The Role of Physical Space in Establishing Community
Mara Dahlgren, Kathleen Dougherty, and Alan Goodno

In 2011, 25 college union buildings were under construction totaling a median cost of $21 million dollars (Abramson, 2011). The physical appearance of college campus environments impacts students' decisions to attend. Designing campus environments today needs to be intentionally done to be inclusive of the recognition that "space is both shaped by and [a] shaping of human interaction" (Rullman & van den Kleboom, 2012, p. 4). "The union is the only place on campus where different academic departments can come together to have a discussion on neutral grounds" (Tom Gieryn, Vice Provost, IU, personal conversation). In 1961 Kate Havner Mueller stated that one of the major challenges facing American higher education is the welding together of the curriculum and the co-curriculum. Whether in the formal men's lounge of the early part of the 20th Century or the Starbucks of today the college union has been a gathering place for the academic community. Unions have since their inception served a communal function that has provided the foundation for the academic debates that have engaged and developed scholars (Van Hise, Charles, 1904). As college campuses continue to expand, the college union is not the only space on campus that is being designed to establish community and create conditions for student learning. This chapter will explore how the physical space of the college union has changed in the last 100 years and explore the physical role of the college union in the next 100 years.

From the establishment of colleges in the 17th century until the late 20th century, the American college experience emphasized a teaching and learning experience that focused solely within the academic setting (Cohen & Kisker, 2010; Hamrick, Evans & Schuh, 2003). Learning has since escaped the strict confines of the academic space with student affairs researchers and scholars confirming that learning occurs everywhere – in student organizations, informal conversations, social gatherings, and volunteer experiences just to name a few (Pascarella & Terenzini, 1991; Astin, 1999; Chickering & Reisser, 1993). With an emphasis on learning outside of the classroom, spaces that bring people together are critical in providing students with the ability to meet, engage, and learn from a diversity of people, ideas, and cultures (Kuh, Douglas, Lund & Ramin-Gyurnek, 1994). The college union was one of the first spaces on college campuses to provide that communal learning experience.

While student affairs has not been seen as a field dedicated to learning until recently (NASPA, 1987), its services and facilities have historically provided learning opportunities for students through their ability to build community. Unlike the other facilities on college campuses, unions, since their inception, were intentionally created and designed to build community (Butts, Beltramini, Bourassa, Connelly, Meyer, Mitchell, Smith & Willis, 2012). This foundational mission and vision to build community is integral to the college experience since learning hinges on bringing a diverse group of people together to exchange ideas and opinions (Kuh et al., 1994). Community building not only cultivates learning experiences but also provides students with support so they feel like they belong and matter to the institution (Tinto, 2001). Schlossberg (1989, p. 14) states that the

collegiate environment that "indicates[s] to all students that they matter" will engage students to learn more. Unions have thus been integral in creating a supportive physical environment that encourages students to be actively involved in the life of the campus both academic and co-curricular.

Building Community

From late 1700s to the late 1800s, the collegiate environment was segregated by classes. Students in different academic years had little interaction amongst each other (Cohen & Kisker, 2010). Students noticed this division and the first student unions, student organizations at this time with no tie to a physical space, emerged to provide students with the ability to gather together for their various needs – eating, recreation, and studying (Butts, 1971). These organizations emerged as American college students saw the British higher education model and sought to recreate "the communal life of instructors and students in work, in play and in social relations" (Wise as cited in Butts, 1971, p. 11) on their campuses. Woodrow Wilson, then President of Princeton University, advocated for a similar model as he understood that college would not be effective as "long as instruction and life do not merge in our colleges" (as cited in Butts, 1971, p. 12).

While building community became the impetus for the student unions and eventually the physical college unions, there was limited research and literature on the act of building community. Campus communities strived to build community, however, the process or the components to building community were

not defined in the higher education setting until 1990. Ernest Boyer (1990) defined community building during a time tension on college campuses grew as the increased enrollment of women, people of color and non-traditional age students in higher education began to change the college student demographic. Boyer (1990) addressed the need for community building to limit these tensions and defined community through the following six principles: purposeful, open, just, disciplined, caring, and celebrative. Boyer (1990) remains one of the few scholars to articulate a vision and approach for building unity in higher education that has been adopted by some higher education organizations.

The Association of College Unions International (ACUI), the professional association for staff members working within college unions and student centers, has articulated that community building is a central tenet of the association and its members working in college unions (ACUI, 2012a). The various aspects of community articulated by Boyer (1990) can be found in ACUI's definition and guiding approach to community. ACUI defines community as "a broad vision for campus life that allows all groups and individuals to learn, grow, and develop to their best potential in a challenging yet safe environment" (ACUI, 2012b). ACUI's belief that community "begins with good communications, where we speak and listen to each other openly and honestly" (ACUI, 2012b, para. 2) connects directly to Boyer's principle of "openness" where "freedom of expression is uncompromisingly protected and where civility is powerfully affirmed" (1990, p. 7). The educationally "purposeful" community connects to the role of the college union that "complements the

academic experience through an extensive variety of cultural, educational, social, and recreational programs" (ACUI, 2012c, para. 3). The "just" community where diversity is valued and promoted (Boyer, 1990) is evident in the element of inclusiveness in ACUI's definition of community. "Caring" (Boyer, 1990) is also a key component of ACUI's definition of community as each element is approached and written in a manner that shows positive regard for all individuals. While the "celebrative" principle was not discussed in ACUI's definition of community, the learning communities within unions can be seen as "places of celebration, where the traditions, purposes and accomplishments of the institution are regularly recalled and rituals are shared in a spirit of joy and common cause" (Knell & Latta, 2006, p. 91). The "disciplined" aspect of Boyer's community (1990) was not directly addressed in ACUI's definition of community as well; however it can be seen every day in the creation and enforcement of guidelines and policies that govern the operation of college unions.

The Emergence of the Physical Space

Creating a communal space on campus was important to community building as it was quickly identified in the late 1800s and early 1900s that there was not a central meeting location for the students, mostly men at the time. Thus unions were designed to fill the void. Houston Hall at the University of Pennsylvania was one of the first unions to be constructed in the United States. According to the Catalogue of the University of Pennsylvania (1886) "the purpose of Houston Hall is to provide for all of the students of the various

departments a place where all may meet on common ground; and to furnish them with every available facility for passing their leisure hours in a harmless recreation and amusement" (Butts et al., 2012, p. 25). Swimming pools, bowling alleys, billiard rooms, meeting spaces, reading and writing rooms, and lunch counters were the standard among emerging unions in the late 19th century (Butts et al., 2012). The Wisconsin Union was conceptualized as an eating, meeting, and cultural center. "From the standpoint of the undergraduate body, there is no other need so urgent as that for a union building, which will combine in one place the facilities at present so entirely lacking" (Wheeler, 1915; as cited in Butts et al., 2012, p. 29).

The impact of the physical environment is vital to the understanding the evolving role of the college union. Buildings can provide both agency and structure (Gieryn, 2002). Numerous studies have demonstrated the influence on how a building promotes or discourages behaviors (Strange & Banning, 2001; Bell, Fisher, Baum & Green, 1990). The influence has been described as three distinct positions: architectural determinism, environmental or architectural possibilism, and environmental or architectural probabilism (Bell et al., 1990; as cited in Strange & Banning, 2001). Architectural determinism suggests that behaviors are directly influenced by the physical environment (Ellen, 1982). Behavior can be predicted based on the lack of options due to structural design (Ellen, 1982). For example, a swimming pool in the early Houston Hall at the University of Pennsylvania helps to define the purpose of a particular space including walking patterns and how the physical space is

utilized. A student organization meeting would most likely not be held in the natatorium due to the intent of the space.

The second position is environmental or architectural possibilism. This position views the physical environment as a "source of opportunities that may set limits on, but not restrict behavior" (Strange & Banning, 2001, p. 13). Many unions feature multipurpose ballrooms that include partitions that can divide the large space into smaller rooms. The ballroom provides a number of opportunities for utilizing the space, but inherently some activities may be limited due to the square footage, ceiling height, lighting, and sound equipment. A common example is banquets on campus. The ballroom space does not restrict the number of individuals invited, but the number of tables that can fit in the room certainly limits the guest list.

The third position, environmental or architectural probabilism, defines the "probabilistic relationship between physical environments and behavior" (Strange & Banning, 2001, p. 14). Thus a large seating area with comfortable chairs near a fireplace would probably encourage students to sit and talk or read in the space. Each position is vital to understand when examining past and future floor plans for college unions as they are integral in the use and functionality of the union.

While amenities and design has evolved with time and the needs of students, the heart of the union has remained constant since its introduction on the college campus. When the Wisconsin Union was developed, the basic goal was to "organize under one

roof facilities which would make possible a community life for students and faculty member" (The American School and University Yearbook, 1938; as cited in Butt et al., 2012). While the concept was not introduced until the late 20th century, unions have filled the role of the "third place" on campus. The "third place" is a location outside of work and home that encourages gathering and socialization (Oldenburg & Brissett, 1982). College unions are often the "heart of campus" and have been compared to a town square, which offers amenities such as a post office, barber shop, and eateries and provide a gathering space for members of the community (Knell & Latta, 2006). Hatton, Farley, and Costas (2013) have identified timeless elements of unions that make them gathering spaces for campus communities. These timeless elements include the hearth, entrances, information gathering, retail, community dining, and flexibility among others.

The Hearth

Donning the phrase, the living room of campus, Hatton et al. (2013) found that the hearth is a timeless architectural piece of college unions. While the hearth traditionally refers to a fireplace, college unions have used water features, plants, and university seals set in the floor to serve as the focus of rooms and provide the "homey" feel (Hatton et al., 2013). The hearth is not a unique concept to the college union as hearths date back to the early planning of cities in England (Pearson & Richards, 2004). Hearths, such as city parks, temples, or buildings, have served as the focal point for communities for hundreds of years providing order to social space (Pearson & Richards, 2004). College unions have adapted the same

idea into their construction by highlighting one aspect of the building to serve as the focal point and provide a sense of comfort and order for students, faculty, and staff.

Entrances

Hatton et al. (2013) describe the entrances of the college union as "critical to its success" (para. 9). Unions must have welcoming entrances that attract visitors with "impressive and memorable spaces" (Hatton et al., 2013). The University of Missouri's Memorial Student Union is an example of a union that makes a profound statement based on its ornate architecture. A one and a half story limestone archway located under a bell tower marks the entrance to the union (Museum of Art and Archaeology, n.d.). The main entrance is embellished with emblems that honor soldiers who attended the University of Missouri and fought for their country in addition to recognizing the rich history of the University of Missouri (Museum of Art and Archaeology, n.d.).

Information Gathering

As mentioned earlier, the original college unions served a gathering place for students. In the lounges and dining halls throughout the building, students met with faculty and staff to share information and learn about campus happenings (Butts et al., 2012). Bulletin boards have often lined the hallways of unions allowing students to share postings for roommates or hiring tutors. While the advent of social media sites such as Facebook may have led to a decline to physical postings, the college union still incorporates avenues to gather information through the physical space. The Louisiana Student Union was remodeled in 2011 to include television screens throughout the building that display announcements and other information in addition to the standard information desk (LSU Union, n.d.).

Retail

While technology stores are a newer staple in the college union, the idea of retail was central to the creation of the physical environment. The Purdue Memorial Union included a bowling alley in their East Wing addition in 1936 (Butts et al., 2012) to provide additional services for the students, faculty, staff, and guests using their building. Many colleges and universities have turned to retail opportunities to fund aspects of the personnel/operational budget or student programming (Bookman, 1992). Rental fees are assessed to occupants of the space within the union in addition to some agreements that require portions of revenue to be shared with the college union (Bookman, 1992). While many view these additional revenue sources as a necessity, some fear the promotion of retail services has shifted the focus of the college union away from the educational role to that of a revenue-driven auxiliary (Milani, Eakin, & Brattain, 1992).

Community Dining

Dating back to the first draft of "The Role of the College Union" (1951), the union positioned itself as service provider for meals and gathering space on campus (as cited in Butts et al., 2012, p. 103). As the facilities emerged on campus, the college union served as the dining room table for commuter and residential students alike. Traditional dining rooms have given way to retail entities like Starbucks[®], Einstein Brothers[®], Subway[®], and Burger King[®] (Schwartzman, 1995). The rapid increase

of chain restaurants and services reflects the consumerist mentality of today's college students (Schwartzman, 1995). Food service providers, such as Aramark, specialize in providing food options to college and universities while addressing measurable outcomes such as growth, loyalty, and preservation of environment (Aramark Measurable Outcomes, n.d.). The food options have changed, yet students continue to meet at the union over meals to discuss group projects, plan student events, or gossip about fellow co-eds.

Flexibility

The need to create an environment that supports mind, body, and spirit has been the core of the union since its existence (Butts et al., 2012; Milani et al., 1992). To achieve this lofty outcome, flexibility is a vital component. College unions have demonstrated their flexibility with the inclusion of historically excluded populations on campus such as women, African-Americans, and Latinos to create cohesive communities (Milani et al., 1992). Furthermore, the shifts in offerings and the dedication of space indicate the desire for the student union to remain flexible and evolve with time.
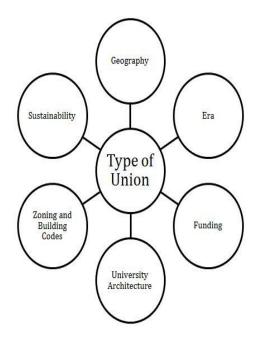
College unions were traditionally built to fill the void of a physical structure that promotes social activity on college campuses, yet it soon became apparent that the union formed its own unique identity. "There is nothing elsewhere quite like the union; a club, hotel, or civic community center will afford no safe pattern to go by, through the union embodies characteristics of all of them" (ACUI, 1946; as cited in Butts et al., 2012). Unions today are steeped in tradition and continue to feature many of the same amenities of the first unions like bowling alleys, billiard halls, meetings space, and food offerings. However, through time, building design has become more intentional in promoting academic learning. In a guidebook for union professionals, it suggests the need to "consider fully that a union is no longer merely a place to eat and meet, but has to do broadly with the constructive employment of student time outside the classroom" (Knowles, 1970; as cited in Butts et al., 2012, p. 159).

As needs of the changing populations of students are understood over time, there is no doubt that unions will continue to renovate and reinvent their spaces to provide community as a "third place" that promotes environmental or architectural probabilism where possible. For example in 2009, Indiana University's Indiana Memorial Union renovated a pottery and arts studio into a computer and group work laboratory. Over time, unions will continue to respond to technological advances, the decline of the traditional bookstore, and the use of functional multipurpose space. In 2009, the University of Georgia opened their student center expansion, which provided the center with 95,000 additional square feet (Tate Student Center, n.d.). Much of the space is flexible and can be adapted for multiple event types for students, faculty, and alumni of the university. As online education continues to gain prominence, it is important that union professionals and university architects continue to reevaluate how to maintain their distinctiveness on campus.

Types of Unions

Every college union is different; however, there are a variety of factors that uniformly impact the creation and design of these spaces. During the planning and construction of all buildings, the following six factors must be taken into account: the geography, the time in which it is built, surrounding architecture, zoning/building codes, sustainability, and how the union receives funding (Figure 1).

Figure 1: Factors that Impact the Creation of a University Union

Geography

Geographic context plays a large role in the architectural style of campus buildings and college unions (Knell & Latta, 2006). Knell and Latta in 2006 established four geographic elements that influence the planning and building of unions: climate, terrain, dominant ethnic make-up and the surrounding physical environment (see Table 1).

Table 1: Geographic Elements that Influence Construction

Climate	Weather has a great impact on the design of buildings. Sunlight, warm/cold climate and severe weather within a region can be determinant factors on architectural design. Roofs, windows, doors, and exterior furniture are all variable dependent on climate (Knell & Latta, 2006). California State University San Marcos Student Union has integrated the California climate into their facility by incorporating the local urban wetlands into the site plan (LAND Lab, n.d.).
Terrain	Effective architecture works in tandem with the natural landscape (Knell & Latta, 2006). Universities are found in all areas of the country, urban/rural, in the mountains or on the plains, near deserts or densely forested areas. A strong understanding of the terrain contributes to the design and planning process of any building. Haifa University in Israel is making major strides in utilizing the terrain surrounding the institution as architects have designed terraces at different levels of the union to overlook the bay of Mediterranean City (Warman, 2010).
Dominant ethnic make-up	The dominant racial or ethnic group of the region in which the union is being placed may impact the stylistic treatment of the building (Knell & Latta, 2006). Haskell University in Kansas, primarily serving indigenous students, has named their union facility the Haskell Cultural Center. With a diverse student body representing many different tribes and experiences, the center seeks to be inclusive of all. The campus also has a healing garden (Haskell University, n.d.).
Surroundings	Many campus communities have created a consistent aesthetic design within the architecture of campus buildings and the physical campus environment. Urban campuses may be located amongst other non-campus buildings, which may also influence design elements. Two urban campuses, Indiana University Purdue University Indianapolis and Portland State University, have incorporated sky bridges and tunnels connecting the campus centers to other campus buildings (Smith memorial student union, n.d. & Campus center, n.d.). These connecting elements create a unified look to the campus.

Era

Architecture, along with all other forms of art, grows and develops with time. Buildings on university campuses are not immune to the change and progression within the field of architecture. The time and location in which the union is built will impact the aesthetics and functionality of the space. Architects utilize materials, forms, and scale to create similarities between buildings that belong to the same environment (Knell & Latta, 2006). University of Colorado at Boulder, within its master plan, articulates the importance of maintaining consistency in architectural style as it adds to the reputation of campus (University of

Colorado, n.d.). Trends within buildings also expand to the services and spaces that are incorporated into campus unions such as: recreation/health fitness facility; bowling/billiards; bookstore; computer/technology labs; conference spaces; performance spaces; theater; and retail locations.

University Architecture

When building in a campus environment, the architectural style of that campus may dictate the physical appearance of the building. Many campus communities maintain a certain level of uniformity between building styles, materials or architectural elements. Existing structures surrounding the locations of the new buildings may also impact the exterior aesthetics and architectural layout. Universities may have intentional practices about building in certain era styles related to the original structures on campus (University of Miami of Ohio), or build every building in a completely different style to give a campus a unique and eclectic aesthetic value (University of Arizona).

Zoning and Building Codes

Zoning codes are created by local government to control the amount of land use within a certain area. Regulations are set locally, thus zoning codes differ greatly by geographic location. The codes often encompass information including building type, number of floors, planted space, parking and signage (Knell & Latta, 2006). The International Code Council develops building codes with the ability for local amendments. Building codes address size, occupant safety, fire safety, compliance with additional codes (such as American's with Disabilities Act) and

any additional regional requirements (Knell & Latta, 2006). Fordham University in New York City is planning on expanding their physical space by constructing new buildings and renovating existing structures and has played close attention to their zoning square feet (ZSF) as the planning process continues (Fordham University, n.d.). The current campus is located within 791,075 ZSF yet their city zoning code permits allow them to have 3.02 million ZSF (Fordham University, n.d.). Understanding these zoning codes has given Fordham University increased flexibility within their construction and renovation planning process (Fordham University, n.d.).

Sustainability

Unions can symbolize a university commitment to sustainability and environmental awareness through their physical space. Establishing sustainable structural and operational features can impact a campus community's understanding and awareness of green building (Willis, 2005). Building, renovating or maintaining a building with an environmentally conscious lens has become a focus of the planning stages, even as far as university mandated LEED (Leadership in Energy and Environmental Design) certification requirements. Utilizing criteria made up of six categories (sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation and design process), buildings are assigned a point value, which denotes its level of environmental impact (Leadership in Energy and Environmental Design, n.d.). Washington State University received

LEED silver certification for their Compton Union Building by recycling 90% of their materials during building and adding environmentally sound water saving flush valves (Washington State University, n.d.).

Funding

There are multiple ways in which the union is impacted by funding; the two major are how the union is funded and where the funds come from to maintain the building and its services. The costs associated with running a union can be ascertained by analyzing the cost of labor, daily operations, long term repair, maintenance and renovation as well as the cost of the student development programs. Funding for unions exist primarily in three forms: mandatory student fees, income from services within the union in an auxiliary model (Knell & Latta, 2006), and gifts and campus contributions.

Securing project finances is a critical aspect in facility planning and construction. Funding sources may include student fees, university dollars, state funds, and private gifts (Knell & Latta, 2006). Major stakeholders in the building project are future tenants of the building, such as student programs, bookstores, dining services, and any other auxiliary service. Funding of the university general operating fund, special accounts, and other sources can also be a viable funding option. State-affiliated institutions may receive state funding. However, the funding is often set aside for traditional academic facilities. Many aspects of a union facility may be ideal for donor naming opportunities including ballrooms, theaters, reception areas, and meeting rooms (Knell & Latta, 2006).

In order to create a union that meets the needs of the environment and has the longevity necessary for a higher education institution, all factors need to be taken into consideration. The physical structure of the building impacts how the space is utilized and understanding the factors that impact the building of a college union will help the university community better understand the reasons why the college union exists in its current form.

For those union practitioners that are looking to improve or build facilities on campus, it is important to consider four basics of planning: data gathering; identification of specific project requirements; planning and budgeting; and a final report (Knell & Latta, 2006). Renovating and maintaining a facility takes a significant amount of planning, similarly to that of planning for a new project. Budgeting associated with renovation should be articulated within the facilities strategic plan and if university general funds are being utilized, the university strategic plan. The methodology of planning and publishing strategic plans has increased within the field of student affairs in the recent years (Taylor & Machado-Taylor, 2010). College unions and the practitioners that work within them should be developing thoroughly researched plans for the use, maintenance, staffing, and budgeting associated with the physical space of the union (Taylor & Machado-Taylor, 2010).

The Impact of Theory of the College Union

Theory within the field of higher education and student affairs informs the practice of staff and administrators

working with college students and the services provided to those students (NASPA, 1987). *The Student Personnel Point of View* (1937) has guided research and theory that describes much of the phenomena that occurs within higher education. The college union plays such a large role within the campus environment with theory describing and defining its influence on multiple levels. College unions are designed as the focal point of the university, providing students, faculty and staff with places to meet, eat, and engage in the campus community. This section will discuss the relationship between the union and theory through the lens of environmental theory and assessment practices.

Environmental Theory

When discussing unions and their relationship to research within higher education, environmental theory has the most direct connection as unions are both physical and symbolic expressions of their institutions (Knell & Latta, 2006). Michael Henthrone (2010) describes the relationship students have with their campus environment as

> Our ability to promote the growth of student services programs and of individual students is significantly influenced by the environment and culture in which we do our work. Campus environments are comprised of such variables as policies, procedures, symbols, images, architecture, activities, programs, values, beliefs, social climate, behaviors and group norms, and the characteristics of individuals (including demographics). Simply stated, students' behavior is influenced

by their interaction with the institution's physical spaces, policies, and people (para. 6).

When thinking about the environment and its impact on students, Strange and Banning (2001) highlight physical space, the human aggregate, organizational structures and the constructed culture as four elements that shape the student experience on college campuses.

From the view of prospective college students, the aesthetic features of the campus factor into the first impression created of an institution (Sturner, 1973). Physical environment includes buildings, natural landscape, paths, and anything else that falls within the territory of the campus. A college union whether large or small in size, is integral to the physical environment of a campus. The placement of the union within the campus community should be intentional, so that it provides the maximum amount of access.

Students within a physical space also create an aggregate environment. Human characteristics influence the degree to which people are attracted to, satisfied within, and retained by an environment (Strange & Banning, 2001). Personality types, learning styles, habits, and beliefs can all impact the aggregate environment depending on the dominant type held by the members of such environment (Strange & Banning, 2001). The location of the union plays a role in the physical make-up of the campus. Depending on the institution type and layout of campus entities, the union may impact foot traffic on campus. Architects and college administrators often miss the importance of flow and movement patterns of people crossing a campus during the planning/building stages of

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college unions (Knell & Latta, 2006). If serving as a focal point of campus community is a component of a union's mission, the union should be located in an area of high pedestrian traffic (Knell & Latta, 2006).

Those that work within a college union contribute to both the aggregate environment and the organizational environment. An organizational environment can be defined by the division of labor and the distribution of power amongst the members of the environment (Strange & Banning, 2001). Staffing structures and organizational make-up can also be seen in the layout of physical office space; high ranking administrators having larger offices with more aesthetically pleasing views. The location of these office spaces may also impact the aggregate environment, influencing foot traffic and the development of community. Organizational environment with a college union can range from the staffing charts, to soliciting policies, to hours of operation. This structure provides stability for the union to function as a safe, productive, and efficient space. Safety of campus buildings and the surrounding campus environment may contribute to the placement of emergency exits and exterior lighting.

As entities within college union environments continue to grow closer to that of the business sector, strategic planning has become an important tool in organizing and articulating goals and change (Taylor & Machado-Taylor, 2010). Departments on campus and the campus community as a whole should develop a set of common goals and articulate those to the participants within that environment. Examples of these documents may be mission statements,

vision statements, or a strategic plan. Each of the aforementioned documents serves a slightly different purpose but share their focus on goals. One may see these documents influencing the physical space as some campus populations or organizations may receive priority through the allocation of spaces in high trafficked areas. For example, if the university has a strong student focus, student organization offices and popular student services may receive more sought after spaces within the college union.

The goals of an institution should be informed by the constructed environment. An institution's constructed environment is composed of the campus climate and culture. The levels of culture inform the community about the environment and its members. Kuh and Hall (1993) list four levels of culture: artifacts, perspectives, values, and assumptions. The levels of culture inform the community about the environment and its members. As the four levels of culture are shared to new members, their meanings and influence evolve to meet the needs of both the organization and the individual (Kuh & Hall, 1993). Buildings on campus are artifacts within a university culture. Utilizing information from the constructed environment, student affairs should design campus environment that fit the needs and attitudes of students (Henthorne, 2010).

Assessment

Successfully planning, building, and operating a union require input from all segments of the campus community. This includes campus partners, union staff, university administration, faculty, students, and may also include non-

university community members (Knell & Latta, 2006). One concrete example of incorporating assessment within the college union is the concept of environmental and campus audits. Audits are utilized to identify the aspects of the institution that influence a student's perceptions, beliefs, attitudes and behaviors (Henthorne, 2010). Assessment tools can also be created to view how participants are utilizing specific locations within a union or the college union as a whole. Physical space has a great influence on community development within the union and understanding the positive or negative impacts of this influence can inform professionals where change may need to occur.

As research within higher education continues, all areas of student affairs and higher education administration will be influenced. Within the college union, research on communities, culture, and environments have a great impact. The building, renovations, and destruction of college unions are dependent on the needs of the students attending the institution. Understanding the importance of theories and research can assist universities in creating long lasting spaces that will have a positive impact on the student population and campus community. Furthermore, physical space greatly impacts behaviors and administrators should understand the importance of creating and maintaining a space that fosters a strong community.

Physical Spaces Cultivating Certain Cultures

As mentioned previously, physical space impacts the culture through its design and use (Strange &

Banning, 2001) and college unions have promoted certain cultures and identities based on the time of their creation and the population they sought to serve (Knell & Latta, 2006). As mentioned earlier, college students wanted to create community on their campuses so that they could engage with each other and the faculty outside of the classroom. This desire led to the creation of unions, intangible organizations that promoted community through programming in various spaces on campus. The students recognized that this was not enough and a central location for students to gather was necessary. These buildings provided gathering space not just for students, but for faculty and staff as well. For many of the historic college unions, the establishment of their buildings connected directly to a national issue of the time, World War I (Butts et. al, 2012). These structures were built with money donated to memorial funds that sought to honor the student soldiers that died in combat. With the investment and the national memory of the World War I, these unions became living memorials through their titles or through designated spaces in their facilities (See Appendix A). While the funding for these unions came from donations, the unions would not be able to sustain their operation on those funds. In order to run and maintain their facilities, many would become auxiliary units that generated their own revenue while others would take on a hybrid model where self-generated revenue was supported with student fee money.

Creation of Student Centers

Student centers arose on college campuses much later than college unions and were often funded through student fees. Student centers were created due to

similar campus needs of having a central communal space. This gathering space was built for the student consumer rather than the campus community (e.g. the Lory Student Center at Colorado State University). The student fees that created these spaces are also used in the funding models for these student centers. With the support of student fees, these spaces do not need to generate their own revenue but rather have complete institutional financial support. While student centers and college unions have different titles and approaches to serving their campus communities, they both were founded on the need to build community.

Exclusion of Others

While the college union and student center were created for specific campus populations, many were created for a very specific identity in mind - the white male. The oldest college unions were founded by males for the purpose of male bonding and development (Butts et al., 2012). With white males being the exclusive users of these spaces, white heterosexual male identity pervaded the design and functionality of these structures. Women were not allowed in the college union and were often given a smaller location on campus to build community and obtain campus resources. At The Ohio State University, a single room, known as the 'GAB Room' was designed for women to meet and gather (Ohio Union History, 2013). It was not until after World War I in 1919 that women were provided a separate facility, which included an indoor swimming pool, lounges, kitchen, and cafeteria (Ohio Union History, 2013). At the University of Michigan, a separate union, the Michigan League, was built as a similar social and

recreational facility for women (Michigan University Unions, n.d.). Not until the mid-1940s and 1950s were women permitted to use the original facilities. By the 1950s, women were allowed into the facilities without supervision and in the 1960s, they were able to finally enter and use the bowling and billiards rooms.

With a history of exclusion due to racism and sexism, women and people color encounter these spaces and "are reminded that they are not the intended occupants" (Harris, 2006). Due to this feeling within the campus environment and college unions, students of color advocated for the creation of their own cultural centers as safe spaces where their identities could be validated (Patton, 2010). Cultural centers have taken on many roles for their students and often work collaboratively with other cultural centers and student organizations to educate and support their students (Lozano, 2010). These entities have been considered extremely beneficial in the retention and academic success of students of color (Shotton, Yellowfish & Cintrón, 2010) and have become a necessity for student identity development (Howard-Hamilton, Hinton & Hughes, 2010). While students of color are using cultural centers as their space to learn and build community, they may still use college unions for its various amenities. When students of color use unions, they may be confronted, through the artifacts displayed, with a past of exclusion. Meyer and Love (2012) acknowledge that whiteness continues to be perpetuated in college unions through the Eurocentric artwork and portraits of prominent white leaders displayed. While they acknowledge that portraits of former leaders on campus should not be

taken down for historical and cultural reasons, a broader array of artwork should be displayed to promote different races and ethnicities (Meyer & Love, 2012).

The Role of the Academy in the Union

The role between the college union and the faculty has required attention through the history of the colleges and universities. In a keynote address to the Region Seven ACUI Conference, it was stated "students and faculty need a common meeting ground to personalize relations between students and teachers and to create an intellectual environment outside as well as inside the classroom" (Butts et al., 2012, p. 128). It was not uncommon for faculty members to join students over a meal to engage in conversation outside the classroom. While the union was designed as a social outlet for students (Butts et al., 2012), the intent of the facility always focused on critical learning and engagement in different ways from the classroom (Milani et al., 1992).

As the college union rose in prominence over the years, faculty often felt the curriculum was threatened by the college union (Butts et al., 2012). With the union traditionally associated with student affairs, there has been tension between the faculty and the union (AAHE, ACPA, & NASPA, 1998). In a critique of student centers, Michael Lewis (2003), a faculty member in the art department at Williams College claimed that the college union grew out of differences between the two - faculty members who are devoted to research and students who use college to develop socially. This difference has continued to persist throughout time and the college union has symbolically represented this

disconnect. Lewis (2003) claims that the union is no longer a living room of campus, but rather a visitor's center at a national park designed to attract students in a commercialistic society. Lewis (2003) believes the college unions of today are built for strangers. Rather than focus the attention of the campus visits on the rigor of academic offerings, admission officers urge students to have lunch in the college union to get a full understanding of college life (Lewis, 2003).

While there are critiques with the modern student center, faculty members continue to engage in physical space and use the facility as a common meeting place. Unions have continued to build partnerships with faculty through a variety of avenues such as faculty lounges (e.g. the University Club at Indiana University, Bloomington) and discounts in campus eateries. Many student programming boards include faculty members on their board to illustrate the importance of faculty interaction within the union (Illini Union Board, n.d.; Indiana University Union Board, n.d.; Wisconsin Union Directorate, n.d.). Faculty members have the potential to be powerful partners to the college union and union programming boards. The relationship between the faculty and the college union does not need to be tenuous if professionals within the college union can articulate that the physical space provides a powerful learning experience for students and engage the faculty into that experience.

Meeting Current Students Needs Decentralization of Community Building

With student development and learning emphasized across all student affairs offices and departments, many of these offices have created communal spaces such as lounges and gathering spaces to build community for the populations they serve. This increase of communal spaces has occurred within the residence halls, libraries and academic buildings (Reed, 2011; Kingsnorth, Magnuson, Berry, Greene & Day, 2012). While many may consider this competition to the services of the union, Duany, Plater-Zyberk and Speck (2000) explain that "community cannot form in the absence of communal space" (p. 60). While Duany et al. were looking at the suburban community, their understanding of community can apply to the higher education environment (Bonfiglio, 2004) as it makes clear that community building for a campus cannot be relegated to one location. Not all students, staff and faculty can be reached by one location and other locations and entities must serve as their source for community.

While some student affairs departments and entities have utilized their spaces to build community, unions have also expanded their involvement by creating additional mini and satellite unions on large and segmented campuses (Johnson & Clutter, 2009). With the recognition that one building cannot meet the needs of all students, these additional facilities have been created to provide lounge spaces, meeting space, and food service for different sections of the campus.

The Student Consumer

The desire for additional communal space is certainly connected to the current student perspective on the college environment and experience. Students, who are attending higher education institutions within today's consumer driven environment, view universities as a service provider (Schwartzman, 1995) and have high expectations that universities are going to meet all their needs. Many of these needs take place in the college union. Commonly referred to as the "mall" on campus, unions are centralized locations for many student services. Increased amounts of amenities can be found within the union ranging from hair salons, campus recreation centers, and pharmacies. The quality and amount of services have even been cited to increasing recruitment and retention of students (Sherwood & Pittman, 2009).

Technology and the amount of services provided within a physical space are increasingly important to meeting the needs of tech savvy students. The invisible computer lab (Kolowich, 2011) where students desire access to online information without the physical space of a computer lab and the need for increased group workspaces within lounge-like atmospheres (Terris, 2009) have altered how students use and interact with others in the college union. While the changing nature of computer use impacts the college union, the widespread use of online education drastically affects the use of college unions as physical space may no longer be utilized by a major proportion of the student population. With online enrollments growing "at rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing" (Allen & Seaman, 2010, p. 1), this shift in educational delivery is here to stay and college unions need to find their role in this changing environment.

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The Next Hundred Years

Predicting the evolution of the college union into the next 100 years is not an easy task. In 1904, student affairs had yet to develop into a formalized profession and college unions were still in their infancy. As indicated in this chapter, the emergence and evolution of physical space has changed dramatically in the past 100 years. Environmental theory now guides new architectural design such as intentionally placing artifacts in the building that support or change the culture (Kuh & Hall, 1993). The halls of the union now are filled with chain restaurants in lieu of traditional dining, bookstores shelves are lined with apparel items rather than books, and conference spaces have taken over offices for alumni relations or full-service post offices. While the future offerings of the union are unknown, the role of the college union is cemented in place in the bricks and mortar campus (Butts et al., 2012).

In the next 100 years, the union may no longer be confined to a physical space on campus, but rather an idea. As the landmark book, *The College Union Idea* (Butts et al., 2012) suggests, the college union was created to fill a void on campus - to provide a social outlet for students in an environment that continued to promote learning and growth. As residence halls, new academic buildings, and libraries begin to include more community gathering spaces, the college union may no longer be confined to one or two centers on campus, but rather small spaces spread throughout the campus, each catering to specific student needs and population. In the future, college union professionals may be called upon to serve as consultants in designing and maintaining spaces that promote critical thought and discourse outside of the classroom. Additionally, the college union may be called to bring together other student affairs departments and entities into one central location as seen in the Plemmons Student Union at Appalachian State University with their new renovation project that provided additional space for 9 student affairs offices ranging from international student services to research to leadership development (ASU News, 2013).

With the void of communal space no longer an issue on college campuses, college union professionals will need to promote the idea behind college unions and focus on building community more broadly (Milani et al., 1992). Since college unions no longer have the exclusive mission of building community, union professionals will need to reframe their role as one of the community builders on campus that works to promote campus engagement and student learning within the larger student affairs structure. College unions may also be called to connect to the broader community in which the colleges and universities are situated to assist in social change (Nyden, Figert, Shibley & Burrows, 1997). With the emphasis on learning in student affairs and the college union, union professionals may consider working with the local community to provide service-learning experiences and student leadership development opportunities where relational leadership is put into action in order to build community.

As technology increases, college union professionals should not feel threatened, but should be inspired to create the same types of spaces that have been created in their physical building

for their online population. Colleges and universities have looked to online virtual programs, such as Second Life, to design learning environments without the traditional bricks and mortar. Campuses including the University of Texas system have created online campuses for prospective and current students to utilize as a teaching and community building tool (Aujla, 2009). While there are struggles with these online platforms (Young, 2010), college union professionals must continue to focus on their impact and practice that is free from the tangible physical space.

With a student population that will continue to be become increasingly diverse in terms of race, socioeconomic status, age, and sexual orientation (NASPA, 1987; ACPA & NASPA, 2010), union professionals will need to continue to work towards the pluralistic learning communities advocated for in the 1990s (Kuh, 1990). Union professionals should not just accept and tolerate a diverse student population, but must advocate for and establish inclusive environments. College unions have a history of exclusion and discrimination that continues to impact the student experience and unions professionals must continue to create spaces where every single student feels included and safe. With the rise of cultural centers on college campuses, students of color may find a sense of belonging in these locations, but may feel alienated by the rest of the campus community - including the college union (Malaney, Gilman & O'Connor, 1997). With the rise of students of color and non-traditional students in higher education, a trend that will only continue (U.S. Department of Education, 2012), it is important for college unions to promote inclusive spaces to bring the larger campus community together. Malaney et al. (1997) advocated ways of effectively creating inclusive physical spaces through "incorporat[ing] multiethnic trained union staff; innovative leadership; community involvement; and student input" (para. 18). While college unions should certainly work towards achieving a more inclusive environment, they must also work alongside cultural centers to ensure that both entities are meeting the needs of students.

The college unions will have many factors influencing it ranging from an increase of other community builders on campuses to the high demand for online learning to meeting the needs of diverse students in the next 100 years. In order to meet the changing nature of higher education, college unions must adapt the idea behind college unions as their framework for the future. Community building should remain central to the purpose of college unions as it is the foundational principle of college unions that will help keep college unions relevant in the future where use of physical space is shifting.

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Appendix A

Union	Institution
Indiana Memorial Union	Indiana University
Memorial Union	University of Wisconsin
Memorial Union	Oregon State University
Memorial Union	Iowa State University
Memorial Union	University of Missouri
Memorial Union	University of Rhode Island
Memorial Union	Arizona State University
Coffman Memorial Union	University of Minnesota - Twin Cities
Purdue Memorial Union	Purdue University
Memorial Union	University of California - Davis
Memorial Union	University of New Hampshire
Erb Memorial Union	University of Oregon
Iowa Memorial Union	University of Iowa
Bell Memorial Union	California State University
Memorial Union	North Dakota State University
Alumni Memorial Union	Marquette University
Reeve Memorial Union	University of Wisconsin-Oshkosh

Gage Memorial Union	Coe College
Memorial Union	University of Oklahoma
Memorial Union	Michigan Tech
Memorial Union	University of Maine
Memorial Union	Fort Hayes State University
Student Centers; War Memorial Chapel	Virginia Tech
Memorial Union	Portland State University
Memorial Union	Michigan State University
Memorial Union	University of Colorado
Memorial Unions	University of Kansas
Memorial Union	Washburn University
Memorial Student Center	Texas A & M University