasian 1 Two or more races reported 5 International 6 No Information
Class Year:	17 Freshmen 12 Sophomores 5 Juniors
Top Majors:	6 Approved Deferral 5 Performance—Voice 5 Theatre Performance Core

**Boston University Living-Learning Communities
Fall 2012 Profile**

Philosophy House

Address:	520 Park Drive
Faculty Advisor:	Walter Hopp and Kevin Stoehr
Fall 2012 Capacity:	24
Amenities:	514-522 Park Drive buildings are all connected and share access to common facilities including a fitness room, two study lounges, and a common lounge.
Mission:	The mission of the Philosophy House is to promote intellectual dialogue and debate about relevant topics that evoke philosophical reflection. The House will hold gatherings and events centered around critical discussion of philosophical issues arising in the news (local, national, international), in works of popular culture, and in everyday campus life.
Requirements:	N/A

**Boston University Living-Learning Communities
Fall 2012 Profile**

Philosophy House

Fall 2012 Resident Demographics:

Total Residents:	24
Gender	11 Male 13 Female
Race/Ethnicity:	3 Asian 3 Hispanic/Latino 6 Caucasian 10 International 2 No Information
Class Year:	16 Freshmen 2 Sophomores 6 Juniors
Top Majors:	8 Approved Deferral 2 English 2 Journalism 2 Philosophy

Note: Philosophy House is no longer a Specialty House in the Fall 2013 Semester; it was disbanded after the Spring 2013 semester.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Sargent College Floor

Address: The Towers 7W (all female)
Faculty Advisor: Lee Marinko
Fall 2012 Capacity: 32
Amenities: N/A

Mission: The mission of the Sargent Floor is to create a community for Sargent freshmen and transfer students that fosters their interest in health and rehabilitation sciences, provides opportunities for bonding, and creates a residence that makes the transition to Boston University as seamless as possible. The Sargent Floor also aims to follow the mission of Sargent College: “ to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences... to strive to create an environment that fosters critical and innovative thinking to best serve the health care needs of society”, and to also create a community that helps residents maintain a healthy balance between academic, social, and community life.

Requirements: Enrollment in Sargent College.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Sargent College Floor

Fall 2012 Resident Demographics:

Total Residents:	32
Gender	0 Male 32 Female
Race/Ethnicity:	2 Asian 1 Hispanic/Latino 24 Caucasian 1 Two or more races reported 2 International 2 No Information
Class Year:	31 Freshmen 1 Senior
Top Majors:	7 Human Physiology 6 Approved Deferral 3 Athletic Training 3 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Sargent College House

Address: 205 Bay State Road
Faculty Advisor: Chad Clements
Fall 2012 Capacity: 20
Amenities: Common Area
Entry Lobby

Mission: The mission of the Sargent House is to create a residential community centered on the mission of Sargent College: *“to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences... to create an environment that fosters critical and innovative thinking to best serve the health care needs of society,”* as well as developing a community that cultivates a balance between academic, social, and community life.

Requirements: Enrollment in Sargent College.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Sargent College House

Fall 2012 Resident Demographics:

Total Residents:	21
Gender	9 Male 12 Female
Race/Ethnicity:	7 Asian 1 Hispanic/Latino 12 Caucasian 1 No Information
Class Year:	2 Freshmen 11 Sophomores 6 Juniors 2 Seniors
Top Majors:	4 Health Science 4 Health Studies 3 Athletic Training 3 Therapeutic Studies

**Boston University Living-Learning Communities
Fall 2012 Profile**

Hospitality Administration (SHA) House

Address: 184-186 Bay State Road
Faculty Advisor: Brian Shockley
Fall 2012 Capacity: 27
Amenities: Entry Lobby
Common Kitchen
TV Room
Study Lounge

Mission: The Hospitality House strives to be a residence where students who study or are interested in the study of Hospitality Administration can grow and excel in the hospitality community and find a comfortable place to share. Residents of the Hospitality House will be given the opportunity to participate in events specifically geared to explore the ideology behind Hospitality.

Requirements: Enrollment in the School of Hospitality Administration.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Hospitality Administration (SHA) House

Fall 2012 Resident Demographics:

Total Residents:	28
Gender	11 Male 17 Female
Race/Ethnicity:	5 Asian 15 Caucasian 6 International 2 No Information
Class Year:	14 Freshmen 6 Sophomores 5 Juniors 3 Seniors
Top Majors:	17 Hospitality Administration 5 Approved Deferral 3 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Spanish House

Address: 188-190 Bay State Road
Faculty Advisor: N/A
Fall 2012 Capacity: 28
Amenities: Entry Lobby
Common Kitchen
TV Room

Mission: La Casa Hispánica was established to promote the study and knowledge of the Spanish language as well as the cultures and nationalities that speak it. Residents in the house who are new to the language will be encouraged to engage in Spanish conversation with more knowledgeable peers, and those who already show high degrees of fluency will learn more through teaching as well as speaking to peers at the same degree of proficiency.

Requirements: A major or minor in the appropriate language or demonstrated commitment to learning the language by enrollment in a foreign language course; commitment to speak the language at all times in the common areas of the house.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Spanish House

Fall 2012 Resident Demographics:

Total Residents:	27
Gender	15 Male 12 Female
Race/Ethnicity:	2 African American or Black 2 Asian 8 Hispanic/Latino 11 Caucasian 1 Two or more races reported 3 International
Class Year:	13 Freshmen 4 Sophomores 10 Juniors
Top Majors:	4 Approved Deferral 3 Business Administration & Management 3 Neuroscience

**Boston University Living-Learning Communities
Fall 2012 Profile**

Trustee Scholar House

Address: 200-202 Bay State Road
Faculty Advisor: James Johnson
Fall 2012 Capacity: 41
Amenities: Entry Lobby
Game Room
Music Room
Bike Room
Common Kitchen

Mission: Boyd Hall (200 – 202 Bay State Road) is the home and headquarters for the B.U. Trustee Scholars, although the space is not big enough for all of the T.S. on campus.

The Trustee Scholars Program sponsors the activities of the T.S. It supplements funding for all of their activities.

We use Boyd as a meeting place for our Steering Committee meetings (the group of TS at BU who plan and execute many of the activities. We use it also for social events, study groups, reading, and social activities.

Not all of the Trustee Scholars can fit into Boyd, and some chose not to live there, although as scholarship students, they are required to live on campus in University housing, so it benefits them to have a brownstone-style dorm where upperclassmen can stay and bond with underclassmen to support them academically and socially.

Requirements: Enrollment in the Trustee Scholars Program, which requires a 3.5 GPA.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Trustee Scholar House

Fall 2012 Resident Demographics:

Total Residents:	42
Gender	19 Male 23 Female
Race/Ethnicity:	9 Asian 1 Hispanic/Latino 20 Caucasian 4 International 8 No Information
Class Year:	11 Freshmen 17 Sophomores 9 Juniors 5 Seniors
Top Majors:	5 Approved Deferral 5 Biomedical Engineering 5 Business Administration & Management

**Boston University Living-Learning Communities
Fall 2012 Profile**

Wellness House

Address: 7 Buswell Street
Faculty Advisor: Kate Mooney and Dr. David McBride
Fall 2012 Capacity: 18
Amenities: Common Area

Mission: The Wellness House is dedicated to creating a living environment for students who want to maintain a healthy lifestyle in all aspects of their life. Our mission is to facilitate the development of a strong community centered on building life skills necessary to live healthy lifestyles. In order to fulfill this mission, the Wellness House offers programming that encourages and promotes overall health including physical, emotional, and spiritual wellbeing. In addition to programming, the house will give students the opportunity to live with other students that have similar wellness goals. The Wellness House also encourages a healthy lifestyle by restricting the use of alcohol and other drugs.

Requirements: Interest in a healthy lifestyle; commit via signed house agreement to live in a smoke-free and substance-free environment.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Wellness House

Fall 2012 Resident Demographics:

Total Residents:	19
Gender	7 Male 12 Female
Race/Ethnicity:	1 African American or Black 2 Asian 2 Hispanic/Latino 7 Caucasian 1 Two or more races reported 4 International 2 No Information
Class Year:	12 Freshmen 4 Sophomores 1 Juniors 2 Seniors
Top Majors:	5 Approved Deferral 2 Economics

**Boston University Living-Learning Communities
Fall 2012 Profile**

WISE (Women in Science & Engineering) House

Address: Warren Towers 15A (all female)
Faculty Advisor: Kristal Sullivan
Fall 2012 Capacity: 42
Amenities: Common Area
Entry Lobby

Mission: WISE@Warren is a program designed to assist incoming female students, majoring in Science, Technology, Engineering and Math (STEM) fields, transition into university life by providing support in academics as well as a comfortable, close-knit living environment.

Requirements: Female students who are entering freshmen and are interested in majoring in a STEM (Science, Technology, Engineering, Mathematics) discipline. Residents must register for a freshman seminar (First Year Experience) that meets twice a month and focuses on career opportunities, discussions with STEM female faculty and non-academic professionals, academic preparation and social and community outreach around STEM topics.

**Boston University Living-Learning Communities
Fall 2012 Profile**

WISE (Women in Science & Engineering) House

Fall 2012 Resident Demographics:

Total Residents:	43
Gender	0 Male 43 Female
Race/Ethnicity:	2 African American or Black 8 Asian 4 Hispanic/Latino 18 Caucasian 1 Two or more races reported 6 International 4 No Information
Class Year:	37 Freshmen 2 Sophomores 2 Juniors 2 Seniors
Top Majors:	6 Biology with Specialization in Cell Biology, Molecular Biology, & Genetics 4 Approved Deferral 4 Biology 4 Physics

**Boston University Living-Learning Communities
Fall 2012 Profile**

Writer's Corridor

Address:	Shelton Hall 4
Faculty Advisor:	Diane Greco Josefowicz Jason Tandon Chris Walsh (Chair)
Fall 2012 Capacity:	59
Amenities:	N/A
Mission:	The mission of the Writers' Corridor is to bring together students who love to write, and to develop a community in which students support one another in their writing projects. Residents will have the opportunity to actively discuss and explore their interests in writing as an interest, hobby or potential career, which we hope will help them develop a sense of identity as they continue to carry on the tradition of great writing at Boston University.
Requirements:	Interest in writing and in sharing your work with others, and in submitting original work for floor publications.

**Boston University Living-Learning Communities
Fall 2012 Profile**

Writer's Corridor

Fall 2012 Resident Demographics:

Total Residents:	60
Gender	21 Male 39 Female
Race/Ethnicity:	1 African American or Black 5 Asian 10 Hispanic/Latino 26 Caucasian 4 Two or more races reported 7 International 7 No Information
Class Year:	32 Freshmen 23 Sophomores 3 Juniors 2 Seniors
Top Majors:	8 Approved Deferral 8 English 5 Journalism