

Committee Minutes

ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE

June 5, 2023

Committee Members Present: Melissa Nelson (chair), Sandy Davis, and Carrie Chenery. Additional board members present: Ed Baine, Shelley Butler Barlow, Dave Calhoun, Greta Harris, CT Hill, Brad Hobbs, Anna James, Sharon Brickhouse Martin, Jeff Veatch.

Constituent Representatives Present: Anna Buhle (graduate and professional student representative), Holli Drewry (A/P faculty representative), Jamal Ross (undergraduate student representative), Robert Weiss (faculty representative), and Serena Young (staff representative).

Guests: Janice Austin, Mac Babb, Callan Bartel, Lynsay Belshe, Rosemary Blieszner, Bob Broyden, Brock Burroughs, Cyril Clarke, Al Cooper, Corey Earles, Jeff Earley, Alisha Ebert, Matt Ebert, Ron Fricker, Mike Friedlander, Rachel Gabriele, Bryan Garey, Luisa Havens Gerardo, Ellington Graves, Debbie Greer, Suzanne Griffin, Joe Griffiths, Kristina Hartman, Kay Heidbreder, Jim Hillman, Tim Hodge, Rachel Holloway, Matt Holt, Elizabeth Hooper, Cailynn Jeffery, Anri Karanovich, Frances Keene, Chris Kiwus, Lee Learman, Justin Lemkul, Rachel Maizel, Rob Mann, O'Brian Martin, Hud McClanahan, Nancy Meacham, Scott Midkiff, Ken Miller, April Myers, Justin Noble, Kim O'Rourke, Stephanie Overton, James Penven, Kevin Pitts, Ellen Plummer, Katie Polidoro, Menah Pratt, Zo Qazi, Julie Ross, Temperance Rowell, Brennan Shepard, Oliver Shuey, Mark Sikes, Rick Sparks, Aimee Surprenant, John Talerico, John Tarter, Dwyn Taylor, G. Don Taylor, Judy Taylor, Jon Clark Teglas, Emily Tirrell, Rob Viers, Tracy Vosburgh, Jack Waldon, Michael Walsh, Nick Whitesell, Paul Winistorfer, Chris Yianilos.

OPEN SESSION

1. Welcome. M. Nelson, chair of the committee, welcomed attendees to the meeting.

2. Review and Approval of Open Session Agenda.

3. Consent Agenda Items. Approval of March 20, 2023 Meeting Minutes; Report of Reappointments to Endowed Chairs, Professorships, and Fellowships; Report of the 2023-24 Faculty Compensation Plan; Approval of Resolution Delegating Authority for Pratt Funds; Approval of Resolution to Revise Language in Faculty Handbook Regarding Emeritus or Emerita Designation; Approval of Resolution to Update Wording in Chapter Seven of the Faculty Handbook on the Administrative/Professional Faculty Grievance Processes; Approval of Resolution to Create Department of Neurosurgery at VTC School of Medicine; Resolution to Establish a Master of Professional Studies in Climate Leadership in the College of Natural Resources and Environment; Resolution to Approve Revisions and Updates to the 2023 – 2024 Virginia Tech Student Code of Conduct; Resolution to Allow Administrative Resolution of First Time Honor Code Cases;

Resolution Mandating that First-Year Students Receive and Complete Human Trafficking Training.

The committee voted unanimously to approve the Open Session Agenda as presented including approval of all Consent Agenda items.

4. Provost's Update. C. Clarke, executive vice president, and provost, updated the committee on several initiatives. The Virginia Tech Carilion School of Medicine (VTCSOM), established over 10 years ago in partnership with Carilion Clinic, has excelled in medical education. Markers of distinction include a student-centered, problem-based learning environment, inter-professional education, and research through the curriculum. The VTCSOM is selective. One out of 100 applicants is offered admission and, upon completion, VTCSOM graduates nearly always secure their first-choice residency. The future of the VTCSOM includes growing the faculty, expanding the school's research program, and, in alignment with Carilion Clinic, developing the Health System Implementation Sciences (HSIS) program. Additionally, the goal is to expand admissions to improve the school's financial portfolio and to help meet the need for physicians in the Commonwealth. To help facilitate these goals, the university is working to secure a planning authorization for the construction of a building, and operational support to provide a discounted in-state tuition rate for Virginia students.

The committee received an update on efforts aimed at addressing financial support for graduate students. Graduate Teaching Assistants (GRAs) and Graduate Research Assistants (GRAs) are the most common types of assistantships at the university. An assistantship and tuition waiver facilitate financial support and may be used with other sources as necessary. Independent of their academic efforts, graduate students work part-time for 20 hours per week. Graduate education is a critical element of Virginia Tech's mission and attracting talented graduate students depends on a variety of factors, including institutional reputation, faculty expertise, and financial support. To this end, the university continues to be engaged in several planning initiatives. In 2019, a task force reviewed graduate education university-wide and, in 2020, submitted a report with 14 recommendations that included several to address financial support. One recommendation was to reduce tuition for graduate students who are nearing completion of their degree, are conducting dissertation research, and have achieved candidacy status. In the fall of 2021, a discounted tuition rate was offered to students with candidacy status and the goal is to expand this initiative. In the spring of 2022, a task force was charged to develop recommendations specifically addressing financial support for graduate students. The report of the task force was submitted in the spring of 2023 with eight recommendations. Four recommendations are highlighted here: raise the minimum assistantship to \$2,400 per month; cover or waive the comprehensive fee; provide financial support during the summer months; and increase external funding support. Recommendations are under review. Covering or waiving the comprehensive fee for graduate students is not feasible. Waiving this fee would result in undergraduate students funding services provided to graduate students. Pending the approval of the fiscal year 2024 budget, and the availability of resources, the goal is to raise the minimum amount of graduate assistantships. The university continues to advance its commitments to graduate education evidenced by successive 5% stipend increases over the past few

years, raising the amount of the minimum stipend (pending budget approval), and supporting faculty efforts to expand summer and extra-mural funding.

Provost Clarke announced three appointments to senior leadership positions. Saonee Sarker is the incoming dean of the Pamplin College of Business. Lu Liu is the incoming dean of the College of Architecture and Design, and Frances Keene is Vice President for Student Affairs. Provost Clarke thanked Robin Russell for her service as interim dean of the Pamplin College of Business, and Rosemary Blieszner for her service as interim dean of the College of Architecture, Arts, and Design.

Provost Clarke updated the committee on enrollments. Since 2019, undergraduate enrollment holds close to 30,000 students and additional enrollment depends on expanding on-campus residential housing and student support services. Undergraduate acceptances for fall 2023 are close to target and will be monitored over the summer. Graduate student enrollment is anticipated to increase modestly. Final enrollment (census) will be captured in September.

Provost Clarke highlighted Professor Bob Bodnar and Professor Shuhai Xiao for being inducted into the National Academy of Sciences. Both professors hold appointments in the Department of Geosciences in the College of Science.

Provost Clarke expressed his appreciation for the two years of service Melissa Nelson provided as chair of the Academic, Research, and Student Affairs committee.

5. Living-Learning Communities. F. Keene, vice president for student affairs offered the committee an overview of the university's undergraduate living and learning communities which include three residential honors colleges and 18 living-learning communities. In the fall of 2022, 5,122 students resided in living and learning programs. Regular assessment of the programs and of student experiences guide adjustments and improvements. Living-learning communities support student academic success, health, and well-being. The focus of current efforts is to provide specific support to transfer students. The university aims to design and implement new communities each year as interest and budget allow. Joining the discussion were T. Rowell, director of the Orion living-learning community affiliated with the College of Science, O. Martin, junior undergraduate and resident in the Innovate living-learning community, and C. Jeffery, recent graduate and resident of Studio 72 living-learning community.

6. Agenda Items for Committee Meeting. Committee members are encouraged to contact the chair with any items of interest for future agendas.

8. Adjournment.

Open Session Agenda

ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE

New Classroom Building 260

Monday, June 5, 2023

3:30 – 5:00 p.m.

<u>Agenda Item</u>	<u>Reporting Responsibility</u>
1. Welcome	M. Nelson
2. Review and Approve Open Session Agenda	M. Nelson
3. Consent Agenda	M. Nelson
A. Approval of March 20, 2023 Meeting Minutes	
B. Report of Reappointments to Endowed Chairs, Professorships, and Fellowships	
C. Report of the 2023-24 Faculty Compensation Plan <i>(shared for information purposes by Finance and Resource Management Committee)</i>	
*D. Approval of Resolution Delegating Authority for Pratt Funds <i>(shared with Finance and Resource Management Committee)</i>	
*E. Approval of Resolution to Revise Language in Faculty Handbook Regarding Emeritus or Emerita Designation	
*F. Approval of Resolution to Revise Chapter Seven of Faculty Handbook Regarding A/P Faculty Grievance Processes	
*G. Approval of Resolution to Create Department of Neurosurgery at VTC School of Medicine	
*H. Resolution to Establish a Master of Professional Studies in Climate Leadership in the College of Natural Resources and Environment	
*I. Resolution to Approve Revisions and Updates to the 2023-2024 Virginia Tech Student Code of Conduct	
*J. Resolution to Allow Administrative Resolution of First Time Honor Code Cases	
*K. Resolution Mandating that First-Year Students Receive and Complete Human Trafficking Training	
4. Provost's Update	C. Clarke
# 5. Virginia Tech Living and Learning Communities	F. Keene
6. Agenda Items for August 2023 Committee Meeting	M. Nelson
7. Adjourn	M. Nelson

Closed Session Agenda
ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE
New Classroom Building 230
Tuesday, June 6, 2023
9:15 – 9:45 a.m.

<u>Agenda Item</u>	<u>Reporting Responsibility</u>
1. Motion to Begin Closed Session	M. Nelson
* 2. Resolutions to Approve Appointments to Emeritus/a Status (5)	C. Clarke
* 3. Resolution to Approve Appointments Endowed Chairs, Professorships, or Fellowships (6)	C. Clarke
* 4. Resolution to Approve Appointments with Tenure (5)	C. Clarke
* 5. Resolution to Approve Faculty Research Leaves (3)	C. Clarke
* 6. Resolutions to Approve Exceptions to the Virginia Conflict of Interests Act (1)	C. Clarke
* 7. Ratification of 2023-24 Faculty Salary Program <i>(shared with Finance and Resource Management Committee)</i>	C. Clarke
* 8. Resolution to Approve Promotion, Tenure, and Continued Appointments <i>(shared with Finance and Resource Management Committee)</i>	C. Clarke
* 9. Resolution to Approve Appointments to Alumni Distinguished Professor (2)	C. Clarke
* 10. Resolution to Approve Appointments to University Distinguished Professor (2)	C. Clarke
* 11. Ratification of Personnel Changes Report <i>(shared with Finance and Resource Management Committee)</i>	C. Clarke
12. Motion to End Closed Session	M. Nelson
13. Report of Closed Session Action items	M. Nelson

REPORT**Reappointments to Endowed Chairs, Professorships, or Fellowships (7)****June 5, 2023**

The president and executive vice president and provost have confirmed the reappointment of the following faculty to endowed chair, professorship, or fellowship appointments with a salary and/or operating supplement provided by the endowment and, if available, with funds from the eminent scholars match program.

College of Agriculture and Life Sciences (2)

Azenegashe Ozzie Abaye

Thomas B. Hutcheson Jr. Memorial
Professorship in Agronomy

Alan Ealy

Horace E. and Elizabeth F. Alphin Professorship

College of Liberal Arts and Human Sciences (2)

Kelly Avery

Residential Property Management
Advisory Board Professorship

Paul Quigley

James I. Robertson, Jr., Chair in
Civil War Studies**College of Veterinary Medicine (2)**

John Rossmeisl

Dr. and Mrs. Dorsey Taylor Mahin Professorship

Mike Erskine

Jean Ellen Shehan Professorship

Pamplin College of Business (1)

Candace Fitch

Feiertag Professor of Practice in Hospitality Leadership



Living-Learning Programs: A Critical Element of the Virginia Tech Advantage

Academic, Research, and Student Affairs Committee
Board of Visitors
June 5, 2023

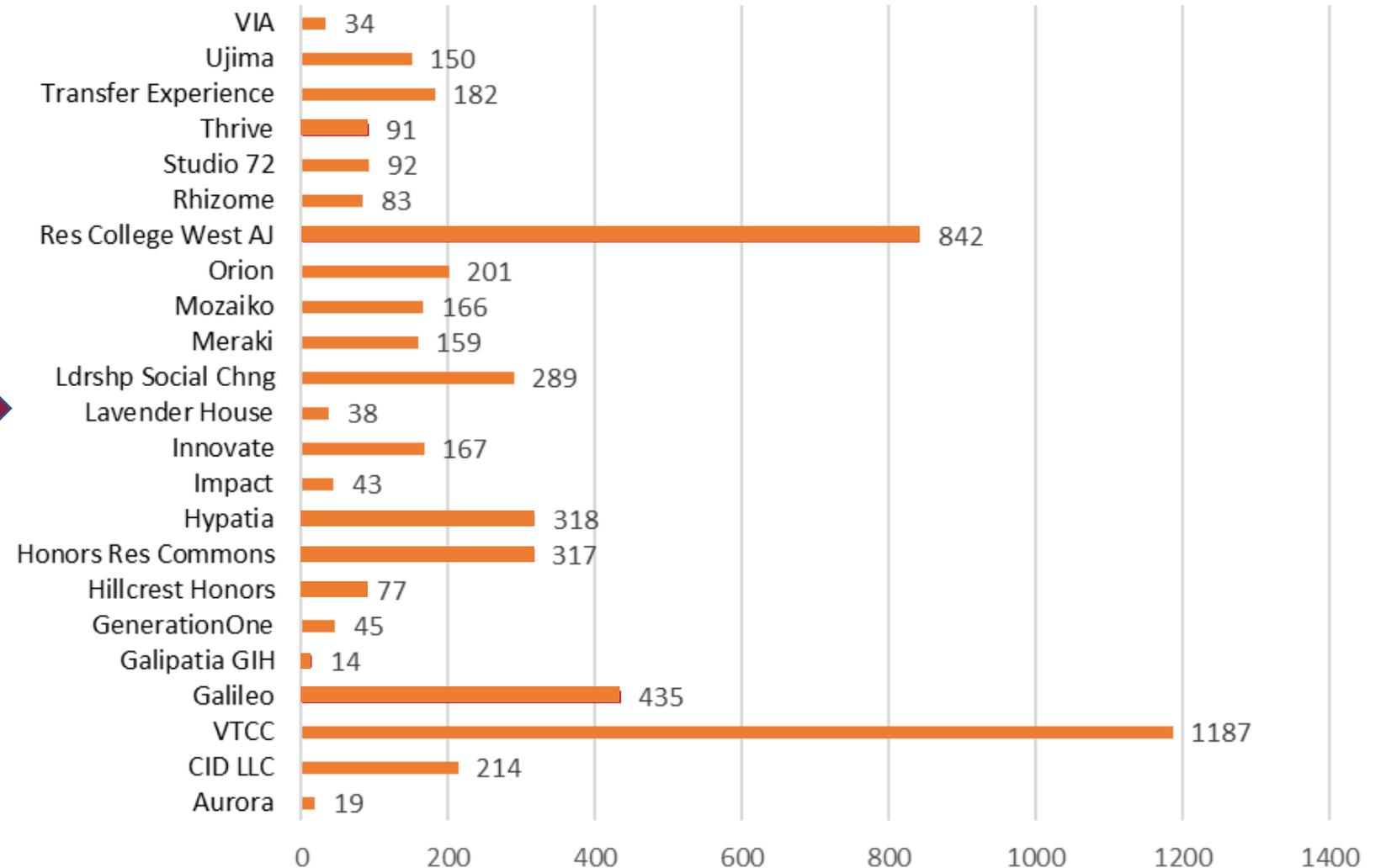
The Virginia Tech Advantage and the Student Experience



Successful and timely progress from matriculation to graduation directly impacts both accessibility and affordability.

Creating Space for Connection with LLPs

*In the Fall of 2022,
we had 5,122
students in 22
different living-
learning programs.*



Promoting Academic Success



First-Year Cohorts GPA Year-to-Year Data

	2018	2019	2020	2021
LLP	3.27	3.36	3.2	3.12
Non-LLP	3.13	3.27	3.21	3.09
Off Campus	3.07	3.03	3.17	2.98

First-Year Cohorts Retention Year-to-Year Data

	2018	2019	2020	2021
LLP	93%	94%	93%	91%
Non-LLP	92%	93%	93%	91%
Off Campus	81%	89%	85%	86%

First-Year Cohorts Sample Size Year-to-Year Data

	2018	2019	2020	2021
LLP	1701	2235	1668	2152
Non-LLP	4430	5242	4276	4475
Off Campus	83	127	625	91

LLP Student Outcome & Engagement Data



70%

reported that they are gaining valuable leadership skills



75.5%

reported that they feel successful in their coursework



69.9%

reported that they feel valued as a community member



86.5%

reported that they have meaningful relationships at VT



75.7%

reported that they are involved in clubs, orgs, employment at VT



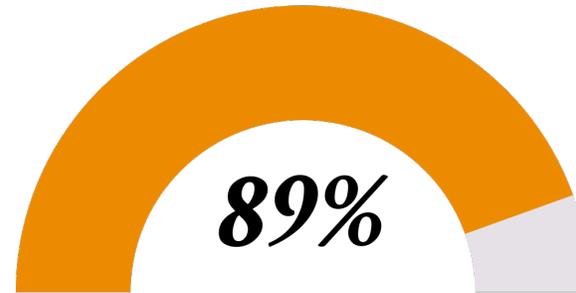
77.7%

reported that they feel they belong at VT

Promoting Holistic Well-being within LLPs



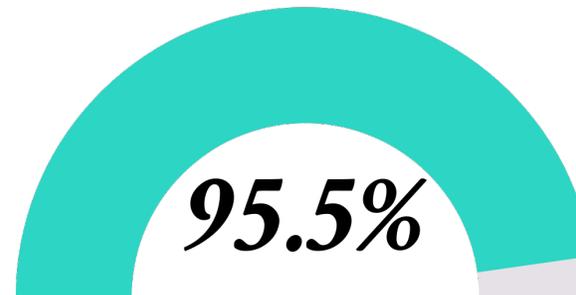
Data collected from the Fall 2022 Residential Well-being Student Experience Survey



of students reported that they had at least one meaningful connection with a student or group whose ideals or values were different



of students reported that they feel welcomed at Virginia Tech



of students reported that there is a faculty or staff member who cares about them at Virginia Tech

LLP Student Flourishing Data



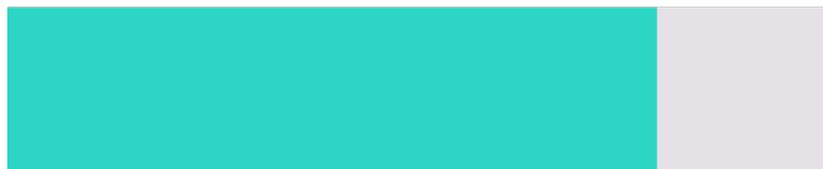
78%

of students reported that their social relationships are supportive and rewarding



68%

of students reported that they are engaged and interested in their daily activities



79%

of students reported that they are competent and capable in activities they find important



72%

of students reported that they are optimistic about their future

Panel Discussion



Dr. Frances Keene
*Vice President
Student Affairs*



Dr. Temperance Rowell
*Director, Orion LLC
College of Science*



O'Brian Martin
*Junior
Innovate LLC*



Cailynn Jeffery
*Class of 2023
Studio 72 LLC*

Living-Learning Programs: A Critical Element of the Virginia Tech Advantage

In October 2022, President Sands announced a central aspiration for Virginia Tech to focus on how the institution can offer high quality educational experiences for all students regardless of income. This initiative, named the Virginia Tech Advantage, demonstrates the institutional commitment to make Virginia Tech both affordable and accessible for all students, especially our underrepresented and underserved students. The working group charged by Dr. Sands to develop strategies for implementation toward these goals focused on the financial feasibility of increasing aid to students and on ensuring that each student has access to the full Virginia Tech experience.

The student experience working group explored curricular and co-curricular programs that offer promising outcomes for holistic student success. Curricular and co-curricular experiences that help bolster student academic performance and retention as well as attend to the holistic well-being of students are critical to student success. One critical program to advancing access to the full Virginia Tech experience with demonstrated evidence of academic success and holistic well-being are living-learning programs.

Positive Outcomes of On-Campus Living and Living-Learning Programs

For decades, research has expounded on the benefits for students who live on-campus in comparison to commuting students. Living on-campus has been posited as the most significant factor to positively influence student academic and social outcomes (Pascarella & Terenzini, 1991). Positive academic outcomes (GPA and retention) of residential students versus their peers who do not live on-campus appear in multiple studies (see Hobbins, Eisenbach, Jacobs, & Ritchie, 2017; Mach, Tearney, Gordon, & McClinton, 2018; Nowack & Hanson, 1985; Peters, et al, 2018; Schuddle, 2011, 2016). Residence halls have also been found to increase opportunities for active learning, interactions with diverse others, as well as promoting faculty-student interaction (Graham, Hurtado, & Gonyea, 2018).

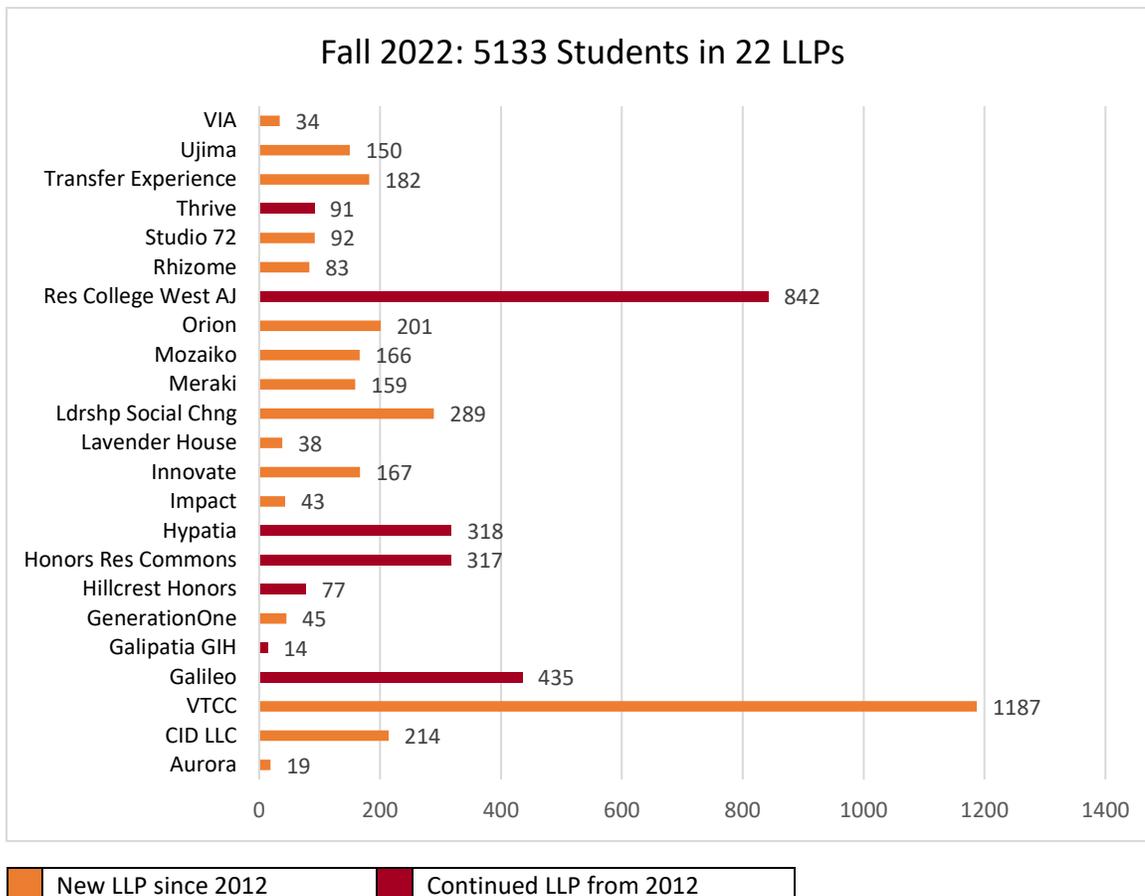
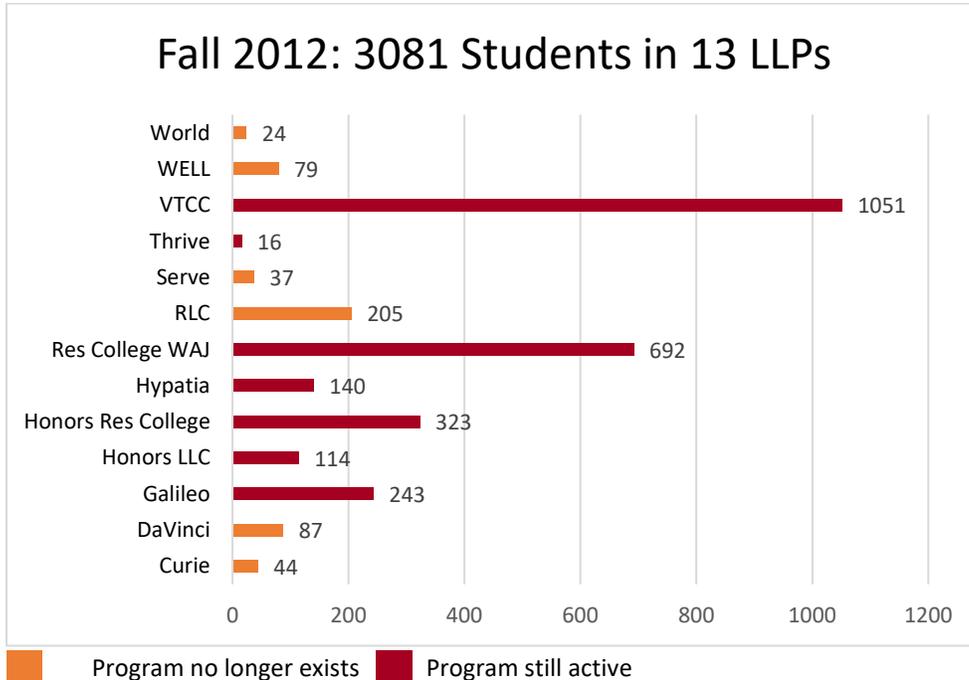
The positive impact residential living has on student GPA is even more pronounced for Black and African American students living on-campus than their peers who live at home (Turley & Wodtke, 2010). Recent research also demonstrates positive psychosocial outcomes for first-generation low-income students who live on campus (Soria & Roberts, 2021). Given living on-campus has been shown to positively impact student success, for many it is imperative that university leaders consider residence halls as environments that have the potential to expand learning opportunities on the college campus (Penven, Stephens, Shushok, and Keith, 2013; Shushok, Henry, Blalock, & Sriram, 2009).

Living-learning programs create conditions for students to experience increased faculty interaction and mentorship, greater peer interactions related to career and academics, spend more time studying, and increased sense of belonging (Inkelas, Szelenyi, Soldner, & Brower, 2007). In a subsequent review of their seminal 1991 research, Pascarella and Terenzini (2005) determined students in living-learning communities are more likely to persist than their peers who do not live in a living-learning community.

In summary, students living on-campus reap positive rewards compared to the outcomes experienced by their off-campus counterparts. Students living on-campus provides an intentional measure by an institution to increase positive academic and social outcomes for students. Vast research on living-learning communities demonstrates that creating meaningful living-learning program experiences within campus residence halls yields tremendous benefits for students, amplifying the positive effect of on-campus living.

Purposeful management and growth of LLPs at Virginia Tech

Virginia Tech has had some version of living-learning programs for more than 30 years. During the past decade we have seen increasing demand for LLP experiences from students and their parents. Coupled with this demand, Student Affairs has built infrastructure and processes to develop and manage meaningful LLP experiences. In Fall 2012 there were 13 living-learning programs housing 3081 students. In Fall 2022, Student Affairs and partnering colleges/departments offered 22 LLPs for 5133 students. This represents an increase of 66% of students.

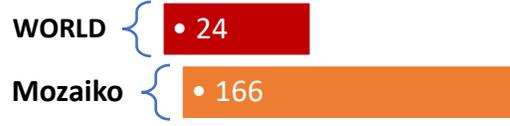


Though many universities offer living-learning programs, not all are committed to offering programs that are robust community learning experiences as well as areas that compliment student needs or interests. Through annual assessment and a close relationship between Student Affairs and academic partners, we ensure programs continue to achieve the intended outcome. In the past ten years we have also paid keen attention to opportunities for adaptation and new iterations of existing living-learning communities. Two excellent examples of this practice are the transition from a wellness thematic housing program (The WELL) to Meraki, a well-being living learning community that is connected to an academic department as well as Hokie Wellness, includes a course, and offers a vibrant community. Similarly, the World program aimed to increase international and domestic student interaction but lacked structure and defined outcomes for students. Its replacement, Mozaiko offers 9 smaller language “houses” which help students develop language proficiency and intercultural competency.

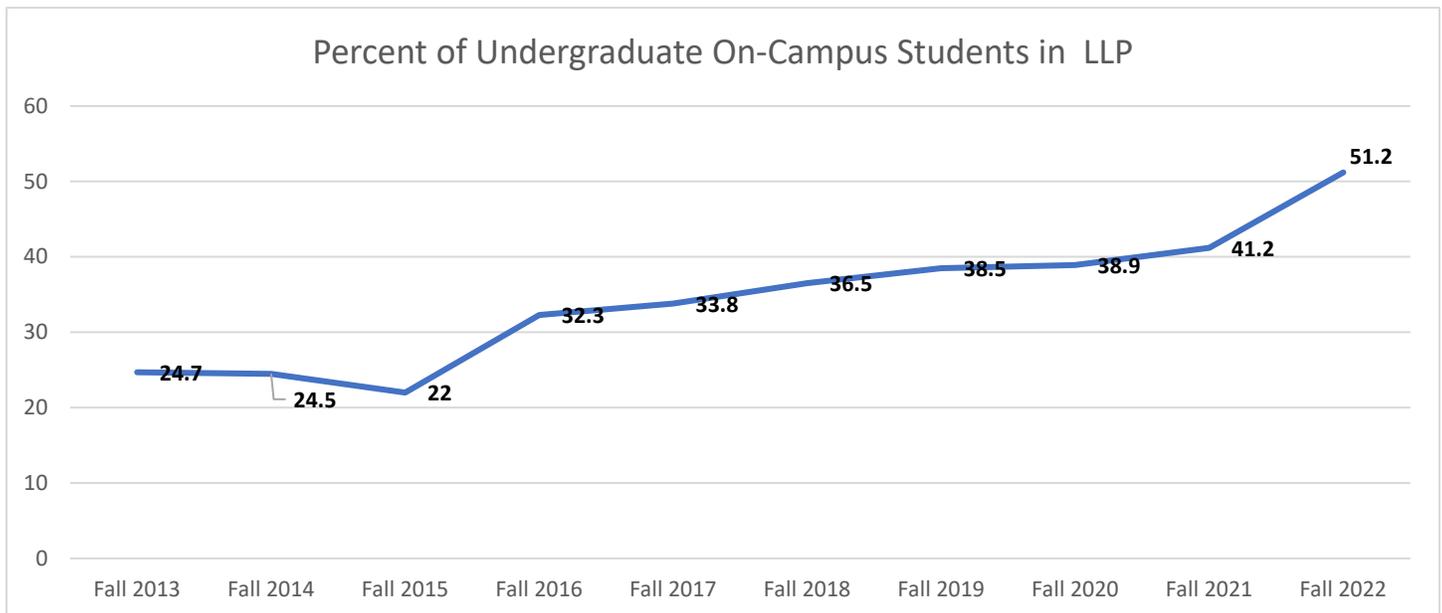
**Sunsetting Programs and Launching New,
Case Study 1: WELL to Meraki**



**Sunsetting Programs and Launching New,
Case Study 2: World to Mozaiko**



Because we know of the positive impacts that living in an LLP has on students, the university set a strategic goal to have 60% of undergraduate students living on campus do so as part of an LLP by Fall 2028. As of Fall 2022, 5133 students (or 51.2% of undergraduates on campus) live in an LLP.



Outcomes of LLPs

At Virginia Tech we see outcomes consistent with the existing literature on LLPs. For the past four years, students in LLPs have higher grades for their first semester as compared to their peers not in an LLP and first year students who live off-campus.

First-Year Cohorts GPA				
	2018	2019	2020	2021
LLP	3.27	3.36	3.2	3.12
Non LLP	3.13	3.27	3.21	3.09
Off Campus	3.07	3.03	3.17	2.98

First-Year Cohorts Total (N)				
	2018	2019	2020	2021
LLP	1701	2235	1668	2152
Non LLP	4430	5242	4276	4475
Off Campus	83	127	625	91

Retention rates also reflect overall positive impact for first year students in an LLP compared to non-LLP peers and first years who live off-campus.

First-Year Cohorts Retention (Fall to Fall)				
	2018	2019	2020	2021
LLP	93%	94%	93%	91%
Non LLP	92%	93%	93%	91%
Off Campus	81%	89%	85%	86%

Below are data on outcomes tied to students' out of class experience and how an LLP positively impacts their experience. Virginia Tech students who live in an LLP report several key differences that support how LLPs help connect them to Virginia Tech, fellow students, and provide meaningful leadership opportunities.

Student Affairs has conducted the "Residential Experience Survey" which allows us to compare LLP students to students not in an LLP regarding their perception of their experiences living on campus. In addition to reporting about several aspects of residential living students were asked to indicate their agreement/disagreement with the following statements:

- My community helped me develop a sense of belonging
- My community helped me make friends
- My community helped me get involved on campus
- My community helped me gain leadership skills
- My community helped me succeed in my coursework

We see notable differences between these groups as summarized by the chart below:

Overall Student Outcomes of LLPs Participation at VT					
	Sense of belonging	Making friends	Getting Involved	Leadership Skills	Succeed in coursework
LLP	85.6%	85.7%	76.1%	70%	75.5%
Non LLP	81.5%	80.5%	69.8%	57.5%	69.8%
Difference	4.1%	5.2%	6.3%	12.3%	5.7%

During Fall 2022, a revised survey was conducted of campus residents. This survey showed similar results in terms to LLP students reporting higher levels of belonging and engagement than their peers who do not live in an LLP.

Engagement and Belonging					
	I'm a valued member of my community	I have meaningful relationships at VT	I am engaged in my residential community	I am involved in clubs, organizations, employment at VT	I feel I belong at VT
LLP Overall	69.9%	86.5%	68.3%	75.7%	77.7%
Non-LLP	65.8%	82.5%	46.7%	66.1%	74.1%
LLP First-Year	69.0%	84.7%	66.6%	72.4%	76.9%
Non-LLP First-Year	64.2%	82.9%	44.2%	62.6%	74.2%

Virginia Tech has actively grown the living-learning program experience since the mid 1990's. The continual growth in student participation reflects both student demand for these experience as well as the quality and diversity of Virginia Tech's Living-Learning Program offerings.

References

- Graham, P. A., Hurtado, S. S., & Gonyea, R. M. (2018). The benefits of living on campus: Do residence halls provide distinctive environments of engagement? *Journal of Student Affairs Research and Practice*, 55(3), 255-269, DOI: 10.1080/19496591.2018.1474752
- Hobbins, J., Eisenbach, M., Jacobs, S., & Ritchie, K. (2017) Do students who live in residence learning communities perform better academically than those who live in traditional residence hall and off campus? *Discussions on University Science Teaching: Proceedings of the Western Conference on Science Education*, 1(7). Retrieved from: <https://ojs.lib.uwo.ca/index.php/wcsedust/article/view/3756/2979>
- Inkelas, K., Szelenyi, K., Soldner, M., & Brower, A. (2007). The National Study of Living Learning Programs: 2007 Report of Findings. <https://drum.lib.umd.edu/bitstream/handle/1903/8392/2007%20NSLLP%20Final%20Report.pdf?sequence=1&isAllowed=y>
- Kenneth M. Nowack & Alan L. Hanson (1985) Academic Achievement of Freshmen as a Function of Residence Hall Housing, *NASPA Journal*, 22(3), 22-28, DOI: 10.1080/00220973.1985.11071923
- Mach, K., Tearney, K., Gordon, S., & McClinton, L. (2018). "The help I didn't know I needed": How a living-learning program "FITS" into the first-year experience. *Journal of College & University Student Housing*, 44(2), 10-26.
- Nowak, K. M., & Hanson, A. L. (1985). Academic achievement of freshmen as a function of residence hall housing. *NASPA Journal*, 22(3), 22-28. DOI: 10.1080/00220973.1985.11071923
- Pascarella, E. T., & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. Josey Bass
- Pascarella, E. T., & Terenzini, P.T. (2005). *How college affects students: Volume 2: A third decade of research*. Josey Bass
- Penven, J, Stephens, R., Shushok Jr, F., & Keith, C. (2013). The past, present, and future of residential colleges: Looking back at S. Stewart Gordon's "living and learning in college". *Journal of College and University Student Housing*, 39(2), 114-127
- Peters, J., Wakabayashi, P., Wepler, G., D'Alessio, M., & Mudge, R. (2018). More than a place to eat and sleep: The value of living and learning in residence. *Journal of College and University Student Housing*, 45(1), 44-57.
- Schudde, L. T. (2011). The causal effect of campus residency on college student retention. *The Review of Higher Education*, 34(4), 581-610. DOI: [10.1353/rhe.2011.0023](https://doi.org/10.1353/rhe.2011.0023)
- Schudde, L. T. (2016). The interplay of family income, campus residency, and student retention (What practitioners should know about cultural mismatch). *Journal of College and University Student Housing*, 43(1), 10-27.
- Shushok Jr., F. S., Henry, D. V., Blalock, G., & Sriram, R. R. (2009). Learning at any time: Supporting student learning wherever it happens. *About Campus*, 14(1), 10-15. DOI: 10.1002/abc.278
- Soria, K., & Roberts, B. (2021). The benefits of living on campus for low-income, first generation students' belonging, perceptions of campus climate, and resilience. *Journal of First-generation Student Success*, 1(2), 111-126 DOI: 10.1080/26906015.2021.1926373
- Turley, R., & Wodtke, G. (2010). College residence and academic performance: Who benefits from living on campus? *Urban Education*, 45(4), 506-532 DOI: 10.1177/0042085910372351