This course focuses on the study of environments, with a particular focus on the college campus. We examine various approaches to describing environments. We then review various types of college environments and approaches to environmental assessments. This course also explores the interaction between students and their environments and the implications this has for administrators in higher education.

The course is intended for mid-level administrators in higher education and embodies a practitioner-oriented approach to the study of the campus environment. It is designed to meet the needs of practitioners who must understand the ways that the environment can influence student behaviors and experiences. The specific objectives are to:

1. Examine theoretical bases for understanding humans in the environment, particularly on the college campus.
2. Develop a broad understanding of different aspects of higher education environments.
3. Examine the implications of student and environment interactions on higher education.

We begin by focusing on readings highlighting various approaches to examining the college environment. We will also focus on examples of environmental assessments. Students will conduct their own environmental assessment on a college campus.

**STUDENT EVALUATION & WRITTEN ASSIGNMENTS**

This course will be graded based on the following criteria:

A. Classroom participation (30%). Contributions in class should reveal substantial familiarity with assigned readings, as well as an ability to synthesize and constructively critique the comments of classmates.

B. Student Characteristics Annotated Bibliography (15%). 5 pages/5 minute presentation. The goal of this project is to learn more about a student group of which you are not a member. Characteristics/issues may include minority student groups; commuter student associations; first generation college students; women’s student groups; groups for students with disabilities; religious student groups; gay, lesbian, and transgender student groups; international student groups; and athletic teams. Also, some groups of students experience issues that include adjustment to college; parental relationships; sexual violence; substance abuse; binge drinking; hate crimes on campus; eating disorders; and suicide. Any of these, as well as others, can be the basis for this project. The project should include annotated citations for ten sources. The annotation for each source will be approximately half a page. At least five of the citations
should be research articles from refereed and printed journals. Others can be from newspapers such as

C. Environmental Assessment Paper (25%). 5 pages. This assignment is intended to help the student
synthesize knowledge of the four environmental perspectives (physical, human aggregate,
structural/organizational, and perceptual/constructed) addressed in the course. Students will provide a
one page summary of one of the theoretical perspectives for studying environments and analyze their
current campus work environment using that perspective. Readings from class can form the basis for the
bulk of citations, but at least two additional cites relevant to the topic chosen should be included as well.

D. Campus Visit Project – Group Paper and Presentation (30%). 20 pages/30-40 minute presentation.
Groups of four will visit a campus (e.g., Columbia, Fordham, Pace, Princeton, Sarah Lawrence, Stevens,
FIT, New School, CUNY, local community college, etc.) and observe and assess that environment based
upon the material read and discussed in class. Students will present their environmental assessments to
the class. Each group will choose a different campus to visit. Presentations (30-40 minutes) on August 4
and 6. Papers (20 pages) due on August 4.

Course Text:
Strange, C.C & Banning, J.H (2001). Educating by Design: Creating Campus Learning Environments

Class I: Tuesday, June 30
Introduction

Introductions to class and participants
Selection of groups for Campus Visit Project / Sign-ups for presentations

Brief Group Meetings

Part I: Types and Impacts of Campus Environments

Class II: Tuesday, July 7
Physical Environments: The Role of Design and Space

*Please Note:
Tonight’s class will meet at Friends Seminary
222 East 16th Street (between 2nd and 3rd Ave.)

Guest Speakers:
John Tinmouth, AIA, Principal, Tinmouth Chang Architects
Tom Chang, AIA, Principal, Tinmouth Chang Architects
Bo Lauder, Principal, Friends Seminary

Reading:
Strange and Banning, pp. xi – 32.


Web sites:

Friends Seminary: [http://www.friendssseminary.org](http://www.friendssseminary.org)

**Class III: Thursday, July 9**

**Aggregate Environments: The Impact of Human Characteristics**

*Reading:*
Strange and Banning, pp. 33 – 55.


* Student Characteristics Annotated Bibliography due.*

**Class IV: Tuesday, July 14**

**Organizational Environments: How Institutional Goals are Achieved**

*Guest Speaker:*
Dr. Anthony Knerr, Founder and Managing Director, Anthony Knerr & Associates; Former Executive Vice President for Finance and Treasurer, Columbia University

*Reading:*
Strange and Banning, pp. 57 – 82.


Web sites:
Anthony Knerr & Associates: http://www_aknerr_com

Class V: Thursday, July 16
Constructed Environments: Different Views Through Different Eyes

Reading:
Strange and Banning, pp. 83 – 106.


Web sites:
Please review Web sites of colleges profiled in Pope reading

Deep Springs College: http://www.deepsprings.edu/

St. John’s College: http://www.sjca.edu/asp/home.aspx

Part II: Creating Environments That Foster Educational Success

Class VI: Tuesday, July 21
Promoting Safety and Inclusion

Guest Speakers:
Jules Martin, Vice President, Global Security & Crisis Management, NYU

Jay Zwickwer, Assistant Director for Strategic Planning and Crime Prevention, NYU

Reading:


*Environmental Assessment Paper due.*

**Class VII: Thursday, July 23**
**Encouraging Participation and Involvement**

*Reading:*


**Class VIII: Tuesday, July 28**
**Building a Community of Learners – On Campus and Online**

*Reading:*
Strange and Banning, pp. 159 – 198.


**Class IX: Thursday, July 30**
**Designing for Education: Campus Assessment and Learning**

*Guest Speaker:*
*Michaela Rome, Assistant Vice Provost for Assessment and Evaluation, NYU*

*Reading:*


Web sites:
NYU Office of Institutional Research and Program Evaluation: http://www.nyu.edu/ir/

Class X: Tuesday, August 4

Campus Visit Presentations

*Final Paper due

Class XI: Thursday, August 6

Campus Visit Presentations