

## Volume I: Creating a Community of Scholars: Technical Document

# GRADUATE HOUSING STUDIO



Florida Planning & Development Lab



Department of Urban & Regional Planning, Spring 2012





# Acknowledgements

The study and plan for Creating a Community of Scholars at The Florida State University was truly a collaborative effort. Without the extraordinary support from administration, faculty, staff, housing professionals, and students, the success of our project would not have been possible. We are grateful to the graduate student population for completing our survey, providing valuable information on our visioning boards, and participating in the Alumni Village focus group. The assistance we received demonstrated a strong commitment towards building a viable and more sustainable Alumni Village.

## FSU Faculty & Administrators

**Nancy Marcus**, Dean, *The Graduate School*

**Judith Devine**, Associate Dean, *The Graduate School*

**Adrienne Frame**, Director, *University Housing*

**David Sagaser**, Associate Director, *University Housing*

**Nancy Selken**, Associate Director, *University Housing*

**Tiffany Karnisky**, Coordinator of Student Affairs, *University Housing*

**Liz Maryanski**, Associate Vice President, *University Relations*

**David MacManus**, Assistant Director, *Grounds & Landscape Operations*

**David Thayer**, Program Coordinator, *Facilities Planning and Space Management*

**Shawn Lewers**, Director, *Geographic Information Systems Lab*

## The Florida State University

The Graduate School

Finance & Administration

University Housing

College of Social Sciences and Public Policy

Office of Admissions

Registrar's Office

College of Medicine

College of Law

Strozier Library Scholars Commons

Center for Global Engagement

Alumni Village Residents, Staff, and Task Force

Congress of Graduate Students

Department of Statistics: Statistical Consulting Center

Qualtrics Support Team

Blackboard Help Desk

## Housing Professionals

**Alan Hooper**, President, *Hooper Construction*

**Jim Shaffner**, President, *Atlantic Student Assets*

## Florida Planning and Development Lab

This study and plan was developed as a capstone project of the Florida Planning and Development Lab in the Department of Urban and Regional Planning. We particularly appreciate the guidance and direction provided by **Dr. Melissa Saunders**, **Lindsay Stevens**, and **Mary Jo Spector**. The Studio would also like to thank the following faculty and staff members for investing a significant amount of time in molding the future of Urban and Regional Planners by serving on the Student Advisory Committee:

**Dr. Andrew Aurand**

**Dr. Greg Thompson**

**Mark Bertolami**

## The Studio Team

**Dominick Ard'is**      **Cheryl Dippre**

**Adam Jacobs**      **Stan Reecy**

**Bessie Reina**      **Morgan Runion**

**Natalie Suñer**      **Lauren Stanley**

**Shawn Urbach**



# Volume Contents

## Volume I: Technical Document

Title	Page
Purpose of Study	11
Background	13
Case Studies	19
Literature Review	35
Project Financing	47
Tallahassee Housing	51
Graduate Student Housing Survey	63
Community Engagement	87
Potential Site Locations	95
Conclusion	99
References	103

## Volume II: The Plan

Title	Page
Introduction	5
How Our Research Informed the Plans	7
Why Alumni Village?	11
Existing Conditions at Alumni Village	13
Surrounding Area	17
Planning Principles	19
Building & Parking Requirements	25
Why Two Site Plans?	27
Site Plan Alternative One	29
Site Plan Alternative Two	41
Building Types	49
Implementation/Phasing	51
Next Steps	53
Conclusion	55

## Map Book

Title	Page
Research Stage	3
Site Identification	12
Analysis Stage	20
Survey Stage	24
Community Engagement	25
Alumni Village Research	26
Site Plan 1	28
Site Plan 2	32



# Table of Contents: Volume I

Title	Page
<b>Purpose of Study</b>	11
<b>Background</b>	13
The Florida State University	13
FSU Graduate Student Body	14
Moving Forward	18
<b>Case Studies</b>	19
Peer Universities	20
Aspirational Universities	27
<b>Literature Review</b>	35
Graduate Student Satisfaction Surveys	35
Student Housing Needs and Preferences	37
Student Housing	42
Town and Gown Relationships	44

Title	Page
<b>Project Financing</b>	47
Innovation Village Apartments	47
Campus Crossings	48
Ackell Residence Center	48
Vista del Campo	49
The Continuum	50
<b>Tallahassee Housing</b>	51
Student Housing in Tallahassee	56
<b>Graduate Student Housing Survey</b>	63
Methodology	63
Overview	64
Demographics	64
Cost	69

Title	Page
<b>Graduate Student Housing Survey (Continued)</b>	
Mobility	71
Community and Housing Design	75
Open-Ended Questions	82
Conclusions	85
<b>Community Engagement</b>	87
<b>Potential Site Locations</b>	95
<b>Conclusion</b>	99





# List of Figures: Volume I

Figure	Title	Page
2.1	Alumni Village Development Phasing	13
2.2	Graduate Student Housing Locations in Leon County	15
2.3	Ages of Graduate Students in Leon County	16
2.4	FSU Graduate Students in Leon County by Status	16
2.5	FSU Graduate Students Housing Locations in Leon County by Status	17
2.6	Top Graduate Student Majors in Alumni Village	18
3.1	University of Florida Maguire Village	23
3.2	University of Georgia Bus Routes	23
3.3	Texas A&M Graduate Housing Bus Routes	26
6.1	Percent of Apartment Complexes by Age	51
6.2	Multi-Family Complexes by Age	52
6.3	Future Multi-Family Projects in Tallahassee	53
6.4	Top Ten Residential Locations for Graduate Students	55
6.5	Alumni Village / Providence Neighborhood	60
7.1	Current and Prospective Student Responses	64
7.2	Housing Choice for Prospective & Currently Enrolled	66

Figure	Title	Page
7.3	Current Students by Program & Status	67
7.4	Current Students by Status & Degree Pursued	67
7.5	Prospective Students by Program & Status	68
7.6	Prospective Students by Status & Degree Pursued	68
7.7	Resources Students Used or Will Use to Find Housing in Tallahassee	69
7.8	Student Motivations Behind Housing Choices	69
7.9	Respondents Primary Means of Getting to Campus	72
7.10	Maximum Amount of Time Graduate Students are Willing to Commute to Campus	73
7.11	Preference to Live in an Area Where They Could Walk/Bike to Campus	74
7.12	Preference to Live in an Area With Zip Car Access	74
7.13	Features That Encourage Biking and Walking	74
7.14	Most Populated Zip Codes for Current Students	76

# List of Figures (continued)

Figure	Title	Page
7.15	Housing Location Preferences for Current Students	77
7.16	Current Student Motivations for Neighborhood	78
7.17	Features by Importance for Current & Prospective Students	78
8.1	Community Engagement Visioning Board	88
8.2	Results of Community Engagement Visioning Board	90
8.3	Housing Preference Themes from Community	91
9.1	Market Value of Parcels Within 1 Mile of FSU	96
9.2	Potential Site Locations	97

# List of Tables: Volume I

Table	Title	Page
2.1	FSU Graduate Students by domestic status	16
3.1	Case Study Universities	20
3.2	Peer University Housing Options	24
3.3	University Transportation Service Summary	26
3.4	Sustainability on Campus	32
5.1	The Continuum Unit Price	50
6.1	Top Ten Graduate Student Apartment Complexes	54
7.1	Survey Response to University Demographics	65
7.2	Current Students' Monthly Costs for Rent , Utilities, Cable & Internet	70
7.3	Monthly Average on Housing and Transportation	70
7.4	Current Student Rent Contribution by Status	71
7.5	Transportation Preferences to Campus	72
7.6	Transportation Preferences to Other Places	72
7.7	Housing type by Whom Current Students Live With	79
9.1	Studio Green and Plaza Apartment Location	98
9.2	Ready Mix Concrete Location	98

# List of Images: Volume I

Image	Title	Page
3.1	University of Florida Virtual Tours	21
3.2	Cornell University Maplewood Apartments	27
3.3	MIT The Warehouse	27
3.4	Georgia Tech Graduate Apartment Study Lounge	28
3.5	MIT Graduate Study Lounge	28
3.6	Hughes Hall, Cornell University	29
3.7	“The Big Red Barn,” Cornell University	30
3.8	Eagle’s Wing, University of Wisconsin-Madison	31
3.9	The Georgia Tech “Yellow Book”	32
4.1	Proposed Graduate Student Housing at FIU	39
4.2	Current Student Housing at FIU	39

Image	Title	Page
5.1	Innovation Village Apartments, FAU	47
5.2	Ackell Residence Center, VCU	49
5.3	Vista del Campo, UC Irvine	49
5.4	The Continuum, University of Florida	50
6.1	CollegeTown	57
6.2	Providence Neighborhood Renaissance Plan	61
7.1	Detached Cottage	81
7.2	Attached Rowhouses	81
7.3	Mixed-Use Apartments	81
8.1	Alumni Village Community Event	87
9.1	FAMU Way Extension	98



## Purpose of Study

The Florida State University (FSU) places a premium on attracting and retaining a high quality, diverse graduate student body. In order to remain competitive with other leading research institutions, senior administrators are asking what, beyond excellent academic programs, might attract the best and brightest graduate students. A previously overlooked area used to achieve this goal is university housing. FSU must understand whether there are forms of housing, beyond current provisions, that prospective students might find attractive. In an effort to deal with the complex issue of housing, FSU's Graduate School, Department of Housing, College of Social Science & Public Policy, and Finance & Administration engaged the Department of Urban and Regional Planning Capstone Studio to examine possibilities of how to house future students. This report presents those findings offering recommendations on how to design housing that will create a sustainable, vibrant, and supportive environment that fosters a "community of scholars" for graduate students to integrate with FSU. The recommendations seek to provide housing as a support system that better integrates the components of student life, thereby adding to the attractiveness of FSU as a major research institution.

From its inception, the University has taken the provision of undergraduate housing seriously. However, neither the University

nor the private sector has paid comparable attention to graduate students. On-campus residence halls house a small number of graduate students intermingled with the undergraduate population. Alumni Village is the primary university housing option for graduate students and the only option for graduate students with families. Unfortunately, Alumni Village's age (it is over 50 years old) renders many maintenance challenges. Indeed, the immediate question is whether the current structures should be maintained or the site be redesigned. In order to meet the needs of future graduate students and compete with other universities' programs, FSU must develop a plan for new and innovative housing solutions.

Senior administration, in conjunction with the Department of Urban and Regional Planning under the direction of the Florida Planning and Development Lab, tasked the Spring 2012 Studio to develop this plan. Over the course of the semester, the Studio met with University officials to understand our role in determining the future of graduate student housing. From these discussions, the Studio gathered a number of objectives to guide our research and planning process.

Key points in this report include:

- To understand the demographics of current graduate students
- To identify where graduate students currently live
- To understand graduate students' commuting patterns
- To identify the costs associated with graduate student living

*The University recognizes the important role that housing plays in supporting the "recruitment, transition, personal growth and development, academic achievement, retention, and graduation of" graduate students (Gibbons, 2010, p. 3).*

*FSU's commitment and reputation for educating the best and brightest continues to attract the very highest caliber of graduate students. To remain competitive, FSU must be able to offer an array of campus services, support and resources designed to augment life as a Seminole (Gibbons, 2010).*

- To understand Tallahassee's housing stock in order to determine what options are available for students
- To identify other universities' approaches to graduate housing
- To understand FSU graduate student housing preferences

The following report begins with case studies of other universities to understand the national state of practice for graduate housing. A literature review of student housing best practices highlights innovative graduate housing solutions. The document reports on discussions with Tallahassee developers and the existing student housing inventory. From an understanding of best practices, the Studio developed a survey for prospective and current graduate students, designed to collect responses on housing. The Studio also engaged the student community in a series of exercises to determine what would improve their housing experience, then explored potential locations to house a diverse and vibrant community of FSU graduate scholars. This led us to focus upon a redevelopment of Alumni Village as the best opportunity currently to both create a "community of scholars" and better integrate the Alumni Village site into FSU.

## Background

### The Florida State University

The Florida State University is a public university located in Tallahassee, Florida. Founded in 1851 as the West Florida Seminary, it is one of the oldest and largest institutions of higher learning in the state. Florida's educational system experienced reorganization in 1905 when the State Legislature consolidated six state higher learning institutions into two universities. The University of Florida became the men's school and Florida State became a women's school. In 1909, it officially became the Florida State College for Women.

Veterans returning from World War II increased the demand for educational services nationwide. Because most veterans were males, this led FSU to become a co-ed university. The growth in the student body also required additional housing. Alumni Village began in the 1950s to house these returning veterans. FSU built phase one of Alumni Village in 1959, phase two in 1961, and phase three in 1963. Figure 2.1 shows Alumni Village and the boundaries of each phase.

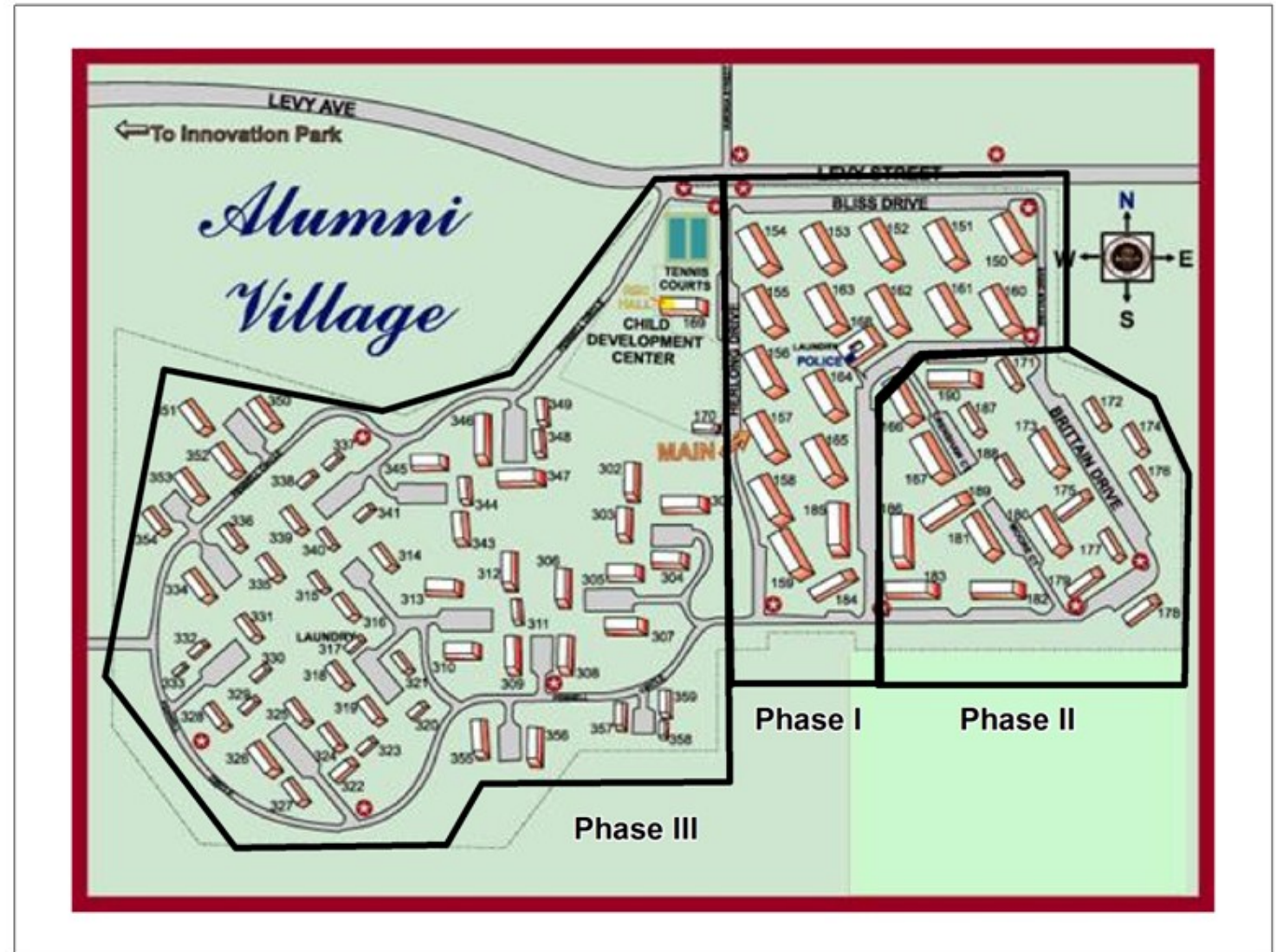


Figure 2.1: Alumni Village Development Phasing

Source:

graduate students immediately surrounding FSU's campus and at Alumni Village.

Today, after 161 years of history and development, FSU has sixteen colleges that provide more than 275 undergraduate, graduate, and professional degree programs. The programs include 102 master's programs, 19 professional programs, and 67 doctoral programs. Each year, 2,000 graduate and professional degrees are awarded (About Florida State University, 2010).

## FSU Graduate Student Body

The demographics of the current graduate student population are diverse. In Fall 2011, according to FSU's Registrar, 7,052 graduate students enrolled at FSU's main campus. We found demographic trends in age and domestic or international status as significant factors for where graduate students live in Leon County.

Of the 7,052 students enrolled at the main campus, 5,791 live in Leon County, Florida. Figure 2.2 is a dot density map which has enlarged dots indicating where there is a higher concentration of graduate students. Unfortunately, some locations, such as Alumni Village, have separate addresses for each unit, therefore skewing the dot size results. It is important to remain cognizant of the clusters of dots, not only the larger dots. While the majority of students are broadly dispersed throughout Leon County, there are several significant clusters of



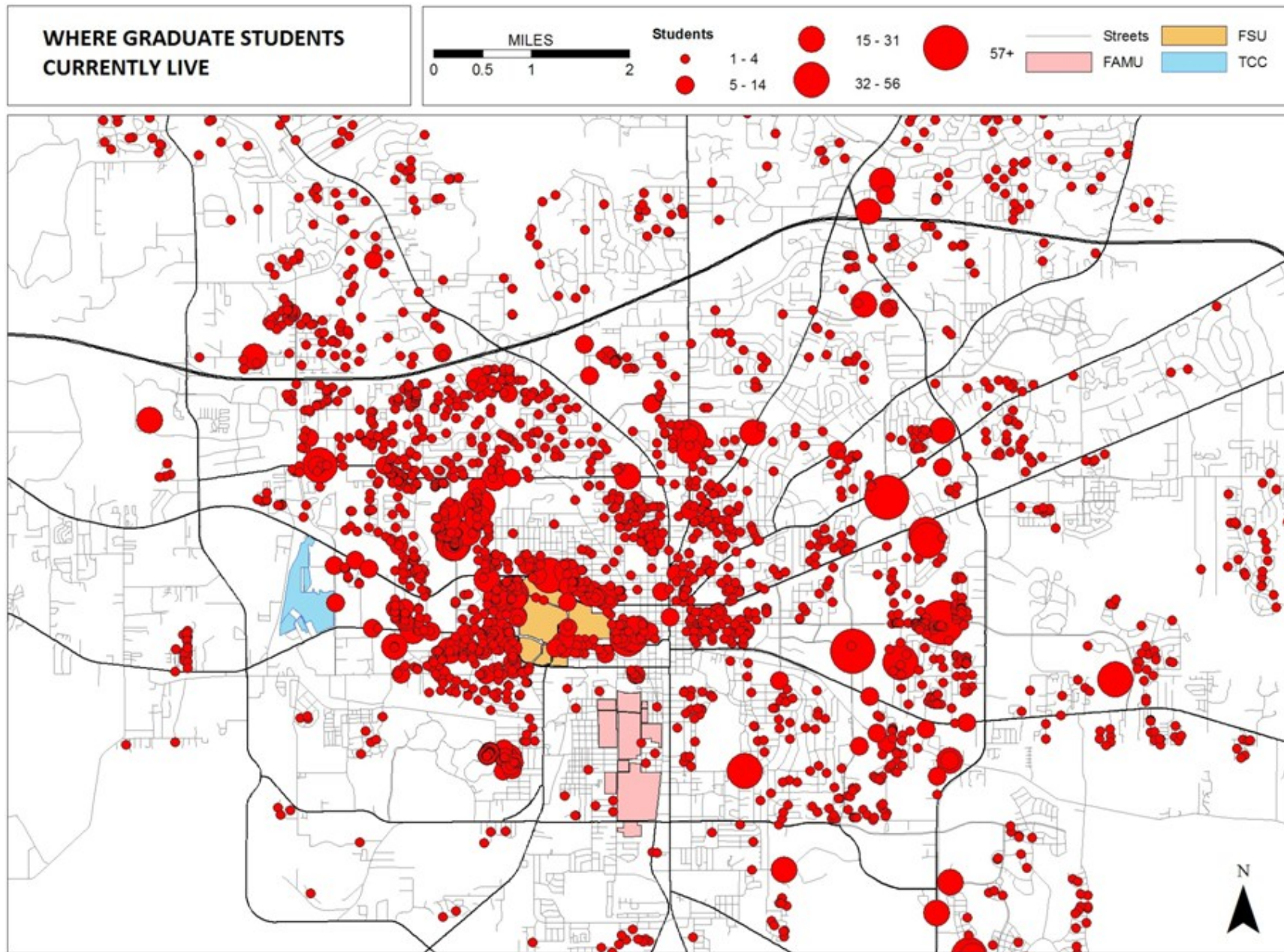


Figure 2.2: Graduate Student Housing Locations, Leon County

Source: Graduate Housing Studio

Table 2.1: FSU Graduate Students by Status: Fall 2011

FSU Graduate Student's by Domestic Status	
International	1,114
Domestic	4,677
<b>Total</b>	<b>5,791</b>

Source: FSU Registrar

The Fall 2011 graduate student population ranged in age from 20-82. Figure 2.3 illustrates the age distribution. The average age is 29 years, with 24 year olds accounting for the largest representation of graduate students. This impacts how universities must configure their graduate housing options. With an average age of 29 years, these students are more self-sufficient and have typically been away from a university environment, living on their own. The survey indicates that these students prefer not to live with undergraduates and prefer one or two bedroom units, catering to the graduate student lifestyle.

Figure 2.4 illustrates that in Leon County, graduate students consist primarily of domestic students and international students comprise 19% of the graduate student population. In contrast to the demographics of Leon County, the primary FSU graduate student housing facility, Alumni Village, is comprised of 77% international students, with the remaining 23% being domestic students.

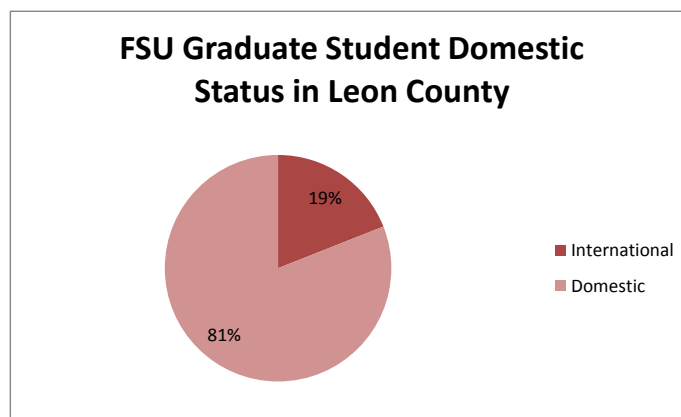


Figure 2.4: FSU Graduate Students in Leon County by Status: Fall 2011

Source: FSU Registrar

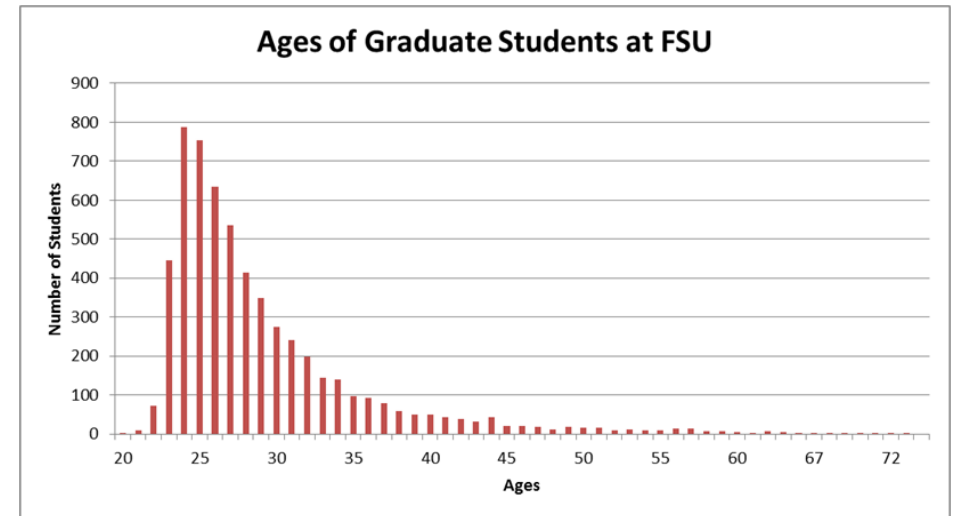


Figure 2.3: Ages of FSU Graduate Students in Leon County: Fall 2011

Source: FSU Registrar

The Studio determined the housing locations of current domestic and international graduate students by sorting the country listed in the Registrar’s Fall 2011 enrollment data. Because of the large number of international students living in Alumni Village, it was important to determine if any further trends exist for where these students live. Figure 2.5 highlights where domestic and international graduate students live. The circle around Alumni Village indicates there is a large cluster of international students present. There is no clear trend present of where domestic students live as they are dispersed throughout the county, while international students are generally close to campus and Alumni Village. This is important as it highlights a separation from those international graduate students living at Alumni Village and those students living in closer proximity to the main campus.

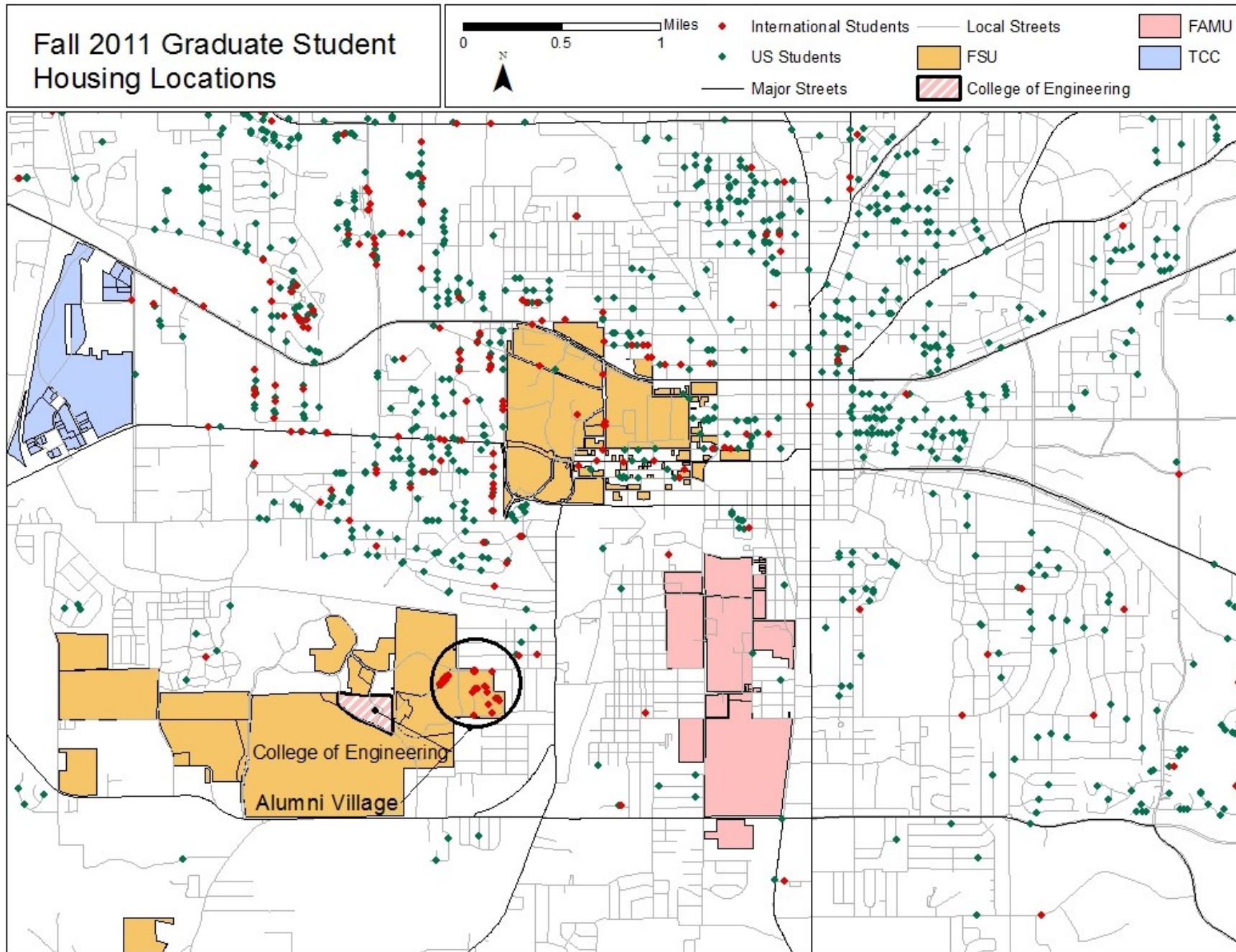


Figure 2.5: FSU Graduate Student Housing Locations: Leon County by Status

Source: Graduate Housing Studio

Additionally, Figure 2.5 shows the proximity of the College of Engineering to Alumni Village, so we looked for any underlying relationships between Alumni Village residents and the FSU Southwest Campus. We found there are 23 students studying Electrical Engineering and 16 studying Mechanical Engineering. Figure 2.6 shows the top 7 hard science majors for students living at Alumni Village. Alumni Village's relationship to the College of Engineering is important as The Graduate School could use it as a recruitment tool for engineering students.

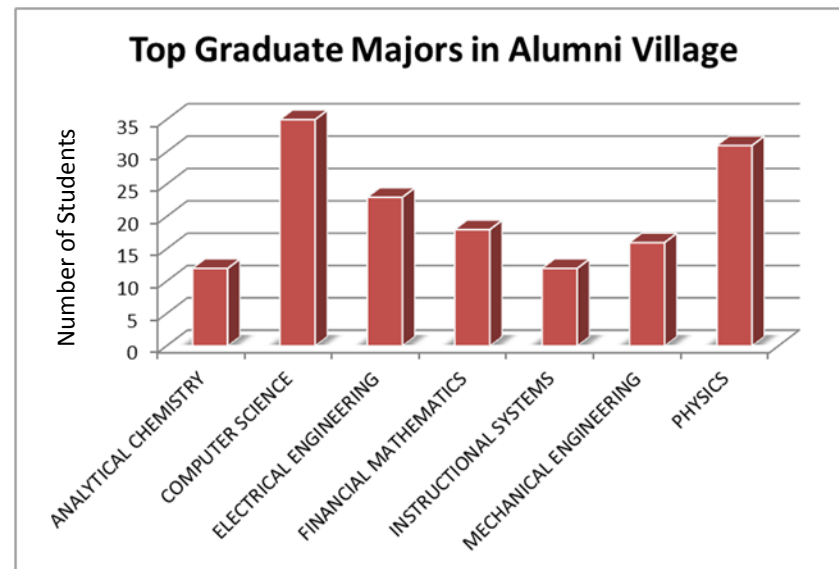


Figure 2.6: Top Graduate Student Majors in Alumni Village

Source: Graduate Housing Studio

## Moving Forward

The remainder of this study focuses on the future graduate student population of FSU. This population will continue to require adequate graduate student housing facilities. The study addresses the needs and preferences of graduate students in order to develop adequate housing. Future students will require housing that is an easy, seamless, less disruptive component perceived as a supportive environment to the primary goal of educating graduate students. Graduate housing can enhance the scholarly experience and integrate students to graduate student life. Housing plays an important role in a student's decision to attend a university, so FSU should develop it in a manner that will ensure they remain competitive with the graduate housing at other comparable universities.

## Case Studies

The Studio found it important to determine how other universities' graduate housing compares to FSU. After an extensive review of other universities' graduate housing, the Studio identified innovative housing solutions from these universities. It was important to learn how others approach graduate student housing, compared to FSU, in order to provide adequate facilities for their student populations. The case studies revealed significant trends in graduate housing at other universities, such as a comprehensive website, centrally located community centers, unique housing options, and supporting a scholarly environment, which will be presented here.

The Integrated Postsecondary Education Data System (IPEDS) collects data on students, programs, faculty, staff, and finances from every public university in the United States. This data is then utilized by the reporting universities for benchmarking and peer analysis (National, 2012). In their IPEDS report, FSU self-identified 72 public research institutions as peers. From this list of 72 institutions, the Studio selected 20 based on how they compare to FSU and Tallahassee in terms of city size, the price of tuition, and student demographics. These characteristics were essential in making sure that selected universities were similar to not only FSU but also to the City of Tallahassee. The Studio narrowed that list of 20 institutions down to 10 by specific

criteria such as city size, regional location, the ratio of undergraduate to graduate students, and average rental costs for housing. This resulted in five institutions viewed as peers to FSU, and five others considered aspirational institutions that FSU could emulate in order to improve the graduate student housing experience. Table 3.1 indicates the data used to determine which universities to use as case studies. For more detail on unit types, buildings, and location, refer to the full list in the appendix.

Table 3.1: Case Study Universities

University Name	State	City	Population	Student Demographics		Rent Range (\$) Per Bed	Units	% Grads Housed
				Undergraduate	Graduate			
Florida State University	Florida	Tallahassee	181,376	31,851	8,486	420 - 660	800	9.43%
Peer Universities								
Louisiana State University	Louisiana	Baton Rouge	229,493	23,685	5,766	548 - 688	578	10.02%
University of Florida	Florida	Gainesville	124,354	32,064	18,052	415 - 640	1,000	5.54%
University of Georgia	Georgia	Athens	115,452	25,947	8,730	348 - 827	580	6.64%
Texas A&M University	Texas	College Station	93,857	40,500	9,500	440 - 989	650	6.84%
Pennsylvania State University	Pennsylvania	State College	42,034	38,954	6,240	770 - 1,255	124	5.59%
Aspirational Universities								
Massachusetts Institute of Technology	Massachusetts	Boston	617,594	4,384	6,510	709 - 1,531	2,339	35.93%
Georgia Tech University	Georgia	Atlanta	420,003	13,948	6,993	926 - 1,164	514	7.35%
University of Wisconsin	Wisconsin	Madison	233,209	30,343	11,756	615 - 1,015	1,241	10.56%
University of California - Irvine	California	Irvine	212,375	14,000	3,000	353 - 1,842	1,402	46.73%
Cornell University	New York	Ithaca	30,014	14,167	6,964	620 - 2,207	798	11.46%

Source: Graduate Housing Studio

## Peer Universities

Comparisons of the number of graduate students, city size in relation to university size, and average housing rental rates, reveal five universities as important to compare and contrast their graduate student housing with FSU. The five public research universities we chose as comparable peers include:

- Louisiana State University (LSU)
- University of Florida (UF)
- The University of Georgia (UGA)
- Texas A&M University
- The Pennsylvania State University (PSU)

This section presents four overall trends that offer lessons for FSU. They are:

- Comprehensive websites
- Centrally located community centers
- Age of housing facilities
- Transportation amenities

### Comprehensive Website

A student's journey to locate a place to live frequently begins with a comprehensive housing website. The best websites provide both on- and off-campus alternatives and are interactive and provide easily navigable pages with pictures of buildings and unit layouts. The University of Florida graduate housing website, shown in Image 3.1, offers virtual tours of each graduate and family apartment unit for all five on-campus apartment village communities. UF's on-campus village communities represent their approach to housing graduate students and families. Their website highlights how UF positions each apartment village in a different part of campus and includes one village regarded as off-campus. This is a useful tool to guide prospective tenants through each unit choice in order to make it easier for students to understand their various options.

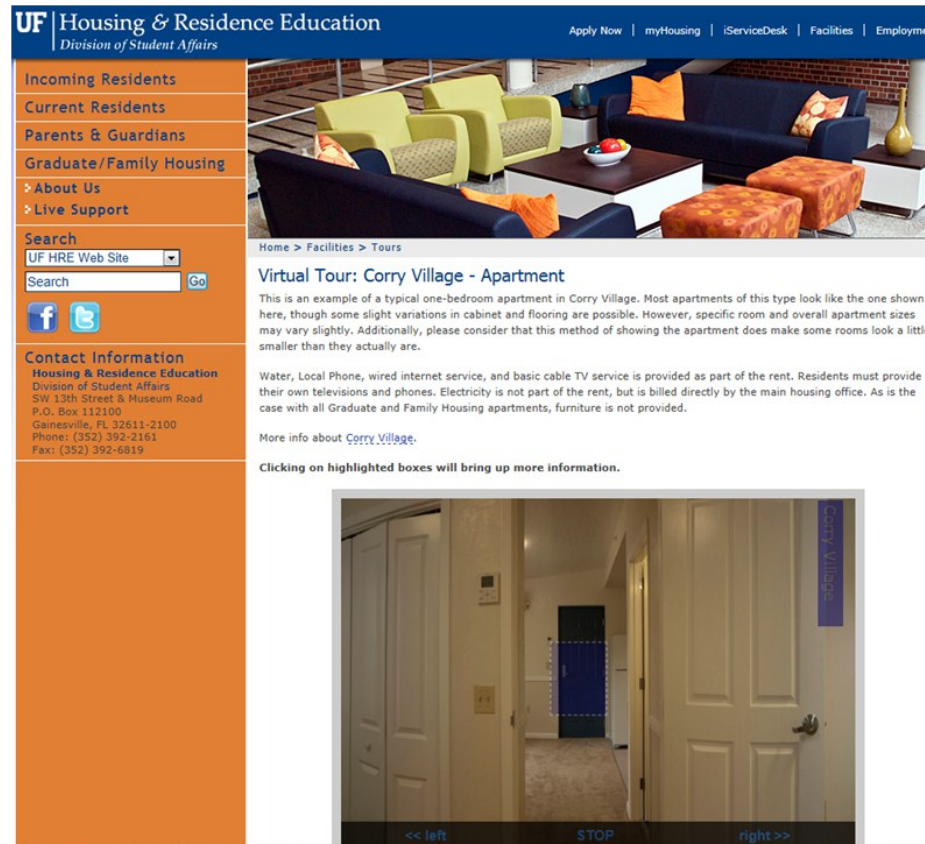


Image 3.1: University of Florida Virtual Tours Website

Source: University of Florida, Housing & Residence Education Website, 2012

On each peer university housing website, there is a visible effort to promote a sense of community among residents in graduate and family housing. This is done through programs that integrate those graduate students that live in campus housing to the university. At UF, UGA, and Penn State, the resident life programming is done through the housing department, which is accessible to students living in on-campus residences. This includes planning for resident social and recreational activities, advising students on health and wellness, educational services, and stress management techniques. Texas A&M utilizes a student group, The University Apartments Community Council (UACC), to develop its programs and activities for graduate and family housing. This is important as UACC's programming focuses on fostering a sense of community by encouraging relationships between residents and apartment staff, as well as promoting diversity and cultural awareness through events such as diversity training and cultural dinners. Another student service at Texas A&M, Adult, Graduate, and Off Campus Student Services (AGOSS), offers information, outreach, educational services, and programs to students who identify themselves as graduate or non-traditional students and live off-campus.

Websites also provide students with links to university sponsored housing fairs for off-campus options, to businesses that help students locate off-campus housing, and a guide to successfully living on- and off-campus. These tools assist students with integrating into life at their

new university homes. FSU's website could be improved by adding virtual tours and interactive features that give students a better understanding of their housing options. Having a student group, such as UACC at Texas A&M, that focuses on FSU's graduate housing community provides graduates students the opportunity to interact with one another and fully integrate into the university.

### Centrally Located Community Centers

Community buildings at peer institutions, Texas A&M, Penn State, UGA, UF, and LSU, are centrally located community centers within their graduate and housing complexes. Community centers located in the center of housing facilities provide a hub for a variety of activities, programs, and services. They are used as a place for students to meet, converse, study, or relax with one another. Graduate housing that locates their community center in the middle of its buildings gives residents a place that is easy to locate and use as a gathering place. Peer universities use Google Maps and interactive tours to highlight this sense of community building among residents by illustrating how on-campus housing is oriented to integrate students into the university. As shown in Figure 3.1, UF's Maguire Village has a community center located in the epicenter of the village. These villages are also oriented around the main campus, which represents the best example of this idea of centrally locating community centers.





Figure 3.1: University of Florida Maguire Village, 2012

Source: University of Florida, Housing & Residence Education Website, 2012

UF has five village communities for graduate and family housing, which are located in various areas on the boundary of the main campus. They are built with the community center as the focus, surrounded by apartment buildings. Graduate and family housing at Penn State also incorporates a centrally located community center. Residents can enjoy a variety of services, programs, and special activities offered in the various meeting and multipurpose rooms at the community center. FSU's graduate housing shows room for improvement by including a centrally located community center in their graduate housing facility. This would benefit graduate students by providing an opportunity to comfortably gather and converse with

other residents and feel connected to their housing.

Penn State, University of Georgia, and Texas A&M use Google Maps to highlight where graduate housing is located on campus. This allows students the opportunity to use the housing websites to understand the close proximity of graduate housing to campus. FSU's housing website would benefit by providing students with an understanding of where their graduate housing options are located. This gives students a sense of the surrounding areas, as well as where housing is located in proximity to the main campus. Figure 3.2 illustrates how University of Georgia housing website allows students to identify where each student housing community is located on campus, for both undergraduate and graduate housing. It shows that housing, represented by the red pins, is oriented around the main campus.

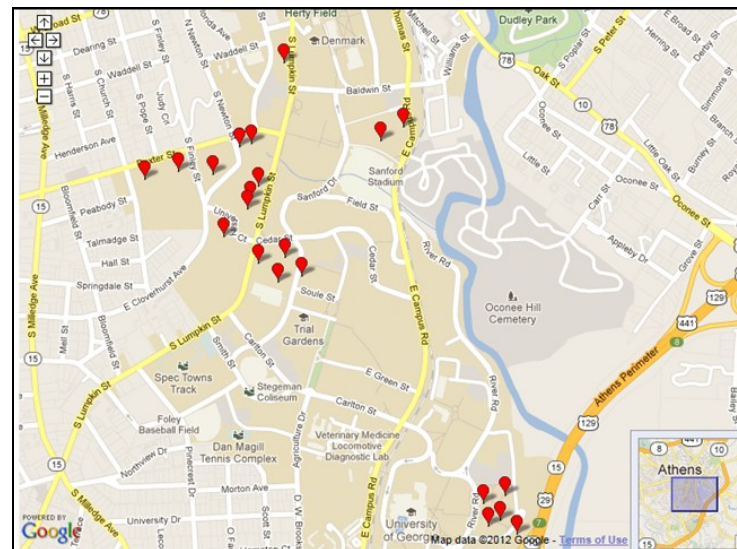


Figure 3.2: University of Georgia Bus Routes

Source: University of Georgia Housing Website, 2012

## Housing Facilities

Texas A&M, Penn State, UGA, UF, and LSU’s graduate and family housing was built prior to the 1980’s. The only university with graduate housing built recently is Penn State. The age of housing facilities provides context for understanding the importance of longevity in building construction, as Alumni Village is over fifty years old. In order for FSU to maintain its competitiveness, they must provide modern facilities to house their graduate student population. The standard unit layouts represented in Table 3.2 consists of one-bedroom and two-bedroom units, with four of the five universities offering three-bedroom units for families. A line item in the overall bill of cost for these units at each university includes basic utility costs in their monthly rent, which usually includes cable and internet, not always considered basic. Bundling utility costs within monthly rent is easier and more convenient for graduate students who only have to make a single payment each month. Table 3.2 illustrates the various unit types, average rent, and square footage for each apartment community at the five peer institutions.

Table 3.2: Peer University Housing Options

College	Rent	Square Ft
<b>Louisiana State University</b>		
Edward Gay Apartments		
2 Bdrm/1Bath - unfurnished	\$633	540
3 Bdrm/1 Bath - unfurnished	\$688	645
Nicholson Apartments - Unit I		
1 Bdrm/1Bath - unfurnished	\$603	600
Nicholson Apartments - Unit II		
2 Bdrm/1 bath - unfurnished	\$548	500
Nicholson Apartments - Unit III		
2 Bdrm/1 Bath - unfurnished	\$578	540
3 Bdrm/1 Bath - unfurnished	\$628	645
<b>University of Florida</b>		
Corry Village		
1 Brdm/1 Bath - unfurnished	\$415	531
1 Brdm/1 Bath - unfurnished (fully remodeled in 2011)	\$540	n/a
2 Brdm/1 Bath - unfurnished	\$465	687
2 Brdm/1 Bath - unfurnished (fully remodeled in 2011)	\$590	n/a
3 Brdm/1 Bath - unfurnished	\$515	n/a
3 Brdm/1 Bath - unfurnished special remodeled	\$550	n/a
Diamond		
1 Brdm/1 Bath - unfurnished	\$540	522
2 Brdm/1 Bath - unfurnished	\$590	714
Tanglewood Apt		
efficiency Brdm/1 Bath - unfurnished	\$440	572
efficiency Brdm/1 Bath - unfurnished w/remodeled kitchen	\$475	n/a
1 Brdm/1 Bath - unfurnished	\$505	706
1 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$540	n/a
2 Brdm/1 Bath - unfurnished	\$555	850
2 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$590	n/a
townhouse 1 Brdm/1 Bath - unfurnished	\$605	992
townhouse 1 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$640	n/a
University Village South		
1 Brdm/1 Bath - unfurnished	\$480	708
1 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$515	n/a
2 Brdm/1 Bath - unfurnished	\$530	849
2 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$565	n/a
Maguire Village		
1 Brdm/1 Bath - unfurnished	\$480	708
1 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$515	n/a
2 Brdm/1 Bath - unfurnished	\$530	849
2 Brdm/1 Bath - unfurnished w/remodeled kitchen	\$565	n/a

Source: Graduate Housing Studio

Table 3.2: Continued

College	Rent	Square Ft
<b>University of Georgia</b>		
University Village		
1 Brdm/ 1 Bath - unfurnished	\$600	n/a
2 Brdm/ 1 Bath - unfurnished	\$694	n/a
2 Bdrm/1Bath - furnished w/ roommate	\$348	n/a
1 Bdrm/1 Bath - unfurnished w/ study	\$730	n/a
2 Bdrm/1 Bath - unfurnished	\$774	n/a
2 Bdrm/1 Bath - unfurnished	\$730	n/a
3 Bdrm/1 Bath - unfurnished	\$774	n/a
Rogers Road		
2 Bdrm/1 Bath - unfurnished	\$694	n/a
1 Bdrm/1 Bath - unfurnished w/ study	\$694	n/a
1 Bdrm/1 Bath - unfurnished	\$600	n/a
1 Bdrm/1 Bath - unfurnished	\$536	n/a
Brandon Oaks		
2 Bdrm/2 Bath - unfurnished	\$827	n/a
<b>Texas A&amp;M</b>		
Avenue A Apartments		
2 Bdrm/1Bath - furnished	\$510	570
College View Apartments		
1 Bdrm/1 Bath - furnished	\$545	600
Hensel Apartments		
1 Bdrm/1 Bath - furnished	\$440	433
The Gardens Building 1 Apartments		
1 Bdrm/1 Bath - furnished	\$709	614
	\$777	614
2 Bdrm/1Bath - furnished	\$921	791-809
	\$989	791-809
2 Bdrm/2 Bath - furnished	\$978	846
	\$1,046	846
<b>Pennsylvania State University</b>		
White Course Apartments		
4 Bdrm/2 Bath - furnished	\$770	n/a
3 Bdrm/2 Bath - unfurnished	\$1,255	n/a
2 Bdrm/1 Bath - unfurnished	\$1,105	n/a
1 Bdrm/1 Bath - unfurnished	\$970	n/a

The peer universities provide graduate students with a significant variety of housing options that accommodate a range of student needs. They offer multiple unit options, as well as one, two, three, and four bedroom combinations. There are furnished and unfurnished units, which is helpful for graduate students that have lived on their own and have their own furniture. FSU graduate housing options consist of one, two, or three bedroom furnished flats and townhomes. Another FSU option consists of one bedroom furnished apartments, with single or double occupancy, located primarily in undergraduate residence halls.

### Transportation

Texas A&M, Penn State, UGA, UF, and LSU provide a bus system with service running from housing at specific times throughout the day and night that students, faculty, and staff can ride. The hours and routes for each university's bus system are comprehensive, which accommodates a variety of student needs and lifestyles. For example, Texas A&M and Penn State offer extensive bus systems serving the entire campus, the city, and downtown areas to connect students to campus, to the larger community in the city, as well as giving them the ability to access groceries and other services. The bus stops are located near graduate student housing, which makes on-campus transportation a safer and more reliable option for graduate students living in university housing. A route serving the Texas A&M graduate housing

ensures there are stops throughout the apartments connecting it to the main campus, shown in Figure 3.3.



Figure 3.3: Texas A&M Graduate Housing Bus Routes  
Source: Texas A&M Transportation Website, 2012

Penn State and UGA’s bus service runs directly through the graduate housing complexes. Table 3.3 highlights the bus services at each university. Bus service is important as an alternative mode of transportation, and promotes environmentally-friendly living that does not require the use of a vehicle.

Table 3.3: University Transportation Service Summary

		University Transportation Service								
		Free to Ride			Service					
	Information on Housing Website	On Campus Routes	Off Campus Routes	Weekday Service	Weekday Night Service	Limited Weekday Night Service	Saturday	Saturday Night	Sunday	Sunday Night
Louisiana State University	X	X	X	X	X		X		X	
University of Florida	X	X	X	X	X		X	X	X	X
University of Georgia		X	X	X	X		X	X	X	X
Texas A&M University		X	X	X	X		X		X	
Pennsylvania State University	X	X	X	X		X	X	X	X	

Source: Graduate Housing Studio

## Aspirational Universities

The five universities that demonstrate approaches to graduate and family student housing that differ from FSU include the following list.

- Massachusetts Institute of Technology (MIT)
- Georgia Tech University
- University of Wisconsin at Madison
- University of California at Irvine
- Cornell University

Universities with housing facilities that enhance the graduate student experience, and promote living and learning while in school, provide a different situation than currently exists at FSU. These approaches to housing create an atmosphere aimed to promote improved academic achievement. The housing configurations that these universities provide include features such as unique housing options tailored to graduate students' diverse needs, sustainable buildings, and fostering a genuine sense of community, which enriches the student's overall experience. This section presents five overall trends that offer lessons for FSU.

- Unique housing options
- Supporting a scholarly environment
- Building a sense of community
- Expert and convenient child care
- Promoting sustainable living

### Unique Housing Options

Graduate students require a quiet atmosphere, need flexible options to accommodate children and families, and want housing that encourages their academic studies. Graduate students typically are older than undergraduates, with more complex lives consisting of full-time jobs, families, as well as a more demanding and focused academic life. A successful graduate student experience is measured by academic achievement, not social events. Frequently, graduate students have already lived alone and do not want the atmosphere of a residence hall. Graduate students invest significant time and money in their studies in order to further their professional lives, deferring compensation. This commitment distinguishes graduate students from a typical undergraduate experience. Thus, graduate housing facilities must provide design and amenities to support that pursuit. Image 3.2 shows Cornell's Maplewood Apartments. They offer graduate students a smaller, quiet atmosphere, conducive to study. MIT's The Warehouse,



Image 3.2: Cornell's Maplewood Apartments  
Source: Cornell University, 2012



Image 3.3: MIT The Warehouse  
Source: MIT, 2012

shown in Image 3.3, which houses a smaller number of residents and is ideal for graduate students that prefer their own space. Cornell and MIT responded to the demand from graduate students for quiet, compact, or smaller housing facilities that promote studying and learning.

### Supporting a Scholarly Environment

Graduate housing should provide a scholarly atmosphere that facilitates an environment which allows students to focus on school. Graduate residences, both on and off campus, provide graduate students an opportunity to study and interact with other students who are also similarly focused on their schoolwork. Numerous areas throughout each property include large study lounges that include the space and equipment necessary to study, conduct group meetings, and create presentations. Housing that includes these computer labs and study lounges for resident use means students do not have to unnecessarily commute to campus. Image 3.4 shows a study lounge found at Georgia Tech's graduate student apartments, located on campus.



Image 3.4: Georgia Tech Graduate Apartment Study Lounge

Source: Georgia Tech, 2012

Shown in Image 3.5 is one of the many study lounges in MIT's graduate housing residences. The lounges are equipped with smart boards, computers, white boards, and other amenities encouraging to a scholarly atmosphere. These study lounges provide graduate students with the opportunity to interact with students from various disciplines, something that would not be possible in a university library. This facilitates an environment where graduate students can exchange ideas and network to build their professional skills. These casual interactions among graduate students help define what makes a "community of scholars". When universities provide these spaces for graduate students, it signals to them the university is committed to students' success, and dedicated to facilitating ways to enrich their learning.



Image 3.5: MIT Graduate Study Lounge

Source: MIT, 2012

Georgia Tech, Wisconsin, UC-Irvine, Cornell, and MIT include quiet floors and neighborhoods and provide study lounges conducive to quiet learning and living. This housing configuration facilitates a learning environment by providing students that wish to live alone or require separate study areas, the opportunity to excel. Cornell offers floors dedicated to students in specific professional programs. Hughes Hall, shown in Image 3.6, is housing for law students, adjoins Myron Taylor Hall, which houses the Law Library, classrooms, and a retail dining facility.



Image 3.6: Hughes Hall, Cornell University

Source: Cornell University, 2012

## Foster a Sense of Community

While graduate students devote a majority of their time to school, social interaction is an important part of graduate life. This may be especially true for international students and those who rely on the university to integrate them into their new environment. The graduate housing residences at each university in this study include features that cultivate a sense of community. Graduate housing communities differ from the overall campus community and identify themselves as a distinct neighborhood of peers. The community building features that distinguish graduate housing residences include:

- Enclosed park-like courtyards with barbeque and picnic areas
- Activity centers with foosball tables, pianos, ping pong tables, and televisions
- Large lounge areas, some with cyber cafes
- Plenty of open space around buildings
- Resident exercise classes, cultural dinners, movie showings, and trivia nights
- Recreational sports teams

These public areas unite residents by allowing them to interact with one another, share their experiences, and nurture a feeling of home.

The “Big Red Barn,” shown in Image 3.7, is Cornell University’s on-campus community center for graduate and professional students. It is an old carriage house turned student center located in the heart of campus. This location is a convenient place to eat, study, and meet people on campus. It also hosts a variety of weekly events such as swing & Latin dance classes, international conversation hour, trivia night, speed dating, as well as meetings of the Graduate and Professional Student Association. A graduate student apartment complex at The University of California at Irvine includes a cyber café in the community center. It serves as a great place for residents to find information about events in the complex, within the community, and on campus. Future FSU graduate housing facilities should provide students with an opportunity to interact with other students in a social and academic setting.

An emerging trend among universities that supports a community atmosphere is to utilize student participation. The University of Wisconsin provides an opportunity for residents to take an active role in planning activities and services to address the specific needs of the community. Current projects include monthly newsletters, community events and programs, phone directories, and grants dedicated to bettering the community. A graduate student apartment at UC-Irvine also utilizes a committee of residents, the Verano Residents' Council, that represent and advocate on behalf of residents to improve their

quality of life at the apartment, and help integrate them with campus life.



Image 3.7: “Big Red Barn,” Cornell University

Source: Cornell University, 2012



## Expert and Convenient Child Care

Quality, expert child care is an important feature for graduate students with children. Each aspirational university offers high quality childcare and early education on campus throughout the weekday, catering to children aged six weeks to twelve years. While FSU offers quality childcare for dependents of its students, a few of the aspirational universities offer additional features that attract students with children who struggle making a decision of where to place children based on their needs and academic demands. The University of Wisconsin childcare and early education program, Eagle's Wing, shown in Image 3.8, offers extended hour services to busy graduate student parents. They offer before- and after-school care, as well as a full-week summer school-age program to accommodate students taking classes later in the day and during the summer, as well as working parents. University of Wisconsin also provides childcare for infants and toddlers in student's homes. This allows parents to study at home without having to place their child in a crowded day care situation.



Image 3.8: Eagle's Wing, University of Wisconsin-Madison

Source: University of Wisconsin-Madison, 2012

## Promote Sustainable Living

Universities that build graduate student housing in a sustainable and environmentally sound manner benefit by saving students money in the long term, potentially making their students healthier with a higher quality of living, due to features such as better indoor air quality and open space. Sustainable building includes energy efficiency features, protecting the environment during and after construction, and uses infill development to create walkable communities. The Georgia Tech and MIT Housing Departments are pioneers in this endeavor in terms of constructing sustainable buildings on campus. They use green chemicals and cleaning supplies, promote water conservation by using low flow fixtures, and use only 100% recycled paper products in every residence hall on campus. The Georgia Tech “Yellow Book” is used to guide design and construction of building services on campus to ensure they are constructed in a sustainable and environmentally sound manner.

Various buildings on these campuses have sustainable design features and have achieved Leadership in Energy and Environmental Design (LEED) certification. Table 3.4 highlights various sustainable features found in each university’s on-campus housing.

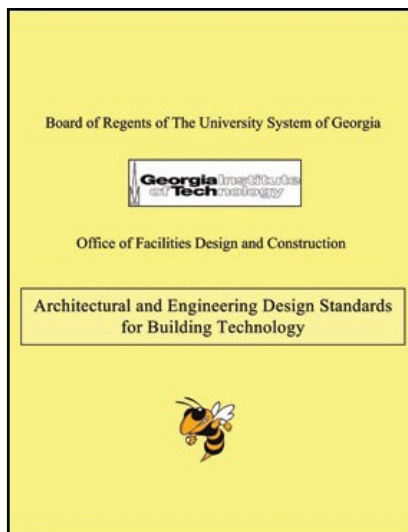


Image 3.9: The Georgia Tech “Yellow Book”

Source: Georgia Tech, 2012

Table 3.4: Sustainability on Campus

	Sustainability on Campus						
	Green Cleaning	Water Conservation	100% Recycled Building Products	LEED Certified	Open Space	Smart Transportation	On Campus Recycling
Massachusetts Institute of Technology	X	X	X	X			X
Georgia Tech University	X	X	X	X			X
University of Wisconsin-Madison	X	X	X		X	X	X
University of California-Irvine		X		X	X	X	X
Cornell University	X	X			X	X	X

Source: Graduate Housing Studio

This assessment of other universities' approach to graduate student housing underscores a number of ways in which FSU can improve the overall graduate student experience through better housing facilities. These places shed light on practices that FSU could adopt to become more attractive and competitive, by providing adequate housing facilities, while cultivating a "community of scholars". We recognized trends that FSU could examine that would improve housing and use it as a tool to create this sustainable, vibrant, and supportive environment fostering a "community of scholars" for graduate students. The key lessons for FSU include:

- A comprehensive housing website
- Centrally located community centers
- Modern housing facilities
- Improved transportation options
- Housing options catering to graduate students
- Facilitate an environment within housing that creates a "community of scholars"
- Foster a sense of community among residents
- Create sustainable buildings that promote a higher quality of living



## Literature Review

Many scholars discuss approaches to university sponsored graduate student housing. The body of literature presents: student housing needs and preferences, trends and best practices in student housing, and best practices in town and gown relationships. The literature review analyzed the results of graduate student satisfaction surveys, reports, articles, white papers, and theses that examined student housing.

The Studio's analysis of existing research informed: the construction of our student survey, the planning principles that guided our building guidelines and the site plans, and the recommendations for integrating the redevelopment of Alumni Village into the surrounding area and with the main campus.

### Graduate Student Satisfaction Surveys

Universities throughout the country conduct graduate student satisfaction surveys to gauge graduate student perceptions. The majority of the surveys are designed to gauge general satisfaction. However, the universities highlighted below also incorporated housing-based questions that were helpful in shaping some of our survey questions. The answers provided in these surveys also helped us think about what type of spaces we included in the Plan. In the University of

California Berkeley survey, the students said that they wanted study spaces and places to eat, which aligned with the results of our own graduate student survey. Therefore, the Studio made sure to include ground floor spaces in our proposed community center that would allow for these opportunities.

These surveys revealed that most graduate students across the country expressed some dissatisfaction with their housing experiences. With this level of dissatisfaction in mind, the Studio put great consideration into what a redesigned Alumni Village could look like and how that would create a community where students would enjoy living. The relationship between what students indicated they desired from surveys and the Studio's planning principles is described in Volume II: The Plan. Below is a sampling of the results from the university surveys, that are specific to housing satisfaction questions.

- University of Colorado, 2005: Graduate students provided extensive information on the satisfaction with university resources, social interaction, and housing conditions. Graduate students were asked if they lived on- or off-campus and “three-quarters of master's and doctoral students indicated that they lived in off-campus housing that was not owned by CU-Boulder.” (Graduate Student Survey, 2005, p. 40).

- University of California Berkeley, 2010: The survey asked graduate students, "during your program of study, did you ever have difficulty finding appropriate and affordable housing?" (Graduate Student Satisfaction Survey, 2010, p. 15). Thirty-two percent of all respondents said "Yes". This percentage was higher among student parents (51%) and doctoral students in both Humanities and Social Sciences (39%), and was lowest among professional students (25%).” Respondents were also asked to rank the importance of their concerns. The top concern was being unable to access information easily. Respondents suggested streamlining information to one source for ease of access. Students also said they would like the University to provide more study spaces, places where they can eat, student services where they can collaborate and have access to advanced technology and wifi networks. Lastly, students wanted more opportunities to build communities in order to foster relationships with students across disciplines as they integrate with campus.
- University of California San Diego, 2007: In this paper’s discussion on meeting the housing needs of graduate and professional students, the researchers found “of the 4,500 graduate and professional students attending UCSD during Fall 2005, 1,750 were accommodated in on-campus housing. For those students on the wait list, it takes on average 30 months, to secure on-campus housing. Incoming students who are not accommodated in on-campus housing have a difficult time securing affordable and convenient housing and are dissatisfied with the level of housing-related assistance they receive from UCSD. Most graduate students pay high rents, often exceeding more than half of their income.”(2007, p. 38).
- University of Massachusetts, 2008: This satisfaction survey asked graduate students a series of questions about the availability of information on housing and affordable housing. “The response patterns for both questions show how common it is for graduate students to have difficulties finding the housing they need while enrolled in their degree programs.” (Henderson and Stassen, 2008, p. 17). This survey also asked students “if you could change one thing about your experience as a graduate student at this university to make it more successful or fulfilling, what would it be?” (p. 17). Six percent of students commented about the stress they felt because of the financial burden of paying for housing and about their dissatisfaction with the type of housing that they feel they had to accept (p. 17).
- Northeastern University, 2001: In this survey, three percent of graduate students stated that they live in university housing. On a five point scale, housing rated lowest (at 2.8) of all services.

“Respondents not in university housing were asked if they would want to live in university housing if it were available to them.” (2001, p. 8). Eighty-five percent (85%) indicated that they would not and the remaining 15% of the respondents said they might consider it (p. 8). This survey also asked respondents what they would prefer if they were to live in university housing. The respondents that said that they might consider living in university housing if it were available, “indicated they would be willing to share a bedroom in a two, three, or four person apartment at standard rates. Forty-four percent (44%) would pay a higher than standard rate to get a single room in university housing. Another 25% would consider it.” (p. 8).

- University of Texas, 2011: When asked how satisfied they were with the quality and availability of housing in the area, Rodriguez and Muller (2011) found that 9.1% of graduate students were satisfied with the quality of housing with 10.2% dissatisfied. And 8.5% indicated they were satisfied with the availability of housing while 18.4% were dissatisfied (p. 29). Rodriguez and Muller (2011) also found that "housing was a central issue for many international students: those who have lived in university housing reported that it was a key factor in their success, and many were concerned about a lack of university housing" (p. 9).

Through their surveys, these universities found that graduate students had difficulties finding affordable housing. In the analysis of the University of Massachusetts graduate satisfaction survey, Henderson and Stassen (2008) made a point to highlight how the cost of housing is a financial burden on many of the graduate students surveyed. The last two universities (Northeastern and University of Texas) did not address affordable housing in their surveys but each explored their graduate students' general satisfaction with the availability of housing in the area.

## Student Housing Needs and Preferences

The studies listed below provided the Studio a valuable framework that was used in drafting questions for the graduate student survey, developing the student engagement activities, and shaping the site plans. The studies highlight results from graduate student needs assessments. They also feature student preference surveys that looked at specific types of housing units and amenities that students most want.

- The University of Maryland's Urban Studies and Planning Program conducted a needs assessment for graduate student housing (Cohen, 2003). For the study, Cohen sent out surveys to 3,000 graduate students, of which 588 students responded, which was 6.2% of all graduate students. Cohen's study included an analysis of the

surrounding rental housing market, a student survey to obtain demographics that included rent-to-income ratios, an examination of the university's plans for providing student housing, how it provides web-based housing information, and an assessment of the need to upgrade housing services and facilities for graduate students.

The key findings of Cohen's University of Maryland report were:

- ◇ A majority of graduate students cited difficulty in attaining housing they could afford.
- ◇ "Over 54 percent of surveyed, full-time UMCP graduate students said they would be interested in living in family graduate housing on campus."
- ◇ "Nearly 39 percent also indicated they would be interested in living in single-room, dormitory housing on campus if the university provided such housing."
- ◇ UCLA, UC Berkeley, Michigan, and Illinois have completed master plans that specifically address graduate student housing needs.
- ◇ At the time of the study, using the university's website to find housing information was difficult.
- ◇ The report recommends creating a strategic plan identifying a course of action to broaden graduate housing choices and address the difficulties that graduate students have in finding housing.

- Anderson Strickler, LLC (2005) continued the student housing and market and feasibility study identified above, by conducting a comprehensive housing study for the University of Maryland. Similar to our Studio, Anderson Strickler examined current conditions of graduate housing in College Park. The study looked at existing graduate housing offerings at peer universities as well as in the College Park rental market. They analyzed student housing preferences through student surveys and focus groups. The study also included a demand and gap analysis, drawing subsequent conclusions and recommendations for future student housing development.

Key points in the Anderson Strickler University of Maryland study included:

- ◇ At the time of the study, rental vacancy rates in College Park were low.
- ◇ Similar to Tallahassee, a code revision allowing mixed-use and residential projects caused an increase in residential construction, including student-oriented apartments.
- ◇ Single students could find below-market units off-campus, while married students with families paid \$150 over the median rent for off-campus housing.
- ◇ According to the survey and focus group results, which included undergraduate students, the most important factors



determining where a student lived were cost and the ability to live near friends.

- On-campus students cited the ability to walk or bike to class as important.
  - Off-campus students were most concerned with cost.
  - Students in university-affiliated housing cited having a private bedroom and the ability to walk or bike to class as most important.
- ◇ According to the gap analysis, 1,007 out of 6,355 graduate students would live in new, on-campus housing if it were available.
- Brailsford and Dunlavey (2008) conducted a student housing needs assessment for Florida International University (FIU). The assessment further clarified the needs and preferences of students, so that specific questions regarding a proposed student housing project could be answered. Brailsford and Dunlavey engaged focus groups to gauge appropriate pricing for the units, and the features and programs students prefer. Based on the results of the focus groups and on a detailed analysis of existing conditions for on- and off-campus housing, the authors determined the feasibility of the project.

Key points in the FIU study include:

- ◇ For analysis, Brailsford and Dunlavey (B&D) conducted interviews with university officers, focus groups, students, faculty, and staff.
- ◇ B&D’s final recommendation included a blend of student-oriented dining and retail space as part of a mixed–use project. The mixed-use space would include retail, along with student housing and academic space.
- ◇ Based on the University’s directive to include retail, academic spaces, and recreation areas, B&D’s recommendation was to use a “Campus Main Street” model, to attract off-campus visitors to the campus and increase the likelihood of success of the coming retail.
- ◇ Plans include a 620 bed facility, to be completed in Fall 2013. The complex will include recreation and programming spaces, a lounge, mail room, laundry, vending machines, and several



Image 4.1: Proposed Graduate Students Housing at FIU.

Source: Florida International University, 2012

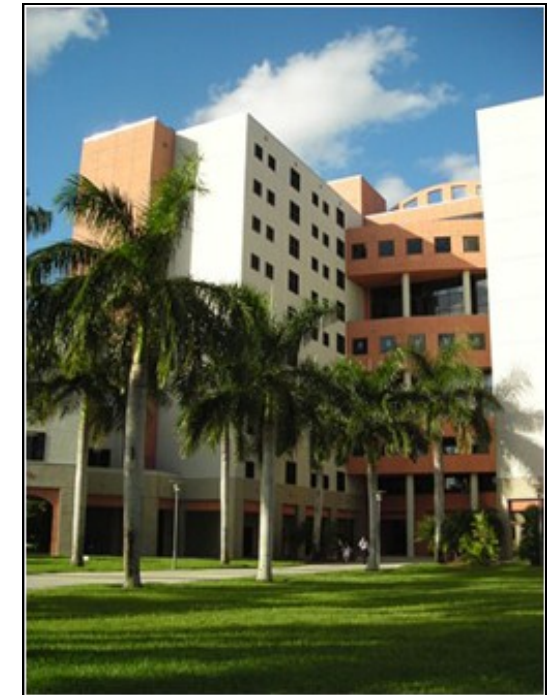


Image 4.2: Current Graduate Student Housing at FIU.

Source: Florida International University, 2012

- Delgadillo and Erickson (2006) in their article, “An Exploration of Off-Campus Student Housing Satisfaction,” present survey results that identify critical variables affecting a student’s off-campus housing experience. Using a survey designed by the student government association at Utah State University, Delgadillo and Erickson compiled data and analyzed the results of 180 student surveys.

The research identified twenty variables, which were then aggregated into four main categories; manager, quality of apartment, parking, and social atmosphere. In addition to likelihood to rent again, return of initial deposit, and ability to study at location, the manager category included variables on manager fairness, friendliness, and responsiveness. The quality of apartment category included the variables on maintenance and upkeep, cleanliness of complex, and response time on repairs. The parking category covered the quality of parking enforcement and the availability of parking for tenants and their visitors. Finally, the social atmosphere category included variables on the maturity of roommates and neighbors and the accessibility to downtown.

From these four main categories, the following were identified as critical variables affecting a student’s off-campus housing experience: manager fairness, ability to study at the location, friendliness of manager, maintenance and upkeep, cleanliness of the

complex, maturity of roommates, and access to downtown. According to the study, landlord responsiveness was the largest indicator of housing satisfaction, followed by cleanliness of the apartment upon arrival. Although this study was limited to one university, the results of this research provide an initial understanding of the most important factors used to determine housing satisfaction.

- The Scion Group is a professional consulting firm that specializes in real estate services to higher education institutions, foundations, and the private sector. In the firm’s white paper on student housing preferences, *Student Preferences in Housing- Survey data analysis: Preferred unit styles and costs*, authors Samuels and Luskin (2010) analyze the results of survey responses from nearly 6,000 students. The results are derived from surveys conducted at thirteen different universities developed to address the needs of specific clients. The focus was on single student preferences for specific types of housing units, the specific amenities that students preferred, as well as opinions regarding costs.

Key points in the Scion Group study include:

- ◇ The surveys were conducted at five private and eight public institutions in the United States and Canada, using electronic surveys and focus groups.
  - ◇ The study focused on undergraduate and graduate students without dependents, over a three-year period.
  - ◇ According to the study, when considering cost, single graduate students prefer four-bedroom apartments, and would likely not choose a studio apartment, due to the lower cost per room of a four-bedroom unit.
  - ◇ Graduate students cite privacy as one of their most important housing features. However, as housing privacy increases, so does cost.
  - ◇ The study suggests that graduate students may be more sensitive to cost than undergraduates because they receive less monetary support from their parents.
- In his thesis, *Green Luxury Student Housing: A Real Estate Feasibility Study*, Pace (2007) researches the potential, in Chicago, for student housing that is amenity rich and is built to nationally-recognized green standards. Pace defines green buildings as resource efficient with a small ecological footprint. In his study, he identifies a number of distinctions regarding housing preferences between undergraduate and graduate students, particularly affordability and privacy, which graduate students cite as two of

their highest preferences. Pace states that the university's benefit from the cost savings that green buildings yield over time. With costs important to all parties, Pace also includes a chapter on sustainability.

Key points in Pace's thesis include:

- ◇ As graduate student enrollments have continued to increase, most universities have not matched the demand for graduate student housing, leading many students to move off-campus.
- ◇ Dorm capacity for undergraduate students at four-year public colleges decreased approximately 8% from 1990 to 2004.
- ◇ Compared to off-campus apartments, students typically pay more for student housing.
- ◇ The top two requests from students were privacy and a home-like environment.
- ◇ As the expectations for quality amenities from students and parents increase, those needs are more often met through off-campus housing. This is mainly attributed to the limited availability of on-campus housing that is amenity-rich.
- ◇ As the costs of attending college increases, parents and students expectations rise.
- ◇ The thesis indicates that graduate students often commute to school, are more likely to be married or living with a partner, have less access to on-campus housing, and prefer not to share a

room with another student.

According to most of the studies, cost is a key determinant in graduate students' housing choices. Based on this finding, we developed design guidelines, street guidelines, and site plans that ensure connectivity, sustainability, and community. With a focus on maximizing mobility, especially walkability, our proposed redevelopment of Alumni Village will increase the connectedness of its residents to FSU and to each other. This new walkability and connectedness can save residents considerable money by making it easier for them to forego owning a private vehicle.

The proposed redevelopment of Alumni Village also has sustainability as one of its main tenets, further offering its residents the opportunity to reduce costs. These cost savings will be passed on through reduced electric, gas, and water utility bills. The new opportunities to socialize in the proposed community center and to participate in activities on the new recreation fields will heighten the residents' sense of community.

## Student Housing

The principles that guide the proposed Plan: connectivity, sustainability, and community, are supported through the following article and thesis, which explore best practices in student housing. These best practices include: housing students on campus better connects them to the university, building housing to LEED standards increases the sustainability of the university, and involving the local government in student housing maintain services and quality of life for the whole community.

- In *Students in My Backyard: Housing at the Campus Edge and Other Emerging Trends in Residential Development*, Martin and Allen (2009) look at emerging trends in student housing. The article identifies amenities in residence halls that were built in 2007. These amenities were not typically available in previous decades and include: air conditioning, laundry facilities, television in rooms, electronic access to building, and elevators. The authors identify new projects that highlight emerging housing trends, including sustainable design and LEED-certified student housing. The authors state that what is viewed as an amenity is changing and that the ability to walk to campus “may become as highly prized as the private bath.” The authors also discuss the expanding trend of public-private and private-only student housing developments.

Key points in Martin and Allen's article include:

- ◇ Some universities face pressure to house students on-campus, citing reasons such as competition for land, competition for parking, and a desire for surrounding neighborhoods' to remain quiet.
  - ◇ "Communities now expect that colleges and universities will offer housing on campus or at the campus edge that also provides a public benefit." (p. 37).
  - ◇ An emerging trend in student housing is the use of sustainable buildings with LEED certification increasing almost 200% between 2006 to 2008.
  - ◇ The authors cite a growing trend in privately developed student housing, both in partnership with the university and by the private sector.
- In the thesis, *House, Home, and Community: Good Models for Graduate Student Housing*, Han (2004) identifies the models typically used for on-campus graduate student housing. The author reviewed urban campuses, including MIT as the focus of the study, and identifies new models for graduate housing.

Key points in Han's thesis include:

- ◇ As universities compete for the same students, many have identified graduate residences as a key area of concern.
- ◇ New trends in graduate housing include:
  - Privatization (public-private partnerships), due to growing

enrollments, smaller budgets, and students' preference for extra amenities.

- City involvement in student housing to maintain the community's services and quality of life. University graduate housing prevent students from occupying the community's housing stock, which may drive up prices.
- Older buildings, such as hotels, apartment complexes, and warehouses, are being converted to new student housing.
- ◇ The study identifies graduate students' increased purchasing power as a reason many seek apartment-style residences, though it typically costs more than standard dorm-style residences.
- ◇ In the study, graduate students rank privacy as the most important housing amenity, along with affordability and proximity to campus as other important concerns.

The Studio's planning principles and proposed redevelopment of Alumni Village integrate many of the best practices cited above, including: building on existing university property, following LEED standards, and working with the surrounding community. The surrounding community also includes Innovation Park, the College of Engineering, and the Providence Neighborhood. This new entrance will build off of improvements to that part of town and reinvigorate Alumni Village.

## Town and Gown Relationships

In order to better understand the implications that redevelopment of Alumni Village will have on the surrounding area, the Studio researched best practices in town and gown relationships. The following report helped us draw conclusions, outlined in the Conclusions and Recommendation Section at the end of the Plan document (Volume II), about what the redevelopment of Alumni Village will mean to nearby neighborhoods.

- In *Town-Gown Collaboration in Land Use and Development*, Sungu-Eryilmaz (2009) identifies a variety of collaborative approaches that are useful in establishing successful partnerships among the university, the city, and the neighborhood. The report details best practices including: managing spillover effects through planning, integrating university building through design, and formalizing stakeholder participation and leadership. Sungu-Eryilmaz states that many universities are shifting from commuter schools to residential campuses. She identifies how those universities are meeting the increased on-campus housing needs of undergraduate and graduate students by building on the edge of campus or purchasing nearby parcels for development. The report also provides useful examples of how universities can cooperatively work with public and private entities to address future development that includes campus housing.

Key points in the report include:

- ◇ The following processes are used to minimize town-gown conflict:
  - Mitigate displacement by considering how university development might affect local businesses and residents and adjust accordingly.
  - Blend the academic and local communities through design guidelines that fit the character of the surrounding neighborhoods.
  - Develop a joint planning process that allows for stakeholders input.
  - Recognize the uneven distribution of tax burden, as public universities do not pay property taxes.
- ◇ Many universities use their resources to help revitalize distressed communities.
- ◇ Between 1970 and 2005, universities continued to invest in land and new buildings to accommodate the 50% increase in U.S. college enrollment.
- ◇ Because of scarcity, some universities look for land towards the edge of campus for future developments. The land may be previous holdings or new acquisitions.

One of the important findings in this report was the best practices to minimize town-gown conflict. The author recommends that universities make efforts to blend the academic and local communities through

planning efforts that include local stakeholders. She also recommends that university development that occurs at the campus edge should physically blend with the surrounding area.

The Studio incorporates these ideas in site plans that offer more connections to the surrounding area and through building guidelines that fit traditional neighborhood design. These best practices also assisted us in the development of recommendations for a potential second phase for Alumni Village. The second phase includes an additional entrance in the northeast corner. This new entrance will connect to the surrounding areas to further enhance connectivity for Alumni Village residents, and to increase the likelihood of success of the retail that will be in the second community center.

Analysis of the surveys, reports, articles, and white papers provided key lessons that guided our plan development and recommendations. The articles on student housing needs point out that graduate students want privacy, which generally decreases alongside lower costs. The following lessons can benefit FSU in creating a “community of scholars” in an integrated environment:

- The University of Colorado survey (2005) suggests that graduate students are dissatisfied with the cost of housing
- The University of Massachusetts survey (2008) suggests that

international students rated residence life on campus higher than domestic students.

- Cohen’s study (2003) reiterates that graduate students had difficulty in finding housing they could afford and that using university websites to find housing was cumbersome.
- Sungu-Eryilmax (2009) recommends to develop a joint planning process to allow for all stakeholder input when universities develop at the campus edge.
- Martin and Allen (2009) identify LEED as an emerging trend in student housing, with an increase in LEED certified buildings increasing almost 200% between 2006 and 2008.





# Project Financing

An important part of creating a “community of scholars” concerns the financing of mixed-use development. The studio examined how other academic institutions have financed the development of a community conducive for students’ academic and social growth. The institutions that the Studio examined were Florida Atlantic University, Emory University, Virginia Commonwealth University, the University of California at Irvine, and the University of Florida. A consistent trend lies in universities partnering with private developers in order to finance their “community of scholars.” This section presents these findings.

## Innovation Village Apartments, Florida Atlantic University, Boca Raton, Florida

Faced with a housing challenge, Florida Atlantic University (FAU) partnered with Balfour Beatty and Capstone Companies to develop a mixed-use complex on the main campus. The site, as shown in Image 5.1, consists of two eight-story, U-shaped buildings that wrap around a central courtyard with a pool and recreation areas. As part of a larger effort to develop a more student-oriented atmosphere, the university constructed the large housing complex, accommodating 1,216 students through a combination of two and four bedroom units.



Image 5.1: Innovation Village Apartments, Florida Atlantic University, Boca Raton, Florida

Source: Florida Atlantic University, 2012

With the passage of Florida House Bill 7135, in June 2008, all buildings constructed and financed by the state must comply with a state or nationally recognized, high-performance green building rating system, such as the U.S. Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) rating system. The two buildings in the Innovation Village Apartment complex are LEED Silver certified. To help finance the project, the FAU Finance Corporation was formed on behalf of the university in order to issue

\$3.4 million in bonds, which then were purchased by Balfour. The total cost of the project was \$127 million. FAU found significant benefit in utilizing a public-private strategy, and was able to provide fully furnished and wired units in a challenging economy and fulfilled a critical housing need for the university.

### Campus Crossings, Emory University, Atlanta, Georgia

Campus Crossings at Emory University is another example of a university partnering with a private developer. In order to address their graduate student housing needs despite budget shortfalls, a private partnership was sought. Special consideration was given to first year graduate students, particularly those who have relocated to Atlanta.

Emory University built a five-story building that contains 201 units with one, two, and three bedroom options, totaling 398 beds at no cost by partnering with Campus Apartments, Inc. CA Equity, a private investment arm of Campus Apartments, to deal with the financial aspects of the project. The total cost of the project was \$27 million, in which CA Equity paid a portion and the remaining financing was obtained through bank loans.

The property is managed and maintained by Campus Apartments, while the units are leased solely to graduate students at Emory. The

university leased a portion of its land to the company providing the site for development, offering its graduate students a new and affordable place to live.

### Ackell Residence Center, Virginia Commonwealth University, Richmond, Virginia

The Ackell Residence Center at Virginia Commonwealth University (VCU) is a four-story residence hall dedicated to upperclassmen, with 121 fully furnished units wired for Internet, totaling 396 beds in four and two bedroom arrangements. The complex, as shown in Image 5.2, offers supportive amenities for students by providing access to small retail establishments and large common areas on the ground floor.

In order to meet the future enrollment demands while adhering to strict budget constraints, VCU developed a creative financing mechanism. In 1992, the State of Virginia allowed the university to establish Virginia Commonwealth University Real Estate Foundation (VCUREF), a non-profit organization to accept, acquire, lease, sell or dispose, operate and/or manage property for the exclusive benefit of the university.

With this financial latitude, VCUREF issued over \$16 million in bonds to finance the housing project, and the State of Virginia made a treasury loan to the University that allowed construction to progress until the bond proceeds could be withdrawn. The project was completed in

2001, and VCUREF retains ownership of the structure, with the land being leased to the organization by VCU until 2040. At the termination of the ground lease, the structure and the land will be given to the University. VCU manages the project on a five-year contract, and students are assigned to the complex in a similar manner as housing owned by the university. Various strategies enabled VCU to obtain the financial support necessary to create a “community of scholars.”



Image 5.2: Ackell Residence Center, Virginia Commonwealth University, Richmond, Virginia

Source: Virginia Commonwealth University, 2012

## Vista del Campo, University of California at Irvine, Irvine, California

The University of California at Irvine has a unique approach to graduate housing located on campus. The university has three properties owned by two non-profit housing corporations and professionally managed by American Campus. EAH, Excellence to Affordable Housing, is a non-profit housing corporation that provides attractive affordable housing for sustainable living communities in California and Hawaii. The EAH real estate development team carries out all phases of the housing development process. The Vista del Campo apartments, shown in Image 5.3, were financed by 501(c)(3) bonds and 501(c)(3) bonds issued by California Statewide Communities Development Authority.

CHF, the Collegiate Housing Foundation, is a non-profit organization initially created to specifically help colleges and universities meet the urgent need for high-quality campus housing. While working with CHF, UC Irvine took on no liability for the debt created by the financing since the obligation to repay the debt is limited to student housing payments and other dollars generated by the facilities. UC Irvine was given the right to the revenues generated by the facilities that remain after the payment of operational and financing costs. UC Irvine has the right to have the facilities donated back to them upon repayment of the construction loan.



Image 5.3: Vista del Campo, University of California at Irvine, Irvine, California

Source: University of California-Irvine, 2012

## The Continuum, University of Florida, Gainesville, Florida

The University of Florida provides an important example of public private partnership in The Continuum, shown in Image 5.4. This development is University of Florida's new graduate housing facility, which was built in partnership with the City of Gainesville and Provident Resources Group, a non-profit organization committed to the development, ownership and operation of state-of-the-art health, education, senior living, and multi-family housing facilities, and services. Universities within the State of Florida's university system have been limited in their liquidity, so many have sought partnerships with private developers to satisfy their student housing needs.

To finance this project, UF commenced Phase I with a \$60,720,000 floating rate loan from Bank of America that amortizes over 25 years. The balance of the acquisition and development costs was financed with a \$6,320,000 subordinate loan from the Developer that amortizes over 35 years. Provident Resources Group received an \$8,550,000 junior subordinate note as payment for its Project development fee that amortizes over a 35-year period. Financing for Phase II of the project required refinancing of the Phase I financing through the issuance of tax-exempt revenue bonds. Rental rates for The Continuum, shown in Table 5.1, include utilities and units are fully furnished.



Image 5.4: The Continuum, Gainesville, Florida

Source: apartments.com, 2012

The Continuum	
Unit Type	Cost
Studio	\$931
1 Bedroom	\$1,139
2 Bedroom	\$884/bed
4 Bedroom	\$739/bed

Table 5.1: The Continuum Unit Price

Source: The Studio, 2012

# Tallahassee Housing

The Studio believes that in order to create a scholarly community to attract graduate students, an understanding of the current housing market is necessary. We analyzed the current housing market in Tallahassee as part of determining the needs and preferences of graduate students with regards to housing. The housing market in Tallahassee includes student housing, as well as other housing. Student housing differs from the overall housing market in that it is usually higher in density, concentrated, and includes older facilities. The Census Bureau’s 2010 Quick Facts reported 84,248 total housing units in Tallahassee with 42.6% of all housing units categorized as multi-family. Included as part of these multi-family units are duplexes, quadruplexes, townhomes, condominiums and all sizes of apartment complexes.

The age and condition of these units varies greatly. Figure 6.1 shows that 55% of the older and larger apartment complexes were built before 1980. Apartments built after 2000 account for 19% of the multi-family housing. Additionally, Figure 6.2 shows the location of multi-family complexes by age in Leon County. Figure 6.2 shows that the complexes closest to FSU were built mostly between 1960 and 1989. The Leon County Property Appraiser data revealed there were 385 apartment complexes in 2011 in the County. According to the 2012

Statistical Digest from the City of Tallahassee, the vacancy rate for all of housing was 8.1% in 2011 which is slightly higher than in 2010 when it was 7.5%.

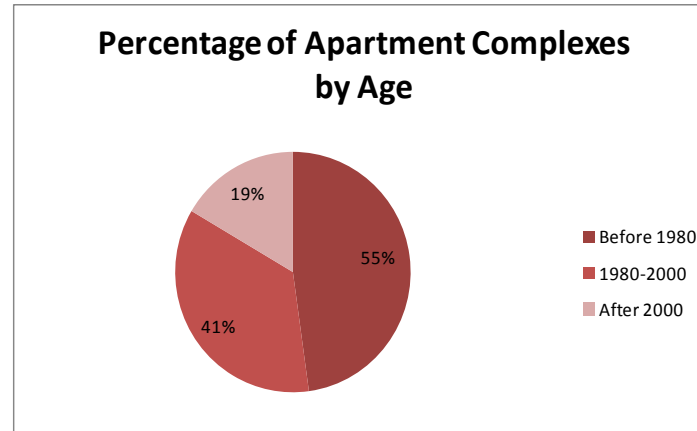


Figure 6.1: Percentage of Apartment Complexes by Age

“Beginning in 2010 through February 2012, there has been a significant increase in the number of applications to build multi-family housing in Leon County” (E. Young, personal communication, February 3, 2012). The past six years witnessed an average of four to six projects per year proposing to build multi-family housing consisting of 40 or more units. In the past year alone, 15 proposed projects have either broken ground or are nearly complete. The majority of these projects are within 2 miles of Florida State’s main campus, as shown in Figure 6.3. These permitted projects are significant because their addition to the housing market will impact FSU’s housing status.

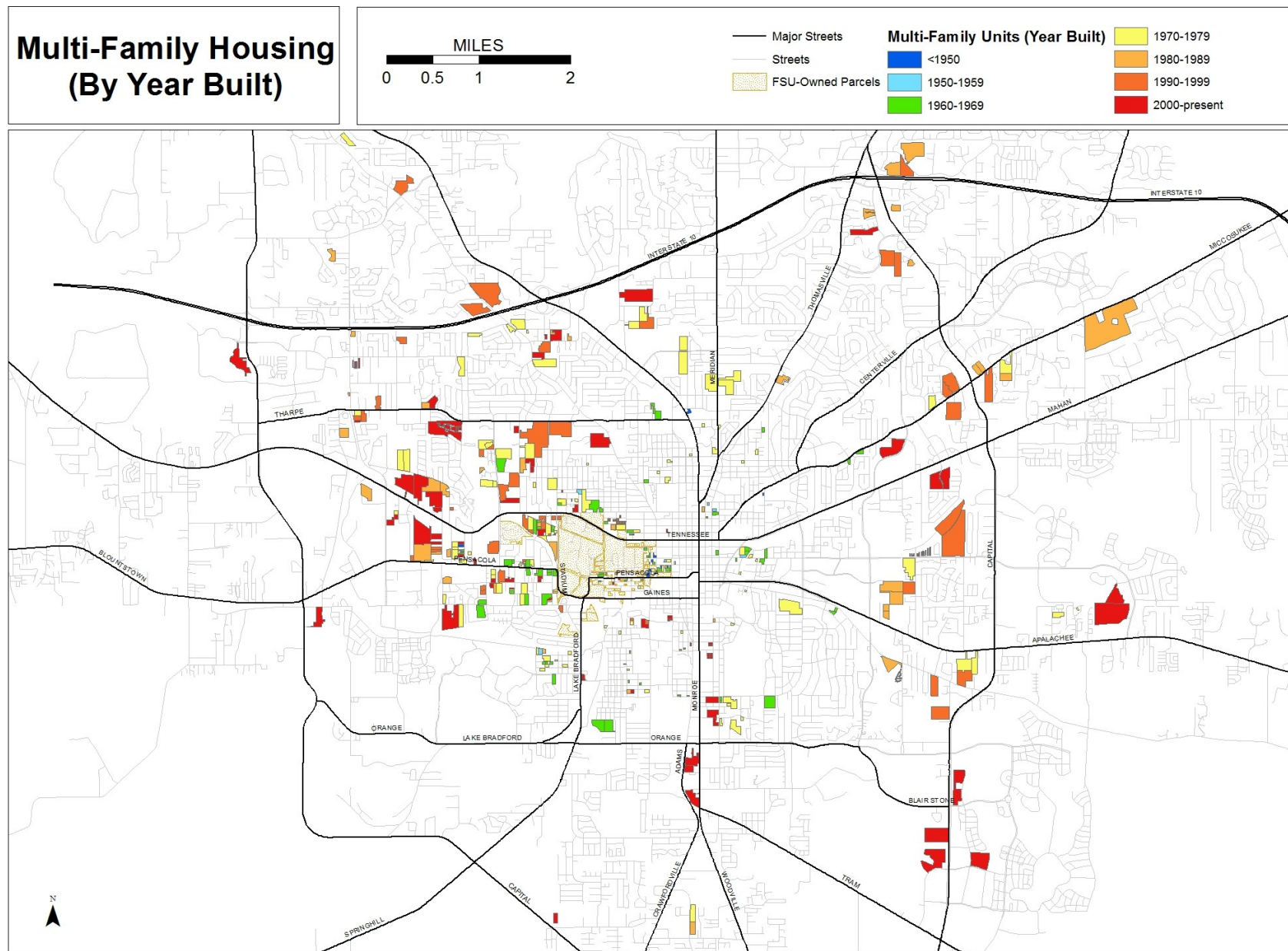


Figure 6.2: Multi-family Complexes by age: Leon County

Source: Tallahassee-Leon County GIS

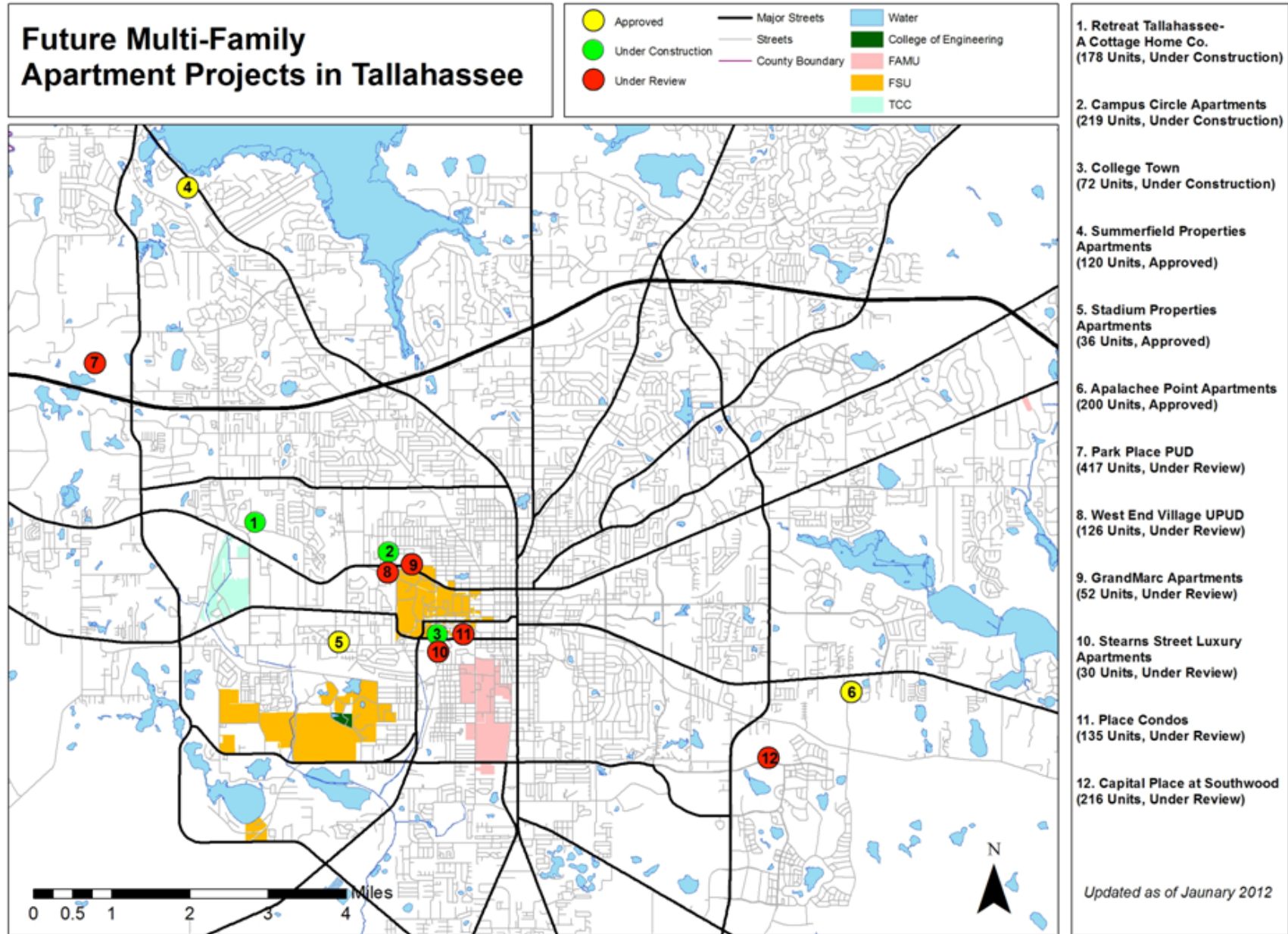


Figure 6.3: Future Multi-family Projects in Tallahassee

Source: Tallahassee-Leon County GIS

FSU graduate students who choose not to live in university housing often choose multi-family housing. These FSU students contribute to the 66.2% of the entire Tallahassee renter population between the ages of 15-34 who live in multi-family housing (2010 Census). The Studio identified the top ten apartment communities chosen by graduate students for the 2011-2012 academic year in Table 6.1.

Table 6.1: Top Ten Graduate Student Apartments: Tallahassee

Top Ten Graduate Student Apartments					
Rank	Apartment Complex	Cost (\$)	Square Feet	Year Built	Distance to FSU (miles)
1	Victoria Grand	959-1454	797-1441	2008	4.0
2	Blairstone at Governor's Square	790-1000	849-1312	1986	4.4
3	The Plaza	525-985	n/a	1971	0.7
4	Spanish Oaks	525-850	761-1445	1975	1.8
5	Talla Villa	n/a	n/a	1969	3.6
6	Londontown	665-945	835-1420	1972	3.3
7	Evergreen at Mahan	855-1195	724-1270	2008	4.2
8	Reserve at Heritage Oaks	805-1280	855-1623	2000	7.3
9	Meridian Place	680-940	718-1630	1970	4.0
10	Colony Club	450-675	n/a	1970	0.9

Figure 6.4 illustrates the top ten housing locations for graduate students in Tallahassee. Fall 2011 enrollment data provide the addresses of current graduate students. With that data the studio determined the graduate student housing locations within Tallahassee, leading to the top ten off-campus apartment complexes.



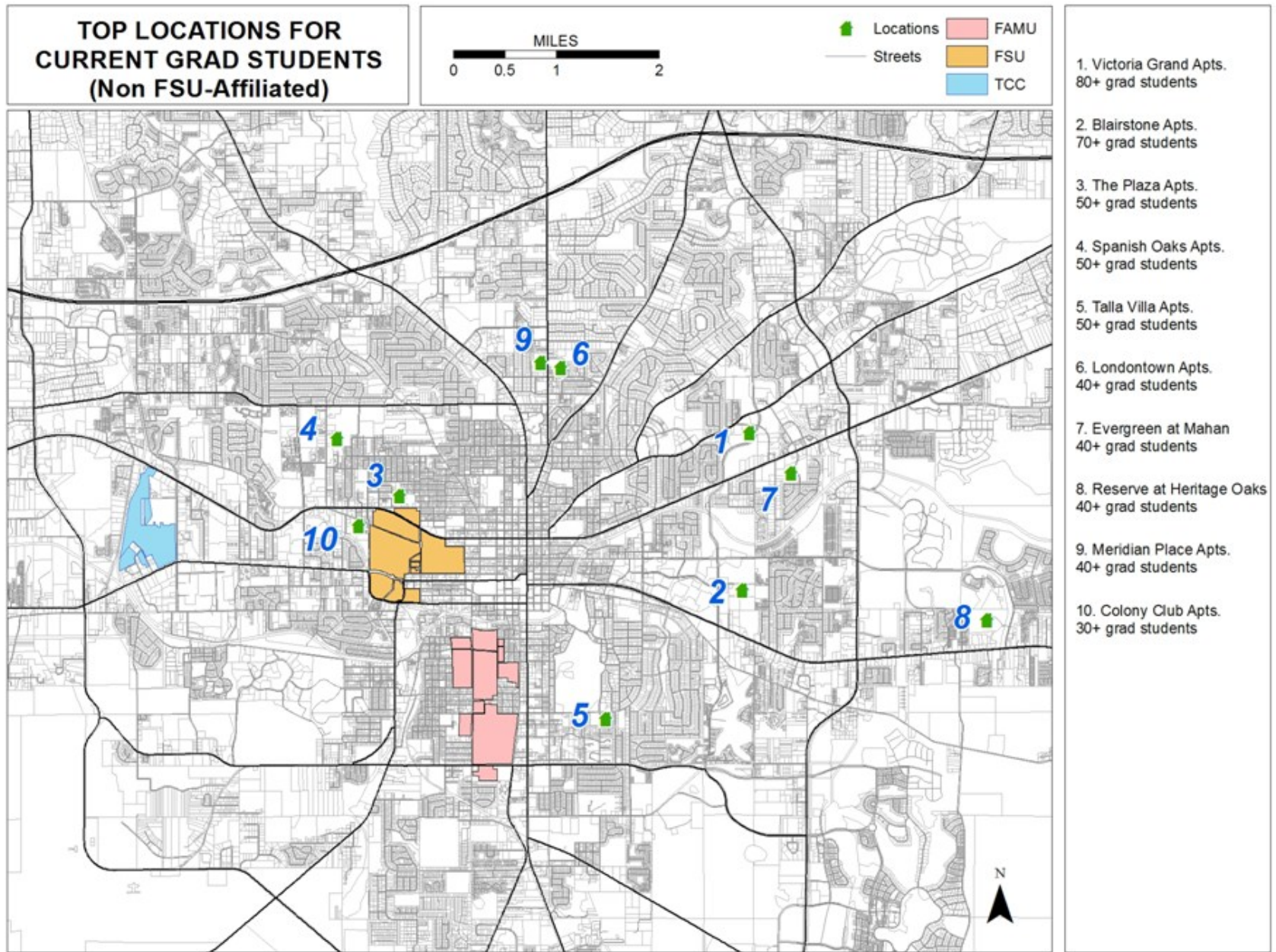


Figure 6.4: Top Ten Residential Locations for Graduate Students

Source: Tallahassee-Leon County GIS

*“Graduate students want to be close to campus, near grocery stores and entertainment, but in quieter areas away from undergraduates.”*

*- Alan Hooper*

## Student Housing in Tallahassee

The mission of FSU’s University Housing “is to provide a quality residential experience for students which supports their academic goals and personal development” (FSU Housing, 2012). Undergraduate housing is the main focus of university housing, with some University officials questioning if there is a need for graduate student housing. The primary focus on undergraduate housing is in part to address a parental need for the younger, undergraduate population, as many have not lived on their own. The younger, undergraduate population generally requires a more hands-on approach with heightened security, food services, such as the Suwannee Room Cafeteria, and residence hall assistants to help guide students to success.

Graduate housing has not enjoyed the same popularity as undergraduate housing since profit-driven developers have found it difficult to identify a market in which graduate housing would be successful. Graduate students are usually older with less tolerance for living in residence halls, and may have families and or jobs, as well as strenuous academic lives. Alumni Village has been the primary University housing available to graduate students at FSU for more than fifty years. Currently, there is a large backlog of maintenance as well as negative perceptions of the Alumni Village community, causing decline in the demand for units in the community.

The case studies demonstrate that many universities have begun to provide affordable graduate housing that supports the needs of graduate students, and includes easy access to grocery stores, personal services, and recreational facilities. The research indicates that graduate students require access to quiet areas and space to collaborate with peers. While some universities have financed graduate housing solely through university channels, others have chosen to partner with private developers which provide an increase in financial support. The Studio talked to University personnel, and developers currently working on student housing projects in Tallahassee, and the University Housing Authority to gather the industry’s professional opinions. The topics discussed were: financing, public/private partnerships, and undergraduate vs. graduate housing. Each of the following professionals provided a unique perspective about the various housing projects of which they have been a part.

### Alan Hooper – CollegeTown

The CollegeTown project, a mixture of housing, retail, and entertainment venues, will open its doors in the Fall of 2013. Located east of FSU’s Doak Campbell Stadium, CollegeTown stands at the corner of Woodward and Madison Streets and within Tallahassee’s Downtown Community Redevelopment Area. The five-acre site is owned by Seminole Boosters, Inc., who formed creative partnerships with several different entities to design, build, and manage the



Image 6.1: College Town, Tallahassee, Florida

Source: Talcor.com, 2012

property. “We have been able to take advantage of the Boosters owning the land and tax credits” said Alan Hooper. Hooper is builder, project manager and future property manager for College Town. His background is in building progressive, loft-style, mixed-use housing in Ft. Lauderdale, Florida. Hooper stated that interest rates are low right now and while housing in general is still “soft” there is money to be made in student housing.

“I see College Town as a catalyst and a development you don’t see in Tallahassee,” revealed Hooper, who is aware of several other housing projects planned nearby. College Town is expected to be a focal point for entertainment on FSU game days and provide student housing throughout the year. While the project will not be LEED certified, the

developer incorporated several aspects of LEED into the project. While Hooper believes that undergraduate housing is a viable market, graduate housing could be as well, but it is very different. Undergraduates are rough on buildings which require stronger materials, according to Hooper. He perceives graduate students as wanting to be “close to campus, near grocery stores and entertainment, but in quieter areas away from undergraduates.” Hooper suggested several sites appropriate for graduate student housing, including locations near the FSU Law School and close to downtown. “You know, something two to three stories, and close to everything” yet in regards to the future, Hooper anticipates that development will progress down Lake Bradford Road as well (A. Hooper, personal communication, March 7, 2012). The developer said he would not be adverse to being involved in building graduate housing if the profit margin was above his threshold of “an 8% return”, said Hooper. These single-use graduate housing apartment buildings are a positive contribution to the housing market, but would not create a community of scholars.

### Liz Maryanski – Education Facilities Authority

Established by the Board of County Commissioners of Leon County, the purpose of the Education Facilities Authority is to assist institutions for higher education in the construction, financing, and refinancing of projects (Leon County Government Website, Section 243.22, Florida

*“Creative Partnering”*

*- Liz Maryanski*

*“Is it attractive for developers? Yes. Is it undersupplied? Yes.”*

*- Jim Shaffner, In response to being asked about graduate student housing.*

Statutes). As an appointee to the Board, Maryanski, Vice President for Administrative Services at FSU by day, participates in determining the suitability of housing projects for students in Tallahassee. “We do a feasibility study, then, anything is possible,” (L. Maryanski, personal communication, March 14, 2012).

The Education Facilities Authority was instrumental in negotiating the financing and partnerships required to complete Heritage Grove, an apartment community housing many of Florida State University’s fraternities. “We are approached by many different groups to assist in financing housing and the benefit of the Authority is the low cost of financing and other tax breaks,” asserts Maryanski. Maryanski described a project involving a creative partnership formed between a local church and Florida State University, Florida A&M University, and Tallahassee Community College. The plan was to purchase a local hotel and refurbish it to house at-risk freshman students. The hotel was sold to another buyer before plans could be finalized but Maryanski said this project is a good example of unique public-private partnerships that can support unusual projects. The caveat of receiving funding from the Authority is that any project built with Authority (public) funds must allow students from other collegiate institutions in Leon County to lease housing as well.

### Jim Shaffner – Atlantic Student Assets

Mr. Shaffner provides a unique insight into the student housing market around The Florida State University. Atlantic Student Assets has extensive experience in building, renovating, and managing multi-family housing, with a more recent focus on student housing. As President of Atlantic Student Assets, Mr. Shaffner has experience in multi-family financing, property management and development (Atlantic Student Assets, 2012). The majority of current and proposed student housing in Tallahassee is geared towards undergraduates. The reason for this, according to Mr. Shaffner, is that undergraduates are willing to live in larger units, such as a four bedroom unit with one shared kitchen and living space, which are more cost efficient for the developer to build. He acknowledges that housing built specifically for graduates is undersupplied in Tallahassee, even though graduate students are perceived as being less destructive to property, less likely to cause noise complaints, and more likely to pay rent on time. However, graduate students tend to prefer one or two bedroom units which do not yield developers a return on investment as high as an undergraduate-oriented development. Yet, another trend discussed is the idea that graduate students may be more likely to consider a wide variety of housing options because of children, a spouse, and professional jobs.

Mr. Shaffner believes it is easier to obtain financing for undergraduate housing because of the preference for undergraduate-oriented developments, and the perceived demand for such housing around FSU. For a graduate student housing development, Mr. Shaffner stated that obtaining financing may be difficult unless a developer was able to partner with a university. He believes that banks are more willing to loan money for a university housing project with a developer because the university would guarantee that the beds would be filled. Mr. Shaffner believes that developing a public-private partnership with Florida State University for an off-campus student housing development has been difficult. He expressed difficulty with finding a university official receptive to the idea and able to explore the feasibility of developing a public-private partnership. As an example, Mr. Shaffner recounted how he was unsuccessful in scheduling a meeting with the FSU Law School to explore the need for student housing geared towards law students. He did not explore the FSU Law School any further because he could not reach anyone to gauge the level of interest.

Mr. Shaffner's company initially invested in the FSU community due, in part, to the CollegeTown project. Atlantic Student Assets was a part of the development of West 10, a 312 unit student apartment community, dedicated primarily to undergraduates that opened in 2006. Atlantic Student Assets is also a part of the proposed project, 601 South Copeland. This project is a 95 unit student apartment community

within walking distance of the Florida State University main campus. The 601 South Copeland project is one of many student oriented developments being built around the Florida State University main campus. Because the volume of new student housing being built around FSU, Mr. Shaffner believes that the student housing rental market in Tallahassee is becoming soft. This suggests that future apartment owners will be very eager for renters (J. Shaffer, personal communication, March 2, 2012).

### Providence Neighborhood

FSU is an important participant in the revitalization of the Providence Neighborhood, immediately east of Alumni Village. In order to improve relations with their host communities, FSU must collaborate with community organizations, businesses, and local government, as land uses around the Southwest Campus become crucial elements in the physical and socioeconomic landscape. Figure 6.5, illustrates the Providence Neighborhood's location adjacent to Alumni Village and how a redevelopment of Alumni Village could affect the surrounding neighborhood. The Providence Neighborhood is a vital component to the town-and-gown relationship for a redevelopment of Alumni Village. Through collaborative efforts, the perception of Providence Neighborhood could improve. For more information on FSU town-and-gown recommendations, refer to "The Plan," Volume Two.

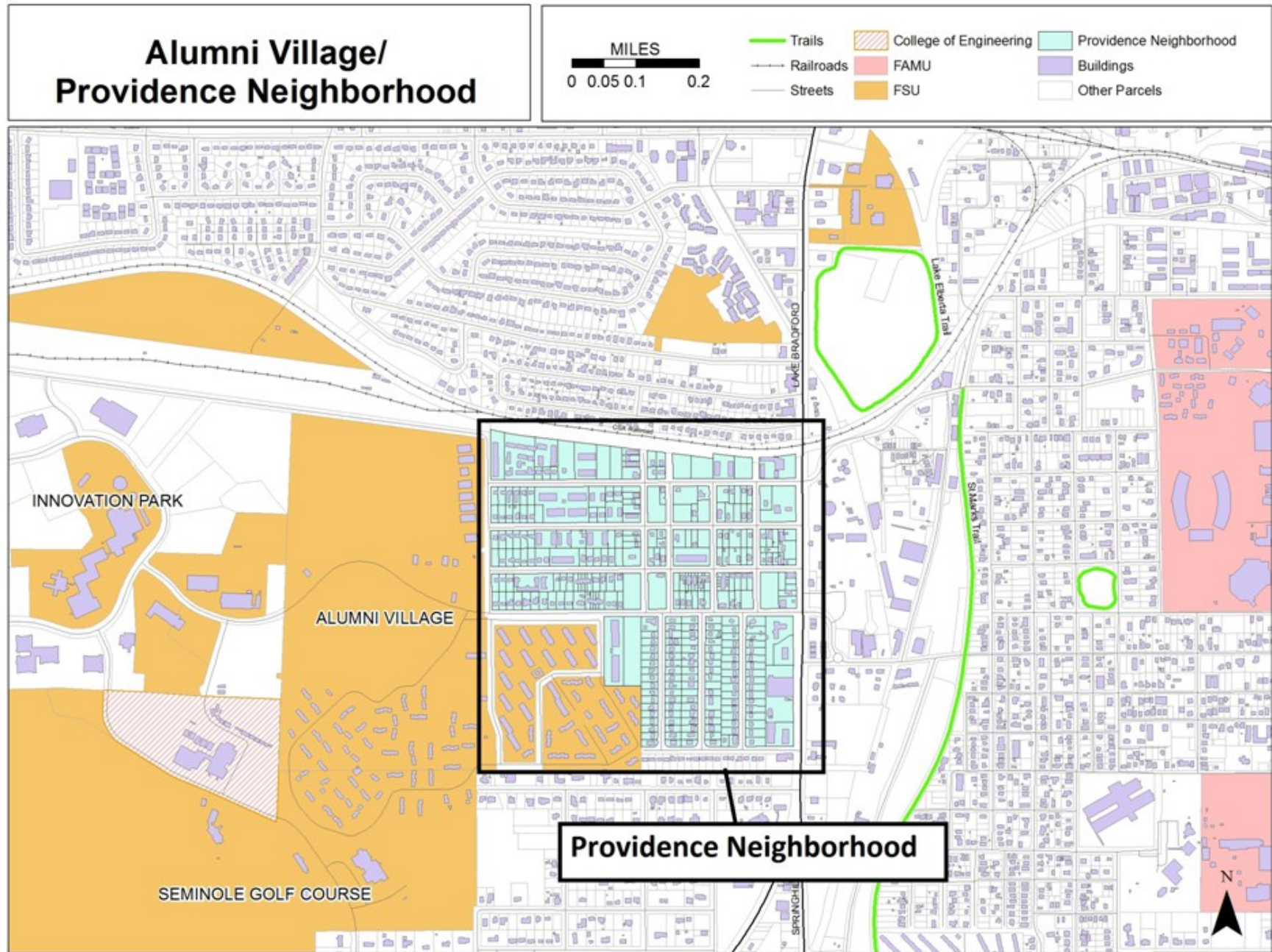


Figure 6.5: Alumni Village/Providence Neighborhood

Source: Graduate Housing Studio

In 2000, the City of Tallahassee, Florida Agricultural and Mechanical University, and the Department of Urban & Regional Planning at FSU completed a study of the Providence Neighborhood. The study notes that the majority of the neighborhood's housing stock, including Alumni Village, was built during the 1940's and 1950's. Since then, the economic, and social changes have led to a decline in the neighborhood's aesthetics and appeal. In 1996, Providence began organizing to address safety issues, deteriorating housing stock, and work-force development.

The results included:

- Providence Neighborhood Action Plan – A vital plan to improve the physical, economic and safety conditions in the neighborhood.
- Designation of Providence Neighborhood as a City of Tallahassee Renaissance Neighborhood – Funds are available from the City and various non-profits to revitalize the neighborhood.
- Strengthening of the Providence Neighborhood Association – The Neighborhood Association has the political capacity to act as an advocate for further neighborhood partnerships.

In order to improve relations with their host communities, FSU must collaborate with community organizations, businesses and local government because land uses around the Southwest Campus are crucial elements in the physical and socioeconomic landscape.

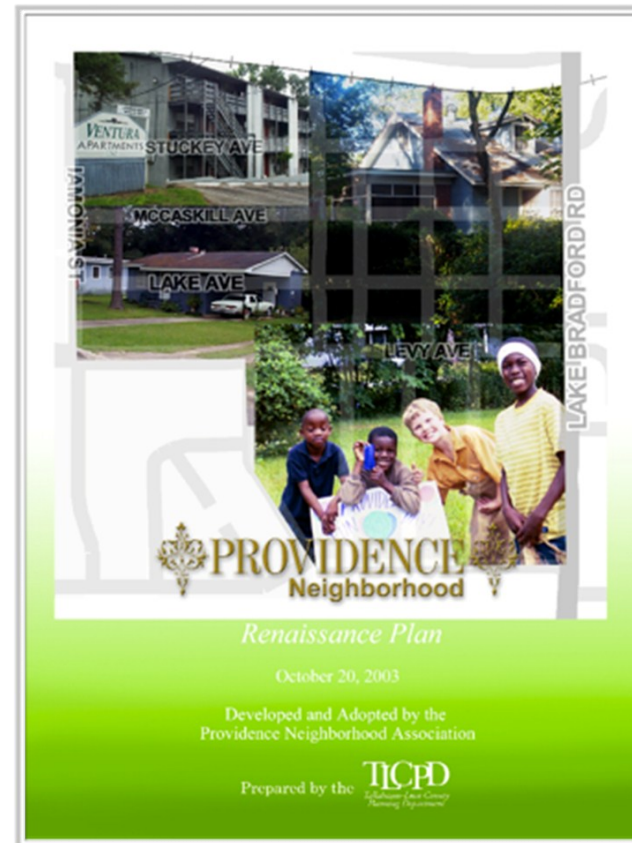


Image 6.2: Providence Neighborhood Renaissance Plan

Source: City of Tallahassee, 2012





# Graduate Student Housing Survey

Surveys are important tools for market research. The Studio conducted a Graduate Student Housing Survey to systematically and objectively gather information from current graduate and prospective graduate students to discover what they want and identify market needs. The survey was produced to better understand FSU graduate and professional student perceptions and their values about housing in Tallahassee. In early discussions with University administrators, the Studio learned there were gaps in existing knowledge. To bridge these gaps, it was imperative that the Studio identify graduate students' desires about housing. This helped the Studio ascertain how to best meet or exceed the housing needs of graduate students through a participatory and inclusive planning process. A joint planning process with students and senior administration sustained FSU's commitment to community engagement. Our goal was to provide University administrators with the information necessary to ensure that graduate student housing supports intellectual pursuits and enhances the graduate student experience. Developing a more complete knowledge of what graduate students need and the existing housing inventory will ultimately minimize risks while capitalizing on benefits.

The Studio conducted a web-based survey to collect information about students' current housing situations, and desires for graduate housing. Survey results helped inform our recommendations to redevelop

Alumni Village and further support the University's mission to create an intellectually stimulating environment that provides world-class opportunities for students. This study is designed to determine features that graduate students deem necessary or find particularly appealing when considering their housing options. It does not test hypotheses or factors about the demand or need for graduate student housing; therefore, we strategically asked respondents about their existing housing conditions and preferences. Balancing the University vision and student preferences not only advances the goals of academia but also strengthens FSU's role as a "fully-vested" academic research institution.

## Methodology

Qualtrics was the online survey software used to conduct the graduate student housing needs assessment. All graduate students enrolled in the Spring 2012 semester (5,484) and prospective students (889) admitted for the Summer and Fall 2012 semesters received the survey via campus email between March 12 and March 24, 2012. A small population of students and others tested the pilot survey between March 7 and March 11 in order to test logistics and improve the quality and efficiency of the survey instrument. Prior to administering the survey to the graduate student population, the Studio received approval from the Institutional Review Board (IRB), which oversees research at FSU involving human subjects.

Marketing the survey consisted of e-mail campaigns, flyers posted in academic departments, graduate housing, and the use of social media (Twitter and Facebook). The survey instrument (Appendix C) included questions about student demographics, transportation behaviors, costs, housing configurations, and characteristics crafted to assess preferences for current and prospective students. Persistent themes in the questionnaire focused on cost, community, housing design/features, and mobility. These overarching themes were developed to supplement existing knowledge about graduate student housing. Combining multiple topics with an emphasis on survey synergies helped reinforce student responses to various questions and provides a comprehensive understanding that enabled the Studio to make informed decisions about graduate housing.

## Overview

This chapter shows the survey demographics in comparison to the University demographics. It is followed by current and prospective student analyses that show student groups by major program, age, and status to better understand the survey population. Sections for each survey theme, (costs, mobility, community, and housing designs) are sorted by various demographic characteristics to further analyze patterns and identify discrepancies in results using Statistical Package for the Social Sciences software (SPSS). Open-ended questions are categorized into subjects and assessed in the qualitative

analysis. This chapter concludes by outlining the lessons learned from the Graduate Student Housing Survey.

## Demographics

As shown in Figure 7.1, a total of 658 enrolled and prospective graduate students completed the survey. Contact was made with 6,373 students; from this sampling frame the Studio received a 10.3% response rate. To determine whether or not the sample size was large enough to accurately continue with the survey analysis, the Studio used a statistical sample size equation for proportions. The Studio determined that the sample size was large enough to guarantee a margin of error of our proportion estimate of less than 0.4 at a 95% confidence interval (equation 1).

$$n = \pi(1 - \pi) \left( \frac{Z_{\alpha/2}}{B} \right)^2$$

where:  
B = .04  
 $Z_{\alpha/2} = 1.96$  for a 95% confidence interval  
 $\pi = 0.5$

Equation 1. Sample size calculation

As shown in Figure 7.1, approximately 83% of survey respondents were currently enrolled graduate students. To filter for students who do

not take classes in Tallahassee, participants indicated where they plan to or currently take courses in Tallahassee. Forty two respondents indicated they do not or will not complete coursework at the FSU main campus or at the College of Engineering (Appendix C). These respondents were then prompted out of the survey because they did not capture the population that resides in Tallahassee.

Table 7.1 compares the survey response demographics to the University's overall graduate student population from Spring 2012 semester by gender, status, and academic program. We found statistically significant differences between the demographics of the survey respondents and that of the graduate student population as a whole. Therefore, we must be cautious in our inferences. Certain groups are over-represented in our sample, including women and international students, while other groups are under-represented. A similarity exists, however, in that women and domestic students do constitute larger portions of the graduate student population than do men and international students but not to the same degree shown in survey responses. For each cross tabulation referenced in the analysis, we conducted a chi-square test to ensure there was a dependent association between the two variables being compared (Appendix C). This test of statistical significance has intended for use with nominal measures.

Answer	Response	%
Currently enrolled student	544	83%
Prospective student	114	17%
Total	658	100%

Figure 7.1: Current and prospective student responses  
Source: Graduate Student Housing Survey

Table 7.1: Survey Response to University Demographics

Category	Survey Demographics		University Demographics		Survey - College (%)
	Count	%	Count	%	
<b>Gender</b>					
Male	227	37%	3,680	46%	-9%
Female	389	63%	4,354	54%	9%
<b>University Status</b>					
Domestic*	508	82%	6,827	87%	-5%
International	108	18%	1,019	13%	5%
<b>Academic Program</b>					
Arts and Science	153	25%	1,781	22%	3%
Business	24	4%	628	8%	-4%
Communication & Information	43	7%	927	12%	-5%
Criminology & Criminal Justice	9	1%	183	2%	-1%
Education	108	18%	1,123	14%	4%
Engineering	17	3%	248	3%	0%
Human Science	13	2%	158	2%	0%
Law	6	1%	734	9%	-8%
Medicine	1	0%	43	1%	0%
Motion Picture Arts	0	0%	63	1%	-1%
Music	32	5%	414	5%	0%
Nursing	2	0%	90	1%	-1%
Social Sciences and Public Policy	124	20%	795	10%	10%
Social Work	27	4%	498	6%	-2%
The Graduate School	35	6%	8	0%	6%
Visual Arts, Theater & Dance	22	4%	317	4%	0%

\* Does not include the 'not reported' student population

Source: Graduate Student Housing Survey and FSU Registrar

Based on the survey results, respondents indicated the following (details in Appendix C):

- 93% moved to Tallahassee for educational purposes
- 73% did not attend FSU for their undergraduate studies
- 80% were between the ages of 19 and 30

These results reflect the University’s status as a residential school, which indicates that the majority of its students move to Tallahassee to make it their home. Graduate students transitioning to a new campus experience unique challenges when acclimating to a new residential environment. For international students, who represent 13% of the FSU graduate student population, the challenges of relocation are further compounded by language barriers, educational, and cultural differences. To smooth graduate students’ transition to life in Tallahassee, FSU must sustain student communities that contribute to students’ overall growth and development in order to reduce levels of uncertainty and anxiety, thereby facilitating the transition.

Figure 7.2 illustrates the housing choices of domestic and international student respondents. As shown, 47% of international students, both current and prospective, reported they live in or would like to live in University housing.

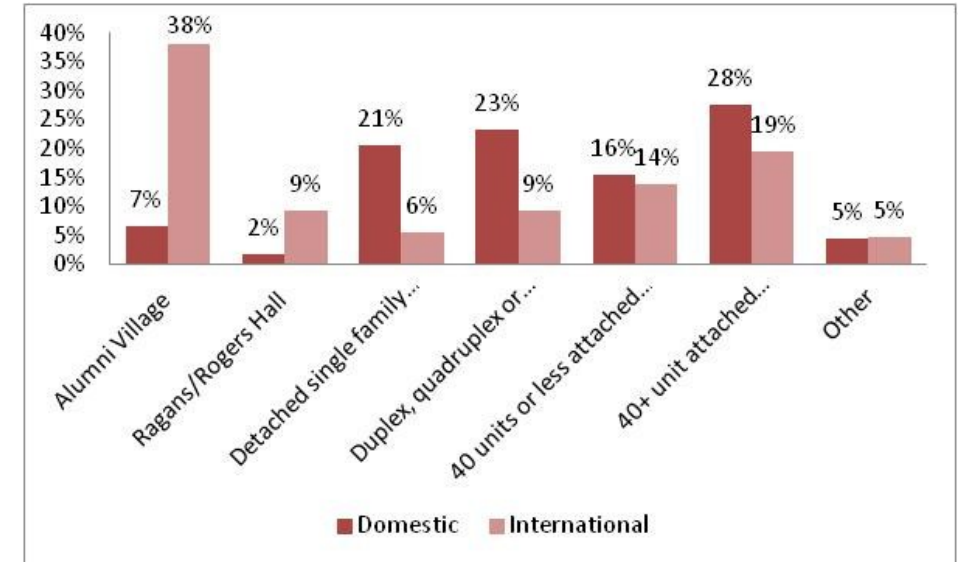


Figure 7.2: Housing choice for prospective and currently enrolled graduate students  
Source: Graduate Student Housing Survey

Nearly 38% of currently enrolled international students responding to the survey are majoring in the Arts and Sciences and Engineering (see Figure 7.3). The three most represented Colleges for domestic students in the survey were: Social Sciences and Public Policy (22%), Arts and Science (19%), and Education (15%).

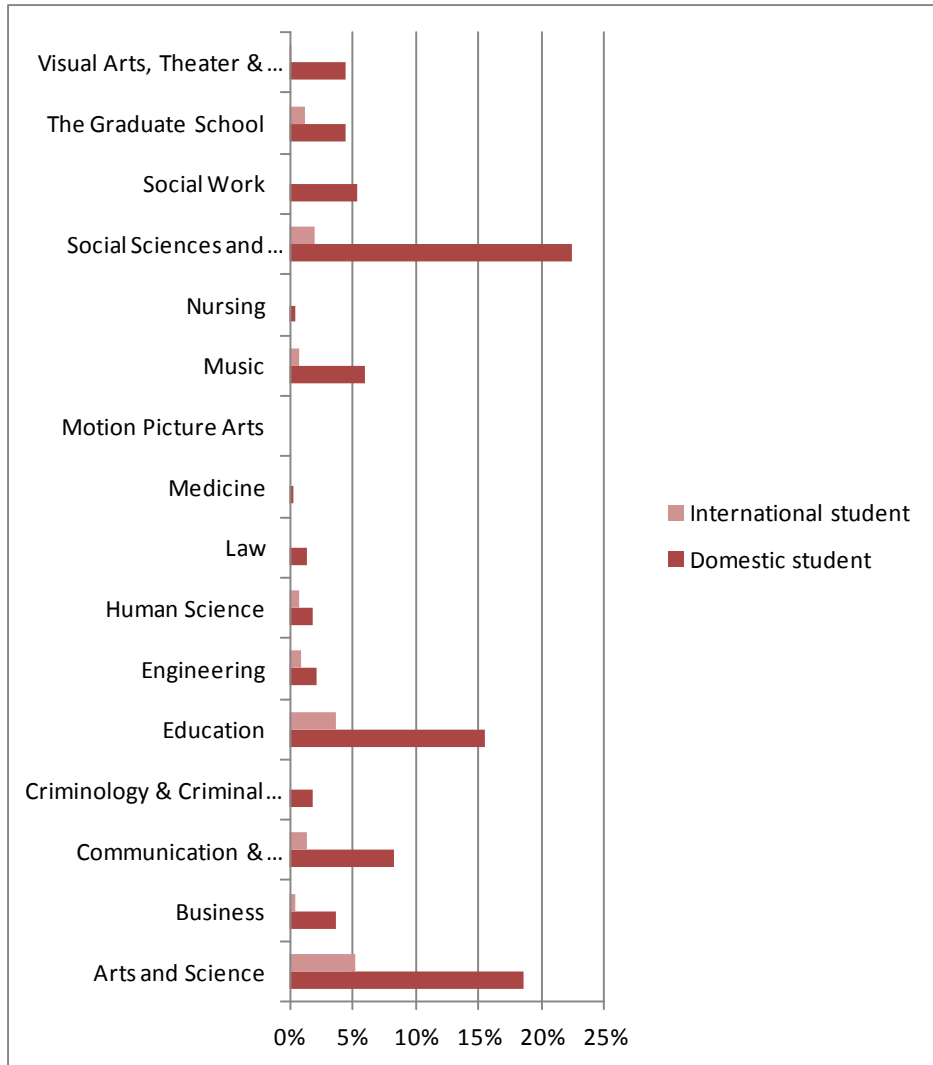


Figure 7.3: Current students by program and status  
Source: Graduate Student Housing Survey

As shown in Figure 7.4, more than half of respondents (56%) are completing a Master’s degree, with 42% pursuing a PhD. This parallels the trends of Alumni Village leaseholders since 2003, which indicate the majority of its residents are completing graduate or doctoral degrees.

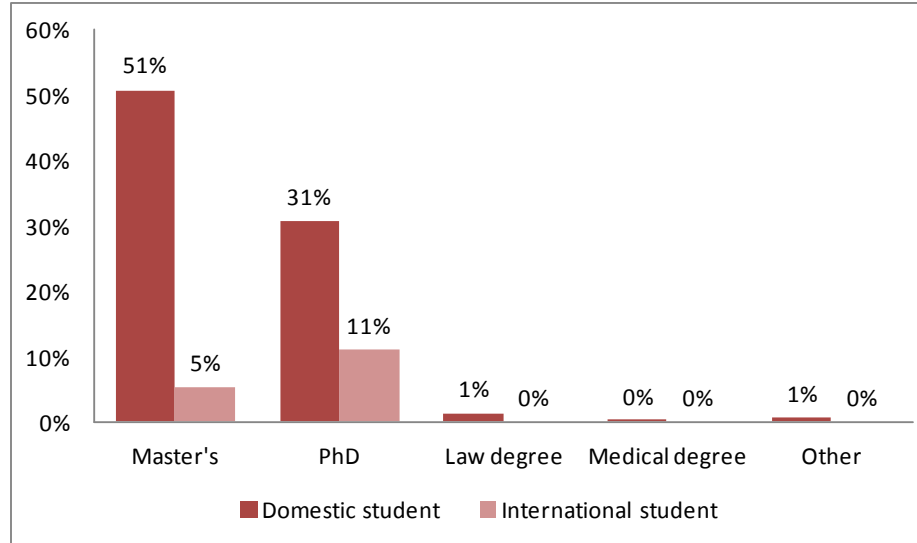


Figure 7.4: Current Students by status and degree pursued  
Source: Graduate Student Housing Survey

Prospective students comprise 17% of the total surveys completed (see Figure 7.5). From this population, 29% of domestic students reported majoring in the College of Arts & Sciences. The measures varied with 21% majoring in the College of Social Sciences and Public Policy, and 20% in the College of Education. Majors of international students are mostly represented by the Colleges of Arts & Science, Education, and Engineering.

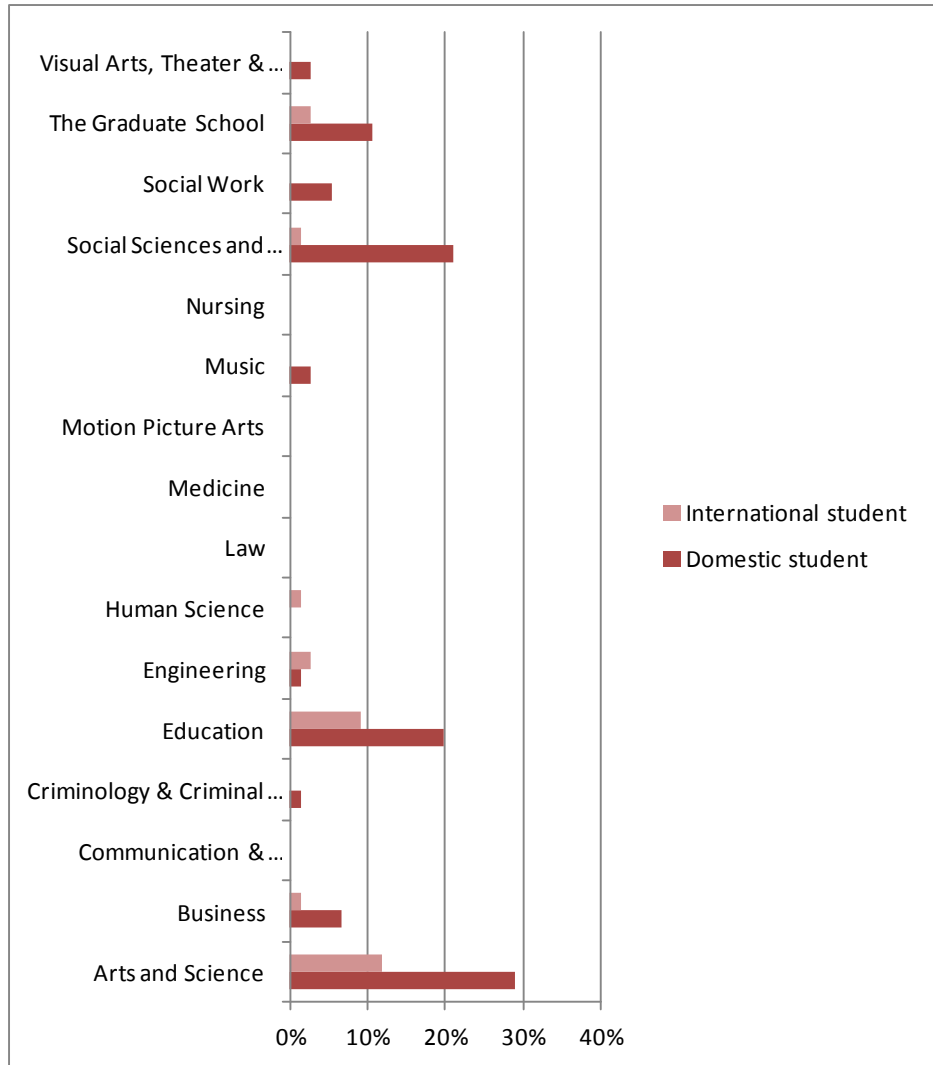


Figure 7.5: Prospective students by program and status  
Source: Graduate Student Housing Survey

Similar to current students, more than half of respondents (66%) will be pursuing a Master's degree, with 12% of international students pursuing a PhD.

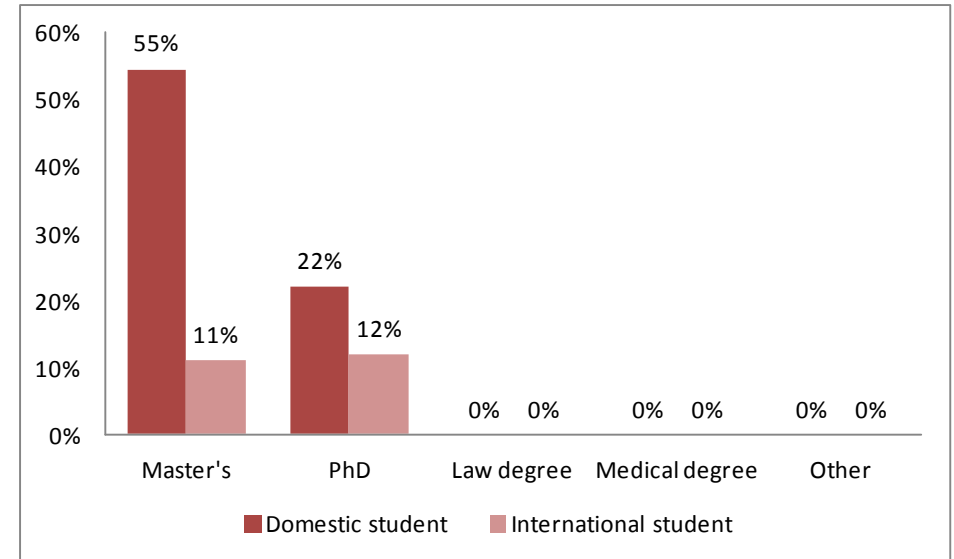


Figure 7.6: Prospective Students by status and degree pursued  
Source: Graduate Student Housing Survey

To learn about the resources and services respondents utilized to acquaint themselves with the Tallahassee housing market, the Studio asked participants to identify what they used or will use to find housing in Tallahassee by checking all the categories that apply as shown in Figure 7.7. These categories consisted of Internet, friend/family, self, apartment finder/locator, FSU referral/University Housing website, real estate agent, and other. More than half reported they have used or will use the Internet, and friends or family to find housing. The means used by current students varied with 49% finding housing through an apartment finder/locator, 30% from the University Housing website/FSU referral, and 14% via a real estate agent.

Answer	Response	%
Internet	491	80%
Friend/Family	338	55%
Self	309	50%
Apartment Finder/Locator	299	49%
FSU referral/ University Housing website	185	30%
Real estate agent	88	14%
Other	18	3%

Figure 7.7: Resources students used or will use to find housing in Tallahassee

Source: Graduate Student Housing Survey

Answer	Response	%
Cost	370	72%
Proximity to campus/commercial areas	289	56%
Neighborhood	244	47%
Building layout and design	182	35%
Other	95	18%
It was the only place I knew available	41	8%

Figure 7.8: Student motivations behind housing choices

Source: Graduate Student Housing Survey

## Cost

During early discussions with housing professionals, the Studio recognized the financial constraints of graduate students when determining where to live. The survey question, *Why did you choose your current housing?*, directed students to choose all the categories applicable in order to learn the motivations behind students housing decisions (Figure 7.8). Respondents overwhelmingly (72%) listed cost as the most important factor in their housing choice. Affordability was also mentioned frequently when students were given the option to provide qualitative responses. More than half (56%) of respondents chose proximity to campus/commercial areas as their second priority when selecting their current housing. This emphasizes the importance of location and convenience.

*“Make it more available, affordable and study friendly” (Housing Survey Comment)*

We then asked a series of questions about cost of rent , utilities, cable, and internet to better understand students’ total housing budgets. In early discussions with University Housing, we learned students living in Alumni Village pay an average of \$700 per month including rent, utilities, and cable. Table 7.2 illustrates current students’ monthly costs for rent, utilities, cable and internet. It should be noted that:

- 50% of respondents spent \$500 or less per month for housing
- 4% spend \$1,000 or more
- 41% spend between \$51-\$100 for utilities
- Only 7% report utilities included in their rent
- 71% spend between \$1-\$100 for cable and internet

Table 7.2: Current students’ monthly costs for rent, utilities, cable and internet

Rent	%	Utilities	%	Cable/Internet	%
Under \$500	50%	Included in Rent	4%	Included in Rent	8%
\$501-\$750	35%	\$0	3%	\$0	11%
\$751-\$1,000	11%	\$1-\$50	10%	\$1-\$50	45%
Over 1,000	4%	\$51-\$100	41%	\$51-\$100	26%
		\$101-\$150	28%	\$101-\$150	8%
		Over \$150	13%	Over \$150	1%

Source: Graduate Student Housing Survey

To calculate the mean for housing and transportation costs, the midpoint range for each category was used. The difference between the mid-ranges for housing costs in Table 7.2 was reduced for values under and over monetary categories to determine the mean value. For rent,

the mean value under \$500 is \$251 and over \$1000 is \$1,249. For utilities and cable/internet, the mean value over \$150 is \$199. Table 7.3 outlines the respondents’ mean costs for rent, utilities, cable, internet and transportation. On average, graduate students pay approximately \$700 a month in rent, utilities, and cable/internet. Add transportation (see Appendix C) to housing costs and it was found that graduate students pay on average approximately \$768.23 per month. It should be noted that the transportation figure does not included car payment and insurance.

Table 7.3: Monthly average on housing and transportation costs

Categories	Cost
Rent	\$ 547.38
Utilities	\$ 98.75
Cable/internet	\$ 54.15
<b>Total</b>	<b>\$ 700.27</b>
Transportation	\$ 67.96
<b>Housing and transportation total</b>	<b>\$ 768.23</b>

Source: Graduate Student Housing Survey

Graduate students who share their housing with others (i.e. roommates, partner/spouse, children/dependents and others) bear different burdens for housing costs. The cross tabulation of *cost* and with *whom do you live with* revealed students who lived with partners and without partners were almost equally as likely to pay under \$500 per month for



housing (Appendix C). One-third of all respondents with one or more roommates pay less than any other demographic group. Current students reported the following:

- 18% of respondents who do not live with roommates pay under \$500 per month.
- 32% with one or more roommate pay under \$500 per month.
- 37% live with a partner or spouse; 81% of these respondents reported paying \$750 per month or less for housing.
- 91% do not live with children and of those 48% paid under \$500 for housing; students living with children were evenly split across all categories of housing costs.

The cross tabulation of monthly rent contributions and graduate students with children (and ‘others’) was less than five for each range of rent values needed to perform a definitive test of association. There were not enough respondents with children to determine whether there is a statistical relationship between rent contributions and graduate students with children/dependents.

The differences in rent contribution for domestic and international students are highlighted in Table 7.4. As shown, 95% of international students pay less than \$750 per month.

Table 7.4: Current students rent contribution by status

Rent Contribution	Domestic Student	International Student
Under \$500	48%	62%
\$501-\$750	35%	33%
\$751-\$1,000	12%	5%
Over \$1,000	5%	4%

Source: Graduate Student Housing Survey

Proximity has inherent costs associated with it in terms of transportation expenses and less tangible but equally important time considerations. Time, for busy graduate students, is a valuable commodity. Fifty six percent of respondents reported proximity to campus and commercial areas as their second most important priority for choosing their current housing. When given the opportunity to provide written commentary, respondents mentioned that close proximity to campus and work motivated their decision to live in their current neighborhood. By living close to campus, work, shopping, and recreational opportunities, students may potentially save money on transportation costs and a significant amount of time commuting to various locations on a day-to-day basis; thereby exacerbating the problem of there being sufficient parking on the Main Campus.

Table 7.5: Transportation preferences to campus

How would you prefer to get to campus?	
Response	%
Car	27%
Walk	27%
Public transit	21%
Bike	16%
Carpool	6%
Motorcycle/scooter	3%
Other	0%
<b>Total</b>	<b>100%</b>

Source: Graduate Student Housing Survey

Table 7.6: Transportation preferences to other places

How would you prefer to get to places other than	
Response	%
Car	39%
Walk	23%
Public transit	17%
Bike	13%
Carpool	6%
Motorcycle/scooter	2%
Other	0%
<b>Total</b>	<b>100%</b>

Source: Graduate Student Housing Survey

## Mobility

The questions that addressed mobility were designed to inform the Studio of transportation behaviors, preferences of respondents, how often they commute to various places, and monthly transportation costs. Included in the survey were also mobility questions that explored respondents' preferences for using other modes of transportation such as walking and biking, instead of personal vehicle.

The four main findings from this section were the following. Although the primary mode of transportation among respondents was the automobile; respondents wanted to utilize other modes of transportation, especially for their commute to campus. In terms of cost, respondents spend less than \$100 monthly on transportation expenses including car maintenance, transit fees, gas, and parking. More than half of respondents are willing to spend up to 20 minutes commuting to campus. Finally, more than half of respondents indicated that they would like to live in a community where they could walk or bike to campus instead of having to drive. The following paragraphs discuss in further detail the results of the mobility questions.

Figure 7.9 displays that eighty-one percent of current students indicated that the automobile is their primary mode of transportation. The dominance of automobile use by respondents is also reflected in

Answer	Response	%
Car	418	81%
Public transit	46	9%
Walk	33	6%
Bike	11	2%
Motorcycle/scooter	5	1%
Other	4	1%
<b>Total</b>	<b>517</b>	<b>100%</b>

Figure 7.9: Respondents primary means of getting to campus

Source: Graduate Student Housing Survey

the three questions that asked how respondents get to campus, work, and shopping, recreation, and entertainment.

- 51% use the automobile to get to campus
- 65% use the automobile to get to work
- 60% use the automobile to get to shopping, recreation, and entertainment

However, when asked how they prefer to get to campus, respondents generally were as receptive to walking and taking public transit as using their automobiles. The preferred mode of transportation among respondents for getting to places other than campus was the automobile, but there was a notable interest in being able to walk and take public transit to these destinations. Tables 7.5 and 7.6 display respondents' mobility preferences by percentage. These results illustrate the discrepancy between the transportation modes

respondents' use to travel and the transportation modes respondents would prefer to use to get to their destinations.

To get a sense of respondents' commute patterns, the Studio asked how many times per week they commute to campus, work, and shopping, recreation, and entertainment. Respondents were also asked how much they spend a month on transportation. There is a limitation to our interpretation of the results of the transportation cost question. This question did not instruct respondents whether they were to include their monthly car payments or the FSU student transportation fee. Even with the transportation cost caveat, these results give an idea of how often respondents commute and how much it costs them to do so. Respondents are more likely to commute to campus than to work or other destinations and spend on average \$68 dollars a month on transportation. The following bullets highlight the top percentages for commute patterns:

- 61% commute 1-5 times per week to campus
- 33% commute 6-10 times per week to campus
- 62% commute 1-5 times per week to work
- 14% commute 6-10 per week to work
- 87% commute 1-5 times per week to shopping, recreation, and entertainment

Answer	Response	%
11-20 minutes	341	55%
0-10 minutes	152	25%
21-30 minutes	103	17%
31+ minutes	20	3%
Total	616	100%

Figure 7.10: Maximum amount of time graduate students are willing to commute to campus

Source: Graduate Student Housing Survey

- 48%, spend \$51-\$100 a month on transportation
- 23% spend \$1-\$50 a month on transportation

In addition to the monthly transportation costs, respondents were asked how much time they were willing to spend to commute to campus. Figure 7.10 depicts the amount of time respondents are willing to spend on their commute to campus. As shown, 80% of respondents are only willing to spend up to 20 minutes commuting to campus.

To gauge respondents' interest for living in walkable or pedestrian-friendly communities, the survey asked about their preference for biking, walking, and having access to Zip Cars. Zip Cars are vehicles that are made available to rent any day and at any time. Figure 7.11 displays respondent's preference to live in an area where they could bike/walk to campus instead of drive. Figure 7.12 displays respondents' receptiveness to live in a community that is Zip Car accessible. Sixty-six percent of respondents would like to and 21% might like to live in communities that allow them to bike or walk to campus. These results indicate that many graduate students at Florida

Answer	Response	%
Yes	405	66%
Maybe	129	21%
No	52	8%
No preference	30	5%
Total	616	100%

Figure 7.11: Preference to live in an area where they could walk/bike to campus  
Source: Graduate Student Housing Survey

Answer	Response	%
No	281	46%
Yes	187	30%
Sounds interesting, I'd like to know more	148	24%
Total	616	100%

Figure 7.12: Preference to live in an area with zip car access  
Source: Graduate Student Housing Survey

Finally, the survey asked respondents to list the features would encourage them to walk or bike to campus instead of drive. Figure 7.13 ranks the features according to respondents' preferences. The following features represent the top three choices that would encourage respondents to walk or bike:

- 27% well-lit sidewalks or bike lanes
- 23% sufficient space between traffic and you
- 24% close proximity to services, campus, and shopping opportunities

Answer	Response	%
Well-lit sidewalks or bike lanes	448	73%
Sufficient space between you and traffic	394	64%
Close proximity to convenient services, campus and shopping opportunities	396	64%
Pleasant landscaping	246	40%
I currently walk/bike to campus	94	15%
Other	61	10%
I would not choose to walk or bike	40	6%

Figure 7.13: Features that encourage biking and walking  
Source: Graduate Student Housing Survey

Although the predominate mode of mobility for respondents is the automobile, the survey results indicate a strong desire to utilize other modes, such as walking and public transit, especially for the commute to and from campus. Use of alternative modes of transportation could reduce the need for parking on campus. Eighty percent of respondents spend \$1-100 a month on transportation. Given how often respondents indicated they commute to work and campus, modes such as walking, biking, and public transit are cost effective alternatives to using a private automobile.

## Community and Housing Design

Community is defined differently across academic disciplines. According to the McMillan & Chavis (1986) theory, sense of community includes five attributes: boundaries, emotional safety, sense of belonging and identification, personal investment, and a common symbol system. A “Community of Scholars” will incorporate all these elements. Survey questions were written to begin to understand where students currently live, why they chose their housing, characteristics of their neighborhood, and housing design preferences. As mentioned previously, FSU graduate students live scattered throughout Leon County with a higher concentration of students living close to the Main Campus. Fifty one percent of all graduate students live within three miles of the main campus (Figure 2.2). This location data is similar to the survey results of the top zip codes identified by respondents. The top four zip codes, 32301, 32303, 32304, and 32310 (Alumni Village) shown in Figure 7.14, are home to 81% of current graduate students.

Figure 7.15 illustrates the housing location preferences for current students. Although the zip code areas encompass a wide geography, this map reveals strong preferences and desires to live within close proximity to campus and the city center. The dark green areas show the most preferred locations with the dark red being the least preferred. Based on this understanding, we sought to learn more about the

motivations and perceptions behind graduate students housing decisions.

*“Programming that increases graduate sense of community and shows FSU cares about the housing experience of all grads”*  
*(Survey Comments)*

## TOP FOUR ZIP CODES- SURVEY RESPONDENTS

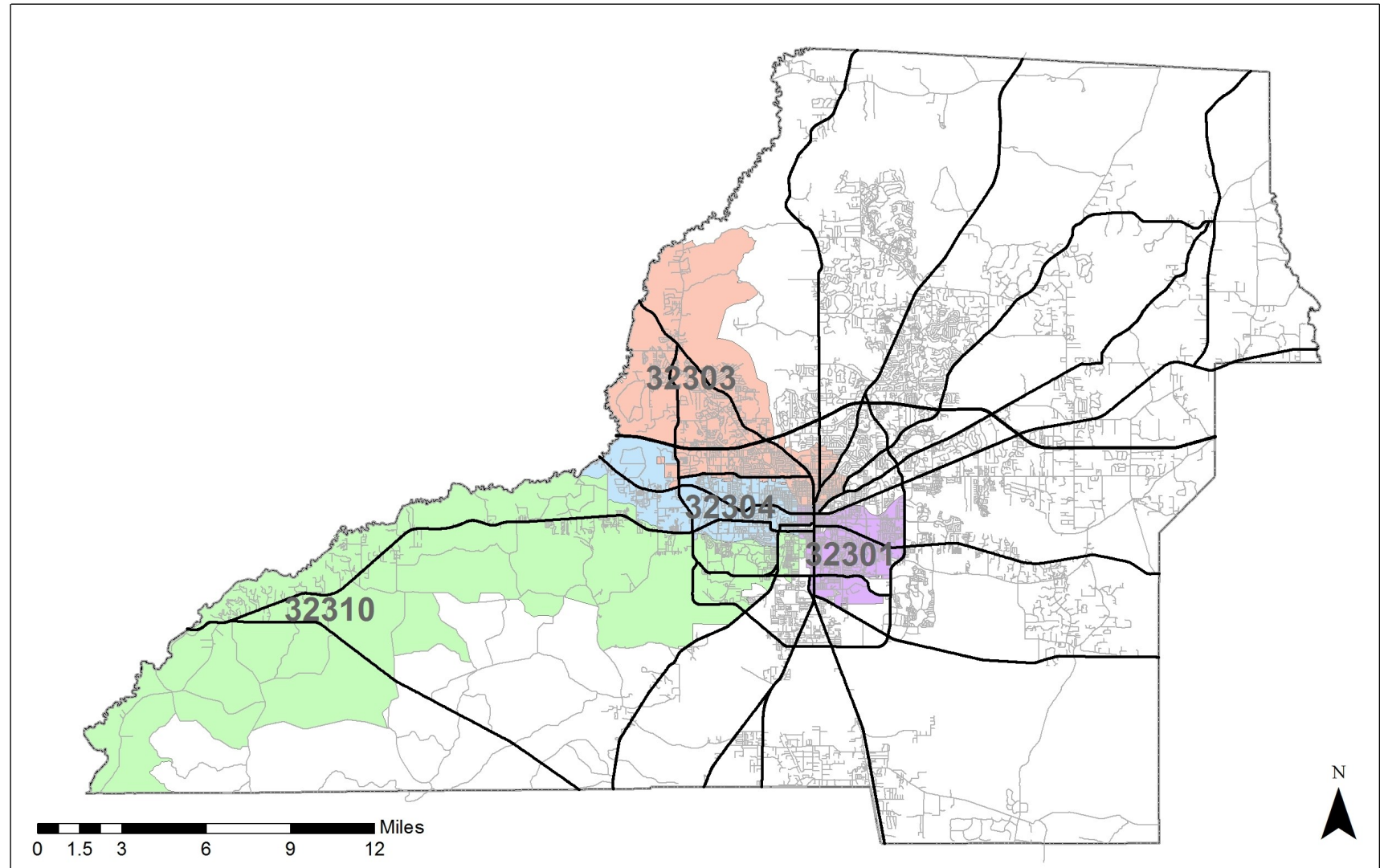
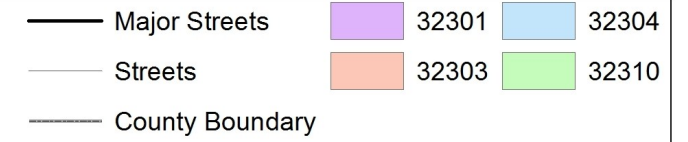


Figure 7.14: Most populated zip codes for current students  
Source: Graduate Student Housing Survey

# Survey Results- Where Students Prefer to Live

Major Streets	<b>Number</b>
College of Engineering	0 - 3
FAMU	4 - 8
FSU	9 - 17
TCC	18 - 49
	50 - 132

0 1 2 4 Miles

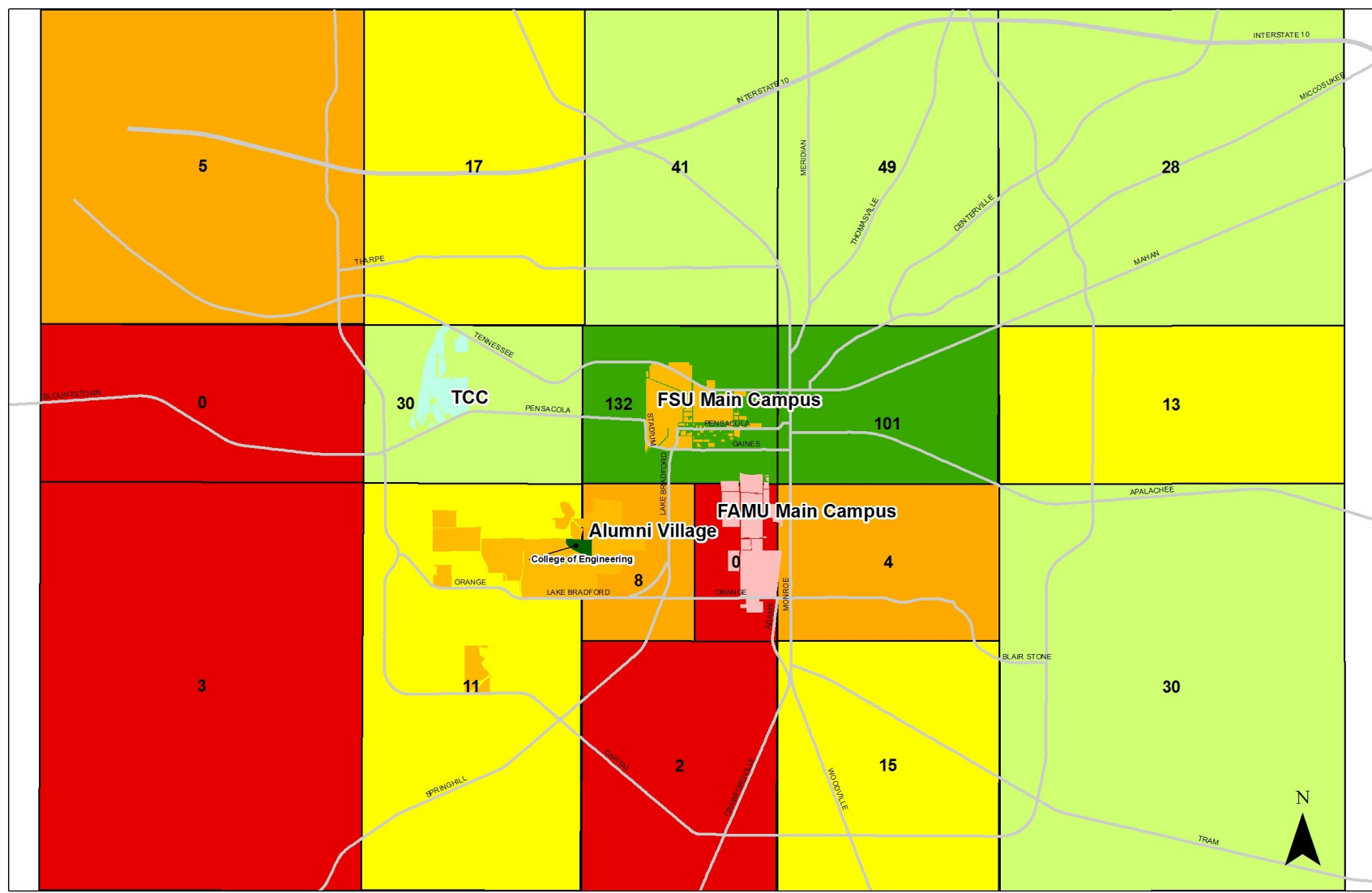


Figure 7.15: Housing location preferences for current students  
Source: Graduate Student Housing Survey

*“It was far enough from campus not to have to deal with the college lifestyle”*

*(Survey Response)*

**Why did you choose the neighborhood you live in currently?**

When answering why respondents chose their current neighborhood, 64% of current graduate students report proximity to campus and commercial areas as the most important feature with the second choice being housing layout or exterior design (Figure 7.16). Although only 8% of respondents chose schools and public services, this is significant given that approximately 9% of respondents reported living with children (Appendix C).

Answer	Response	%
Proximity to campus/commercial areas	331	64%
Housing layout or exterior design	145	28%
Neighborhood design	122	24%
Friends/Family/Community	115	22%
Other	108	21%
Schools or public services	43	8%

Figure 7.16: Current student motivations for neighborhood choices

Source: Graduate Student Housing Survey

Respondents provided qualitative responses 21% of the time. This inspired significant commentary about the following topics: safety, cost, undergraduate aversion, people, quiet, pet-friendly, recreation, location, access to public transportation, and open space. From these responses, safety and cost are the primary reasons why respondents chose their current neighborhood. The decision to choose a

neighborhood away from undergraduates was another commonly reported theme. Similar responses were reported when asked why they chose their current housing; the only significant difference was the choice of cost as the primary reason for respondents to choose their current housing.

On average, affordability was the top ranked feature of importance for respondents who were given a series of questions about their housing decisions. Figure 7.17 illustrates the mean value for each category with five being the most important and one being the least. This list was informed by the studies previously noted in the literature review that incorporated student preferences for innovative housing that supports student populations.



Figure 7.17: Features by importance for current and prospective students

Source: Graduate Student Housing Survey



### What type of housing do you live in now?

This question gave options for categories of physical housing structures students chose to live in while pursuing their studies at FSU (Appendix C). The most popular housing type for current domestic students (38%) is large apartment complexes of 40+ units. Both current and prospective international students chose Alumni Village as their primary housing choice. Duplexes/ quadruplexes/ townhouses came in second, which corresponds to the trends of off-campus housing providers at the Off-Campus Housing Office (N. Ladson, personal communication, February 24, 2012). When students were asked where they would move if they left their current housing, duplexes/ quadruplexes/townhouses again were one of the top three responses provided.

Along these same lines, students were asked their preference for the size of their housing. Seventy six percent reported a preference for housing with one or two bedrooms (Appendix C). Similarly, 59% of prospective students preferred one or two bedroom units. Seventeen percent of prospective students preferred a studio apartment while 17% of current student respondents preferred a three or four bedroom dwelling.

Graduate students are typically older than undergraduates and their housing preferences, as acknowledged by the developers and university officials the Studio spoke to serve different needs. Graduate students

may have roommates but are less likely. They are more often married than undergraduates and may also have children. To determine if graduate housing choices are affected by whom they live with, we cross tabulated the results in Table 7.7.

Table 7.7: Housing type by whom current students live with

Housing Type	Partner/Spouse		Roommates		
	YES	NO	0	1	2+
Alumni Village	10.0%	11.0%	14.1%	7.8%	3.8%
Ragans/Roberts	1.0%	3.6%	0.3%	3.8%	4.7%
Detached SF	29.9%	13.3%	15.1%	14.7%	37.7%
Duplex/Townhouse	23.4%	21.7%	20.5%	27.1%	21.7%
>40 Unit Complex	10.4%	15.9%	16.3%	14.0%	6.6%
<40 Unit Complex	23.4%	30.3%	28.8%	31.0%	20.8%
Other	2.0%	5.2%	4.8%	1.6%	4.7%

Source: Graduate Student Housing Survey

Nine percent of respondents also reported having children; of this population, nearly 47% live in single family homes. The majority of current students who live with ‘other’ people (i.e. parents, family, etc.), reside in either a 40+ unit attached apartment complexes or detached single family homes. From this, the Studio learned that there is not a large concentration of students in any particular type of dwelling; instead, graduate students appear to need a wide variety of housing configurations to suit their lifestyle. These results informed the Studio that a “Community of Scholars” would need to offer a variety of housing types to accommodate a spectrum of graduate student needs.

To gauge respondents’ feelings, attitudes, and perceptions, they were asked to indicate their level of satisfaction on current housing and transportation conditions. The Studio cross tabulated this series of questions by zip codes to better understand student perspectives (Appendix C). Respondents from the 32301, 32303, 32304, and 32310 zip codes generally felt that their neighborhoods were adequately lit at night and that it was safe to walk or bike within their neighborhoods. Most respondents also felt that crime was not a major issue within their neighborhoods. A strong sense of community, while important to 36% of respondents, was generally not present in respondents’ neighborhoods. However, the majority of respondents were satisfied with aesthetics and the upkeep of their neighborhoods. Half of the respondents from the four zip codes (32301, 32303, 32304, and 32310) indicate that they did not use or did not have the option to utilize the

bus service in their neighborhood. The other half of respondents who did state an opinion were divided between those who had a positive view and those who had a negative view of the bus service in their neighborhoods. Lastly, the majority of respondents stated that the quality of K-12 education in their neighborhoods was not an important factor in deciding their place of residence.

**My neighborhood is adequately lit at night?**

50% strongly agree & agree; 19% strongly disagree & disagree

**I feel safe walking/biking in my neighborhood.**

49% strongly agree & agree; 21% strongly disagree & disagree

**There is too much crime in my neighborhood.**

22% strongly agree & agree; 35% strongly disagree & disagree

**There is a strong sense of community where I live.**

16% strongly agree & agree; 38% strongly disagree & disagree

**A strong sense of community is important to me.**

36% strongly agree & agree; 12% strongly disagree & disagree

**The buildings and public spaces in my neighborhood are well taken care of.**

46% strongly agree & agree; 18% strongly disagree & disagree

**My neighborhood is clean and attractive.**

42% strongly agree & agree; 19% strongly disagree & disagree

**Bus service in this neighborhood comes when I need it and goes where I want to go.**

24% strongly agree & agree; 22% strongly disagree & disagree

**The quality of K-12 education is an important factor in my housing choice.**

8% strongly agree & agree; 51% strongly disagree & disagree

What else do people want in their community?

- Open Space
- Study/quiet areas/privacy
- Within walking/biking distance to campus

These are important aspects of community that respondents prioritized in qualitative and quantitative responses throughout the survey. A “Community of Scholars” would integrate all three components to address graduate needs. Similar to the survey results from the *University of California Berkeley* (2010), FSU students would also like more opportunities to build communities in order to foster relationships with students across disciplines as they integrate with campus. Communities that provide a place where students can eat, play, and study strengthens the social fabric and neighborhood dynamic. This is in line with the findings from the living learning question that revealed fifty five percent of respondents have an interest in Living Learning Communities (Appendix C).

Housing Design

To understand preferences for housing design and layout, respondents were asked to rank a variety of housing types. The six images included a suburban single-family home, detached cottages, attached rowhouses,

mixed-use apartments, urban apartments in a high-rise buildings and a multi-story apartment complex (Appendix C). Students were asked to arrange the images in the order of preference. The top three choices are shown in Images 7.1-7.3 were detached cottages, attached rowhouses, and mixed-use apartments.

The top three dwelling types chosen by respondents face the street and are pedestrian-friendly designs. Dwellings similar to the attached townhomes informed the design of the row houses that are one of three choices shown in the proposed “Community of Scholars”.



Image 7.1: Detached Cottages

Source: Heartland.org



Image 7.2: Attached Row-houses

Source: Southwood.me

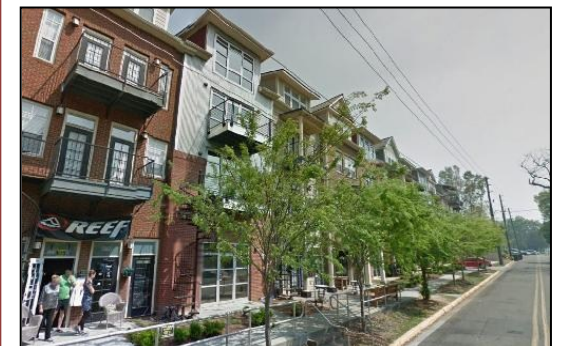


Image 7.3: Mixed-Use Apartments

Source: Google street view Tallahassee

## Open-Ended Questions

To gain qualitative information regarding the graduate student housing experience, students responded to two open-ended questions.

1. What could FSU do to enhance/improve graduate student housing?
2. If you have additional comments about your graduate student housing experience, please let us know.

For the written responses to the questions above, 541 students responded. Most written responses endorsed the survey themes of the questionnaire. For example, many underscored the desire for affordable housing, and a one-stop shop for access to information about housing. Respondents also described their safety and mobility concerns in detail and requested more opportunities for community building. The following section highlights quotes from the open-ended questions that were deemed to be the most representative of the themes.

### Affordable Housing

“Provide higher quality and well-maintained housing that is also priced within reason.”

“Affordable housing in proximity to the main campus with more bike lanes on streets to/from campus”

“Make it affordable and close to campus. I don't find a problem with the undergraduate way except for the cost. I would have no objection with living with or near undergraduate students. The offerings of campus

life are very important to me and I feel as a graduate student they are not accessible.”

“Generally, apartments in Tallahassee are overpriced and of low quality. I've lived in major cities where the same amount of money brings a much nicer apartment, friendly and responsive staff and a safer neighborhood. They have us at their mercy, and they know it.”

“Grad students need affordable options but they also need the dwellings to be taken care of and repaired regularly. There needs to be considerations of quality construction so utility bills are not astronomical. “

“For me to consider living in graduate housing, it would have to be a little nicer than Alumni Village. I understand that it is student housing, but I found much nicer housing for a comparable price. Also, a location that was closer to restaurants/entertainment would be a big plus.”

“Provide decent, affordable housing that is in a safe area of town”

“Provide higher quality and well-maintained housing that is also priced within reason.”

### Information about Housing

“I love living in Southwood, but it is expensive! I wish the college had done more for me in helping me room with another student when I was moving here.”

“Create a forum or social media site to link potential graduate roommates with similar values in cost, and appearance.”

“The housing services provided by the campus were relatively useless for me. Alumni Village is not adequate for my family needs, and it is the only option that was given to me; therefore, I had to do all of the leg work for finding a place for my family to live on my own. And the waiting list is so ridiculously long for childcare services that the service might as well not exist.”

“It would have been helpful to have a single place to go to find housing when I first came to the school.”

“The housing services provided by the campus were relatively useless for me. Alumni Village is not adequate for my family needs, and it is the only option that was given to me; therefore, I had to do all of the leg work for finding a place for my family to live on my own.”

“Knowledge is power. If law students would be aware that there is a "roommate finder" online, this would be helpful for those who cannot afford living by themselves. 2. Provide a list of housing resources available. This may be helpful to transfer students, or out of state students who do not know the area very well. 3. Follow up! FSU cares about their students, so make sure that they have found a comfortable place to live and this will provide a smoother transition!”

## Transportation

“I had an interesting experience in that I came from a town with a student area within close proximity to the university. I lived in this student area all 4 years of undergrad and walked/biked to class all the time. When I moved to Tallahassee, I heard/read online that the area

around campus is very dangerous and to avoid living there. So, I found roommates that live about 20-30 minutes driving distance from campus. I have felt safe in this neighborhood and have gotten used to the drive, although I do often miss the days of walking and biking to campus!”

“Although I picked a pleasant part of Tallahassee to live in, the traffic is shockingly bad. 3.5 miles takes 20 minutes most mornings. Definitely warn grad students how bad traffic is in Tallahassee, and how limited parking space is, so we can better plan our housing searches.”

“I would really love to be able to walk to campus and not drive my car. Unfortunately, I am not willing to sacrifice quiet space, or a nice neighborhood to do so.”

“FSU needs more graduate dedicated housing CLOSE to campus or within walking distance to a bus stop with service 24/7.”

“I spent a year in Alumni Village. It is so far away from everywhere except COE. It is not logical because going to classes is not the only thing graduate students do in their life. We need to buy groceries, takeout food and even hang out sometime. Everyone needs a car in Alumni Village otherwise, life stops after 6 pm and taking the bus is a torture. In addition, I took more than 5 classes on main campus. Engineering bus schedule is so inconvenient and most of the times the bus does not come on time. I missed or I was late for a lot of classes.”

“My primary complaint, I suppose, is not anything that FSU can directly fix. I wish I could use public transportation more than I do, but it's been rather unreliable in my experience, and I don't always feel safe

while riding the bus unless I'm with another person. If FSU expanded its bus routes to include North Monroe St. and Appalachian (where many graduate students live), I would definitely take that to school, even if it meant walking a little out of my way.”

“It seems to me that the choice comes down to convenience of transportation to campus and living in a nice/clean/safe/quiet neighborhood. Currently there are not many options that maximize the two. If you want to be close to campus (< 2 miles) your living options are limited to substandard housing/noisy undergraduates/high crime areas.”

### Safety

“Efforts to clean up around campus are not unnoticed, but because I work until 3am, safety is super important to me. I need to be able to get out of my car and go up three flights of stairs without wondering who is watching my schedule to rob me at the perfect time.”

“Alumni village would be ok if it had a safer reputation- cheap is good, but not rundown, or high crime area.”

“Campus is beautiful, and some areas surrounding campus are becoming beautiful, but there are still people lurking around at night, and random graffiti tags in inappropriate places. Maybe if the streets were better lit, or if a police car was on patrol more frequently, it might deter some crime.”

“Graduate student housing at FSU right now is abysmal. The spaces are cramped, in bad neighborhoods, with questionable safety and public schools.”

“The areas around campus are NOT safe. I would NEVER live around campus. Many complexes outside the campus area are also not safe. Tallahassee is a horrible city and the cops are doing nothing to protect us. These things are causing me to consider leaving the program.”

“Increase Police presence around and on campus and in Student housing projects. Provide Graduate Students that work/teach on campus a parking faculty parking pass. A program to subsidize graduate students that work/teach at FSU for rent in safe neighborhoods/a Faculty parking pass to make the choice between a short commute or safe/quieter living space easier to make.”

“I am not sure, I have not experienced it first-hand. I have heard that Alumni Village is a terrifying neighborhood with old facilities.”

### Community

“Honestly, as a graduate student, I wanted to get away from the undergraduate, student, "party" atmosphere of most of the communities downtown. I live out in the Killlearn area and I'm very happy. People out here are respectful, quiet, and take pride in their community. It would be nice to have something closer to campus, but I wouldn't ever trade this atmosphere for the convenience.”

“Provide a better alternative to alumni village. Better houses in a better neighborhood. Sure affordable is great, but I'd pay more to live in a decent neighborhood.”

“Walking to campus would be great, but I feel the neighborhoods within walking distance of campus are a little more run down, and tend to be populated with a lot of students so they are often louder than

other parts of town. A major reason why I live where I currently do is that it is a quiet neighborhood populated with mostly families.”

“My biggest goal in moving to Tallahassee is to find a place to live that does not feel like an undergraduate party.

A self-contained, environmentally friendly neighborhood near or on campus would be nice.”

“Build a residence hall specifically for graduate students that are affordable, strictly enforces quiet hours, and has abundant study resources.”

“FSU could invest more in their graduate students who thus invest more in FSU. Provide adequate and up to date living facilities that people want to live in, feel like they are welcome and have pets in.”

## Conclusions:

As in most studies, our study could be improved by obtaining a greater number of respondents for increased precision of values; however, we are confident in the validity of the results reported in this study. In conclusion, the Studio recognizes that University housing is an important part of students’ educational experience. An intellectually and socially rich living environment nurtures academic achievement, personal maturation, cognitive development, and retention.

Redeveloping Alumni Village will provide a much-needed resource to graduate students and the University as it strives to attract the best scholars to FSU. From our survey, the Studio came to the following conclusions:

- Affordable cost and community amenities such as open space, and quiet study areas/privacy are the most important housing concerns for graduate students.
- Respondents prefer one and two bedroom units.
- Respondents spend approximately \$700 monthly for housing costs including rent, utilities, cable, and internet.
- Respondents have a desire to walk, bike, and use public transit to commute to campus and other destinations.
- Negative safety perceptions around the main campus and Alumni Village deter respondents from living in these locations.
- Respondents must make tradeoffs with public transit access, affordability, and proximity to campus when determining where to live.
- More than one-third of respondents live with roommates
- Respondents do not feel a sense of community where they live but they desire one.

These conclusions further support our recommendations for redeveloping Alumni Village. The findings in this study identified graduate student challenges and interests when determining where to live in Tallahassee. Without University assistance, those planning and leading revitalization efforts as a means for improving the housing and transportation conditions at Alumni Village will fail to adequately address all student concerns.





# Community Engagement

A full understanding of graduate student housing needs and preferences for housing, requires significant input from the FSU graduate and professional student population. Different people respond to different outreach tools, therefore the Studio engaged the student population in a series of community exercises geared toward determining their housing preferences. These community exercises involved a series of visioning boards strategically positioned within thirteen graduate departments, visioning board focus groups held at FSU's Center for Global Engagement Global Coffee Hour, and a community visioning event with graduate students and residents of Alumni Village. The Studio analyzed the data to determine a consensus of what is essential for graduate student housing.

The visioning boards, focus groups, and the community visioning event were tools to obtain detailed information pertaining to graduate student housing preferences. A number of key trends from these exercises highlight that location, having desirable features and services, and improvements to university housing guided the recommendations in this report.



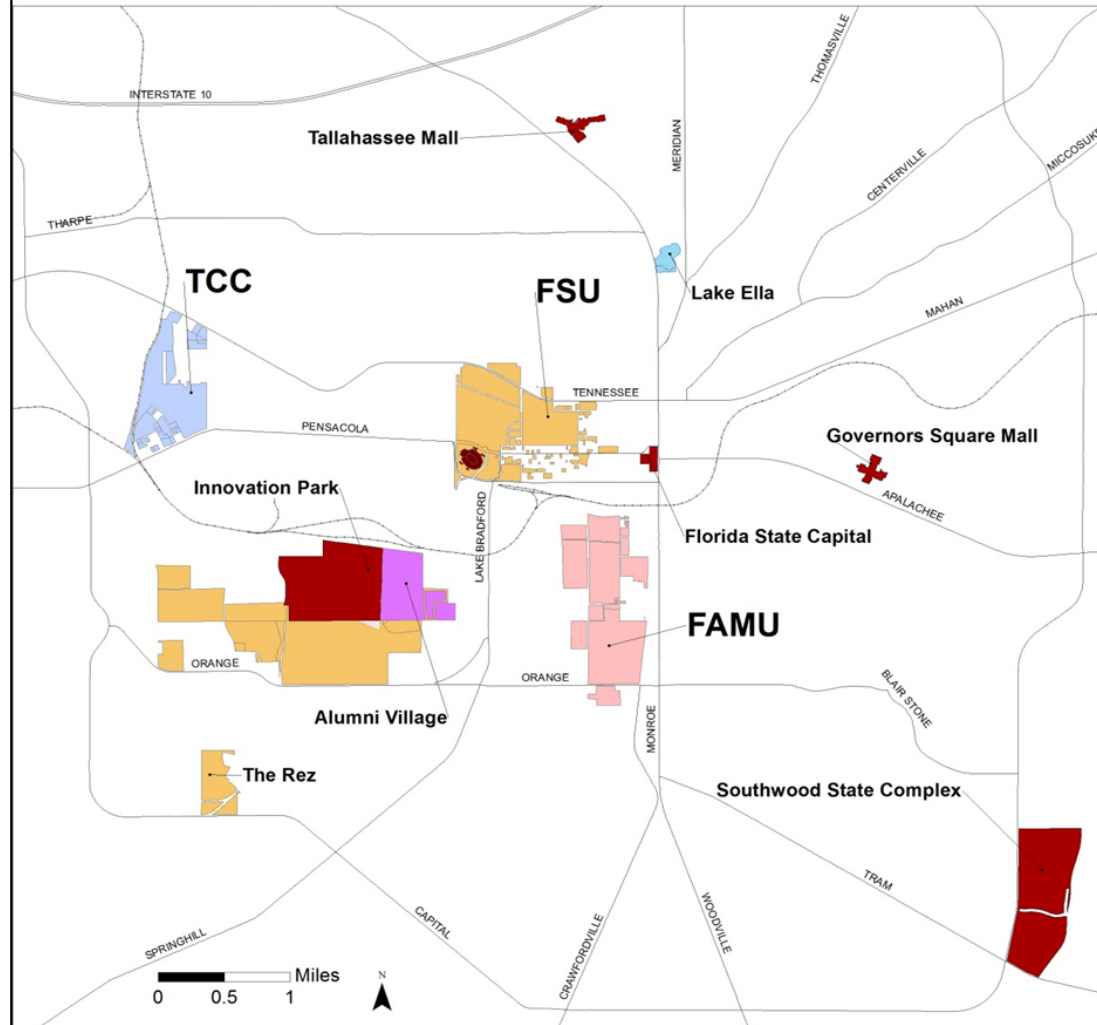
Image 8.1: Alumni Village Community Event, Tallahassee, Florida

Source: The Studio, 2012

# Your Housing, Your Choice

As a GRADUATE student, where do you want to live in Tallahassee?

How would you improve your student housing experience?



To send additional comments, email:  
[fsugradhousing@gmail.com](mailto:fsugradhousing@gmail.com)

Figure 8.1: Community Engagement Visioning Board

Source: Graduate Housing Studio

Figure 8.1 shows the visioning board that was placed in departments. The visioning board had two elements: a map to mark where graduate students want to live, and a column to write improvement suggestions. The goal was for students to think critically about where they desire to live in proximity to FSU's main campus and their thoughts regarding current graduate student housing options.

With the exception of Arts and Sciences, visioning board locations were spread across many graduate programs at FSU. The following departments hosted the visioning boards for a two-week period: Urban and Regional Planning, Health and Demography, Public Administration, International Affairs, Business, the Law School and the Medical School. The Studio positioned visioning boards in graduate student study areas, such as Scholars Commons in Strozier Library, that provided graduate students not in the aforementioned departments an opportunity to participate. Studio members attended multiple meetings of the Global Coffee Hour at the Center for Global Engagement, where students participated in visioning board activities. This also provided an opportunity to speak with students personally about their housing experiences.

We quantified visioning board map data to illustrate preferred housing locations and proximity to FSU's main campus. Each dot indicates where graduate students prefer to live in proximity to FSU's main campus. On the map, 44% of students expressed a desire to live within

one mile of FSU's main campus. Only 3% of students chose to live beyond five miles of campus. Figure 8.2 displays that this data is correlated directly with the survey results which indicated that the majority of graduate students live within one to two miles of campus.

*“I think Alumni Village needs to be remodeled / renewed... Great space but it’s too old.”*

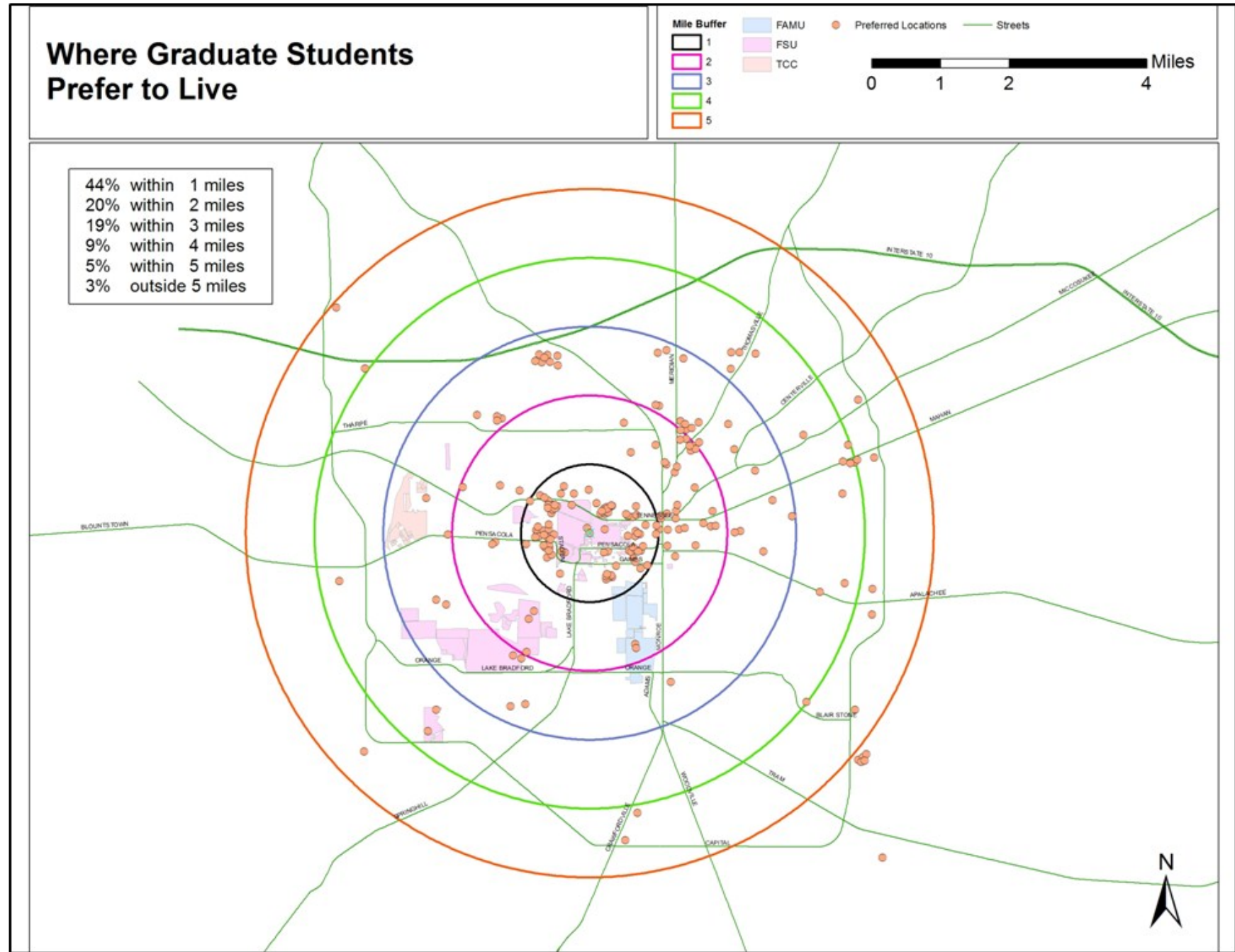


Figure 8.2: Results of Community Engagement Visioning Boards

Source: Tallahassee-Leon County GIS, Graduate Housing Studio

Approximately 200 graduate students participated in the visioning board map exercises. Using a qualitative analysis of the visioning board student responses, we identified a number of recurrent themes. We aggregated individual responses into the following themes:

- Connectivity
- Affordability
- Safety
- Social and recreational activities
- Quiet and study friendly atmosphere
- Redeveloping housing into new and clean buildings.

Additionally, graduate students indicated they prefer to live within walking and biking distance to campus, yet separate from undergraduates. Figure 8.3 outlines the housing preferences gathered from respondents.

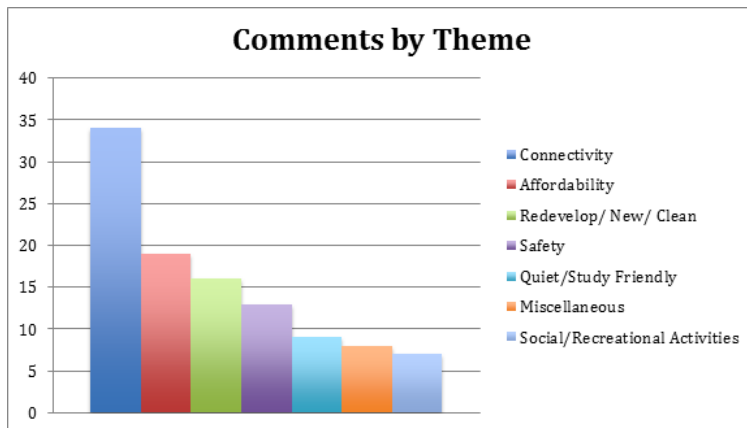


Figure 8.3: Housing Preference Themes from Community Engagement

Source: Graduate Housing Studio

The Studio conducted a focus group with approximately thirty residents of Alumni Village in which we discussed housing preferences and needs and potential redevelopment options. The goal of this session was to create an environment where residents felt comfortable expressing their personal preferences and desired changes for Alumni Village.

The Studio members placed residents into small groups and through two exercises gained an understanding of residents’ opinions of Alumni Village. During these small group discussions, we were able to understand what residents favored and did not favor about their housing, as well as receive critical feedback on how residents would design a potential redevelopment of Alumni Village.

From the community events, Alumni Village residents favored:

- Close proximity to the FAMU/FSU Engineering School and FSU main campus.
- Open space for recreational activities such as basketball and even cricket.
- Maturity of community residents and cultural diversity of neighbors.
- Access to University day care services and surrounding elementary schools.
- Great management staff that was helpful and attentive to respond to resident needs.

The Studio understands that residents prefer access to study

*“I need something close to the campus and cheap. A quiet apartment area for only graduate/ PhD / upperclass students.”*

lounges, computer labs, and wireless internet to avoid having to commute to campus. Overall, participants valued the sense of community, especially the international community, which exists within Alumni Village. We found that residents also value the weekly events held at the community center, participating in tennis and soccer matches, the proximity to campus, and the competent staff.

We found that students would prefer to live in newly-built houses with an updated architectural design. Residents want a neighborhood with better access to groceries, restaurants, and daily services located within walking distance. While residents indicated that living at Alumni Village is positive, there is room for improvement to create an environment that will enhance student's graduate housing experience.

Despite existing conditions of Alumni Village, the Studio found that residents enjoy their community but have serious concerns about its facilities. They include:

- Social and technological isolation from main campus
- Feelings of vulnerability and false sense of security from a gated community without gated access.
- Rising rent and utility payments with no improvements in housing conditions and amenities.
- Outdated apartment style furnishings and housing styles.

- Dilapidated amenities such as eroding tennis court and basketball court surfaces.
- Environmental and health concerns caused by lead paint within apartments.
- And lack of connectivity to grocery and department stores to purchase basic necessities.
- Lack of study lounges and community lounges to foster exchange.
- Lack of university housing options for graduate students.

Residents voiced strong concerns and dissatisfaction with current condition of graduate housing options for graduate students. We found that both the community engagement and coffee hour groups expressed similar concerns Alumni Village.

In the second exercise, Studio members provided focus group participants an opportunity to share their ideas about a re-development of Alumni Village. Participants were very excited to share their feedback and provide their input during this process. We learned that resident's valued security, mobility amongst the site to enjoy landscape, and access to fresh food markets. Overall this event proved to be advantageous for the Studio as our site plan reflects a "community of scholars" planned by scholars.

From our community engagement activities, the Studio understands that students value affordability, connectivity to the main campus and

surrounding entities, and safety. In addition, we realized that places which create forums for inter-disciplinary and inter-cultural exchanges benefit graduate students' overall housing experience. In the creation of redevelopment of Alumni Village, the Studio understands that is important to include the input of our graduate students. While living at Alumni Village is a positive experience, there is room for improvement in order to enhance FSU's graduate student housing.





## Potential Site Locations

Through the Studio's survey and community engagement activities, we found that graduate students want to live within one to two miles of campus but not near the general undergraduate population. The Studio began by identifying large parcels within a two mile radius of campus in order to determine the best location for a "community of scholars." The Studio considered individual site locations, such as FSU's vacant surface parking lots, but deemed them insufficient in size to create the desired community. The discussions with developers and the Studio suggested that twenty acres or more would be necessary to create a "community of scholars." From these discussions, our focus then shifted to large parcels that were close to campus which could be combined with neighboring parcels. Additionally, the Studio considered market price of parcels as shown in Figure 9.1, which eliminated consideration of parcels near downtown.

The Studio identified two potential locations for new development as part of the process to determine the prospective location for future graduate student housing. The prospective locations are identified in Figure 9.2. Tables 9.1 and 9.2 itemize each parcel within the two prospective locations. The Studio Green and Plaza Apartment location would be combined with five smaller parcels to equal twenty acres. This location would bring student activity to the north side of Tennessee Street near the Alumni Center and President's house. The

Studio was concerned with the potential realignment of Tennessee Street to accommodate the obstacle of pedestrian movement. The Ready Mix concrete plant would be combined with three FSU parcels that are adjacent to the site. The Studio believes that the location of the Ready Mix concrete plant could be connected with Woodward Avenue and would benefit from the redevelopment of Gaines Street. After examining the prospective locations, obstacles specific to these locations led us in a different direction.

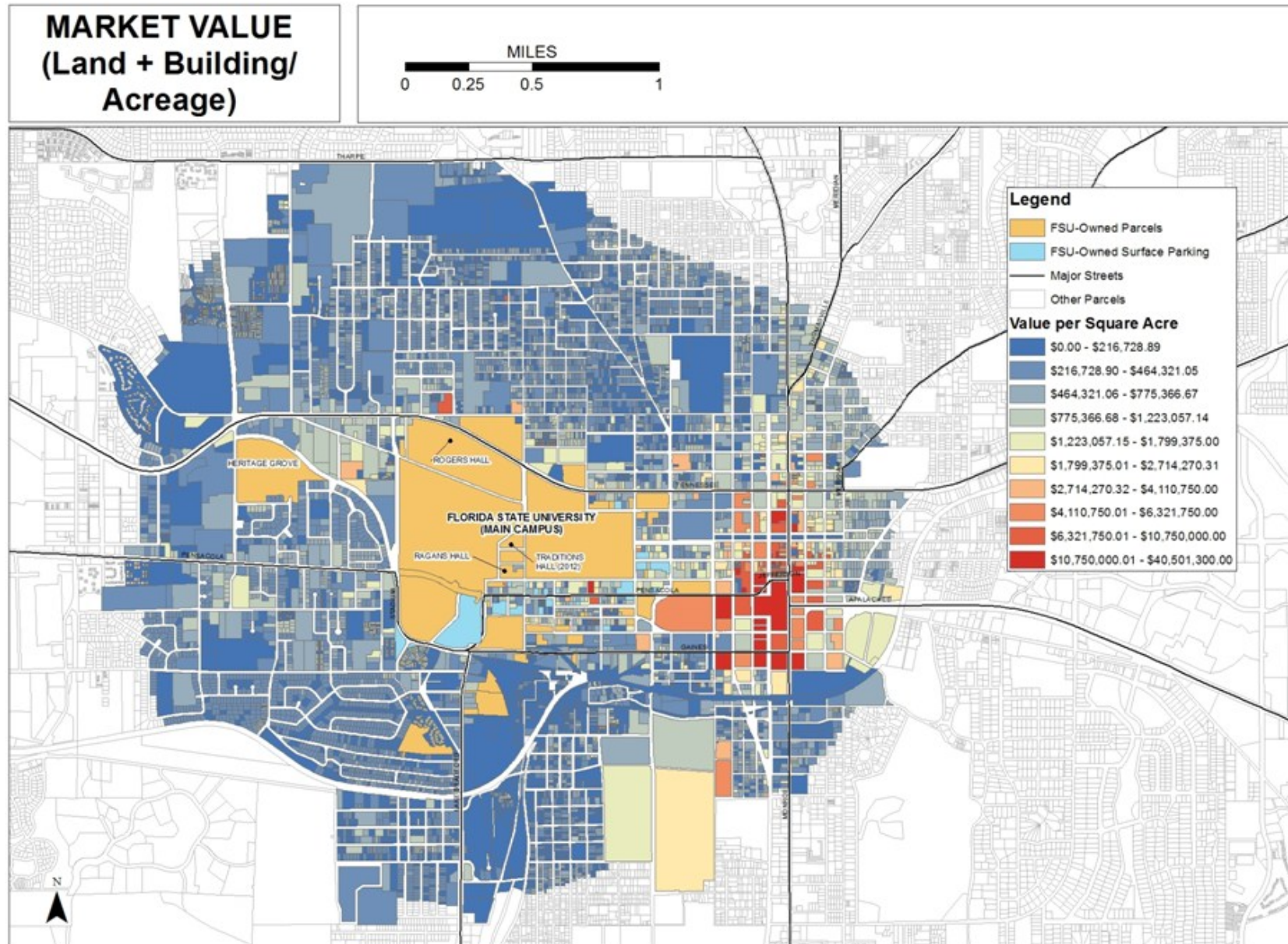


Figure 9.1: Market Value of parcels within one mile of FSU

Source: Tallahassee-Leon County GIS

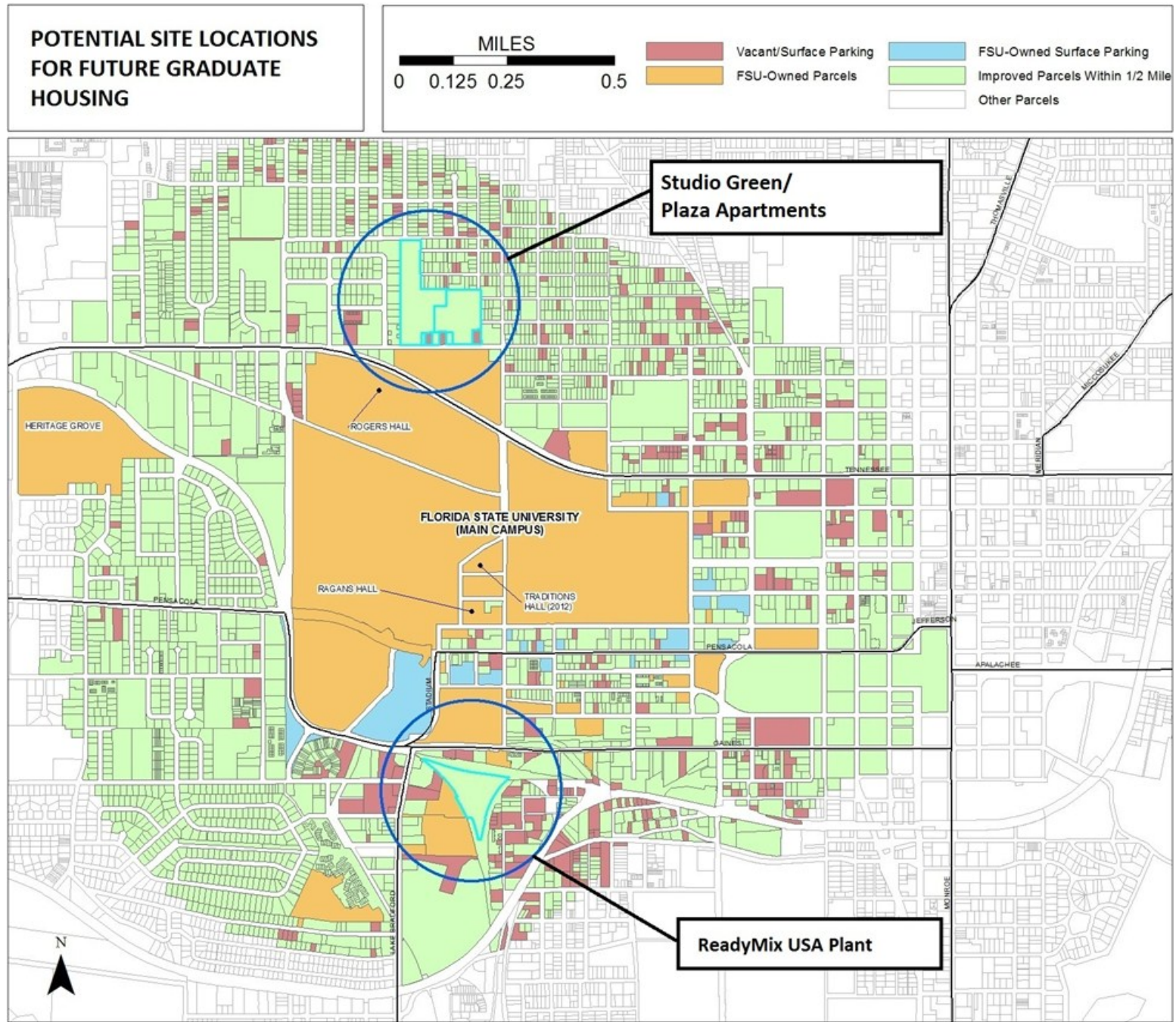


Figure 9.2: Potential Site Locations

Source: Tallahassee-Leon County GIS, Graduate Housing Studio

Table 9.1: Studio Green and Plaza Apartment Locations

Site	Location	Site Size (est)	Last Sale		Notes:
Plaza Apartments	982 W Brevard St	10.08	Dec-11	\$6,123,300	Owned by out of town LLC
Studio Green	940 W Brevard St	8.67	Nov-11	\$6,800,000	Owned by out of town LLC
Orkin Exterminating	954 W Brevard St	0.29	Aug-06	\$225,000	
Majik Market	980 W Brevard St	0.17	Apr-03	\$100	
Majik Market	980 W Brevard St	0.29	Apr-03	\$100	
Alltel Communication	950 W Brevard St	0.31	May-96	\$45,000	
PFL Real Estate	944 W Brevard St	0.27	Nov-08	\$515,000	
	Total	20.08			

Source: Graduate Housing Studio

Table 9.2: Ready Mix Concrete Location

Site	Location	Site Size (est)	Last Sale		Notes:
Ready Mix Concrete	901 Mosley St	7.48	Jul-05	\$335,600	CSX rail tracks to north, might be potential brownfield, small flood hazard area in southeast corner
FSU Parcel 1	1120 LBI Dr	2.91	Apr-96	\$599,000	
FSU Parcel 2	1120 LBI Dr	6.84			
FSU Parcel 3	819 Lake Bradford Rd	0.84	Sep-98	\$161,900	
	Total	18.07			

Source: Graduate Housing Studio

We determined upon further study of the Ready Mix concrete plant and the two apartment complexes north of Tennessee Street that there were challenges with both locations as a site to develop a “community of scholars.” The Ready Mix concrete plant currently exists on property that was approved as part of the future construction of FAMU Way. Currently there is a proposed modification to the FAMU Way extension project which would not intersect the Ready Mix concrete plant as shown in Image 9.1.

Subsequent to a recent change in ownership, the Studio Green and Plaza Apartments are no longer an option for this future graduate

student housing effort. Recently these properties were bought by a private, out of state developer, and are undergoing renovations. The Studio concluded neither of these properties were suitable for a “community of scholars.” Therefore we determined that a redevelopment of Alumni Village was the best location for a vibrant, successful, “community of scholars.”



Image 9.1: FAMU Way Extension

Source: City of Tallahassee, 2012

# Conclusion

University graduate housing plays a vital role in molding the perceptions, attitudes, and beliefs students have about their university and their universities' commitment to excellence. It also plays a critical role in shaping the graduate student experience, attracting future students, and influences future alums' attitudes towards giving to the institution.

From the Studio's scholarly research, the existing conditions' analysis of Florida State University's and Tallahassee's offerings for graduate student housing, outreach to students through surveys, departmental visioning boards, and focus groups at Alumni Village, we understand what it will take for Florida State University to create a "community of scholars."

The University should consider the following points when developing a vision for graduate student housing:

- Many of the peer and aspirational institutions had graduate student housing facilities either on campus, adjacent to campus, or within a two miles radius of campus.

- That institutions view and perceive housing as an investment and way to attract students, retain students, and build school spirit, which will have significant impacts as graduate students will transcend to be future alumni that give back.
- That graduate students preferred a mature community, explicitly a graduate student community.
- Graduate housing facilities need central areas for residents to have an exchange, have easy access to food markets and department stores to purchase basic necessities, provide a scholarly environment by having study lounges on site, and provide transportation for residents to and from campus, as well as care services for children of graduate students.
- Partnering with private developers is possible and advantageous as their ability to provide capital, build efficiently and effectively and in a sustainable manner, helps institution meet their housing needs.

Learning this information provided context as what to questions to ask and what forums to provide so that the Studio could better understand their housing desires, preferences, and needs. In answer to those questions, the Studio found that students:

- Desire to live close to campus – preferably within two miles – to mitigate travel costs and time spent commuting to and from campus.
- Affordability, sense of community, open spaces, and access to food markets and study lounges that support scholarly research were valued deeply by graduate students.
- Believe that any environment should provide an authentic sense of safety and be built in a way that protects the environment and promotes sustainable living.
- On average pay up to approximately \$700 for rent, utilities, cable, and Internet.
- Make tradeoffs when deciding where to live in consideration to public transit, proximity to main campus, and affordability.

Florida State University’s existing conditions of graduate housing present some challenges, such as:

- Limited space for graduate students on FSU’s main campus, and FSU’s current graduate housing facility is cannot compete with the Tallahassee housing market.

- Alumni Village, Florida State University’s existing graduate housing facility, suffers from poor infrastructure, environmental issues such as lead paint, rising rents due to rising maintenance costs, and the lack of a sense of place and security.
- Alumni Village is not being perceived as a suitable place to live by some members of the FSU community (administrators, faculty, and students).

The Studio believes that a re-development of Alumni Village would provide suitable housing for graduate students. From our examination of Florida State University’s existing housing stock and potential site locations for graduate student housing, studying best practices from universities that provide housing for graduate students, review of literature written by housing experts, and our investigation of graduate student’s desires, preferences, and needs, we believe that Alumni Village provides Florida State University an opportunity to:

- Maximize the potential of existing inventory in a way that is fiscally responsible;
- Build and create a community of scholars for graduate students, faculty, and visiting scholars; and

- Change perceptions of the current Alumni Village site and improve relationships with the surrounding community.

Volume II of our work will highlight the Studio Plan to address the aforementioned existing challenges that Florida State University faces, and provide our plan for a re-development / re-design of Alumni Village.





## References

- Allen, M., & Martin, J. (2009). Students in my backyard: Housing at the Campus Edge and Other Emerging Trends in Residential Development. *Planning for Higher Education*, 37(2), 38. Retrieved from [http://www.elkus-manfredi.com/upload/attachment/studentsinmybackyard\\_scup\\_january2009.pdf](http://www.elkus-manfredi.com/upload/attachment/studentsinmybackyard_scup_january2009.pdf)
- Anderson Strickler, LLC (2005, July). *Student Housing Market and Feasibility Study, University of Maryland at College Park*. Retrieved from <http://www.eastcampus.umd.edu/Image/market/UMStudentHousing.pdf>
- Balfour Beatty Capital Group. (2011). Balfour Beatty Campus Solutions and Capstone Companies celebrate completion of student housing project at Florida Atlantic University. Retrieved from [http://www.bbegrp.com/PressReleases/pressreleases/08302011%20BB%20Campus%20Solutions\\_FAU%20Ribbon%20Cutting\\_8.18.11\\_FINAL.pdf](http://www.bbegrp.com/PressReleases/pressreleases/08302011%20BB%20Campus%20Solutions_FAU%20Ribbon%20Cutting_8.18.11_FINAL.pdf)
- Bloomberg Businessweek.(2012). CA Equity Partners. Retrieved from <http://investing.businessweek.com/research/stocks/private/snapshot.asp?privcapId=515012>
- Brailsford & Dunlavey (2008). *Housing Market Study*. Retrieved from <http://business.fiu.edu/facstaff/sacs/2.11.2/FIU-Housing-Market-Study-Final-Report-6-23-08.pdf>
- Campus Apartments. (2008, March 11). Campus Apartments to develop graduate student housing project with Emory University. Retrieved from <http://www.campusapts.com/pdfs/EmoryGradHousingFINAL.pdf>
- Campus Apartments. (2012). Emory University, Campus Crossings at Briarcliff. Retrieved from <http://www.campusapts.com/emoryPublicPrivate.htm>
- Chavis, D.M., Hogge, J.H., McMillan, D.W., Wandersman, A. (1986). Sense of community through Brunswick's lens: A first look. *Journal of Community Psychology*, 14(1), 24-40.
- Cheskis-Gold, R. Loescher, R. Carroll, B. Shepard-Rabadam, E. (2006). *Essential steps for web surveys: A guide to designing, administering and utilizing web surveys for University decision-making*. Association for Institutional Research, 102.
- City of Tallahassee. (2012, February 5). Providence Neighborhood. Retrieved from [http://www.talgov.com/planning/npss/neighborhood\\_plans/providence.cfm](http://www.talgov.com/planning/npss/neighborhood_plans/providence.cfm)
- Clifton Community Partnership. (2009). Campus Crossing at Briarcliff. Retrieved from <http://cliftoncommunitypartnership.org/learn/briarcliff.html>

- Cohen, J. (2003). *Housing needs of graduate students at the University of Maryland, College Park: A first assessment*. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fgsg.umd.edu%2Fdownload.cfm%3Fdownloadfile%3DFE9D4E9E-5102-11DE-B4E82D14A5C52650%26typename%3DdmFile%26fieldname%3Dfilename&ei=RIAkT8i4H4HJtgeovHEDg&usg=AFQjCNFZckdsIt0T6PNorOgdw6NnjFse2Q&sig2=fh\\_fk4jFsCin464AX9chKQ](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fgsg.umd.edu%2Fdownload.cfm%3Fdownloadfile%3DFE9D4E9E-5102-11DE-B4E82D14A5C52650%26typename%3DdmFile%26fieldname%3Dfilename&ei=RIAkT8i4H4HJtgeovHEDg&usg=AFQjCNFZckdsIt0T6PNorOgdw6NnjFse2Q&sig2=fh_fk4jFsCin464AX9chKQ)
- Completestreets.org. Retrieved March 24, 2012, from <http://www.completestreets.org/>.
- Cornell University, Campus Life. (2012, January 20). Graduate & Professional Student Housing. Retrieved from <http://www.campuslife.cornell.edu/campuslife/housing/gradhousing.cfm>
- Delgadillo, L., Erickson, L. (2006). An exploration of off-campus student housing satisfaction. *Journal of Family and Consumer Sciences*, 98(4), 5-9.
- Division of Student Affairs and Institutional Research (2001). *Northeastern Graduate Student Survey*. Retrieved from [http://iris.lib.neu.edu/cgi/viewcontent.cgi?article=1005&context=nu\\_surveys](http://iris.lib.neu.edu/cgi/viewcontent.cgi?article=1005&context=nu_surveys)
- Fall 2011 Fact Sheet. (2012, January 23). The Florida State University: Office of Institutional Research. Retrieved from <http://ir.fsu.edu/reports.cfm?ID=fall2011factsheet>
- Florida State University, About. (2012, January 31). The Florida State University. Retrieved from <http://www.fsu.edu/about/>
- Georgia Tech, Department of Housing. (2012, January 20). Graduate Living Center. Retrieved from [http://www.housing.gatech.edu/reshalls/reshalls\\_detail.cfm?BldgID=052](http://www.housing.gatech.edu/reshalls/reshalls_detail.cfm?BldgID=052)
- Georgia Tech, Family and Graduate Living. (2012, January 20). 10<sup>th</sup> and Home. Retrieved from <http://10thandhome.housing.gatech.edu/>
- Gibbons, J. (2010). *Designing cohesive communities: UCLA student housing plan*. University of California, Los Angeles
- Graduate Student Council. ASSU Task Force. (1998). *Graduate housing: Discussion and recommendations*. Stanford University.
- Han, J. (2004). *House, home, and community: Good models for graduate student housing*. Unpublished master's thesis, Massachusetts Institute of Technology, Boston, MA. Retrieved from <http://dspace.mit.edu/handle/1721.1/27025>
- Henderson, L., and Stassen, M. (2008). *The University of Massachusetts Amherst Graduate Student Experience Survey*. Northeast Alliance for Graduate Education and the Professoriate. Re-

- trieved from [http://www.umass.edu/oapa/oapa/publications/reports/grad\\_experience.pdf](http://www.umass.edu/oapa/oapa/publications/reports/grad_experience.pdf)
- LEED 2009 for Neighborhood Development Rating System. (2011). Washington, DC: U.S. Green Building Council.
- Leon County Property Appraiser. (2012). Property Appraiser Cadastral Map. Retrieved from <http://imsinter.leoncountyfl.gov/website/PACadastral/viewer.htm>
- Louisiana State University, Department of Residential Life. (2012, January 15). Family & Graduate Housing. Retrieved from [http://appl003.lsu.edu/slas/reslifeweb.nsf/\\$Content/Family+&+Graduate+Apartments?OpenDocument](http://appl003.lsu.edu/slas/reslifeweb.nsf/$Content/Family+&+Graduate+Apartments?OpenDocument)
- Luskin, E, & Samuels, S. (2010). *Student Preferences in Housing- Survey data analysis: preferred unit styles and costs*. Retrieved from [http://www.thesciongroup.com/documents/housing\\_preferences.pdf](http://www.thesciongroup.com/documents/housing_preferences.pdf)
- Massachusetts Institute of Technology, Division of Student Life. (2012, January 20) MIT Housing. Retrieved from [http://housing.mit.edu/graduatefamily/graduate\\_family\\_housing](http://housing.mit.edu/graduatefamily/graduate_family_housing)
- Muller, C., and Rodriguez, V. (2011) *Report of the University of Texas at Austin Graduate School Climate Study Fall 2011*. Retrieved from [http://www.utexas.edu/ogs/about/climatestudy/gc\\_climatestudy\\_es.pdf](http://www.utexas.edu/ogs/about/climatestudy/gc_climatestudy_es.pdf)
- National Association for the Education of Young Children. (2012). All Criteria Document. Retrieved from <http://naeyc.org/files/academy/file/AllCriteriaDocument.pdf>
- National Center for Education Statistics. Retrieved January 30, 2012, from <http://nces.ed.gov/ipeds/datacenter/>.
- Pace, M. (2007). *Green luxury student housing: A Real Estate Feasibility Study*. Unpublished master's thesis, Massachusetts Institute of Technology, Boston, MA. Retrieved from <http://dspace.mit.edu/handle/1721.1/42033>
- Penn State Auxiliary & Business Services. (2012, January 15). Family & Graduate Housing. Retrieved from <http://www.hfs.psu.edu/housing/graduates/whitecourse/>
- Smartcodecentral.org. Retrieved March 24, 2012, from <http://www.smartcodecentral.org/>.
- Sungu-Eryilmaz, Y. (2009). Town-gown collaboration in land use and development. *Policy Focus Report*. Retrieved from [http://www.community-wealth.org/\\_pdfs/news/recent-articles/11-09/report-sungu-eryilmaz.pdf](http://www.community-wealth.org/_pdfs/news/recent-articles/11-09/report-sungu-eryilmaz.pdf)
- Texas A&M University, Department of Housing. (2012, January 15). University Apartment Living. Retrieved from <http://reslife.tamu.edu/ua/>
- The Florida State University, Alumni Village. (2012, January 23). The Florida State University. Retrieved from <http://housing.fsu.edu/housing/grad/Alumni-Village/index.html>

The Florida State University, University Housing. (2012, January 23). The Florida State University. Retrieved from <http://housing.fsu.edu/>

The Southern Association of College and University Business Officers. (2002, February 4). Virginia Commonwealth University Real Estate Foundation Student Housing Project Partnership. Retrieved from [http://www.sacubo.org/sacubo\\_resources/best\\_practices\\_files/2002\\_files/VirginiaCommonwealthUniversityStudentHousingProject.pdf](http://www.sacubo.org/sacubo_resources/best_practices_files/2002_files/VirginiaCommonwealthUniversityStudentHousingProject.pdf)

The University of Georgia, Department of Housing. (2012, January 15). Family & Graduate Housing. Retrieved from <http://housing.uga.edu/family-graduate>

Travis, S. (2011, August 21). FAU could become more traditional campus with new apartments. *Sun Sentinel*. Retrieved from [http://articles.sun-sentinel.com/2011-08-21/news/fl-innovation-village-apartments-20110821\\_1\\_new-apartments-jill-eckardt-innovation-village](http://articles.sun-sentinel.com/2011-08-21/news/fl-innovation-village-apartments-20110821_1_new-apartments-jill-eckardt-innovation-village)

U.S. Census Bureau. (2010, January 12). State & county Quickfacts: City of Tallahassee, F.L. Retrieved January 25, 2012, from <http://quickfacts.census.gov>.

University of California Berkeley (2010). *Graduate Student Satisfaction Survey*. Retrieved from <https://ga.berkeley.edu/files/page/surveyreport.pdf>

University of California San Diego (2007). *Graduate and Professional Student Experience and Satisfaction Committee Report*. Retrieved from <http://vcsa.ucsd.edu/GPSESFinal.pdf>.

University of California, Irvine, Student Housing. (2012, January 20). General information for new graduate & family housing students. Retrieved from <http://www.housing.uci.edu/prospective/graduate/index.asp>

University of California, Irvine, Student Housing. (2012, January 20). American Campus Communities. Retrieved from <http://www.housing.uci.edu/acc/>

University of Colorado Office of Planning Budget, and Analysis (2005). *Graduate Student Survey*. Retrieved from <http://www.colorado.edu/pba/surveys/grad/05/>

University of Florida, Department of Housing and Residence Education. (2012, January 15). Graduate & Family Housing. Retrieved from <http://www.housing.ufl.edu/villages/>

University of Wisconsin-Madison, University Housing. (2012, January 20). The University Apartments Community. Retrieved from <http://www.housing.wisc.edu/universityapartments>

Virginia Commonwealth University. (2012). Residential Life and Housing: Ackell Residence Hall. Retrieved from [http://www.housing.vcu.edu/halls\\_villages/Ackell.html](http://www.housing.vcu.edu/halls_villages/Ackell.html)

Yeung, K., (2011, December). Student housing survey for Residential Life aims to help MU meet students' needs. *The Maneater*. Retrieved from <http://www.themaneater.com/stories/2011/12/2/student-housing-survey-residential-life-aims-help/>

